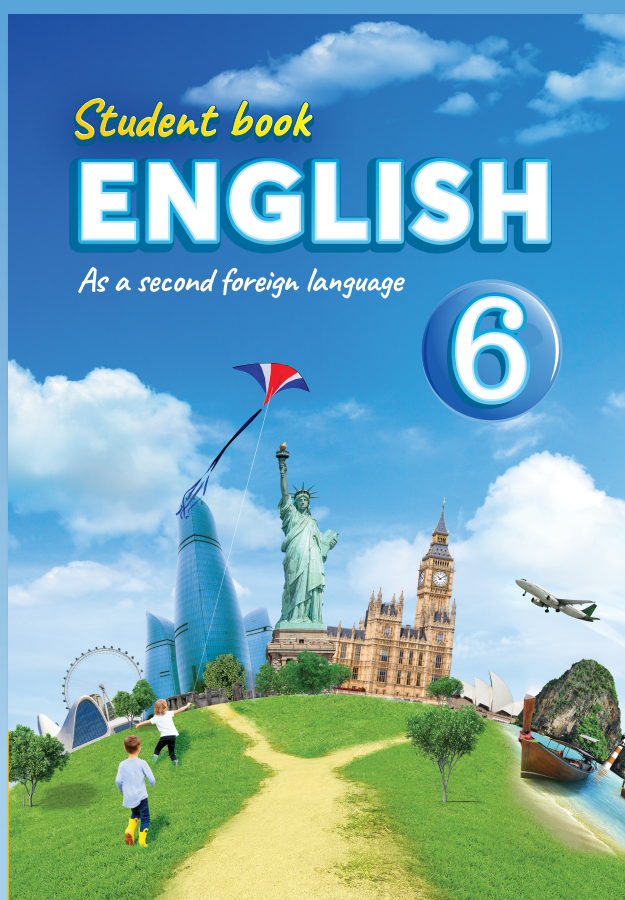


Teacher book

ENGLISH

As a second foreign language

6



LAYIHƏ

Konul Heydarova
Sevinj Mammadova
Gunay Gurbanova

Teacher book

ENGLISH

As a second foreign language

6

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

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

We thank you for the cooperation.



ŞƏRQ-QƏRB

LAYIHƏ

CONTENTS

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

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

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

*Sincerely,
Authors*

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

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

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

CONTENT STANDARDS

LAYIHƏ

SOME INSIGHTS INTO METHODOLOGY

LAYIHƏ

LAYIHƏ

Are you ready for Grade 6?

1

1. What colour are these pencils?
2. How old are you?
3. There is a ball under the chair.
4. I am a student.
5. Lala and Jamil are my friends.
6. My father is a teacher.

2

1. These are black jeans.
2. These are white bears.
3. These are yellow chairs.
4. This is a brown carpet.
5. This is a pink lamp.

3

1. There is a red sofa in the living room?
2. The windows are clean. They are not dirty.
3. The children are in the playground.
4. My glasses are in the wardrobe.
5. Ali and Jason can do puzzles.
6. Are you hungry?

4

1. Can Laman drive a car?
2. Amir and Sabuhi don't like apples.
3. Are there 19 classrooms in our/your school?
4. Does my/your sister play volleyball every day?
5. This bag isn't very heavy.

5

1. My mother's eyes are black.
2. Their avatar's legs are strong.
3. His brother's wardrobe is clean.
4. Ahmad's shoes are dirty.

6

1. f)
2. e)
3. c)
4. b)
5. d)

7

1. I want to go to the mountains.
2. I have lunch at 1 o'clock.
3. My sister rides her bike on Saturdays.
4. May is after April.
5. Arif doesn't want to go fishing.

LAYIHƏ

1

Lesson

First day at school

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

- recognize, pronounce and spell new words about the topic Subjects;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on ordinal numbers;
- read for gist and detailed information in the given context;
- say dates in English;
- write about their timetable.

Standards: 1

Interaction patterns: i

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

Track 4

- | | |
|-----------------------|-----------------------------|
| 1. Physical Education | 6. Literature |
| 2. Maths | 7. Art |
| 3. Geography | 8. Information Technologies |
| 4. History | 9. English |
| 5. Biology | 10. Azerbaijani |

Before students start doing Task 2, draw their attention to the REMEMBER box. Show them pictures in the box and introduce the words new and old. You can also find the objects in the classroom that are new and old and elicit these words.

2. In this task, students should match the sentences with the subjects. There is an example provided. When students are ready, ask them to compare their answers with their partners and then provide whole class feedback.

Answers:

- | | | |
|------------------------|--------------------------|----------------|
| 1. Maths | 4. History of Azerbaijan | 7. Geography |
| 2. Physicals Education | 5. English | 8. Azerbaijani |
| 3. Informatics | 6. Art | 9. Biology |

3. Ask students to read the text quickly and choose the best title for the text. Tell them that the words in the options have been mentioned in the text, but they should pay attention to the overall meaning of the text to choose the best title.

Answers:

B. Back to school

4. Ask students to read the text again and answer the questions. Encourage them to write full answers to the questions. When students are ready, have them compare their answers with their partners. Then check the answers.

Answers:

1. It is September.
2. Aydin and his friends are in the schoolyard/at school.
3. Karim is Aydin's History teacher.
4. Aydin's favourite subject is Maths.
5. Geography and Biology are new subjects.

Ask students these two questions and write the answers on the board in two different sections.

1. How many lessons has Aydin got? – **five (5)**
2. Which lesson is Biology in order? – **fifth (th)**

After writing these numbers on the board, tell them that **5** is cardinal and **5th** is ordinal number. Tell them that cardinal numbers are numbers that tell you **how many**. We use them to count people or things. Ordinal numbers tell the order.

Then draw students attention to the GRAMMAR TARGET. First, introduce them **first**, **second** and **third**. Then explain to them that they need to add **th** to form ordinal numbers of 4-19. Highlight the cases when the spelling changes. (**5, 8, 9, 12**).

Then explain them the rule for **ty** endings. Tell them that they need to change **y** into **i** and add **e + th**.

Optional:

Play a game.

Put students in pairs. One of the pairs will say any cardinal number and the other student will write the ordinal number for that number. Then ask them to swap the roles.

Note: It is advisable to show the activity in front of the class to make execution easier. Choose one student and ask him to say any number and then write the ordinal number on the board. Make a spelling mistake on purpose. Then draw the student's attention to GRAMMAR TARGET and ask him to check if you have written correctly. Encourage him to correct your mistake. Then have them play the game with their partners.

5. Before students start doing Task 5, draw their attention to the REMEMBER box and show them on the board how we write dates in English. Then tell them that while saying dates in English ordinal numbers are used. Give examples for both versions of saying the dates.

Then put students in pairs and ask them to say the dates.

Answers:

1. twenty first
2. second
3. eighth
4. twenty sixth

5. eighteenth
6. first
7. thirty first

6. In this task, students should complete the sentences with the words in the box. Before giving whole class feedback, ask students to compare their answers with their partners.

Answers:

1. six
2. first
3. lesson

4. third
5. fourth
6. twenty

7. fifth
8. sixth
9. Physical Education

7. Ask students to choose a day and write about their lessons. Encourage them to use target vocabulary and grammar of the lesson. This task can be set as a home-task as well.

2

Lesson

What do they look like?

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

- recognize, pronounce and spell new words about the topic Appearances;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on basic intensifiers;
- listen for specific information in the given context;
- describe people using the target language;
- write a description of their friends.

Standards: 1

Interaction patterns: individual, pair, small groups

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

Track 2

- | | |
|---------------------|-----------------|
| 1. straight hair | 6. curly hair |
| 2. beard | 7. bald |
| 3. moustache | 8. fair hair |
| 4. a young man | 9. an old woman |
| 5. a beautiful girl | |

2. Before students start doing the crossword, draw their attention to the REMEMBER box and tell them that we use beautiful to describe girls, women and handsome to describe boys and men. Then ask students to do the crossword. They can also do the crossword in pairs. When students are ready, give whole class feedback.

Answers:

Across:

1. curly
4. old
5. straight
6. beautiful
8. bald

Down:

2. young
3. moustache
6. beard
7. fair

LAYING

3. Ask students to look at the pictures and give them 2 minutes to find out what the main differences are among the pictures. If your class is weak, get some quick feedback about the differences. Then play the recording and tell them to choose the right picture according to the description.

Track 3

1.

This is my friend Tom. He lives in Canada. He is very tall and slim. His eyes are brown. He has got long fair hair. He loves Maths and History. He is a really good friend.

2.

This is my English teacher. Her name is Clair. She is a very good teacher. She is young and beautiful. Her hair is short and curly. Her eyes are really beautiful. They are big and blue.

3.

This is my Biology teacher. His name is Rauf. He is a very tall man. He has got a moustache. He doesn't have a beard. He is bald. We love him. He is a very good teacher.

Once you have checked the answers, draw their attention to the GRAMMAR BOX and explain them the rules. It is advisable to write examples on the board.

Also, explain to them the rule for using more than one adjective. Draw their attention to the REMEMBER box. Later, say some adjectives and elicit some answers from them.

Ask students to do Task 4. They need to look at the pictures and add adjectives and sometimes articles as well to write phrases. Have them compare their answers in pairs once they are ready. Then check the answers.

Note: If your class is weak, it is advisable to elicit some adjectives to describe things or people and write them on the board. For example: eyes can be ... (suggested adjectives- big, blue, beautiful)

hair can be ... (suggested answers are long, fair, curly, straight, short etc.)

people can be ... (suggested answers are tall, strong, beautiful, handsome, fit, old etc.)

Suggested answers:

1. really beautiful/big eyes
2. a very old man
3. a really tall/strong boy

5. Ask students to put the words in the correct order to make sentences. Before giving a whole class feedback, have them compare their answers in pairs.

Answers:

1. Nurlan has got very big blue eyes.
2. My friend is a very tall boy.
3. Elina has got long curly hair.
4. My mother has got short straight hair.

6. Put students in pairs or small groups. Tell them that in turns they are going to choose a picture and give a short description of it. Their partners should find the picture.

Note: It is advisable to give some preparation time before students start doing the task. This will ensure secure execution. Also, you can monitor and help weaker students.

7. In this writing task, students should describe one of their friends. Encourage them to use the target language.

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

Optional: Ask students to write a description of their classmates without mentioning their names on small pieces of paper. They should write their own names on the back of the paper. Once they are ready, collect the papers, shuffle and distribute them among the students. They should read and guess who their friends have described.

3

Lesson

My favorite sport

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

- recognize, pronounce and spell new words about the topic Sports;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil functional language tasks on expressing likes and dislikes;
- read for gist and specific information in the given context;
- write sentences about people's likes and dislikes;
- ask and answer the questions about the activities they like and dislike.

Standards: 1

Interaction patterns: i

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

Track 4

- | | | |
|-------------|-----------------|----------------|
| 1. judo | 4. cycling | 7. ice-skating |
| 2. skiing | 5. jogging | 8. handball |
| 3. aerobics | 6. table tennis | 9. boxing |

2. Tell students that they are going to look at the pictures which are not fully shown. They should guess what activities are shown in the pictures. Have students compare their answers with their partners before you provide whole class feedback.

Answers:

- | | |
|-----------------|-------------|
| 1. table tennis | 5. cycling |
| 2. boxing | 6. jogging |
| 3. ice skating | 7. handball |
| 4. skiing | 8. judo |

3. Ask students to read the text with 4 different paragraphs. They should match these paragraphs with the pictures. Remind them that there are 2 extra pictures.

Answers:

- | | | | |
|------|------|------|------|
| 1. a | 2. f | 3. c | 4. e |
|------|------|------|------|

Pictures b and d are extra.

4. Ask students to read the text again and complete the sentences with one word or phrase from the text. Have them compare their answers in pairs before you startchecking answers.

Answers:

1. Ilkin and Lala have a table tennis table at their home.
2. Mubariz and Amir are tall/strong.
3. Sara and Anar are champions.
4. Sara can play handball, but Anar cannot.
5. Nelly and Anna do aerobics.
6. Anna's favourite hobby is skiing.

Grammar.

Write these sentences on the board and highlight the target functions.

1. Ilkin and Lala enjoy cycling.
2. Sara likes playing handball very much.
3. Nelly loves doing aerobics.
4. Anna doesn't like going ice skating.

Draw their attention to the GRAMMAR TARGET and tell them that for expressing likes we use **like**, **love** and **enjoy**. Read the first 3 sentences written on the board and tell them that after these verbs we need to use the verbs with **ing** ending. Also, explain to them that they can use **very much** at the end of the sentence. Elicit some sentences from students.

Then introduce the forms for expressing dislikes. Tell them that instead of saying **don't like/doesn't like** they can also use **dislike**.

Elicit some sentences from students. You can show the picture of an activity and with your thumb show likes or dislikes for elicitation.

5. Ask students to complete the sentences with the correct form of do play and go. Have them compare their answers with their partners when they are ready. Then give whole class feedback.

Answers:

1. I like going jogging in the morning.
2. Alice enjoys playing basketball with her friends.
3. My brother doesn't like doing aerobics.
4. My friends love going cycling in the park.
5. I don't like doing karate. It is not for me.

6. Ask students to look at the pictures and write the sentences about likes and dislikes of the people in the pictures. Tell them to pay attention to the signs on the right corner of each picture. Before checking the answers, encourage students to read their sentences to their partners.

Suggested answers:

1. He doesn't like going skiing.
2. They love doing judo.
3. He doesn't enjoy going jogging.
4. They like playing football.
5. They don't like doing aerobics.
6. He enjoys going cycling.
7. They don't like playing basketball.

7. In this task, students should ask each other questions to find out the students who like doing at least three of these activities. Encourage them to use different verbs for asking questions.

Note. It is advisable to give some time for preparation. Ask them to prepare their questions beforehand. Elicit one question and write it on the board. **Do you enjoy going cycling?** Tell them to use the same structure. **Do you like/enjoy love + do/play/go + activities.**

4

Lesson

What I do?

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

- r

Standards: 1

Interaction patterns: i

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

Track 4

- | | | |
|-----------------------|--------------------|---------------------|
| 1. live in Baku | 4. read books | 7. meet friends |
| 2. work at a hospital | 5. listen to music | 8. walk in the park |
| 3. study at school | 6. visit relatives | 9. have fun |

2. Ask students to work in pairs and match the halves. Tell them that there might be more than one possible answer. When they are done, have a quick pair check before you provide them with feedback.

Answers:

- d, f (*walk in the park; walk in Baku*)
- e, g, i (*have fun; have relatives; have books*)
- i, d (*read books; read in the park*)
- c (*listen to music*)
- g (*visit relatives*)
- f (*live in Baku*)
- h, b, f (*work at a hospital; work at school; work in Baku*)
- b, f (*study at school; study in Baku*)

3. Before students start doing the reading task, show them Amina's photo. Ask them the following questions.

How old do you think Amina is?

Where do you think she is from?

What do you think she likes doing?

Write ***I think*** on the board and get students to say "I think" when they answer the questions.

Have students work individually and read the text quickly and check their predictions. As students read the text, Ask them to choose the best option.

Answer:

a (Amina's life)

4. Ask students to read the text again and answer the questions. Before you check the answers, have them do a quick pair check.

Answer:

1. Amina lives in Baku.
2. Amina's parents work at a hospital.
3. Amina reads books and listens to music.
4. Amina's favourite music is Azerbaijani music.
5. At weekends, she visits her relatives, meets with her friends, and walks in the park.

Draw students' attention to the Grammar Target section and explain to them the adverbs of frequency. Tell them that we use adverbs of frequency to say how many times we do something. Read the adverbs of frequency and have students repeat after you. You can also write some more examples on the board. Make sure that the examples are related to your students. For example, *Ali often eats hamburgers. Leyla never plays computer games.*

5. Ask students to work in pairs and do the task. They are required to make sentences about Ali and Murad referring to the table.

Answer:

1. They usually read books.
2. They often listen to music.
3. They usually meet friends.
4. They sometimes visit relatives.
5. They never play computer games.
6. They often walk in the park.

As a follow up activity,ask students to work in pairs and tell each other about what they do at weekends. Encourage them to use adverbs of frequency. Monitor and help them if necessary.

Then swap their pairs and ask students to report to a new partner what their previous partner does at weekends. This will ensure that they practise third person singular, too.

Focus students' attention on the Remember box and explain to them to use **How often** when they want to ask how many times people do something. Provide students with some examples.

6. Ask students to work individually and put the words in the right order. When they are done, ask them to have a quick pair check before you check the answers as a class.

Answer:

1. How often do they walk in the park?
2. How often do you get up late?
3. How often do they ride their bikes?
4. How often do they visit their relatives?
5. How often do you listen to mugham?

7. Ask students to stand up and ask classmates questions with the phrases suggested in the task. Encourage them to use adverbs of frequency while answering the questions. Monitor and take notes of the mistakes so that you can provide them with feedback when they finish the activity.



Review 1

1

1. c (Biology)
2. c
3. b (ice skating)
4. a) (listens to music)

2

1. It's January twenty seventh./It's the twenty seventh of January.
2. It's July seventeenth./It's the seventeenth of July.
3. It's March eighth./It's the eighth of March.
4. It's October twenty fourth./It's the twenty fourth of October.
5. It's February fourth./It's the fourth of February.
6. It's November thirteenth./ It's the thirteenth of November.
7. It's December thirty first./It's the thirty first of December.

3

- | | |
|--------------------------|--------------|
| 1. moustache | 4. long |
| 2. a beard and moustache | 5. beautiful |
| 3. bald | |

4

Answers may vary.

- | | |
|-----------------------------------|---|
| 1. Nick has got black hair. | 5. Nancy has got long straight hair. |
| 2. Emily has got long black hair. | 6. Richard has got a beard and moustache. |
| 3. Bob has got fair hair. | 7. Jane has got fair hair. |
| 4. Steve has got curly hair. | |

5

- | | |
|-------------------------|--------------------------|
| 1. like doing | 4. doesn't enjoy playing |
| 2. doesn't like playing | 5. love playing |
| 3. enjoy doing | |

6

1. How often does he visit his relatives?
2. My parents often listen to mugham.
3. They usually go to the park in the afternoon.
4. How often do you meet your friends?
5. I always read books in the evening.

5

Lesson

These are my friends!

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

- r

Standards: 1

Interaction patterns: i

1. Draw students' attention to the words. Tell them that these are the words for countries and nationalities. Play the recording and have them listen and repeat the words. Monitor and help them with pronunciation if necessary.

Track 4

- | | | |
|----------------------------|-----------------------|---------------------|
| 1. Azerbaijan, Azerbaijani | 4. Japan, Japanese | 7. England, English |
| 2. Turkey, Turkish | 5. Ukraine, Ukrainian | 8. Italy, Italian |
| 3. Pakistan, Pakistani | 6. Brazil, Brazilian | 9. Russia, Russian |

2. Ask students to work in pairs and write the names of countries and nationalities. The first letters are given as a clue.

Answer:

Countries

1. Pakistan
2. Ukraine
3. Azerbaijan
4. Japan
5. Turkey
6. Brazil
7. Italy
8. Russia





Nationalities

1. Pakistani
2. Ukrainian
3. Azerbaijani
4. Japanese
5. Turkish
6. Brazilian
7. Italian
8. Russian

3. Tell students that they are going to listen to Atilla. As they listen, they have to complete the information about his friends. You can play the recording more than once.

When students finish the task, ask them to have a quick pair check before discussing the answers as a class.

Answer:

				
	1	2	3	4
Name:	Akinari	Inaya	Selim	Jane
Country:	a) Japan	b) Pakistan	c) Turkey	d) England
Age:	e) 13	f) 12	g) 14	h) 15
Favourite activity:	i) flies a kite	j) cooking Pakistani food	k) playing computer	l) reading books

Focus students' attention on the Grammar Target section and explain to them the use of have/has. In grade 5, they studied **have got/has got** and at this level, they are expected to know have/ has and how to form their questions and negative forms.

4. Have students work individually and complete the sentences with have/has. Once they are done, ask them to check their answers in pairs.

Answer:

1. have	4. has
2. has	5. have
3. have	6. have

5. Ask students to work individually and complete the sentences with **do/does/don't/doesn't**. Once they finish the task, ask them to have a quick pair check before you provide them with class feedback.

Answer:

- | | |
|-----------------|--------------|
| 1. Does/doesn't | 4. Do/do |
| 2. Do/do | 5. Does/does |
| 3. Does/doesn't | 6. Do/don't |

6. Ask students to work in pairs and find the missing words. The first letters of the words are given as a clue.

Answer:

- | | |
|------------|----------|
| 1. lives | 4. has |
| 2. has | 5. visit |
| 3. doesn't | |

7. Have students go round the class asking and answering questions to find the classmates who say YES to the answers. While the students are doing the task, take notes of the mistakes so that you can provide them with feedback when they finish the activity.

6

Lesson

Seasons

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

- r

Standards: 1

Interaction patterns: i

1. Draw students' attention to the words. Tell them that these are the words for countries and nationalities. Play the recording and have them listen and repeat the words. Monitor and help them with pronunciation if necessary.

Track 10

1. summer
2. spring
3. winter

4. autumn
5. coat
6. boots

7. scarf
8. raincoat
9. hat

2. Ask students to work in pairs and put the words in the right place.
The answers may vary.

Answer:

in summer	in spring	in winter	in autumn
T-shirt	jeans	cap	jumper
hat	raincoat	boots	jeans
sunglasses		coat	scarf
jeans		jumper	raincoat
		scarf	

Draw students' attention to the Remember box and explain the use of the verbs **wear** and **carry**.

3. Tell students that they are going to read short texts about four children. Ask them to read the texts quickly and choose the correct option.

Answer:

b

4. Have students read the instructions and the sentences carefully before they start reading the text for the second time. Explain the words **the same** and **different** referring to the Remember Box as in the fifth sentence, the word **the same** is a new word for them.

Ask students to read the texts again and mark the sentences as True or False. When they are done, get them to compare their answers in pairs before you check the answers as a class.

Answer:

1. False (His favourite season is winter.)
2. True
3. False (Her father works in Kiev.)
4. True
5. True (Brenda and Roberto's favourite season is winter.)

Draw students' attention to the Grammar Target section and explain to them the use of Why and because. Provide some examples and write them on the board.

5. Have students work individually and complete the conversations with Why and because. When they are done, ask them to have a quick pair check before you provide them with feedback.

Answer:

- | | | |
|----------------|----------------|----------------|
| 1. Why/because | 3. Why/because | 5. Why/because |
| 2. Why/because | 4. Why/because | |

6. Ask students to work in pairs and match the questions to the answers. When they are done, check the answers as a class.

Answer:

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

7. Get students to work individually and write about their favourite seasons. Monitor and help them if needed.

7

Lesson

Celebrations around the world

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

- r

Standards: 1

Interaction patterns: i

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

Track 10

- | | | |
|--------------|------------------------|----------------|
| 1. celebrate | 4. throw water at each | 6. win a prize |
| 2. festival | other | 7. bonfire |
| 3. tradition | 5. symbols | 8. lantern |
| | | 9. decorate |

1. Have students work individually and complete the sentences with the words/phrases from task 1. Once they are done, ask them to have a quick pair check before you discuss the answers as a class.

Answer:

- | | |
|--------------|-------------|
| 1. celebrate | 5. bonfire |
| 2. decorate | 6. festival |
| 3. symbol | 7. lantern |
| 4. tradition | 8. prize |

2. Before students start reading the texts ask them the following questions:
 - What festivals do people celebrate in different countries?
 - What do you know about them?
 - What do people do during these festivals?

Tell students that they are going to read texts about different festivals. Have them read the texts and answer the questions. When they are done, have a quick pair check before you discuss the answers as a class.

Answer:

1. Indians usually celebrate Holi in February or March.
2. They make bonfires and sing songs.
3. People celebrate the Lantern festival in February.
4. They answer the questions in lanterns and win a prize.
5. Cherry trees are the symbols of the Sakura festival.
6. People decorate cherry trees with lanterns. They drink tea under cherry trees and sing songs.

Draw students' attention to the Grammar Target section and explain to them how to use adverbs of frequency with the verb "to be". Read the examples provided in the table. You can also write some more examples on the board.

4. Ask students to work individually and rewrite the sentences using the adverbs of frequency given in brackets. When they are done, have a quick pair check before you discuss the answers as a class.

Answer:

1. We usually decorate our home and celebrate my birthday.
2. Japanese people always celebrate Sakura in spring.
3. Our teacher is never late.
4. My sister often rides a bike in the park.
5. Spring is always beautiful in my country.

5. Have students work in pairs and put the words in the right order to make sentences. When they are done, provide students with whole class feedback.

Answer:

- | | |
|--|--|
| 1. Simon is never late for school. | 4. There are usually some cars in this street. |
| 2. People are always happy at festivals. | 5. We always enjoy singing songs. |
| 3. My friends often watch films. | |

6. Ask students to talk to different students and answer the questions:
What festival do you want to see?
Why do you want to see it?
Monitor and help students if necessary.

6. Have students work individually and write about their favourite celebrations. The questions provided will help them organize their ideas. This task can be set as homework.

8

Lesson

Free time activities

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

- r

Standards: 1

Interaction patterns: i

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

Track 11

- | | | |
|---------------------|----------------------|----------------------|
| 1. do homework | 4. read a story book | 7. sleep on the sofa |
| 2. go skateboarding | 5. ride a scooter | 8. go rollerblading |
| 3. go dancing | 6. surf the Internet | 9. play a board game |

2. Ask students to work in pairs and find the words. When they are doing this task, ask them to cover Task 1 so that they can check how well they remember the words.

Answer:

- | | | |
|----------------------|----------------------|----------------------|
| 1. surf the Internet | 4. go skateboarding | 7. read a story book |
| 2. ride a scooter | 5. sleep on the sofa | |
| 3. go rollerblading | 6. play a board game | |

3. Tell students that they are going to listen to a conversation between Nick and Sally. As they listen, they have to choose the correct opinion.

Answer:

A

4. Before you play the recording again, have the students read the sentences. As they listen, they have to mark the sentences as True or False. Depending on your

students' level, you may decide how many times you should play the recording. Once they are done, ask them to have a quick pair check before you discuss the answers as a class.

Answer:

1. True
2. False (she usually goes skiing with her friends.)
3. False (She usually goes skateboarding in the park next to her school.)
4. True

Track 12

Nick: What do you usually do at weekends, Sally?

Sally: In summer I usually go horse riding. I love riding horses.

Nick: That sounds interesting. What about winter? What do you usually do at weekends in winter?

Sally: I go skiing. I love skiing on snowy mountains in winter.

Nick: Who do you go skiing with?

Sally: I usually go skiing with my friends. What about you? What do you usually do at weekends in winter?

Nick: In winter I usually stay at home. I like surfing the Internet at weekends in winter.

What about autumn? What do you usually do at weekends in autumn? **Sally:** In autumn I usually go skateboarding.

Nick: Where do you usually go skateboarding?

Sally: I usually skateboard in the park near our school.

Nick: What about spring? What do you usually do at weekends in spring?

Sally: I go jogging with my friends. It's fun to go jogging in green parks in spring.

Focus students' attention on the Grammar Target section. Explain to them how to form **WH** questions (Special Questions). Elicit some more examples from them. Also, teach them to ask questions **Who.....with?** Refer to the Remember Box.

5. Ask students to work individually and complete the questions with the question words. When they are done, have a quick pair check before you check the answers as a class.

Answer:

- | | |
|----------|----------|
| 1. Who | 5. When |
| 2. Where | 6. Who |
| 3. What | 7. Where |
| 4. What | |

6. Have students work in pairs and put the words in the correct order to make questions.

Answer:

1. Who do Ali and Amir live with?
2. When do your lessons start?
3. Where does he work?
4. What do Jack and his brother do at weekends?
5. Where do your friends live?

7. Ask students to work in pairs. Student A looks at page 36 and Student B opens page 90.

They should ask each other questions to find the missing information. While they are doing the task, monitor and help them if necessary.



Review 2

1

- | | | |
|-------------|-------------------------|---------------|
| 1. Pakistan | 3. surfing the Internet | 5. May/Spring |
| 2. 14 | 4. spring | |

Track 13

My friend's name is Aysar. He is from Pakistan. He is 14 years old. In his free time Aysar usually reads story books. He also likes surfing the Internet. He has many friends in different countries. Aysar's birthday is in winter, but his favourite season is spring. He likes spring because his favourite festival Kalash is in May. He likes celebrating Kalash very much.

2

- | | | | |
|-------------|--------------|------------|--------------|
| 1. Brazil | 3. Pakistani | 5. Italian | 7. Turkish |
| 2. Japanese | 4. England | 6. Russia | 8. Ukrainian |

3

- | | |
|--------------|---------------|
| 1. bonfire | 4. decorating |
| 2. symbol | 5. prizes |
| 3. celebrate | |

4

1. Azerbaijani people **always** decorate eggs in Nowruz.
2. My classmates are **never** late for lessons.
3. Streets in Baku are **usually** full.
4. I **always** enjoy reading story books.
5. My brothers **often** do their homework in the afternoon.
6. They are **never** tired after work.

5

- | | | | |
|------|------|------|------|
| 1. c | 3. d | 5. h | 7. e |
| 2. a | 4. b | 6. f | |

6

- | | |
|--|--|
| 1. What subjects does my brother love? | 4. When do they usually get up at? |
| 2. Who does Julia live with? | 5. Why do I usually carry an umbrella? |
| 3. What does Murad like? | 6. Where do his parents live? |

7

1. Answers may vary.

9

Lesson

Free time activities

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

- r

Standards: 1

Interaction patterns: i

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

Track 14

- | | | | |
|-----------------|-----------|-----------------|------------|
| 1. grandparents | 5. father | 9. uncle's wife | 13. sister |
| 2. grandfather | 6. mother | 10. son | 14. cousin |
| 3. grandmother | 7. aunt | 11. daughter | 15. nephew |
| 4. parents | 8. uncle | 12. brother | 16. niece |

2. Ask students to work in pairs and find the words. Then check the answers as a class.

Answer:

- | | |
|-----------------|------------------|
| 1. grandparents | 4. niece |
| 2. uncle | 5. nephew |
| 3. grandmother | 6. daughter/ son |

As a follow up activity, you can ask students to work in groups and to write the sentences as given in task 2. Then they read the sentences and other groups find the family members.

3. Tell students that they are going to read a text about Julia's family. As they read, they should match the names to the numbers given in the picture. When they are done, have them do a quick pair check before you discuss the answers as a class.

Answer:

Dolly 2
Don 1

Joe 4
Bob 5

Rose 3
Jules 6

Pete 7
Kate 8

Draw students' attention to the Grammar Target box and explain to them how to form Present Continuous. Provide some more examples.

Then focus the students' attention on the Remember box and teach them the spelling rules about adding ING to the verbs in Present Continuous.

4. Ask students to write-ing forms of the verbs in their notebooks.They can refer to the table with the spelling rules given in the Remember Box. When they are done, ask them to do a pair check before you check the answers.

Answer:

1. raining
2. standing
3. wearing
4. writing
5. running
6. reading

7. jumping
8. sitting
9. crying
10. eating
11. sleeping
12. snowing

13. dancing
14. riding
15. studying
16. swimming
17. looking
18. making

5. Ask students to complete the sentences with the verbs given in brackets. They should use Present Continuous.

Answer:

1. are baking
2. is working

3. are visiting
4. is reading

5. is raining
6. are watching

7. is cooking
8. am writing

6. Ask students to work in pairs and write sentences about the pictures. Tell them that they should make the sentences in Present Continuous.

Answer:

1. He is riding a bike.
2. She is doing her homework.
3. They are flying a kite.
4. They are eating a cake.

5. It is snowing.
6. He is swimming.
7. They are reading a book.

7. Ask students to think about their family members or friends and make up sentences about what they think they are doing now. While they are writing sentences, monitor and help if needed. Then put them in pairs and ask them to tell each other about what they think their family members or friends are doing now.

10

Lesson

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

- r

Standards: 1

Interaction patterns: i

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

Track 15

- | | | |
|-----------------------|----------------------|-------------------------|
| 1. cross the road | 4. talk to a friend | 7. sell flowers |
| 2. get on the bus | 5. talk on the phone | 8. walk with a friend |
| 3. read the newspaper | 6. walk a dog | 9. wait at the bus stop |

2. Have students work in pairs and match the halves. There may be more than one possible answer. Once

Answer:

- | | |
|---------------------------|--------------------------|
| h (talk on the phone) | c, i (talk to a friend) |
| a (walk a dog) | e (get on the bus) |
| d (sell flowers) | f (read a newspaper) |
| c, i (walk with a friend) | g (wait at the bus stop) |

3. Tell students that they are going to listen to a conversation between Steve and Fiona. As they listen, they need to find who Steve is in the picture.

Track 16

Steve: Hi, Fiona.

Fiona: Hi, Steve. Where are you? It is

Steve: I am in Oxford Street now. Guess! What am I doing?

Fiona: Hmm... Are you walking with friends?

Steve: No, I'm not.

Fiona: Are you skateboarding?

Steve: No, I'm not.

Fiona: Then, what are you doing?

Steve: I am selling flowers and talking to you.

Answer:

5



Draw students' attention to the Grammar Target box and read the two questions from the conversation. Explain to your students the question forms of Present Continuous. Write some more questions on the board and teach them how to give short answers. Refer to the table on page 44.

4. Have students work individually and complete the questions and answers. When they are done, have a quick pair check before you discuss the answers as a class.

Answer:

1. Is Jack waiting for a bus? No, he **isn't**.
2. Are Ann and Kate walking in the park? Yes, they **are**.
3. Is your friend talking on the phone now? Yes, she **is**.
4. Is your teacher reading a book? No, he **isn't**.
5. Are you doing homework? Yes, I **am**.
6. Is Steve working now? Yes, he **is**.

5. Ask students to work in pairs and put the words in the right order to make questions. When they are done, you can ask pairs to compare their answers with another pair sitting nearby.

Answer:

- | | |
|--|--|
| 1. Are your cousins watching TV now? | 5. Are your brothers playing football now? |
| 2. Is she listening to music now? | 6. Is his grandfather working? |
| 3. Are they having breakfast now? | |
| 4. Is the cat sleeping under the tree? | |

6. Have students work individually and write questions in Present Continuous. When they are done, get them to have a quick pair check before you discuss the answers as a class.

Answer:

- | | |
|-------------------------------------|------------------------------------|
| 1. Is it snowing? | 4. Is John selling flowers? |
| 2. Are they drinking tea? | 5. Is Jane walking in the street? |
| 3. Are you waiting at the bus stop? | 6. Is your niece eating chocolate? |

7. Ask students to work in pairs. Student A looks at the picture on page 45 and Student B looks at the picture on page 90. Tell them to ask and answer questions to find the differences in the pictures. Monitor and help them if needed.

11

Lesson

An open-air lesson

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

- r

Standards: 1

Interaction patterns: i

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

Track 17

- | | | |
|-----------------------|-------------------|----------------------------|
| 1. have a lesson | 4. study plants | 7. wear casual clothes |
| 2. wear a uniform | 5. sit on the hay | 8. study foreign languages |
| 3. sit under the tree | 6. have a rest | 9. have a good time |

2. Have students work in pairs and complete the phrases. When they are done, check the answers as a class.

Answer:

1. have

a lesson

a rest

a good time

2. wear

a uniform

casual clothes

3. study

foreign languages

plants

3. Ask students to look at the picture next to the text. Ask them the questions below.
Where are the children and their teacher?
What are they doing?

Then have them read the text and answer the questions. When they are done, have a quick pair check before checking the answers as a class.

Answer:

- | | |
|---|--|
| 1. Their lesson is about plants. | 4. Yes, she does. She likes open-air classes because she says it's fun to have open-air classes. |
| 2. The students are wearing casual clothes. | |
| 3. Mason is having a rest. | |

Draw students' attention to the Grammar Target box. Read the sentences taken from the text. Explain to the students how to form negative forms of the sentences in Present Continuous.

4. Have students work individually and make the sentences negative. They can refer to the table given in the Grammar Target box.

Answer:

1. My friends **aren't (are not)** wearing uniforms.
2. The students **aren't (are not)** listening to the teacher.
3. Murad **isn't (is not)** speaking Spanish.
4. They **aren't (are not)** eating a cake.
5. Jenny and Jeff **aren't (are not)** playing chess.
6. We **aren't (are not)** wearing jeans.
7. I'm **not (am not)** drinking juice.
8. Kate **isn't (is not)** listening to music.

5. Ask students to work in pairs and complete the sentences with the affirmative or negative forms of the verbs given in brackets. When they are done, ask them to have a quick pair-check before you discuss the answers as a class.

Answer:

1. George **isn't playing** football. He **is playing** volleyball.
2. My grandmother **isn't reading** a newspaper. She **is reading** a book.
3. My cousins **aren't drinking** tea. They **are drinking** juice.
4. My sisters **aren't eating** apples. They **are eating** oranges.
5. The students **aren't wearing** casual clothes. They **are wearing** uniforms.
6. The grandfather **isn't sleeping**. He **is watching** TV.
7. We **aren't studying** Chinese. We **are learning** Japanese.

6. Have students read the email and complete the gaps with the affirmative or negative forms of the verbs given in brackets. When they are done, ask them to have a quick pair-check before you discuss the answers as a class.

Answer:

- | | | |
|------------------|--------------------|--------------------|
| 1. is raining | 4. aren't studying | 7. are listening |
| 2. isn't snowing | 5. are studying | 8. isn't listening |
| 3. are sitting | 6. is speaking | 9. is talking |

7. Ask students to work in groups and make up sentences about their classmates. Encourage them to use Present Continuous affirmative and negative forms. Monitor and help them if necessary. As a follow up activity, you can ask students to write sentences about their family members. It can also be set as homework. What are their family members doing now? What aren't they doing now?

12

Lesson

Jobs

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

- r

Standards: 1

Interaction patterns: i

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

Track 18

- | | | |
|------------------|--------------|-------------|
| 1. an engineer | 4. an artist | 7. a farmer |
| 2. a firefighter | 5. a waiter | 8. a singer |
| 3. a pilot | 6. a poet | 9. a doctor |

2. Have students work individually and complete the sentences with the words from task 1. When they are done, have a quick pair-check before you discuss the answers as a class.

Answer:

- | | | | |
|-------------|-------------|--------------|------------------|
| 1. a farmer | 3. a waiter | 5. a pilot | 7. a singer |
| 2. a doctor | 4. a poet | 6. an artist | 8. a firefighter |

3. Tell students that they are going to read texts about 4 different people. Before they read the text, ask them to look at the pictures and guess what their jobs are. Have them read the texts quickly and check their predictions. Then ask them to read the texts again and answer the questions. When they are done, ask them to have a quick pair-check before you discuss answers as a class.

Answer:

- | | | | |
|----------|----------|---------|--------|
| 1. Amina | 2. Steve | 3. Alex | 4. Ann |
|----------|----------|---------|--------|

Draw students' attention to the Grammar Target box and explain to them the differences between Present Simple and Present Continuous. Write some more examples on the board and focus on the differences in meaning and forms.

4. Ask students to work individually and complete the sentences with the Present Simple or Present Continuous forms of the verbs given in brackets. When they are done, have a quick pair-check before you discuss the answers as a class.

Answer:

- | | | | |
|---------------|---------------|----------------|-------------|
| 1. walk | 3. is drawing | 5. watch | 7. read |
| 2. is raining | 4. goes | 6. are playing | 8. am doing |

5. Have students work in pairs and choose the correct options. When they are done, discuss the answers as a class.

Answer:

1. A: What fruit is/does Nick like?
B: He likes apples, but now he eats/is eating an orange.
2. A: What does your uncle do/is your uncle doing?
B: He is a pilot. He often is visiting/visits other countries.
3. A: Look at that artist! He is drawing/draws your picture now.
B: He doesn't draw/isn't drawing my picture.
4. A: What does that man do/is that man doing there?
B: He carries/is carrying a big box.

6. Divide students into small groups and ask them to make up sentences about the people in the pictures. Tell them to use Present Simple and Present Continuous in their sentences. Answers may vary.

Possible answers:

1. Nick is a teacher. He works at school. He teaches children. Now he is playing with his son.
2. Emily is an artist. She paints pictures. At the moment, she isn't painting pictures. She is playing the guitar.
3. Jeremy is a waiter. He works at a restaurant. At the moment, he is riding a bike. He isn't working now.
4. Nicole is a singer. He sings songs. At the moment, he isn't singing songs. He is roller skating.
5. Emma is a doctor. She works at a hospital. At the moment, she isn't working. She is reading a book for her children.

7. Ask students to think about 3 people they know. With weaker groups, ask your students to write sentences answering these questions.

- What are their jobs?
- What do they usually do?
- What are they doing now?

Ask students to work in pairs and tell their partner about the people. Monitor and feed in with necessary vocabulary if needed.



Review 3

1

1. 28
2. an engineer
3. studying plants
4. She is sitting under the tree.
5. 35
6. 35
7. She likes walking her dog.
8. She is talking to her friend.

Track 19

1.

My name is Kate. I am 28 years old. I live in London. I am an engineer. I love studying plants in my free time. I am in the park now. I am not studying plants at the moment, I am sitting under the tree.

2.

My aunt's name is Megan. She is 35 years old. She is a doctor. She has a dog. She likes walking her dog in the park. She is in the park now, but she is not walking her dog. She is talking to her friend.

2

1. This is my aunt's notebook. There are a lot of poems. She likes writing poems. She is a poet.
2. My grandfather is a pilot. He flies very big planes.
3. My father is a farmer. There are a lot of animals on his farm. He also grows vegetables and plants.
4. My friend is a singer. Her voice is very good. She sings Azerbaijani songs.

3

1. Kevin is sitting on the hay.
2. Jeyla is sitting under the tree.
3. Amy is talking on the phone.
4. My family and I are waiting at the bus stop.
5. Kamal is reading a newspaper.

4

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

5

1. Is Elina reading a newspaper?
2. Babek isn't selling flowers.
3. Is Sam sitting on the hay?
4. Are you having a good time?
5. Nicole isn't playing the guitar.

6

1. I always do aerobics in the morning.
2. Look! She is sleeping on the sofa.
3. She usually wears casual clothes.
4. In summer I visit my grandparents.
5. Sorry, but I cannot go out. I am watching a very interesting film at the moment.

13

Lesson

My Birthday Party

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

- r

Standards: 1

Interaction patterns: i

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

Track 4

- | | | |
|--------------|-------------------|-------------------------|
| 1. excited | 4. invite friends | 7. make decorations |
| 2. surprised | 5. have a party | 8. make a wish |
| 3. confused | 6. get a present | 9. blow out the candles |

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

Answer:

- | | |
|-------------------------|-----------------|
| 1. blow out the candles | 4. make a wish |
| 2. get a present | 5. have a party |
| 3. make decorations | 6. confused |

2. Ask students to describe the picture in the task. Tell them that they are going to listen to a conversation between Lia and Kate. Before you play the recording, have students read the sentences. As they listen, they should decide whether the sentences are true or false. You can play the recording more than once depending on your students' level. When they are done, have them check their answers in pairs before you discuss the answers as a class.

Track 21

Kate: What are you doing, Lia?

Lia: I am making a birthday card.

Kate: A birthday card? Why do you need a birthday card?

Lia: I want to have a birthday party and invite my friends. They need to know my party date and time. Why are you so surprised?

Kate: I am not surprised, Lia. I am confused now. Your birthday is in winter, but it's summer now.

Lia: I know, but I am so excited! I want to make cards now. I want to give the cards to my friends on Sunday.

Kate: I like your card. Do you need a birthday cake?

Lia: Yes, I do. I need a very big and delicious cake for my party. I also need some decorations.

Kate: I can help you. I can make decorations before the party. I love parties!

Lia: You are so funny, Kate. Thank you!

Answer:

1. Lia wants to invite her cousins to the party. FALSE
2. Lia's friends know the date and time of the party. FALSE
3. It is summer now. TRUE
4. Lia wants to have a big cake for her party. TRUE
5. Kate doesn't want to help Lia. FALSE

Draw students' attention to the Grammar Target box. Explain to them that not all the verbs can be used in Present Continuous. Provide them with some more examples.

4. Ask students to work individually and do the task. They should choose the correct options. Have a quick pair-check when they complete the task.

Answer:

- | | | |
|-------------------|----------------|--------------|
| 1. need | 3. want | 5. is baking |
| 2. Are you making | 4. Do you love | |

5. Ask students to walk and ask three classmates what they like/dislike about birthday parties. Monitor and help them if needed. Take notes of the mistakes and provide your students with feedback.

6. Ask students to work individually and make their birthday party plans. The questions provided will help them better plan their parties. Then ask them to share their plans with a partner. Encourage them to use the lesson grammar and vocabulary.

7. Have students work in groups and plan a class party. Ask them to prepare a presentation about their plans. They should present what they want and need for their party. Feed in with the necessary language if needed.

14

Lesson

Healthy Life

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

- r

Standards: 1

Interaction patterns: i

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

Track 4

- | | | |
|------------|----------|-----------------|
| 1. healthy | 4. teeth | 7. mushrooms |
| 2. bones | 5. beans | 8. sunlight |
| 3. brain | 6. nuts | 9. blackberries |

2. Have students work in pairs and do the crossword. Ask them to cover page 57 while doing the crossword. Tell them that the picture clues are given to help them find the words.

Answer:

- | | | |
|-----------------|----------|-------------|
| 1. blackberries | 4. nuts | 7. healthy |
| 2. brain | 5. beans | 8. bones |
| 3. mushrooms | 6. teeth | 9. sunlight |

3. Ask students to read the conversation between Simon and Helen and complete the sentences. When they are done, have a quick pair-check before you discuss the answers as a class.

Answer:

1. Helen goes jogging on sunny days because sunlight has vitamin D.
2. Vitamin D is good for bones and teeth.
3. Carrots are good for eyes.
4. Blackberries, oranges and lemons have vitamin C.
5. Bananas, beans and nuts are good for the brain.

Draw students' attention to the Grammar Target box and explain to them the plural forms of nouns. Write some more examples on the board.

4. Ask students to work in pairs and complete the sentences with the plural forms of the words given in pictures.

Answer:

- | | | |
|-----------------|----------|---------|
| 1. Blackberries | 3. bones | 5. nuts |
| 2. mushrooms | 4. teeth | |

5. Have students work individually and change the underline words into plural. When they are done, ask them to have a quick pair-check before you discuss the answers as a class.

Answer:

1. My teeth are white and strong.
2. There are blackberries in the forest.
3. Oranges have vitamin C.
4. I can eat carrots every day!
5. These strawberries are really delicious!

6. Ask students to walk and talk to classmates. Encourage them to ask questions. Monitor and help if needed.

7. Have students work individually and write sentences about their plans. The question will help them organise their ideas.

15

Lesson

Healthy Life

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

- r

Standards: 1

Interaction patterns: i

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

Track 23

- | | | |
|--------------------|-----------|-----------|
| 1. do the shopping | 5. carton | 9. pasta |
| 2. shopping list | 6. packet | 10. jam |
| 3. bottle | 7. juice | 11. rice |
| 4. jar | 8. milk | 12. water |

2. Ask students to work individually and complete the sentences. When they are done, have them check their answers in pairs. Then discuss the answers as a class.

Answer:

- | | |
|--------------------------------|--------------|
| 1. pasta, water | 4. juice |
| 2. shopping list, the shopping | 5. jam, milk |
| 3. rice | |

3. Draw students' attention to the picture in task 3. Ask students the following questions:

- Where do you think Jack is?
- What is he doing?
- What do you think he is talking about?

Tell students that they are going to hear a conversation between Jack and his mother. Before they listen to the recording, ask them to read the questions. As students listen to the recording, ask them to write short answers to the questions. When they are done, have a quick pair-check before you discuss the answers as a class.

Answer:

1. Where is Jack? He is in the supermarket.
2. Where is Jack's shopping list? At home/on the table
3. How many packets of pasta do they need? three
4. How many jars of cherry jam do they need? one
5. Why does Jack need a bottle of cold water? It is hot.

Track 24

- Jack:** Hi, mum!
- Mother:** Hi, Jack! Where are you?
- Jack:** I am in the supermarket, mum. I can't find my shopping list.
- Mother:** Oh, I can see it on the table.
- Jack:** Mum, can you read the shopping list? What do we need?
- Mother:** We need three packets of pasta, one packet of rice, two cartons of milk and one jar of cherry jam.
- Jack:** Three packets of pasta, one packet of rice, two cartons of milk and two jars of cherry jam. Is that right?
- Mother:** Jack, we need one jar of the jam, not two.
- Jack:** Ok, mum. I also need a bottle of cold water. It's too hot in the market.
- Mother:** Thanks for doing the shopping, Jack.
- Jack:** You are welcome. See you, mum.
- Mother:** See you, Jack.

Draw students' attention to the Grammar Target box and explain to them the rules about countable and uncountable nouns. Write some more sentences on the board focusing on the differences between **How many** and **How much**.

4. Have students work individually and complete the sentences with **How many** and **How much**. When they are done, have a quick pair-check before you discuss the answers as a class.

Answer:

- | | | |
|-------------|-------------|-------------|
| 1. How much | 3. How many | 5. How much |
| 2. How much | 4. How many | |

5. Ask students to work in pairs and write sentences about the pictures.

Answer:

- | | |
|-----------------------------------|------------------------------------|
| 1. There are five jars of jam. | 3. There are five cartons of milk. |
| 2. There are six packets of rice. | 4. There are ten bottles of water. |

6. Divide students into pairs. Student A looks at page 62 and Student B looks at page 90. They should ask each other questions to complete the shopping list. Monitor and help them if needed.

7. This can be set as homework. They can write a shopping list at home and the next day ask each other about what they have got on the list.

16

Lesson

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

- r

Standards: 1

Interaction patterns: i

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

Track 25

- | | | |
|------------------------|--------------------|------------------------|
| 1. write a recipe | 4. add flour | 7. beat eggs |
| 2. pour milk | 5. mix ingredients | 8. a pinch of salt |
| 3. a tablespoon of oil | 6. fry pancakes | 9. get from the fridge |

2. Have students work individually, cover task 1 and match the halves in task 2. Get them to have a quick pair check before you discuss the answers as a class.

Answer:

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

3. Tell students that they are going to hear a conversation between two girls. As they listen, they need to answer the question.

Track 25

- Samantha:** Hey, I can smell pancakes. Are you frying pancakes, Carly?
- Carly:** Yes, I am. Come and look.
- Samantha:** Wow! They look delicious! What ingredients do you need for pancakes?
- Carly:** You need a few ingredients – two eggs, one tablespoon of sugar, a pinch of salt, one glass of milk, a tablespoon of oil, and a little flour. One glass of flour is OK.
- Samantha:** Can you please write the recipe for me?

Carly: Sure. First, beat the eggs. Next, add sugar and salt. Pour the milk and mix the ingredients. Then add oil and flour. Last, fry the pancakes.

Samantha: Thanks, Carly! Can I eat the pancakes now?

Carly: First, get the juice from the fridge for me and we can eat the pancakes!

Answer:

b) Cooking pancakes

4. Before you play the recording, ask students to read the task. Play the recording and ask students to complete the gaps in the recipe. When they are done, have a quick pair-check before you check the answers as a class.

Ingredients:

- a) two eggs
- 1 tablespoon of b) sugar
- a pinch of salt
- c) one glass of milk
- a tablespoon of d) oil
- a little flour

Steps:

- *First*, beat the e) eggs
- *Next*, add sugar and f) salt. Pour the milk and g) mix the ingredients.
- *Then*, add oil and h) flour.
- *Last*, fry the pancakes.

Draw students' attention to the Grammar target box and explain to them the use of **a few** and **a little** with nouns. You can provide some more examples on the board.

5. Ask students to work individually and complete the sentences with **a few** and **a little**. When they are done, ask them to have a quick pair check before you discuss the answers as a class.

Answer:

- | | | |
|-------------|-------------|-------------------|
| 1. a few | 3. a few | 5. a little/a few |
| 2. a little | 4. a little | |

6. Have students work in pairs and ask and answer questions about the things in the fridge. Encourage them to use how many, how much, a few and a little. Monitor and help if needed.

6. Before students do task 7, draw their attention to the Remember box and teach them to use the words first, next, then, last to describe how to make something in order. Ask students to work individually and to write their favourite recipe. When they are done, have students share their recipes in groups.

17

Lesson

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

- recognize, pronounce and spell new words about the topic Planning a day out;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil tasks on functional language making suggestions;
- read for gist and specific information in the given context;
- speak about their plans and make suggestions to plan a day out.

Standards:

Interaction patterns: i

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

Track 27

- | | |
|----------------------|-----------------------|
| 1. an amusement park | 6. build a sandcastle |
| 2. take photos | 7. visit a museum |
| 3. have a sunbathe | 8. interesting |
| 4. go sightseeing | 9. boring |
| 5. have a picnic | 10. rides |

2. Ask students to complete the sentences with the words from Task 1. Tell them that the first letter in each word is given and they might need to write some words in plural forms. Have students compare their answers and then give whole class feedback.

Answer:

1. We often go to the park and have a picnic there.
2. On the beach, we can have a sunbath and build a sandcastle.
3. I love visiting museums. It is very interesting.
4. I like going sightseeing. There are a lot of beautiful places in our city.
5. We can enjoy games and different rides in the amusement parks.

3. Ask students to read the conversation among 3 children and choose the best title. While checking answers encourage them to support their answers.

Answer:

B

4. Draw students' attention to the table in Task 4. Tell them that there are 3 children and 4 different activities. Students should read the conversation again and say who wants to do the mentioned activities. Before checking answers, give them time to compare their answers in pairs.

Answer:



Anar likes:

- visiting museums.
- taking photos.
- going to the amusement parks.
- having a picnic.



Rosie likes:

- visiting museums.
- going to the amusement parks.
- having a picnic.



Gulnar likes:

- visiting museums with her teacher and classmates.
- going to the amusement parks.
- having a picnic.

Draw students' attention to the first section of GRAMMAR BOX – making suggestions – and explain how they can make suggestions in English. Highlight the use of the verb forms. They are highlighted in green in the grammar box. you can also write those sentences on the board.

Then tell them that there are some set expressions for accepting or objecting suggestions. Have them read the expressions and then elicit some answers. For example: Say: Let's watch a movie. With your mimes show that you don't accept the suggestion and elicit an expression for not accepting suggestions such as It is a bad idea!, It sounds boring. etc.

5. Ask students to look at the pictures and complete the sentences. have them work individually. Give whole class feedback.

Answer:

- | | |
|------------------------------------|----------------------------------|
| 1. Let's go to the amusement park. | 3. We can go to the beach. |
| 2. Why don't we have a picnic? | 4. What about going sightseeing? |

6. In this task, students should choose the correct option to complete the sentences. Have students work on their own and once they are ready they can compare their answers with their partners. Provide whole class feedback.

Answer:

- | | | | |
|-------|-------|-------|-------|
| 1. c) | 2. b) | 3. c) | 4. a) |
|-------|-------|-------|-------|

7. Ask students that they are going to plan a day out. Firstly, give them some time to think about what they can suggest, then put them into small groups. Ask them to plan a day out. Encourage them to use the target language.



Review 4

1

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

Track 28

1.
– Are you making decorations?
– My decorations are ready. I need to make cards and invite my friends to my party.
2.
– What do you do to have strong teeth, Kevin?
– I eat many vegetables every day.
3.
– I want to eat pasta for lunch. I need to go to the market.
4.
– Stop, Ben! You should mix the ingredients and then pour the oil.
5.
– Jane, let's visit a museum this Saturday.
– I have a plan for Saturday. I want to have a picnic with my friends.

2

1. need 3. wants 5. need
2. Do you like 4. Does your friend love

3

Add -s		Add -es	Add -ies
Vitamins	Presents	Tomatoes	Parties
Museums	Peppers	Potatoes	Blackberries
Eggs	Bones		strawberries
Picnics			

4

1. There are 5 bottles of water.
2. There are 4 cartons of juice.
3. There are 2 packets of flour.
4. There are 8 jars of jam.
5. There are 4 packets of rice.

5

First, she beats the eggs.
Next, she adds sugar.

Then, she pours some milk.
Last, add the flour.

6

1. a little 3. much 5. much
2. a few 4. many

7

1. visit the museum 2. going for a walk? 3. go to the beach? 4. go to the cinema.

18

Lesson

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

- recognize, pronounce and spell new words about the topic At the restaurant;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil tasks on functional language ordering food;
- listen for specific information in the given context;
- categorize food into main course, starter, desserts and drinks;
- simulate restaurant conversation;
- ask and answer questions in the given context.

Standards:

Interaction patterns: individual, pair, small groups

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

Track 29

- | | |
|---------------------|-------------------|
| 1. main course | 5. customer |
| 2. starter | 6. waiter |
| 3. look at the menu | 7. waitress |
| 4. pay the bill | 8. order the food |

2. Ask students to complete the sentences with the words from Task 1. Tell them that sometimes they need to write plural forms of the words in Task 1. Have students compare their answers and then give whole class feedback.

Answer:

1. Soup and salad are **starters**.
2. Customers look at the **menu** and **order** the food.
3. Ahmad is my friend. He is a **waiter** at this restaurant.
4. We have delicious chocolate cake for the **dessert**.
5. I want to pay the **bill**.
6. For the **main course** I want dolma.

3. Tell students that they are going to listen to the conversation and complete the gaps. Before playing the recording, ask students to read the conversation and guess what parts of speech can be used in the gaps.

Conversation 1

1. – Can I have a menu, please?
– Here you are!
2. – Are you ready to order?
– Yes, I want chicken soup for my starter.
3. – What would you recommend?
– Sabzi plov is very delicious.
– Sabzi plov for the main course then.
4. – Would you like anything else?
– Orange juice, please.

Conversation 2

1. – Are you ready to order your dessert?
– I would like to have an apple pie and hot chocolate please.
2. – Here are your orders. Enjoy your meal!
– Thank you very much.
3. – Can I have the bill please?
– Yes, that will be 12 manats.
4. – Here you are!
– Have a good day!

Track 30

Conversation 1.

Customer: Can I have a menu, please?

Waiter: Here you are!

... (pause)

Waiter: Are you ready to order?

Customer:

Yes, I want chicken soup for my starter.

Waiter: Chicken soup. What would you like for the main course?

Customer: What would you recommend?

Waiter: Sabzi plov is very delicious.

Customer: Yes, I like plov very much. Sabzi plov for the main course then.

Waiter: Would you like anything else?

Customer: Orange juice, please.

Conversation 2.

Waiter: Are you ready to order your dessert?

Customer: Yes, I would like to have an apple pie and hot chocolate please?

...(pause)

Waiter: Here are your orders. Enjoy your meal!

Customer: Thank you very much.

... (pause)

Customer: Can I have the bill, please?

Waiter: Yes, that'll be 12 manat.

Customer: Here you are. Have a good day!

W: Have a good day!

Draw students' attention to the GRAMMAR box and encourage them to read the expressions given in different sections. Tell them that at the restaurant customers look at the menu, choose the food and order it. Meanwhile waiters take the order and they can also recommend some food. Once customers have finished, they ask for the bill and waiters bring the bill or just say how much customers should pay.

4. Ask students to read the sentences and decide if waiters or customers can say them. Have students do the task on their own and then compare their answers with their partners. Provide whole class feedback once everyone is ready.

Answer:

1. I'd like lavangi, please. Customer
2. It is 5 manat. Waiter
3. What would you recommend for the starter? Customer
4. Would you like to look at the menu? Waiter
5. Hot chocolate, please. Customer
6. Anything else? Waiter
7. Would you like tea with your cake? Waiter

5. Tell students that they are going to read a conversation given in a jumbled order. They need to put the sentences in the correct order. The first sentence is marked. Once students are ready, provide whole class feedback.

Optional:

Put students in pairs and ask each pair to act out the dialogue.

Answer:

- a) Are you ready to order? 1
- b) What about the main course? 3
- c) Our kababs are very delicious. 5
- d) Yes, fruit juice, please. 8
- e) Yes, choban salad for the starter, please. 2
- f) What would you recommend? 4
- g) Would you like a drink with your meal? 7
- h) Ok, chicken kabab then, please. 6

6. Tell students to prepare a menu. Ask them to follow the sections on the sample Menu and think of food. They can also choose a name for their restaurants. Set time for this task as some students can unnecessarily spend too much time on this activity. Monitor and help if necessary.

7. Once students have prepared their menu card, put them in pairs and give them their roles.

Student A: You are a waiter. Give your menu to the customer and take his/her

Student B: You are a customer. Look at the menu and order the food.
order. Change your roles.

Note: If you have a weaker class, give them some time to prepare for their roles. Monitor and help if necessary.

Note: In such kind of activities due to time constraints sometimes it is difficult or impossible to listen to all pairs. The easy and effective solution is putting students in closed pairs (see page ????) and having them act their dialogue out for each-other.

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

- recognize, pronounce and spell new words about the topic health problems;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on should and shouldn't.
- fulfil tasks on functional language asking about health problems and answering questions;
- read for detailed information in the given context;
- listen for specific information in the given context;
- write about different health problems and give advice in certain situations;
- simulate a conversation about health problems;
- ask and answer questions in the given context.

Standards:

Interaction patterns: individual, pair, small groups

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

Track 31

- | | | |
|---------------------|-------------------------|---------------------|
| 1. a headache | 5. a stomach ache | 9. a temperature |
| 2. a backache | 6. an earache | 10. a cough |
| 3. a sore throat | 7. a toothache | 11. have got a cold |
| 4. have got the flu | 8. take the pain killer | 12. It hurts! |

2. Put students in pairs or in small groups and have them mime Task 1 words. The other students should find the word. It is advisable to show how to do the activity. For example: put both of your hands on your head and have a very sad expression on your face. Then ask them to guess what problem you have described. Elicit – You have got a headache! Encourage them to use sentences rather than separate words or phrases.

Monitor and help if necessary.

3. Before students start doing Task 3 draw their attention to the REMEMBER box and encourage them to read the sentences. Give explanation if necessary.

Then tell students that they are going to read a conversation between 2 children. There are 5 questions below the conversation. Students should answer the question. Also, tell them that 2 of the questions don't have answers in the conversation. Before checking the answers, ask students to compare their answers with their partners.

Answer:

1. What problems does Paul have? – He feels sick; He I has got a headache, a temperature, a sore throat, a backache, a stomach ache and an earache.
2. What does Ellis advise Paul? – She advises him to take a painkiller and go to the doctor.
3. How many lessons does Paul have? – No answer.
4. When do Paul's lessons finish? – His lessons finish at one.
5. Who is Paul's teacher? – No answer.

Draw students' attention to the GRAMMAR box and tell them that we use *should* and *shouldn't* to give advice to someone. You should – means it is a good idea for you. You shouldn't – means it is a bad idea for you. Give some examples and also, elicit some from them. Show a photo in task 2 and say: He has got a toothache. What should or shouldn't he do? Write the beginnings on the board: He should..; He shouldn't.. Suggested answers are go to the doctor, take a painkiller, eat sweets, etc.

4. Ask students to complete the gaps with *should* or *shouldn't*. Have them compare their answers and they provide whole class feedback.

Answer:

- | | |
|--|--|
| 1. A: I have got a toothache.
B: You shouldn't eat sweets. | B: You should go to school. |
| 2. A: I have got a backache.
B: You shouldn't carry heavy things. | 6. A: All my body hurts. I have got a temperature, too.
B: You should go to the doctor. |
| 3. A: I have got a headache.
B: You should take a painkiller. | 7. A: My eyes hurt.
B: You shouldn't play games on your telephone. |
| 4. A: I feel tired.
B: You should have a rest. | 8. A: My legs hurt.
B: You shouldn't play football. |
| 5. A: I have got a temperature and a bad cough. | |

5. In this task, students should listen and choose the correct answer. Before playing the recording have them look at the pictures and define problems in each picture. Then play the recording and have them do the task. Once they have finished, ask them to compare their answers in pairs. Check answers and encourage them to support their answer.

Answer:

Track 32

1.

Mom: Mike, what is the matter with you?

Mike: Mom, I don't feel well.

Mom: Have you got a headache again?

Mike: No, it isn't that.

Mom: What's then? Do your legs hurt?

Mike: No, mom. I have a toothache today.

Mom: Oh dear, you shouldn't eat much sweets. Let's go to the doctor.

2.

Kelly: Leyla, these cookies are yummy. Do you want to eat?

Leyla: Yes, they smell tasty. But I cannot eat.

Kelly: Why? Have you got a toothache?

Leyla: No, I don't. I have got a stomach ache.

I shouldn't eat sweet things.

Kelly: Oh, sorry to hear!

3.

Doctor: Have you got a cough?

Jack: No, doctor, I haven't.

Doctor: Does your stomach hurt?

Jack: No it doesn't. I just have got a temperature.

Doctor: You should drink a lot of water.

4.

Shams: What's the matter with you, dad?

Dad: I cannot walk, Shams.

Shams: Do your legs hurt?

Dad: No, dear. I don't have any problems with my legs.

Shams: What's then, dad?

Dad: I have got a backache.

Shams: Dad, you should lie. You shouldn't walk.

6. Ask students to look at the pictures and write what problems the people have. They should also give advice to them. Once they have finished, ask students to compare and discuss their answers. Then provide whole class feedback.

Note: In this task advice given by students might vary.

Suggested answers:

1. She has got a stomach ache. She shouldn't eat much. She should rest. She should take a painkiller.

2. He has got a temperature. He should drink a lot of water/ go to the doctor.

3. She has got a sore throat. She shouldn't drink cold water.

4. She has got a headache. She should take a painkiller. She should sleep.

6. Put students in pairs and give them their roles. Have them work together and assist if necessary.

Note: In such kind of activities due to time constraints sometimes it is difficult or impossible to listen to all pairs. The easy and effective solution is putting students in closed pairs (see page ????) and having them act their dialogue out for each-other.

Student A: You are a doctor. Ask Student B to describe his/her health problem. Give him/her advice. Use should/shouldn't.

Student B: Describe your health problems. Ask for advice.

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

- recognize, pronounce and spell new words about the topic transport;
- fulfil vocabulary tasks targeting the new vocabulary;
- fulfil grammar tasks on prepositions.
- read for detailed and specific information in the given context;
- listen for specific information in the given context;
- ask and answer questions in the given context.

Standards:

Interaction patterns: individual, pair, small groups

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

Track 32

- | | | |
|-----------|--------------|------------------|
| 1. boat | 4. ambulance | 7. give the way |
| 2. train | 5. motorbike | 8. lorry (truck) |
| 3. subway | 6. road | 9. go on foot |

2. Ask students to look at the pictures and complete the sentences. Give them some time to do the task and then put them in pairs and have them peer check each other's task. If necessary provide whole class feedback.

Answer:

1. I have a new motorbike. I love riding it.
2. My grandfather loves sailing his boat in the Kur river.
3. I live near a hospital. I see a lot of ambulances every day.
4. Cars should give the way to ambulances.
5. I have a new toy. Look, it is a train.
6. I like going to school on the subway.

3. Ask students to read the text about different people and fill in the table. They should find out what jobs people do and what transport they use. They should do the task on their own and then compare their answers with their partners. Once they have finished, provide a whole class feedback.

Answer:

People	Jobs	Transport they use
1. Kelly	teacher	motorbike
2. Kelly's father	driver	lorry/truck
3. Kelly's brother	policeman	boat
4. John	doctor	bike/ambulance
5. Kevin	waiter	car/subway
6. Togrul	engineer	train

4. Then ask students to read the text again and answer the questions. Encourage them to write full answers to the questions. Have them compare their answers in pairs before giving whole class feedback.

Answer:

1. It takes 40 minutes for Kelly to go to work on foot.
2. Kelly doesn't go to work by motorbike on rainy days.
3. John likes riding a bike because it is good for health.
4. John takes sick people to the hospital in the ambulance.
5. Kevin likes driving a car because it is easy to listen to music in the car.
6. Togrul doesn't like travelling by bus because they are not comfortable.

Draw students' attention to the GRAMMAR box and explain to them the rules. Write examples on the board and highlight different prepositions. Tell them that we say – *go and travel by + means of transport, but go on foot*. Also, tell them that when we use *in* or *on* when we are inside or on any transport. Give examples.

Then write 4 verbs – *drive, ride, fly* and *sail* and give them examples with which means of transport each verb is used. Elicit some answers from them. Say – *a car/a bus* and elicit the verb *drive*, say – *a bike/motorbike* and elicit the verb *ride*, etc.

5. Ask students to complete the sentences with the prepositions *by, in* and *on*. In case they have difficulty, encourage them to look at the grammar box. They should do the task individually and then compare in pairs. Once they have finished, check answers and provide explanations if necessary.

Answer:

1. I often travel to Turkey by plane.
2. Do you go to school on foot or your bike?
3. I love sailing on the boat. It is very interesting.
4. I am on the train now. I am going to Ganja.
5. Mom, Altun is waiting for you in the car.

6. In this task, students should listen to 3 people and decide which transport they are using at the moment. Before playing the recording, make sure that they know the vocabulary given in this task. You can elicit the vocabulary by showing the pictures. Then play the recording and have them choose the right answer for each question.

Answer:

Track 32

1.

My school is far from my house. My father takes me to school. He has a black car and a motorbike. It takes 20 minutes to go to the school by car. Today I am going to school by bus. My father is in Turkey.

2.

I am an engineer. I travel to different countries. I often travel by plane, but today I am going to Tbilisi by train. It

takes 12 hours to go to Tbilisi from Baku. There are also buses to Tbilisi from Baku.

3.

My uncle is a driver. Everyday he takes people to different places. His car is very tidy and clean. He isn't driving his car now. He is walking to the supermarket.

7. Before asking students to do Task 7, draw their attention to the REMEMBER box and by using TPR (see page???) explain to them the difference between far and near. Then introduce the expression – it takes me. Ask the question – How long does it take? – and get answers from them.

Then explain how they can do a class survey. (see page???) Have them mingle around and ask the questions to their classmates. They should ask the questions - at least, to 5 students.

If time allows, put students in small groups and encourage them to prepare a short report based on their surveys. In their report, they can include:

- How many students go by bus/train/bike, etc.
- How many students go on foot?
- How long do they spend on transport?

This stage can be set as a home-task as well. In this case they will write a report about their own survey.

21

Lesson

Save the Earth

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

- r

Standards:

Interaction patterns: individual, pair, small groups

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

Track 35

- | | | |
|------------|--------------|----------|
| 1. habitat | 4. the Earth | 7. catch |
| 2. jungle | 5. throw | 8. lose |
| 3. save | 6. pollute | 9. share |

2. Have students work in pairs and match the words to their definitions. When they are done, check the answers as a class.

Answer:

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

3. Have students look at the pictures in task 3 and answer the questions below.

- What do you see in the pictures?
- What do you think the text is about?

Ask students to read the text and answer the questions. When they are done, have a quick-pair check. Encourage them to say complete sentences not just words when discussing answers.

Answer:

1. We share the planet with animals and plants.
2. They are not happy in zoos because they want to live in forests, oceans and seas. They want to live in their homes.

3. People cut trees and pollute seas and oceans.
4. We should save water because in some countries people cannot find clean water.
5. We shouldn't cut trees. We shouldn't throw plastic to oceans and seas. We should save water.

Draw students' attention to the Grammar target box and explain to them the use of connectors **and**, **but** and **so**. Write some examples on the board and elicit some more from the students.

4. Ask students to work individually and join the sentences with the connectors **and**, **but** and **so**.

Answer:

1. I eat fruit and vegetables every day, **so** I am healthy.
2. We share the planet with animals, **but** we don't help them.
3. Sea animals eat plastic **and** they lose their lives.
4. I ride a bike **and** play tennis.
5. People build zoos for animals, **but** animals want to go to their habitats.

5. Have students work individually and complete the sentences. Monitor and help if needed. When they are done, ask them to compare their answers with a partner. Answers may vary.

Possible answers:

1. I am tired, but I want to study.
2. It's sunny today, so I need to wear my sunglasses.
3. We shouldn't cut trees and throw plastic to the seas.
4. The water is dirty, so we shouldn't drink it.
5. Olivia can drive a car, but she can't ride a bike.

6. Ask students to walk and talk to their classmates. Monitor and help them if needed. You can also take notes of their mistakes so that you can provide them with feedback after they finish doing this task.

7. Have students work in groups and write a letter to the people who kill animals, cut trees and pollute seas and oceans. Ask them to mention the reasons why those people should stop it. When they are done, have groups peer edit other group's letters. Monitor and provide the groups with feedback.

22

Lesson

A visit to Shusha

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

- r

Standards:

Interaction patterns: individual, pair, small groups

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

Track 36

- | | |
|-----------------------------|----------------------|
| 1. guess the answer | 5. mosque |
| 2. spend a holiday | 6. church |
| 3. can't believe one's ears | 7. admire the nature |
| 4. stay in a cottage | 8. waterfall |

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

Answers:

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

3. Tell students that they are going to listen to a conversation between two girls. As they listen, they need to answer the question.

Track 37

Shams: Nur, do you know where we are going to spend our summer holiday this year?

Nur: I have no idea. Where are we going?

Shams: Listen to this music and guess the answer!

Nur: I can't believe my ears! Are we going to see Garabakh this summer?

Shams: Yes, we are! Dad says we are going to stay in a cottage in Shusha next month!

Nur: Wow! I love this plan! Are we going to ride a horse on Jidirduzu? Wow! This is great! I know so much about Garabakh! This is the land of Khurshud Banu Natavan, Uzeyir Hajibayov, Bulbul, and Niyazi.

Shams: Yes, it is! There are also very beautiful mosques, churches, museums, and waterfalls.

Nur: I can't wait!

4. Play the recording again. Ask students to listen to the conversation and decide if the sentences are true or false. When they are done, have a quick pair-check before discussing the answers as a class.

Answers:

1. Nur knows about the holiday plans. **False**
2. They are planning to go to Garabagh during summer. **True**
3. They are planning to stay in a cottage. **True**
4. Nur wants to ride a bike on Jidirduzu. **False**
5. Nur has got a lot of information about Garabagh. **True**

Draw students attention to the Grammar target box and explain to them the rule. Tell them that they can use **be going to** to talk about future plans. Write some more examples about your future plans and elicit what they are going to do in the future.

5. Ask students to work in pairs and talk about the people's plans. Encourage them to use **be going to**.

Answers:

1. Fred is going to eat the chocolate.
2. Helen is going to sleep.
3. Ben is going to fly the kite.
4. Shams is going to walk her dog.
5. Harry is going to do the shopping.

6. Have students stand up and ask their classmates questions. They should find someone who says yes to the question. Encourage them to ask as many students as possible. Before they start this task, demonstrate the task by asking one of the students the first question.

7. Divide students into small groups and ask them to plan a trip to Garabagh. Have them make a poster and write their plans on it. Monitor and help them if needed. When they are ready, ask them to have a group presentation and share their plans with other groups.

As a home assignment, you can ask your students to write about their plans for summer holiday.



Review 5

1

1. The USA
2. a doctor
3. walking
4. invite Mike and his family to Gabala/ take Mike and his family to his grandparent's house.

Track 38

Hi! My name is Farid. My friend's name is Mike. Mike is from the USA, but he lives in Azerbaijan with his family. His father is a doctor and he works in a hospital in Baku. Everyday Mike's father goes to hospital on foot. He likes walking a lot. He says it's healthy to walk. I am going to invite Mike and his family to Gabala. I am planning to take them to my grandparent's house.

2

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

3

- | | | |
|----------|-------|-------|
| 1. on/by | 3. on | 5. in |
| 2. in | 4. by | 6. on |

4

- | | | | | |
|-----------|--------------|--------------|-----------|--------------|
| 1. should | 2. shouldn't | 3. shouldn't | 4. should | 5. shouldn't |
|-----------|--------------|--------------|-----------|--------------|

5

- | | |
|-----------------------------------|--|
| 1. should stay at home | 4. want to go back to their homes. |
| 2. are going to walk in the park. | 5. want to listen to my favourite music. |
| 3. I want to go home. | 6. get good grades. |

6

1. My classmates are going to watch football tomorrow.
2. I am going to visit my grandparents next week.
3. Are you going to stay in this cottage?
4. We are not going to travel by train.
5. They are not going to drive a car tomorrow.
6. Are they going to ride their bikes tomorrow?

7

Answers may vary.

Answers for the tests

Test 1 (Lessons 1-4)

- | | | | | | | |
|------|------|------|------|-------|-------|-------|
| 1. c | 3. b | 5. a | 7. a | 9. b | 11. a | 13. c |
| 2. b | 4. b | 6. b | 8. c | 10. c | 12. b | 14. c |

Test 1 (Lessons 5-8)

- | | | | | | | |
|------|------|------|------|-------|-------|-------|
| 1. b | 3. a | 5. b | 7. b | 9. b | 11. b | 13. c |
| 2. b | 4. b | 6. c | 8. c | 10. c | 12. c | 14. a |

Test 1 (Lessons 9-12)

- | | | | | | | |
|------|------|------|------|-------|-------|-------|
| 1. b | 3. b | 5. a | 7. b | 9. a | 11. c | 13. c |
| 2. a | 4. c | 6. c | 8. d | 10. d | 12. c | 14. c |

Test 1 (Lessons 13-17)

- | | | | | | | |
|------|------|------|------|-------|-------|-------|
| 1. b | 3. b | 5. a | 7. a | 9. a | 11. c | 13. d |
| 2. b | 4. a | 6. b | 8. d | 10. b | 12. c | 14. c |

Test 1 (Lessons 18-22)

- | | | | | | | |
|------|------|------|------|-------|-------|-------|
| 1. b | 3. b | 5. c | 7. c | 9. b | 11. b | 13. a |
| 2. b | 4. b | 6. c | 8. c | 10. a | 12. b | 14. a |

