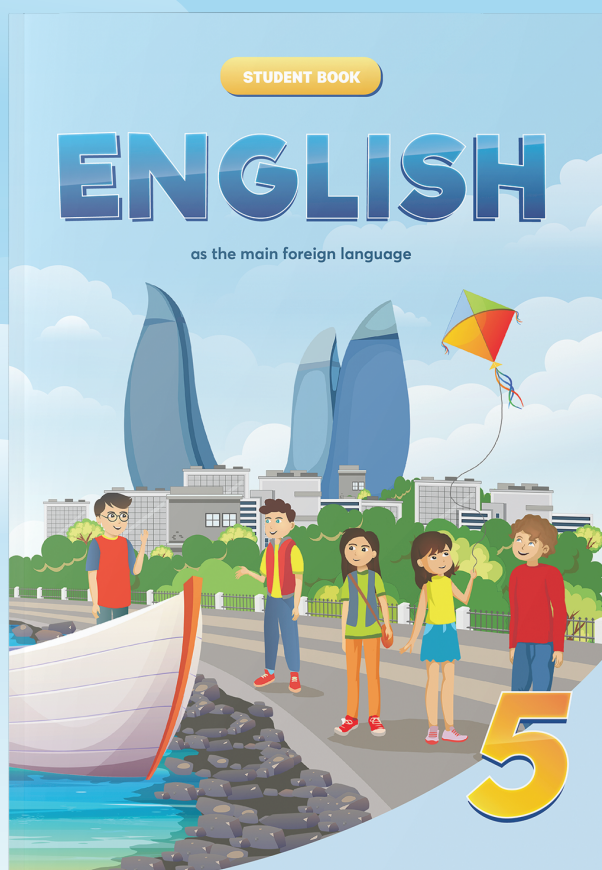


TEACHER BOOK

ENGLISH

as the main foreign language



5

Konul Heydarova
Gunay Gurbanova
Sevinj Mammadova

TEACHER BOOK

ENGLISH

as the main foreign language

5

Please send your inquiries, comments and suggestions to us at the following email addresses: info@eastwest.az and derslik@edu.gov.az

We thank you for the cooperation.



ŞƏRQ-QƏRB

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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 key to student learning. Additionally, integrating the skills of listening, speaking, writing, and reading is crucial for student success. The listening activities in this book are accompanied with audio recordings voiced by both native speakers and locals with native like accents, which will help your students get exposed to standard English language and improve their listening skills.

Teacher's 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*

SOME INSIGHTS INTO METHODOLOGY

TEACHING LANGUAGE SKILLS

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

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

Teaching reading

Students need to be able to do a number of things with a reading text. They need to be able to **scan** the text for particular bits of information they are searching for. It means that they don't need to read every word and line; on the contrary, reading in this way would stop them scanning successfully.

Students need to be able to **skim** a text- as if they were casting their eyes over its surface- to get a general idea of what the text is about. Just as with scanning, if they try to gather all the details at this stage, they will not be able to get the general idea of the text because they are concentrating on details.

Inferring is a comprehension strategy to help students understand information that is not always completely described in a text. For example, the author may provide clues that the reader can use to understand the topic, setting, characters, or event.

Teaching writing

Writing, which is one of the productive skills, needs to be developed along with other skills. Students need to know how to write emails, reports, etc. When we set writing tasks, we need to make sure that the students have enough language to complete the task. Another factor which can determine our choice of writing task is students' interests. At this grade, students study a particular type of writing and then write something similar in design and structure to what they have just been looking at. (See page 63, Student Book).

Teaching speaking

It is very important to give students speaking tasks which provoke them to use all and any language at their command. Good speaking tasks should be highly motivating. Many speaking tasks in this book (role plays, problem solving, games, etc.) are enjoyable in themselves. It is advisable teachers not intervene if the students are engaged in the speaking activity and doing it properly. Teachers had better stand back and listen to what's going on and take notes of both mistakes and good usage of the target language. Prompting is often necessary, but as with correction, you should do it sympathetically and sensitively.

Teaching listening

One of the reasons for getting students to listen to spoken English is to let them hear different varieties and accents. They need to be exposed not only to one variety of English (for example, British) but also to varieties such as American English, Australian English, etc. The reason why we have different characters in this book is that our students will listen to different accents. For instance, we have Jack, from Britain or Mr. Stark, from the USA. Throughout this book, the recordings are voiced by both locals and native speakers, and we believe that it will help the learners develop their listening skills in the long run.

Teachers and students need to be prepared for listening. Teachers need to listen to the recording before the lesson so that they will be prepared for any problems. Students need to be prepared for listening. This means that before the teacher plays the recording, students need to look at the pictures, read the questions and predict the topic. Teachers need to make sure that students are fully engaged with the topic and the task before they start listening. Depending on the students' level, teacher may need to play the recording only once or many times. The first listening is often used just to listen and get the main idea, while the second time listening is for students to get the details of the listening task.

Integrating skill and language work

This course book offers both skill integration and language study based on a topic. The following example shows how teaching skills and language work together. (See Unit 9D on page 108, Student Book.)

Stage 1

Students read short passages about Guinness World Records and match the passages to the pictures practising skimming.

Stage 2

Students read the passages again, but this time scan the text and answer some comprehension questions.

Stage 3

Students discuss their answers with a partner before the teacher starts the discussion over the answers as a class.

Stage 4

Students pay attention to the words in blue in the text and work out the rules for forming superlative forms of short adjectives.

Stage 5

Students do some practice activities that focus on superlatives of short adjectives.

Stage 6

Students prepare a presentation on one of the Guinness World Records and use the target language in their oral presentations.

The sequence provides both study and activation. It involves the students in both skills (reading and speaking) and language practice (grammar).

Patterns of Communication

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

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

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

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

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

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

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

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

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

SYLLABUS

Weeks	Content Lines	Units	Topics	Hours	Lesson Focus
1	Listening/ Speaking	1. AT OUR SCHOOL	A) Back to School	2	Grammar
	Reading/ Writing/ Speaking		B) Meet the Book Stars	1	Grammar
2	Reading/ Writing/ Speaking			1	
	Reading/ Writing/ Speaking		C) Our Timetable	2	Vocabulary/ Grammar
3	Listening/ Writing/ Speaking		D) A New Classroom	1	Vocabulary
			Review	1	
	Listening/ Speaking	2. NEW FACES	A) A New Classmate	1	Vocabulary/ Grammar
4	Listening/ Speaking			1	
	Reading/ Listening/ Speaking/ Writing		B) Let's Meet New Teachers!	1	Vocabulary
	Reading/ Speaking/ Writing		C) Jack's First Day at School	1	Vocabulary
5	Listening/ Speaking		D) Where to Take Jack?	1	Functions
			Review	1	
		1st Summative		1	

6	Reading/ Speaking/ Writing	3. ALL ABOUT US	A) My Favourite Activity	2	Vocabulary
	Listening/ Writing/ Speaking		B) What do we like doing?	1	Vocabulary
7	Reading/ Speaking			1	
	Listening/ Speaking/ Reading/ Writing		C) Shams's Hobby	1	Vocabulary
			D) Favourite Seasons	1	Grammar/ Vocabulary
8				1	
			Review	1	
	Reading/ Speaking	Story time – Hansel and Gretel		1	Vocabulary
9	Listening/ Speaking	4. WHAT WE EAT AND DRINK	A) A Special Day at School	2	Vocabulary/ Grammar
	Reading/ Speaking		B) Eat Healthy, Be Healthy!	1	Grammar
10	Reading/ Speaking		C) Shams's Food Blog	1	Vocabulary
	Listening/ Speaking		D) Time for a Picnic	1	Vocabulary/ Grammar
			Review	1	
11		2nd Summative		1	
	Listening/ Speaking	5. FUN WITH FRIENDS	A) Shams's Party	2	Grammar
12	Reading/ Writing		B) Having a Good Time!	2	Grammar
	Reading/ Speaking/ Writing		C) Jack in the City Center	1	Vocabulary

13	Listening/ Speaking	6. DIFFERENT CULTURES	D) What's the Weather like there?	1	Vocabulary
			Revision	1	
	Listening/ Speaking		A) International Day at School	1	Vocabulary
14	Reading/ Speaking/ Writing	6. DIFFERENT CULTURES	B) Celebrations around the World	3	Vocabulary
15	Listening/ Speaking		C) Do's and Don'ts in Azerbaijan	2	Vocabulary
	Reading/ Speaking		D) Don't Do It... .	1	Vocabulary
				1	
16			Review	1	
			3 rd summative	1	
17	Reading/ Speaking	Story time – The Lion and the Mouse	1	Vocabulary	
		Revision	1		
		Big Summative	1		
18	Reading/ Speaking	7. PLACES AROUND THE TOWN	A) Jack's Town	1	Vocabulary
	Listening/ Speaking/ Writing		B) Where to Shop?	2	Vocabulary
19	Reading/ Speaking		C) The Map of my Town	2	Grammar
	Reading/ Writing/ Speaking		D) Jack Cannot Find the Flower Shop	1	Vocabulary
20			Review	1	

	Reading/ Writing/ Speaking	8. SWEET HOME	A) Different Homes	2	Vocabulary
21	Reading/ Speaking/ Writing/		B) What's Inside?	2	Vocabulary
	Listening/ Speaking		C) Housework	1	Vocabulary
22	Reading/ Speaking		D) My Wardrobe	1	Vocabulary
			Review	1	
		4th Summative		1	
23	Listening/ Speaking/ Writing	9. BETTER AND STRONGER!	A) At the Gym	2	Vocabulary/ Grammar
	Reading/ Speaking		B) Changes: Are They Good or Bad?	1	Grammar
24	Listening/ Speaking/ Writing		C) Which One is Better?	1	Grammar
	Reading/ Speaking		D) Guinness World Records	2	Grammar
25			Review	1	
	Reading/ Speaking	Story time – The Fox and the Crow		1	Vocabulary
	Reading/ Speaking	10. A COUNTRY WITH A DIFFERENCE	A) Jack's Email to his English Friend	1	Grammar
26	Listening/ Speaking		B) Jack's Presentation on the UK	2	Vocabulary
	Listening/ Speaking/ Writing		C) Singing Beautifully	1	Grammar
27	Reading/ Speaking		D) Magic of Azerbaijani Music	2	Vocabulary/ Grammar
			Review	1	

		5th summative		1	
28	Reading/ Speaking/ Writing	11. DIFFERENT JOBS AND DIFFERENT PEOPLE	A) Guess my job!	2	Vocabulary
29	Reading/ Speaking		B) What an Unusual Job!	1	Grammar
	Listening/ Speaking/ Writing		C) A Young Champion	2	Vocabulary
30	Reading/ Speaking/ Writing		D) My Role Model	2	Vocabulary
			Review	1	
31	Listening/ Speaking/	12. AZERBAIJAN - THE LAND OF ANCIENT FLAMES	A) Great People and Important Dates	3	Grammar
32	Reading/ Speaking		B) Garabagh Horses Now and In the Past	2	Grammar
	Reading/ Speaking/		C) A Present from Friends	1	Function
33	Listening/ Speaking/		D) Saying Good Bye!	1	Vocabulary
			6th Summative	1	
			Review	1	
34		Preparation for Big Summative		2	
		Big Summative		1	

Each lesson in the book focuses on different language aspects.

V – stands for vocabulary

G – stands for grammar

F – stands for functions

For example,

- V** • Seasons
- G** • Asking questions with **Why**
- Giving reasons with **Because**

At the end of each lesson, there is an editing exercise called "A mistake detector". Students are expected to find mistakes about the language studied in that lesson.

A MISTAKE DETECTOR

Find grammar mistakes:



- | | |
|---------------------------|-----------------------------|
| 1. He has got moustache. | 4. She has got a blue eyes. |
| 2. Her hair is a curly. | 5. She always wear glasses. |
| 3. She does fair-skinned. | 6. He does curly hair. |

UNIT 1 A

BACK TO SCHOOL!

Aim:

- To review and practise **to be** in Present Simple

Speaking

1. Lead into the topic by showing the students the picture on page 8. Point at the children in the picture and ask their names. Depending on the level of students, you might want to revise possessive pronouns *his/her*.

Example: *His* name is Murad. *Her* name is Shams. Then ask your students where the children are. If you get the answer "*at the school*", teach them a new vocabulary "*in the schoolyard*".

Suggested answers:

They are classmates. His name is Murad/Yahya; Her name is Shams/Leyla.

They are at the school/in the schoolyard.

Listening

2. Teach them the words: *a classmate* and *be late*. Avoid translation while teaching new words, instead use real life situations. For example, point to the clock and say "Our class starts at 8:00. Ahmad comes at 8:05. He is late".

Tips for teachers!

Pre-listening activities help students prepare for what they are going to hear and give them a greater chance of success in while listening tasks.

Pre-listening activities can

- prepare students for the vocabulary and language structures in the text.
- help teachers find out what students already know about the topic.
- help deal with the anxiety which comes from listening in a foreign language by providing a clear context.
- offer opportunities for class discussion and more interaction among learners.

Tell the students that they are going to listen to a conversation between the children in the picture. Before you play the recording, ask them to read the task.

Play the recording, ask students to answer the question.

Answer: They feel happy.

3. Ask students to read the sentences in Exercise 3 before you play the recording for the second time. Play the recording and ask them to complete the sentences as they listen. After they complete the task before going to whole class feedback, have them do a *pair-check* where they discuss their answers in pairs for a moment. As they are comparing their answers, observe them closely to decide if they need to listen again or not.

Tips for teachers!

While-listening activities are what students are asked to do during the time that they are listening to the text. As far as listening comprehension (i.e. listening for meaning) is concerned, the purpose of while-listening activities is to help learners develop the skill of eliciting messages from spoken language.

Answers:

Conversation 1: new
Conversation 2: English

Track 1

Conversation 1

Murad: Hi, Leyla!
Leyla: Hi, Murad! Nice to see you again!
Murad: Nice to see you, too. You are very happy today!
Leyla: Yes, I am. I'm happy because I'm back to school.
Murad: It is great!
Leyla: Look! Our new teachers are there! Let's meet them.

Conversation 2

Shams: Hi, Yahya!
Yahya: Hi, Shams! Nice to see you again!
Shams: I'm glad to see you, too! Are you happy to be back to school?
Yahya: Yes, I am. I think all our classmates are here.
Shams: But Farid isn't here. He is late again.
Yahya: What's our first lesson? Is it Maths?
Shams: No, it isn't. It is English. Is it time to go to the classroom?
Yahya: Yes, it is.

Grammar

4. Ask students to complete the sentences from the conversations with the forms of the verb "to be". Play the recording again and ask students to check their answers. Then have students open page 142 and go over the forms of the verb "to be" and discuss its usage.

Answers:

Affirmative and negative statements

1. It **is** great.
2. All our classmates **are** here.
3. Farid **isn't** here.

Questions and short answers

1. **Are** you happy to be back? Yes, I **am**.
2. **Is** it time to go to the classroom? Yes, it **is**.

5. Get students to work individually and complete the exercise. Have them do a *pair-check* before going to whole class feedback.

Answers:

1. **Are** your friends in the schoolyard?
2. **Is** your favourite teacher at school?

3. The children aren't sad. They **are** happy.
4. He isn't at school. He **is** at home.
5. Our first lesson **is** Maths. It isn't English.
6. **Is** she late? Yes, she **is**.
7. Hurry up! It **is** time to go to the classroom.
8. Our friends aren't in the schoolyard. They **are** in the classroom.

6. Have students work in pairs and match the questions to the answers.

Ask them to check their answers in pairs. Then play the recording for students to check the answers.

Answers:

- | | |
|------|------|
| 1) d | 4) b |
| 2) f | 5) e |
| 3) a | 6) c |

Track 2

1. Are you happy to be back to school?
Yes, I am. I'm glad to be here.
2. Are you at home now?
No, I'm not. I am at school.
3. Are all your classmates at school today?
Yes, they are.
4. Is your teacher in the classroom?
No, she isn't.
5. Is English your first lesson?
Yes, it is.
6. Is English difficult?
No, it isn't. It is easy.

7. Get students to work individually and make questions about the pictures. Ask them to use the words on the left. Monitor and help them if needed.

Suggested answers:

1. Is he late? Yes, he is.
2. Are they in the classroom? Yes, they are.
3. Is Maths easy? No, it isn't.
4. Is she happy? No, she isn't.
5. Is he at home? Yes, he is.

Speaking

8. Now, put students in pairs and get them to ask each other questions. Encourage them to ask some more questions using the verb "to be". Show a sample dialogue with 2 students before starting this speaking activity.

A Mistake Detector

Teaching students to edit not only involves teaching them capitalization, punctuation, and spelling rules, but also giving them strategies to help them "see" errors. Mistake Detector sections at the end of each lesson contain sentences with common student mistakes related to the focus of each lesson.

The answers for the Mistake Detector sections are given on Page 120–122 in this book.

UNIT 1 B

MEET THE BOOK STARS

Aims:

- To give students reading practice
- To review Present Simple and Present Simple frequency adverbs

Speaking

1. Lead-in: Show the students the pictures of the main characters of this book. Introduce the functional language in the Magic Box "*I think*" and ask them to work in pairs and discuss the questions using it.

Suggested answers:

I think Leyla likes sport/basketball.

I think Yahya likes bikes.

I think Shams likes movies.

Tips for teachers!

Pre-reading activities are used to generate interest in the text that students are about to read.

You can use visual aids – pictures, realia, maps, etc. to introduce the topic. You can relate and link these aids to students' own lives and experiences.

Reading

2. Ask students to look at the texts on page 11. Ask them if the texts are emails or letters.

Answer: emails

Get them to read the task on page 10 before they start reading the texts. As they read the emails, they should match the sentences to the characters. After they complete the task, have them do a *pair-check*. While discussing the answers as a class, don't just get the answers. Ask them to refer to the specific part of the text.

Tips for teachers!

While-Reading Activities are defined as **activities** that help students focus on aspects of the text and understand it better. The goal of these **activities** is to help learners deal with it as if the text was written in their first language.

Answers:

1. usually buys new things. **Leyla** (I usually do shopping)
2. does different sports at school. **Shams** (I'm in my school swimming and volleyball teams)
3. often goes out of the city. **Murad** (My family has a small house in the countryside and we often go there on holidays.)
4. sometimes watches films with friends. **Leyla** (Sometimes we go to the cinema.)
5. goes to the park with his/her friends. **Yahya** (I often go to the park with my friends.)

Tips for teachers!

Many students prefer reading the text thoroughly and stopping when there are unknown words. They feel frustrated if they don't know the translation of these words. But this kind of approach does not necessarily make them better readers because this word-by-word approach is not the way that we often do our reading in real life. In order to make students better readers, we need to raise their awareness that it is not always essential to understand every word and practising some reading techniques in English may be useful to them. Students should know that they can still achieve a specific goal in reading without even understanding most words in the text. In this reading task, students practise the reading technique called **scanning**. It is fast reading for specific individual pieces of information.

Grammar

3. Focus students' attention to the frequency adverbs in the text. Ask them to complete the rules.

We use Frequency adverbs

- **a) after "to be".**
- **b) before** the main verbs (come, go, spend, watch, celebrate, etc.).
- We can use **b) sometimes** at the beginning of sentences.

Then have students open page 143 and go over the rules regarding the use of frequency adverbs with *to be* and *main verbs*.

Tips for teachers!

Nowadays there are two main approaches to teaching grammar: the traditional (deductive) approach and the discovery (inductive) one. This book mainly uses the grammar discovery technique. The students are led to the grammar through a series of steps.

- The teacher presents a variety of examples for a given concept without giving any preamble about how the concept is used.
- As students see how the concept is used, it is hoped that they will be able to determine the grammar rule.
- As a conclusion to the activity, the teacher can ask the students to explain the grammar rule as a final check that they understand it.
- Grammar is taught implicitly.

A deductive classroom is very teacher-centered, whereas an inductive one is much more student-centered.

Stages of an inductive lesson

This book uses the Discovery Approach for a number of reasons but mainly because it facilitates natural language learning by following a certain lesson sequence:

1. Setting the context
2. Noticing
3. Establishing the grammar rule
4. Controlled Practice
5. Freer Practice (production)

Inductive language teaching provides opportunities for students' cognitive learning through discussion, discovery and finally understanding. Thus, language study arises out of extensive skills work.

4. Have students work individually and rewrite the sentences. Then ask them to do a *pair-check*.

Answers:

1. Yahya **often** studies at nights.
2. Leyla **often** eats in the school cafe with her friends.
3. **Sometimes** the teacher brings cookies for the students. The teacher **sometimes** brings cookies for students.
4. Jane and her sister are **never** ready for lessons.
5. Good students **always** do their homework.
6. Murad is **never** tired after school.
7. John is **always** hungry.

5. Students put the words in the right order and then they listen to the recording and check their answers.

Answers:

Track 3

1. They usually play football on Sundays.
2. Does he often come here?
3. They are often late for school.
4. I never watch cartoons in the cinema.
5. Are you always tired after the classes?

Writing

6. Ask students to write what they do after school. Encourage them to use frequency adverbs. Monitor and provide them with help if needed.

Speaking

7. Put students in pairs and have them ask and answer the questions about what they do after school. Encourage them to use frequency adverbs when they answer the questions.

Tips for teachers!

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

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



See page 135 for an extra speaking activity.

UNIT 1 C

OUR TIMETABLE

Aims:

- To present and practise vocabulary for school subjects
- To give students reading practice

Vocabulary

1. Lead in the topic by asking students what their favourite school subject is. Give them some time to do the matching exercise in pairs. Play the recording, pausing for students to check answers and to repeat the words in chorus. Ask students to cover the list of new words so that they can not see them. Have them work in pairs and take turns to point to the numbered items in the picture and say what each one is. Ask them to do it in random number order. Students uncover the list of words to check.

Answers:

Track 4

1. Azerbaijani
2. Art
3. Information Technologies
4. English
5. Maths
6. Science
7. Music
8. History of Azerbaijan
9. Literature
10. Physical Education

2. Have students work individually and read short passages about the children's favourite subjects. As they read, ask them to choose one of the options a, b or c.

Answers:

1. a) Maths
2. a) English
3. b) P.E.
4. b) History of Azerbaijan

Reading

3. Ask students what they see in the pictures. Then have them read the conversations. As they read, they should decide whether the sentences are true or false. Have students do a *pair-check* before going to whole class feedback.

Answers:

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

Grammar

4. Ask students to work in pairs and complete the gaps with the adverbs of frequency used in the conversations on Page 14.

Answers:

Number of time	Adverbs of Frequency
1	once a week
2	twice a week
3	three times a week
4	four times a week
5	five times a week

5. Students work in pairs and complete the sentences according to the timetable on page 14.

Answers:

1. They have Azerbaijani **three times** a week.
2. They have Science **once** a week.
3. They have History of Azerbaijan **once** a week.
4. They have P.E. **twice** a week.
5. They have Art **once** a week.
6. They have IT **twice** a week.

6. Direct students' attention to the table with Grammar Tips. Tell them that we use **How often** to ask questions about frequency. Write some sentences on the board.

Example: You have English four times a week. How often do you have English?

Also, teach them to use the preposition "on" with the days of the week.

Ask students to work in pairs and write questions to the blue words. The first 3 sentences are provided as examples. Explain the difference between *When* and *How often*.

Answers:

1. My brother has Literature once a week.
How often does my brother have Literature?
2. They have P.E. on Fridays.
When do they have P.E.?
3. We have Maths five times a week.
How often do you have Maths?
4. He has Science once a week.
How often does he have Science?
5. They have English three times a week.
How often do they have English?
6. They have Art on Mondays.
When do they have Art?

7. Ask students to draw their dream timetable in their notebooks.

Speaking

8. When they complete Exercise 7, ask students to read the conversation given as an example. Put them in pairs and ask them to ask and answer questions about their own dream timetables.

Writing

9. This task can be set as homework. Ask the students to write about their timetable. The questions provided will help them organize their ideas.

UNIT 1 D

A NEW CLASSROOM

Aims:

- To present and practise vocabulary for classroom objects
- To give students listening practice

Speaking

1. You can lead into the topic by asking your students about their own classroom.
 - Do you like this classroom? Why/ Why not?

Elicit the names of different things in the classroom and write their names on the board. Then ask students to look at the picture of the classroom and say what they like or dislike in this classroom.

Vocabulary

2. Give students time to do the matching exercise individually or in pairs. Play the recording, pausing for students to check answers and to repeat the words in chorus.

Ask students to cover the list of new words so that they can not see them.

Have them work in pairs and take turns to point to the numbered items in the picture and say what each one is. Ask them to do it in random number order.

Students uncover the list of words to check.

Answers:

Track 5

- | | | |
|----------------|-------------------|---------------|
| 1) flag | 4) bulletin board | 7) smartboard |
| 2) book case | 5) clock | 8) globe |
| 3) pencil case | 6) whiteboard | 9) ruler |

3. Put students into pairs and ask them to complete the text with the words in exercise 2. Tell them that there are two extra words which they don't need to use. After they complete the task, discuss the answers.

Answers:

- | | | | |
|----------|-------------------|---------------|---------------|
| 1) globe | 3) bookcase | 5) clock | 7) whiteboard |
| 2) flag | 4) bulletin board | 6) smartboard | |

Listening

4. Ask students to look at the picture of a classroom and guess what Yahya doesn't like in the classroom. While they are discussing the answers, encourage them to use "I think" to state their opinions.

Tell your students that they are going to hear a conversation between Yahya and Leyla. As they listen, they have to choose one thing that Yahya doesn't like in the new classroom.

Answer: the bookcase

Track 6

Leyla: It's a very nice classroom. What do you think?

Yahya: Yeah, it is really nice. Look at the smartboard. It's good to have it in the classroom. We can use it for presentations.

Leyla: Can you use smartboards?

Yahya: No, I can't. But we can ask our I.T. teacher for help.

Leyla: A good idea.

Yahya: And the chairs and desks are good. We can move them to work in groups. I think the bookcase is very small, but we have many books.

Leyla: Yes, you are right.

As a follow-up activity, you can ask your students to tell each other what they like and dislike in their own classroom.

Speaking

5. Ask students to work in groups and play a guessing game. Get one of the students in a group to write the name of a classroom object on a piece of paper (pencil case, ruler, eraser, pencil sharpener, etc.). The other group members should ask Yes/No questions to find what it is. Before they start playing this game, draw their attention to the questions on the picture: What's this?; Is it a...? Have one sample dialogue with 2 students prior to starting the game.

Writing

6. Get students to work individually and write about their dream classroom. You might want to revise *There is/There are* before they start doing the task. Monitor and feed in with the necessary language.

Speaking

7. Put them in pairs and get them to ask and answer questions about their dream classroom.

Expansion activity. Tell students to look at two different pictures in the Student Book, for example: page **17** and **page 20**. In pairs, they find similarities and differences between the two pictures. (For example: *In the first picture, there isn't a teacher, but in the second picture, there is a teacher.*)

Tips for teachers!

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

The common benefits of games:

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

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



See page 136 for an extra speaking activity.

UNIT 1

ANSWERS FOR REVIEW EXERCISES

Revision activities are designed to check how well students have studied the unit. Students are expected to do the revision activities individually.

Tasks in revision sections provide good practice for the materials taught in the particular unit. These tasks could be set as a home-task as well. However, it is advisable to do them at the lesson.

Encourage students to write their answers to the tasks in their notebooks in an organized way. Revision activities will give you the opportunity to know the weaknesses and strengths of individual students.

1. Ask students to read the task for the listening activity before you play the recording. Play the recording twice.

Answer: chairs

Track 7

My name is Bob. I like my classroom because it is very large. There is a smartboard and I like using it. We watch different videos on it at the lessons. There is also a big bookcase, and there are a lot of books in it. Our desks and chairs are blue. The desks are OK, but the chairs are not. We often work in groups, and it is not easy to move them. It is good to have a bulletin board, too. We put interesting posters on it.

Then set a time limit of 20 minutes for the rest of the activities.

Answers:

2.
 1. Omar **is** my friend.
 2. **Are** they at home? Yes, they **are**.
 3. I **am** back to school and I **am** happy.
 4. **Are** you in the classroom?
 5. Yusif **is** from Azerbaijan.
 6. Lala and Shams **are** friends.
 7. We **are** late for school.
 8. **Are** your classmates in the schoolyard?
3.
 1. I **am not ('m not)** a teacher.
 2. They **are not (aren't)** from England.
 3. My friend **is not (isn't)** in the library.
 4. We **are not (aren't)** at home.
 5. *Tom and Jerry* **is not (isn't)** my favourite cartoon.
 6. My teacher **is not (isn't)** 29 years old.
 7. They **are not (aren't)** students.
 8. He **is not (isn't)** late for the lesson.

4. This **is** my aunt. Her name **is** Zahra. She **is** a nice person. **She** is an English teacher. She is **not** at school today. She **is** at home.

- 5.
1. Samira **usually** listens to music on the bus.
 2. Murad **never** cooks for his family.
 3. My friend is **never** tired after school.
 4. My uncle **often** plays football.
 5. I **always** go to school by bus.
 6. Julia is **sometimes** late. **Sometimes** Julia is late.
 7. He **always** starts work at 8.00.
 8. I **sometimes** play football. **Sometimes** I play football.

- 6.
1. He goes to work twice a week.
 2. She usually wakes up late.
 3. We go to the cinema once a week.
 4. I see them twice a week.
 5. They have English classes four times a week.
 6. Leyla sometimes eats at school. Sometimes Leyla eats at school.

- 7.
1. flag
 2. bookcase
 3. ruler
 4. globe
 5. clock
 6. smartboard
 7. pencil case

UNIT 2 A

A NEW CLASSMATE

Aims:

- To present and practise question words
- To revise and practise questions in Present Simple

Speaking

1. Lead in: Ask students to look at the picture and say what things they see in the classroom. You can take a chance to revise the vocabulary studied in Unit 1 D.

Show them the picture of the boy next to the teacher and ask who he is. Then tell them that his name is Jack and he is an *exchange student*. (An *exchange student* is a student from another country who studies in a different country, usually for a year)

Listening

2. Before you play the recording, ask students to read the task.

Play the recording and ask them to complete the notes. Depending on the level of your students, you can play the recording once or twice. After they complete the task, have them do a *pair-check* before going to whole class feedback.

Answers:

Name	Jack
Country	1. England
Age	2. 12
Favourite Subjects	3. Maths and 4. Art
Favourite sport	5. Football

Track 8

Teacher: Let's meet Jack. Jack is an exchange student.

Jack: Hi, everyone. Nice to meet you all.

Leyla: Hi, Jack! Where do you come from?

Jack: I come from England.

Yahya: How old are you?

Jack: I am 12.

Yahya: What subjects do you like?

Jack: I love Maths and Art, but I don't like Music. I can't sing at all.

Yahya: I love Maths, too. And what's your favourite sport?

Jack: I like football.

Teacher: Welcome to our school.

Jack: Thanks a lot.

Vocabulary

3. Get students to match the question words to the pictures. Play the recording, pausing for students to check answers and to repeat the words in chorus.

Answers:

Track 9

1) where

3) how far

5) when

7) how long

2) what

4) how many

6) who

4. Ask students to match the children's questions to Jack's answers. Before playing the recording for students to check their answers, have them compare their answers in pairs.

Answers:

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

Track 10

- Yahya: What is your surname?
Jack: I'm Jack Smith.
- Yahya: How many pets do you have?
Jack: I have two. A dog and a parrot.
- Murad: What is your favourite football team?
Jack: Chelsea.
- Murad: How far is the school from your house?
Jack: It's 20 minutes by bus.
- Leyla: When is your birthday?
Jack: It's on January 24th.
- Leyla: Who is your favourite writer?
Jack: J K Rowling
- Shams: What do you do in your free time?
Jack: I read a lot.
- Shams: (smiling) And a difficult question for you. How long do butterflies live?
Jack: 12 months.

Grammar

5. Draw students' attention to the box with Grammar Tips and discuss the use of **do/does** and **am/ is/are** to form questions. Ask students to work in pairs and complete the questions with do/is/are. Then play the recording for the students to check their answers.

Answers:

Track 11

- Jack: How long are the lessons?
Shams: They are 45 minutes.
- Jack: How far is the gym from the classroom?
Leyla: It is very close. Look. It's over there.
- Jack: Do you use Khan Academy to learn English grammar?
Murad: Yes, we do.
- Jack: What time do your lessons start?
Yahya: At 8 o'clock. But we come to school at 7:30.
- Jack: How many lessons do you have every day?
Murad: Four or five.
- Jack: How often do you have P.E.?
Leyla: Once a week.
- Jack: Who is our director?
Shams: Mr. Hasanov.

6. Ask students to read the answers and make questions.

Answers:

- | | |
|---|--|
| 1. What's your surname? | 4. Where do you live? |
| 2. What does Ali eat for lunch? | 5. How often does she have English? |
| 3. What (How many) languages do you know? | 6. How many lessons do you have every day? |

7. In this task, students write questions to ask:

- a new student about his/her life and studies
- about the new school and students

Have them use the question words. As they are writing the questions, monitor them and provide necessary feedback.

Speaking

8. Put students in pairs. Ask each student to read the situation he/she has to act out. When they are ready, have them begin the role-play. Tell them to use questions they have written in Exercise 7. Then change the pairs and ask students to swap their roles. Take notes of their mistakes (without interrupting). Discuss mistakes and make recommendations when they have finished.

NOTES: In weaker classes, you might want to give students some time *to prepare answers to questions* in Exercise 7. This will give them more confidence and decrease the risk of intimidation.

Tips for teachers!

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

DO NOT CORRECT. Ignore the mistakes, at least for the time being. When students give a speech or speak spontaneously in pairs, immediate correction will intimidate them, make them lose the train of thought and simply discourage from participating in your classes.

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

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

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

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

Adapted from:

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



See page 137 for an extra speaking activity.

UNIT 2 B

LET'S MEET NEW TEACHERS!

Aims:

- To present and practise vocabulary for describing appearances
- To give students reading practice

Speaking

1. Lead into the topic by showing them a photo of a person. Tell them that she/he is a teacher at this school. Give them some information about him/her: Her name is Fidan; She is a very good teacher; She loves her students and always helps them.

Then ask students to close their eyes and think about their favourite teachers. Get them to tell their partners about their favourite teachers.

Reading

2. Ask students to read the information about teachers and match them to the pictures.

Tips for teachers!

Avoid translation and teaching all new vocabulary before the reading tasks unless they are blocking words. This will help improve students' reading skills.

There are some new words (moustache, beard, straight, blonde, fair-skinned, slim, curly) in this reading passages. However, these new words won't block their understanding if you draw their attention to the colours – blue, black, grey and the adjectives – long, short, tall. Make sure that they know these words:

- Show the objects that are blue, black and grey and ask them to tell what colour they are.
- Show your hair and ask if it is long or short by gesturing long and short with your hands.
- Again, by gesturing show them the difference between tall and short.

Answers:

1. Sara Turner picture 4
2. Jamal Guliyev picture 1
3. Sofia Aliyeva picture 3
4. Michael Stark picture 2

3. Applied method Guided Discovery.

Ask students to look back at the text and find the words in the pictures. Tell them that the first letters of the words have been given and in some cases they need more than one word. Have students compare their answers in pairs before checking the answers.

1) short curly hair

2) beard

3) long straight blonde hair

4) black moustache

5) fit

6) a blue eye

7) a black eye

Meaning: For these vocabulary items meanings are covered through pictures. It is always advisable to check understanding after such tasks. You may want to show different pictures or go with real people in the classroom. If you choose to refer to real people i.e students, be very careful not to intimidate them.

Pronunciation: depending on the level of the students you might want to address the phonological aspects of all or some words.

moustache /mə'sta:ʃ/

beard /bɪəd/

straight /streɪt/

curly /'kɜ:li/

blonde /blɒnd/

fair-skinned / /feə -skɪnd/

Form:

to have got a moustache

to have got a beard

straight

curly + hair

blonde

long

short

+

curly

straight

+

colour (blonde, black, grey, etc.) + hair

blonde

+

woman/girl

Example: a beautiful blonde woman.

To be + fit

4. Ask students to put the words in the right order to make sentences. If they have difficulty, encourage them to look back at exercises 2 and 3. When they complete the task, play the recording and have them check their answers.

Answers:

Track 13

1. My father has got a beard.
2. My sister has got long curly brown hair.
3. Many girls like long straight hair.
4. Look at this beautiful blonde girl.
5. My Maths teacher has got a black moustache.
6. I don't like curly hair.

Tips for teachers!

MPF. For a student, to be able to use a new word or grammar structure, it is important to be familiar with three aspects – Meaning, Pronunciation and Form – of a specific language item (vocabulary or grammar).

Meaning refers to what the word, expression or grammar structure expresses.

Tips for teachers!

It is very important to set the context to let the students grasp the meaning of the specific language item.

Pronunciation refers to aspects of phonology related to individual sounds (phonemes), sounds at word level (e.g. word stress), or in connected speech (e.g. intonation and sentence stress). Always refer to a good monolingual dictionary not to lead to misunderstanding.

Form basically refers to how a meaning is written or spoken. For learning new words, it is important for students to know their spelling, plural form (if applicable), collocations and grammatical behaviour. Regarding grammar, it is useful for students to understand how that particular structure is formed, the order in which its components appear, how negative statements and questions are formed.

Adapted from an article.

<https://www.whatiselt.com/single-post/2019/01/31/What-is-MPF>

Listening

5. Tell students that Jack is describing his teachers and friends. They should listen and find Jack's teachers and friends according to Jack's descriptions.

Play the recording once and then have students compare their answers. Then play the recording again.

During the second listening, with stronger classes, you can stop after each recording and check the answers. However, with weaker classes you might need to do it in the 3rd listening.

Tips for teachers!

While your students are comparing their answers after the first listening, observe them closely to decide whether they need to listen again or not. Always encourage your students to support their answers.

Answers:

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

Track 14

1. Harry Liam is my Literature teacher. He is 45 and he has got blue eyes. His hair is curly and brown. He doesn't have a beard. He has got a moustache.
2. Nelly is my best friend. She is fair-skinned. She has got long straight blond hair.
3. Willy is my classmate. He is very tall and he has got brown eyes. He wears glasses. His hair is not brown.
4. Kate Scott is my Geography teacher. She is 53. She doesn't wear glasses. She has got long curly hair.

Speaking

6. Tell your students that they are going to play a game. Have them work in pairs and ask each to choose a picture and describe this person to their partners. Their partners should guess which picture has been described. Encourage them to use the new vocabulary from the unit.

NOTES: Stronger classes might start doing the task without a preparation; however, weaker classes may need to make some notes before describing the pictures to their partners. Allow them to take some time if necessary.

NOTES: Avoid giving instructions in L1. To make the instructions clear, you need to show an example or do a demonstration to support your instructions: start describing one of the pictures from the task and ask students to find the person. Then have them do the same in pairs.

Tips for teachers!

There are no correct or wrong answers for this task. Teacher should monitor students without interrupting them.

Teacher should feed in with necessary language if students ask for.

If time allows, teacher might want to ask random students to describe some of the pictures.

It is advisable to make the notes of the mistakes of the target language and address them after the activity.

Writing

7. Ask students to describe one of their favourite teachers. Encourage them to refer to the tasks in this lesson if they need any help.

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

Optional extra task: Ask students to write their description on a piece of paper without mentioning the name of the teacher. After all students have finished doing the task, put them into groups of 3 or 4. Then gather and swap their notes. Ask each student to take a piece of paper per each and guess the teacher.

NOTE: if you have new students in the class, ask them to choose a teacher who teaches in their new class.



See page 138 for an extra speaking activity.

UNIT 2 C

JACK'S FIRST DAY AT SCHOOL

Aims:

- To give students reading practice
- To present and practise common adjectives

Speaking

1. Ask students to look at the picture and discuss the questions.

Suggested answers:

Jack is at home; She is her mother/aunt/sister; I see a picture/a lamp/window / a sofa in the picture; He is happy.

Reading

2. Explain what *a diary* means. (A book where you write about your feelings or thoughts) Ask students to read the text quickly and answer the question "Is Jack happy in Azerbaijan? Why?"

Answer:

Yes, he is. He is happy because he likes his schoolmates and teachers. He says, "It's nice to be here."

3. Have students read the text again and mark the sentences as True or False. After they complete the task, have them do a pair-check before going to whole class feedback.

Answers:

1. False (There are fifteen students in his class.)
2. False (One of his teachers is from the USA.)
3. True (They help him with his problems.)
4. True (They work in groups and it is fun.)
5. False. (His classmates plan to take him to the city center.)

Vocabulary

4. Ask students to work in pairs and complete the sentences with the words.

- | | |
|----------------|----------------|
| 1. a) boring | b) interesting |
| 2. a) cruel | b) kind |
| 3. a) friendly | b) unfriendly |
| 4. a) alone | b) in groups |

5. Ask students complete the sentences with the words from the box. Have them do a pair-check before going to whole class feedback.

Answers:

- | | | | |
|-----------|----------------|------------------|---------------|
| 1) boring | 3) interesting | 5) friendly kind | 7) unfriendly |
| 2) alone | 4) kind; cruel | 6) in groups | |

Speaking

6. Have students work in pairs and tell each other about their friends. Encourage them to use the new vocabulary.

Writing

7. Ask students to write about their classmates and teachers. Encourage them to use the new vocabulary and provide them with the necessary language. When they finish the task, ask the students to peer-edit the other students' work. Monitor students and provide them with constructive feedback.

UNIT 2 D

WHERE TO TAKE JACK?

Aims:

- To give students listening practice
- To present and practise functional language for making suggestions and refusing politely

Speaking

1. Lead into the topic by showing students the picture. Ask them if they think it is a lesson or break time. Then draw their attention to the new word "a field trip" and explain its meaning.

Suggested answer:

It is a break.

Listening

2. Tell them that they are going to listen to a conversation between the children and their teacher. Before you play the recording, ask them to read the task. After they do the first listening, have them do a *pair-check* before going to whole class feedback.

Answer: b

3. Before you play the recording for the second time, have students read the questions. The questions focus on the details of the conversation.

While they are doing the listening task, observe them. If you feel that they need to listen one more time, let them listen again. After they do the listening, have them do a *pair-check* before going to whole class feedback.

Tips for teachers!

Listening for detail – This means listening to get specific information, such as *When do they have a field trip day?* or *Why don't they want to go to the countryside?*

Answers:

1. this week
2. It's raining there.
3. to take photos

Track 15

Teacher: We have a field trip day this week. Any ideas?

Yahya: We want to take Jack to the city centre.

Teacher: What about the countryside?

Shams: I'd love to, but I am afraid we can't go to the countryside. This week it's raining in many parts of the country.

Leyla: Let's go to Icheri Sheher.

Jack: What does "Icheri Sheher" mean?

Murad: It means "Inner city". It's the old part of Baku.

Jack: It sounds interesting. I want to see it. I have got a camera. I want to take some photos.

Teacher: I can tell you a lot about its history. Ok. Then, we can go to Icheri Sheher!

Functions

4. This task focuses on the *functional language* used in the listening task. Ask students to complete the rules with the expressions in blue.

Answers:

1. We use a) **What about** and b) **Let's go** to give an idea.
2. We use d) **It sounds interesting** when we hear something interesting.
3. We use c) **I'd love to, but** when we want to say "No" politely.

Tips for teachers!

Functional language is the **language** that we use to perform various functions, such as making requests, giving advice, complaining, agreeing, asking permission, etc. Learning **functional language** gives students of English the skills to communicate effectively in various everyday situations.

5. Have students complete the conversation in pairs. Then play the recording and ask them to check their answers.

Answers:

- 1) Let's
- 2) I'd love to, but
- 3) What about
- 4) It sounds

Track 16

Jack: The day is boring.

Father: Let's go to the cinema. We can watch "King Lion".

Jack: I'd love to, but I want to watch it with my friends. It's fun to watch cartoons with friends.

Father: What about football?

Jack: It sounds interesting. But first, I want to do my homework. Then, we can play together.

Teacher: I can tell you a lot about its history. Ok. Then, we can go to Icheri Sheher!

6. Ask students to match the names of the places to the pictures. Have them do a pair check, before providing whole class feedback.

1. Lake Goy Gol
2. Maiden Tower
3. Ateshgah
4. Gobustan
5. Shaki Khan Palace
6. Khan's Garden

Speaking

7. Put students in groups and ask them to plan a field trip. Encourage them to talk about the places in Exercise 6 and choose one place to visit. Have them use the functional language given in the Magic box. While they are discussing the options, observe them and take notes of mistakes as well as good examples of the language they are producing. At the end of the lesson, provide them with constructive feedback focusing on the strengths and weaknesses.

UNIT 2

ANSWERS FOR REVIEW EXERCISES

Answers:

1. 1) C 2) A 3) C

Track 17

1. I am tall and fit. People say I look like my father. He has got a black moustache and a beard but I haven't got.

2. I am tall. I haven't got a beard but I have got a moustache. My hair is brown. I always wear glasses.

3. I am fair-skinned. I like curly hair but my hair isn't curly. My hair is long and blonde. My eyes are big and blue.

2. 1. Is your home far from your school?
 2. Do you often go to the swimming pool?
 3. Is your mother a teacher?
 4. Does your brother love swimming?
 5. Are there many pupils in your class?
 6. Do you speak English?
3. 1. When does a new school year start? *On September 15.*
 2. How old are you? *I am 12*
 3. How far is the park from your home? *It is very close.*
 4. What subjects do you like? *Maths and English*
 5. How often do you have Math lessons? *Twice a week.*
 6. How many hours do you study every day? *3-4 hours.*
 7. Who is your History teacher? *Ali Mammadov*
 8. Where do you live? *In Sheki*
 9. How many lessons do you have a day? *5 or 6*
 10. When is your birthday? *On January 1.*

4. Umid Kurbanli ~~does~~ is my classmate. He is 12. He ~~don't~~ doesn't have black eyes. His eyes ~~is~~ are green. He has got ~~a~~ short brown hair. Sometimes he ~~wear~~ wears glasses. He ~~always~~ is always late for the first lesson. He ~~is~~ likes sleeping.

5. 1. All my classmates like English lessons. They are very interesting.
 2. I don't like working with others. I enjoy working alone.
 3. Lala always helps people. She is kind.
 4. I don't want to read this book. It is very boring.
 5. He never helps people. He is very cruel.
 6. We often work in groups in our English lessons.
 7. Ali hasn't got any friends. He is unfriendly.

UNIT 3 A

Aims:

- To present and practise vocabulary for hobbies
- To present and practise functional language for expressing likes and dislikes
- To give students reading practice

Vocabulary

1. Ask the students to match the hobbies to the pictures. When they finish, let them compare their answers in pairs.

NOTES: New words in this task are: playing the guitar, taking photos, doing puzzles, skateboarding and roller-skating.

Don't translate the words. The words "guitar, photo, puzzles, skateboard" are also used in their L1; thus, they will find the pictures showing these words easily. The word that can cause a problem is "roller-skating". You can either show the picture of "roller-skating" or let them find this word themselves after finding all other words.

Answers:

Track 18

- 1) taking photos
- 2) swimming
- 3) playing the guitar
- 4) skateboarding
- 5) dancing
- 6) painting
- 7) reading
- 8) talking to friends
- 9) roller-skating
- 10) listening to music
- 11) playing chess
- 12) doing puzzles

2. Ask students to read the sentences and find the missing hobbies.

Have students compare their answers before providing the correct answers.

- 1) taking photos
- 2) doing puzzles
- 3) playing the guitar
- 4) skateboarding
- 5) roller-skating

Speaking

3. Ask students to find answers to the questions and then discuss their answers with their partners. When they finish, provide them with whole class feedback.

The word "wheel" should be explained before setting this task as it is a blocking word. Draw their attention to the note with a picture of wheels. Provide examples: a car has 4 wheels; a bicycle has 2 wheels.

NOTE: These questions will also help do the next exercise easily.

Suggested answers:

- 1) playing the guitar
- 2) playing chess
- 3) roller-skate and skateboard
- 4) painting
- 5) swimming
- 6) listening to music

Reading

NOTE FOR TEACHERS: Gist is the general meaning or purpose of a text, either written or spoken. Reading a text for gist is known as **skimming**.

4. Ask students to read the text quickly and answer the question. Give them 1 or 2 minutes. As they finish, let them discuss their answers with their partners. Check the answer without discussing it too much as discussion might decrease the effectiveness of the next task.

Answer: c. The children's likes and dislikes.

5. Ask students to read the text again and decide if the sentences are True or False. Before providing whole class feedback, let students compare their answers in pairs. Encourage students to support their answers by referring to the key sentences in the text.

Answers:

1. F. Yahya hates swimming. Banu goes to the swimming pool.
2. T. They (Banu and Yahya) enjoy playing chess.
3. F. Banu and her friends skateboard in the park after school.
4. T. He (Yahya) is not good at it.
5. T. Banu doesn't like dancing at all.
6. F. Banu likes listening to music.

6. A. Ask students to look at the text again and complete the sentences.

1. Banu **likes** swimming very much.
2. Yahya **hates** swimming.
3. Yahya and Banu **enjoy** playing chess.
4. Banu **loves** spending time with her friends.
5. Banu **doesn't like** dancing at all.
6. Banu **prefers** listening to music.

B. Ask students to read the rules and choose the correct option.

1. We use "at all" with a) to like b) not to like.
2. We can use "to be good at" to speak about a) **likes** b) **dislikes**.
3. We can use "it is not for me" to speak about a) **likes** b) **dislikes**.

Tips for teachers!

After checking Exercise 6, draw students' attention to "Vocabulary tips" and ask concept checking questions. SEE page 48.

7. In this task students should put the words in the right order to make sentences. Once they have finished doing the task, play the recording 19 to check the answers.

Example: for/not/it/is/me. It is not for me.

Answers:

Track 19

1. I love dancing very much.
2. She doesn't like skateboarding.
3. He is good at doing puzzles.
4. I don't like painting.
5. They enjoy listening to music.

8. Ask students to look at the photos and make up sentences about people in the photos. Tell students that the people's facial expressions can help them to decide whether they like or dislike the given activity. Encourage them to use different expressions for expressing likes and dislikes. They can refer to Exercise 6 and Vocabulary Tips.

Suggested answers:

1. Matilda doesn't like dancing. She prefers listening to music.
2. Alex dislikes doing puzzles. He likes playing the guitar.
3. Seo doesn't like skateboarding. She loves riding bike.
4. Amy hates playing chess. She enjoys talking to her friends.
5. Nick doesn't like swimming. He likes painting.

9. Tell the students that they are going to play a game. Put them in pairs and ask them to take turns to read a sentence from Exercise 8. Their partner should say True or False.

NOTES: to make the instruction clear give an example by saying one wrong and one true statement from Exercise 8 and let them say True or False. For ex: Stuart doesn't like listening to music at all – False; Amy loves playing the guitar – True.

Writing

10. Ask students to choose 2 hobbies from the Exercise 1 and write a short description of them. Ask them to refer to Exercises 2 and 3 if necessary. Draw their attention to the expressions in the magic box and examples.

Optional extra task: Put students in small groups and ask them to take turn to read their descriptions without mentioning the hobby itself. Their partners should guess the hobby. This task can be done in pairs as well. It is up to teacher's preference to choose either interaction pattern.

UNIT 3 B

Aims:

- To present and practise common phrases
- To give students listening practice

Speaking

1. Ask students to look at the picture and answer the questions. Give them 2 or 3 minutes to share their opinions in small groups or in pairs.

- Where do you think these children are?
- What do you think they like doing?

Suggested answers:

1. They are at school.
2. They like painting.

Listening

2. Tell the students that they are going to listen to a conversation between Leyla and Banu. Ask them to listen and answer the questions. Let them compare their answers before checking the answers with the whole class.

Answer: A. At school.

3. Give students some time to read the sentences in Exercise 3 and then play the recording. They should decide if the sentences are True or False.

NOTES:

- With some classes, you might need to play the recording for the 3rd time.
- If not 3 times, it is advisable to play the parts where students have the most wrong answers.

Answers:

1. T.
2. F. (Do they also like playing chess? – Yes, they do.)
3. F. (But I love dancing.)
4. T.

Track 20

Leyla: Hi, Banu. How are you?

Banu: Thank you, Leyla. I am fine. How about you?

L: Fine, thank you. Yahya always talks about you.

B: Oh, really? What does he say about me?

L: He says you enjoy skateboarding with your friends in the park.

B: Yes, they are my classmates and we love skateboarding very much. We also like swimming.

L: What about chess? Do they also like playing chess?

B: Yes, they do. We all enjoy doing the same activities.

L: How interesting! I know that you don't like dancing at all. Do they dislike dancing?

- B: They hate it.
 L: But I love dancing.
 B: Yahya also likes it. What about your classmates? Do they like doing the same or different activities?
 L: Banu, I am afraid I cannot answer your question now. We are late for the lesson.
 B: Yes, you are right. Let's hurry up. We can talk about it later.
 L: Sure. See you!
 B: See you!

4. Ask students to read the sentences about Leyla and Banu and choose the correct options.

1. Banu likes playing chess. Her classmates also like playing chess.
 They like doing the same/different activities.
2. Banu hates dancing. Leyla loves dancing.
 They like doing the same/different activities.

5. This task is a preparation for the next activities. Ask students to match the words from the box A to the box B. Tell them that there might be different correct options. Have students compare their answers before the whole class feedback.

Suggested answers:

Track 21

- | | |
|---------------------------|---------------------|
| 1. playing computer games | 4. decorating pizza |
| 2. recording videos | 5. watching TV |
| 3. singing songs | 6. lying in the sun |

6. Ask students to complete the sentences with the phrases from Exercise 5. Before doing the task, draw their attention to the spelling note.

Answers:

1. My brother and I have a computer. We love playing computer games.
2. I enjoy recording videos with my telephone.
3. In summer, I enjoy lying in the sun at the beach.
4. This microphone is my father's present. I'm good at singing songs.
5. In the evenings, I lie on the sofa and enjoy watching TV.

Speaking

7. Tell your students that they are going to do a class survey about likes and dislikes of their classmates. Explain them the meaning of *survey* (the act of asking several questions to gather information about something).

Ask students to draw a table similar to the one given in the student book (Ex 7). At least 5 students' names should be included in the table.

Optional: You can prepare worksheets beforehand and print them out for students. Here is a sample class survey worksheet.

<i>Classmates names</i>	<i>Likes Why?</i>	<i>Loves Why?</i>	<i>Dislikes Why?</i>	<i>Hates Why?</i>
1.				
2.				
3.				
4.				
5.				

Once they have a table, get them to walk around the classroom and ask students questions. Encourage them to give the reasons why they like/dislike a particular activity.

NOTES: While students are circulating freely around the class, the teacher should take notes of the good language use examples as well as mistakes to be discussed further.

8. Put students in groups of 4 and ask them to prepare reports based on the survey they have done. They should find similarities and differences.

NOTES: It is very important to provide assistance of how to prepare a report. Draw their attention to the example given in the book: 1. Amir and Leyla like doing the same activity. They like writing stories. 2. Amir loves lying in the sun, but Leyla doesn't

Tips for teachers!

A class survey is an activity where all the learners in the group need to ask each other questions to find information, which they then need to analyse and report back to the class. A class survey responds to several aims. Firstly, it provides practice in free but purposeful interaction with both the teacher and with other students, encouraging socialization and active participation in a lesson. The survey can also provide practice of a more structured nature in important language such as the language of direct and indirect questions and in important skills such as report writing. A more general educational aim is to provide students with personal experience in using a simple form of a common academic tool.

Class surveys can be used as warmers, as ice-breakers for new classes, as pre-reading activities, to provide freer practice of target language, etc. The key qualities of surveys are that they are communicative and dynamic. It is possible to design a survey activity as a supplementary activity for almost any unit of a language course on almost any topic.

Doing surveys can be a useful way of getting your students to interact, produce question forms and collect and analyse real information.

UNIT 3 C

Aims:

- To present and practise vocabulary for books
- To give students reading practice

Speaking

1. Put students in pairs and ask them to look at the picture and answer the questions.
 - Who do you see in the picture?
 - Where are they?

Answers: They are Jack and Shams; They are in the park.

Reading

2. Ask students to read the conversation between Jack and Shams and answer the question: What is the conversation mainly about?

Answer: b. the book.

NOTE: Before doing the reading task, draw their attention to the definitions of the words "an author and a character" and make sure that they have understood the words.

Track 22

Jack: Hi, Shams!

Shams: Oh, hi, Jack.

Jack: I know you like reading. What book is it?

Shams: Yes, I love reading. It's a storybook – Matilda.

Jack: Who is the author?

Shams: It's a British writer – Roald Dahl.

Jack: Who is the main character in this book? What is the book about? Please, tell me about it.

Shams: Matilda is the main character. She learns to read at the age of three and enjoys reading books. She is six years old now. She lives in a small village in England. Her father and mother are cruel. They do not understand her. Matilda is a kind girl. She is very smart. There are only magazines and cookbooks in her house. They don't have any interesting books at home. So, she goes to the library every day and reads all day long. Her favourite author is Charles Dickens. Matilda is very good at Maths. She does not need a calculator. Only one person understands her. This is her teacher Ms. Honey. I enjoy reading this book. It is very interesting and sometimes funny.

Jack: Thanks, Shams. I also want to read this book. Can I borrow it?

Shams: Sure, you can. It's a library book. But don't forget to return it.

Jack: That's great! Thank you!

Shams: You are welcome.

3. Ask them to read the conversation again and decide if the sentences are True or False. Have them compare their answers before providing whole class feedback.

Answers:

1. False (They are talking about a British writer and his book.)
2. False. (He is a writer of the story book.)

3. True.
4. True. (She learns to read at the age of three and enjoys reading books.)
5. False. (Her mother and a father are very cruel.)
6. False. (Jack asks to read the book.)

Vocabulary

4. In this task students match the bold words to their definitions.

Answers:

- 1) c 2) a 3) b

5. Ask students to complete the sentences with the correct word. They should choose a, b or c.

- 1) b
- 2) b
- 3) a
- 4) c
- 5) a

Speaking

6. Ask students to answer the questions and make notes in their notebook. Then put them in pairs and have them discuss the questions with their partners.

Tips for teachers!

There are incredible advantages of using stories in language lessons.

- They are a great change of pace. Adding something different is like a breath of fresh air.
- They encourage students to express their opinions and feelings.
- They provide great example of how the written language works and enable the acquisition of meaningful, fluent interaction in the language they are learning.
- It can give them great opportunities to improve communication skills and develop their critical thinking. Since acquisition of new vocabulary is fully contextualized, stories can also develop students' interpretative abilities and help in expanding their language awareness.
- There is a lot you can do with them. Many people think that stories are only meant to be read. The truth is there are many activities you can use with stories. So, working with them and using fun meaningful activities create amazing opportunities to incorporate other skills in order to learn English.
- Stories can provide an opportunity to develop your students' imagination. Students can go beyond the here and now and even 'walk in the shoes' of another. It provides an opportunity for independent thinking. They are encouraged to express their own ideas and to create new ones.
- Stories go beyond language learning. They help students understand other cultures and this is extremely important in the language learning process.

UNIT 3 D

Aims:

- To present and practise vocabulary for seasons
- To give students reading practice
- To present and practise **why** and **because**

Vocabulary

1. Ask students to match the pictures to the seasons.

Answers:

- 1) winter 2) spring 3) summer 4) autumn

Listening

2. Tell the students that they are going to listen to 4 children. They should put the pictures in the right order according to the recording. Have them compare their answers before the whole class feedback.

Answers: c-1, d-2, b-3, a-4

3. Ask students to listen to the recording again and complete the sentence.

Answers:

1. Trees grow new green leaves in this season.
2. I also enjoy playing snowball fight with my friends.
3. I love going to the beach with my family.
4. Leaves become yellow, red, and orange.

Track 23

Yahya: I love this season. Trees grow new green leaves in this season. There are colourful flowers everywhere.

Murad: This season is beautiful. I love making snowman. I also enjoy playing snowball fight with my friends.

Leyla: It is usually sunny in this season. I love going to the beach with my family. We swim in the sea and play in the sand. We have a good time together.

Shams: This is my favourite season. I like rainy weather and it often rains in this season. Also, leaves become yellow, red, and orange. These are my favourite colours.

Vocabulary

4. Ask students to match the sentences to the pictures. Before the whole class feedback, ask students to compare their answers in pairs.

Answers:

- a) Leaves change their colours. – **4**
- b) Fruit grows on trees and plants. – **3**
- c) Trees have no leaves. – **1**
- d) Trees start to flower. – **2**

NOTE: Elicit the rule for making plural nouns. Write the plural ending on the board. Tell them that the word **leaf** changes into **leaves** in plural.

5. Ask students to complete the sentences. They should refer to Exercise 4.

Answers:

1. In spring, **trees start to flower.**
2. In summer, **fruits grow on trees and plants**
3. **Leaves change their colours** in autumn.
4. **Trees have no leaves** in winter.

Reading

6. Tell students that they are going to read a message from the Forum. They should read and answer the questions. Have students compare their answers in pairs and then check the answers.

Answers:

1. Which seasons doesn't Selin like? – **autumn and winter**
2. What makes her happy? – **green leaves and birds' songs**
3. What is her favourite season? – **summer**
4. When can she find her favourite fruit? – **in summer**

7. Ask students to read the message again and complete the sentences.

Answers:

1. Why doesn't she like winter? She doesn't like winter **because** it is very cold in winter.
2. **Why** does she feel happy in spring? She feels happy in spring **because trees grow green leaves.**

NOTES: After checking the task, draw their attention to the grammar tips and check understanding by asking some questions.

8. Tell students that there are 6 questions and 6 answers in Exercise 8. They should match the questions to the answers. Give students some time to do the task. Have them compare their answers and then play the recording and ask students to check their answers.

Answers: 1-d, 2-f, 3-b, 4-e, 5-c, 6-a

Track 24

1. Why do you feel happy in winter? I feel happy because I love playing a snowball fight.
2. Why don't you like swimming? I don't like it because I cannot do it.
3. Why do you like autumn? I like it because I love rainy weather.
4. Why do you like spring? I like it because I love flowers.
5. Why don't you like summer? I dislike it because I hate hot weather.
6. Why do you love playing chess? I love it because I am good at it.

9. Put students in pairs and have them ask these questions to each-other. Encourage them to use "because".

10. Tell students that they are going to write a message on the online forum. The question of today's forum is – Why do/don't you like this season? They can refer to Selin's message in Exercise 6 if they have difficulty.

NOTE: This task can be set as a home-task.



See page 139 for an extra speaking activity.

UNIT 3

ANSWERS FOR REVIEW EXERCISES

Answers:

1.
 1. T. (I like doing different things in different seasons)
 2. F. (I don't like going out in very cold weather. I prefer reading books)
 3. F. (In spring, I enjoy going out with my friends after classes)
 4. T. (I enjoy riding my bike on the colourful leaves)
 5. F. (I prefer lying in the sun)

Track 25

I like doing different things in different seasons. I don't like going out in very cold weather. I prefer reading books and watching TV at home. Sometimes I play chess with my brother.

In spring, I enjoy going out with my friends after classes. We love skateboarding in the park.

I love when leaves change their colours. I enjoy riding my bike on the colourful leaves.

In very hot weather, I often go to the beach with my cousins. I don't like swimming. I prefer lying in the sun and playing in the sand.

2. Semer has got a lot of 1) **hobbies**. Her 2) **favourite** hobby is swimming. Twice a week, she goes to the 3) **swimming pool**. She also has a beautiful bike. She enjoys 4) **riding** her bike. She is 5) **good** at it. Semer doesn't like 6) **singing** songs. She prefers listening to music.

3. Suggested answers:

Megan likes roller-skating. She doesn't like recording videos.

Emma loves taking photos. She hates painting.

Arzu loves cooking. She doesn't like playing chess.

4. Answers:

This book is very interesting. You can 1) **borrow** it from our school library. They give you month to finish it. After a month, you need to return it to the library. The 2) **main** characters of the book are Anna and Elsa. The 3) **author** is *Landry Q. Walker*.

5. Suggested answers:

1. **Why do you like summer?** – because I like swimming in the sea.
2. **Why don't you like playing chess?** – because I am not good at playing chess.
3. **Why do you like winter?** – because I love making a snowman.
4. **Why do you like spring?** – because I enjoy seeing beautiful flowers everywhere.

STORY TIME

HANSEL AND GRETEL

In the section Story time, the lessons are based on stories popular all over the world.

Speaking

1. Ask students to look at the pictures on the page and make predictions about the content of the story. Then teach them the words in Exercise 1.

Reading

2. Get students to read the story and check their predictions. Then discuss the importance of using signposts in storytelling. Like signposts along the roads, signposts in stories help us understand the texts.

3. Have students read the questions in Exercise 3 and go back to read the story again to find the answers. Ask them to do a pair check before going to whole class feedback.

Answers:

1. Hansel and Gretel
2. in the forest
3. The witch wants to eat Hansel.
4. Hansel and Gretel run out of the house.

4. Have students match the halves.

Answers:

- 1) c
- 2) b
- 3) d
- 4) a
- 5) e, c
- 6) f

5. Ask students to complete the sentences with the phrases in Exercise 4.

Answers:

1. turns into
2. feel scared (run out the house)
3. falls asleep
4. comes out of the house
5. find the house

Speaking

6. Have students look at the map and talk about the story elements of the story "Hansel and Gretel". Encourage them to use the phrases in Exercise 4.

7. Ask students to work individually and create a story map for their favourite story. Then have them retell their story to their partners. Encourage them to use signposts while retelling stories.

UNIT 4 A

A SPECIAL DAY AT SCHOOL

Aims:

- To present and practise vocabulary for food
- To present and practise **countable** and **uncountable nouns**
- To review **some** and **any**
- To give students listening practice

Speaking

1. Show students the picture. Ask them to discuss the questions in pairs.

Suggested answers:

1. They are in the school canteen.
2. They want to have lunch / They want to get some food.

Vocabulary

2. Give students time to do the matching exercise individually or in pairs.

Then play the recording, pausing for students to check answers and to repeat the words in chorus. Ask students to cover the list of new words so that they can not see them. Have them work in pairs and take turns to point to the numbered items in the picture and say what each one is. Ask them to do it in random number order. Students uncover the list of words to check.

Then ask students to work in pairs and tell their partner about the food they like and dislike. Monitor and pay attention to the pronunciation. Correct if students mispronounce the words.

Answers:

Track 26

- | | |
|---------------------|--------------------|
| 1) bread | 11) water |
| 2) oranges | 12) juice |
| 3) carrots | 13) rice |
| 4) trays | 14) salad |
| 5) olive oil | 15) fish |
| 6) milk | 16) greens |
| 7) bananas | 17) cheese |
| 8) eggs | 18) apples |
| 9) fried vegetables | 19) dark chocolate |
| 10) strawberries | |

Listening

3. Ask students the following questions.
 1. What do you usually eat in your canteen?
 2. What special days do you have at school?

Tell the students that they are going to hear a conversation in a school canteen. Ask them to read the question before you play the recording.

Answer:

Students can buy only healthy food in the school canteen.

Track 27

Attendant: Hi! Today is a special day in the cafe. It's healthy food day at school. Today we have only healthy food. Healthy food is good for our health.

Jack: Aren't there any sandwiches?

Attendant: No, there aren't. We don't have any unhealthy food today.

Leyla: I have my favourite food on my tray now: some juice, some rice, fried vegetables and two bananas.

Jack: Fried vegetables look delicious. Excuse me. Can I have fried vegetables, please?

Attendant: Here you are.

Jack: And I don't want to have any eggs or carrots. I'd like some salad with olive oil, please. Hmm... I also want some strawberries.

Attendant: Here you are.

Jack: Thank you!

4. Ask students to work in pairs and say which food they see in the pictures. Tell students that they are going to hear the conversation again, and they have to choose the food Jack wants to eat.

Answers: fried vegetables, salad with olive oil, some strawberries

Draw students' attention to the table. Explain the differences between countable and uncountable nouns.

Grammar

5. Play the recording again and ask students to write down the nouns they hear. food, tray, juice, rice, vegetables, bananas, meat, greens, eggs, carrots, salad, olive oil, strawberries. Draw a table on the board and encourage students to help you complete the table with countable and uncountable nouns.

Countable nouns	Uncountable nouns
tray	food
banana	juice
sandwich	rice
green	meat
egg	salad
carrot	olive oil
strawberry	
vegetable	

6. Ask students to look at the pictures of different food in Exercise 1 on page 46. Have them write down the uncountable nouns.

Answers: salad, juice, cheese, milk, fish, chocolate, bread, olive oil, rice, water

7. Have students read the sentences from the listening task. Then ask them to choose *a* or *b* to complete the rules. (This part of the lesson focuses on the revision of *some* and *any*. At this point, focus students' attention on the use of *some* and *any* with countable and uncountable nouns.)

- I also want some strawberries.
- Are there any sandwiches?
- We don't have any unhealthy food today.

We use **a) some** in affirmative sentences.

We use **b) any** in negative sentences and questions.

8. Have students work in pairs and complete the gaps with *some* or *any*. Then play the recording and ask them to check their answers.

Answers:

- | | |
|---------|---------|
| 1) any | 5) any |
| 2) any | 6) any |
| 3) some | 7) any |
| 4) any | 8) some |

Track 28

Jack: Guess. What is in my salad?

Shams: Is there any meat?

Jack: No, there isn't.

Shams: Are there any tomatoes?

Jack: Yes, there are some tomatoes.

Shams: Is there any rice?

Jack: No, there isn't. There isn't any rice in my salad.

Shams: Is there any cheese?

Jack: Yes, there is.

Shams: Are there any greens in it?

Jack: Yes, there are some greens.

9. Ask students to choose Jack's salad. They have to provide sentences with some/ any to support their choice.

Example. Picture **a** shows Jack's salad because in his salad there isn't any rice.

10. Ask students to work individually or in pairs and create a salad. Ask them to make a list of ingredients.

Speaking

11. Get your students to work in pairs or groups and play an imaginary salad game. Encourage them to ask and answer questions using any/some.

Optional extra task:

Spell it!

Choose a group of words related to food. Tell students to listen and write the letters as you say them (for example: A-P-). If they think they know the word, students say 'Stop!' and say the remaining letters (for example: P-L-E) and the word (apple). If they are right, they get a point for each letter they gave. If they are not right, continue to spell out the word, letter by letter.

Tips for teachers!

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

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

Communication games develop fluency and more meaningful, authentic communication.

UNIT 4 B

EAT HEALTHY, BE HEALTHY!

Aims:

- To give students reading practice
- To present and practise **many**, **much** and **a lot of**

Speaking

1. Draw students' attention to Bob Stark's picture. (Mr. Stark's brother's picture.) Ask them if they think he is healthy or not.

Elicit the reasons why they think he is unhealthy. Then pre-teach them the blocking words.

Reading

2. Ask students to read the text quickly for gist and check their answers.

Answer: He is unhealthy.

3. Have students read the text again. As they read the text, they should decide whether the sentences are true or false. When they complete the task, ask them to check their answers in pairs before going to whole class feedback.

Answers:

1. Bob Stark always eats 12 hamburgers a day. (False)
2. He likes being at the contest in Houston. (True)
3. He doesn't have any health problems. (False)
4. His wife also eats many hamburgers every day. (False)
5. He doesn't want to eat much unhealthy food. (True)

Track 29

Interviewer: Good morning, Mr. Stark. You are the winner of the Hamburger Contest. You like eating hamburgers. How many hamburgers do you eat a day?

Bob: Yes, I love eating hamburgers. I usually eat twelve big hamburgers a day: four for breakfast, four for lunch and four for dinner. Sometimes I am very hungry and I even eat fifteen.

Interviewer: What do you think about the contest?

Bob: Every year I go to Houston for the Hamburger Contest. It's fun and I enjoy it.

Interviewer: Don't you think it's not good to eat many hamburgers?

Bob: I know it is dangerous to eat many hamburgers. I want to stop it. My wife eats only healthy food. I also want to start a diet after the hamburger contest on Friday. I am overweight and I have a lot of problems with my heart.

Interviewer: Yeah... I see only healthy food on this table. There are also some bottles of water. How much water does your wife drink every day?

Bob: She drinks a lot of water. Four or five bottles every day. She prefers only healthy food. There isn't much sugar in her diet. Look! There aren't any cookies, but there are a lot of fruit and vegetables here. I also need to eat healthy food because I want to live a long life.

Interviewer: Thank you, Mr. Stark.

Bob: It's my pleasure.

Grammar

4. The words *many*, *much*, and *a lot of* are given in bold in the text. Ask students to work in pairs and work out the rules for using many, much and a lot of.

We use **many** with a) **countable** nouns.

We use **much** with b) **uncountable** nouns.

We use **a lot of** with b) **countable and uncountable** nouns.

5. Ask students to do the task individually. Then have them do a pair-check before going to whole class feedback.

Answers:

- 1) many
- 2) many
- 3) many
- 4) much
- 5) much
- 6) a lot of

6. Ask students to do the task individually. Then have them do a quick pair-check before going to whole class feedback.

Answers:

1. How much
2. How much
3. How many
4. How many
5. How much
6. How many
7. How much
8. How many

7. Ask students to write questions and use *Are there many....?/ Is there much...?* Monitor and help if needed.

Answers:

1. Are there many bananas?
2. Is there much water?
3. Is there much yogurt?
4. Is there much sugar?
5. Is there much milk?
6. Are there many oranges?
7. Are there many strawberries?
8. Is there much rice?
9. Is there much chocolate?

Speaking

8. Ask students to work in pairs and act out the situation. They can ask and answer the questions they wrote in Exercise 7. Encourage them to ask questions with *how many* and *how much*. Provide a sample dialogue with 2 students or with you and one of the students. As they are doing the task, observe them carefully and take notes so that you can provide them with feedback on both strengths and weaknesses.

UNIT 4 C

SHAMS'S FOOD BLOG

Aims:

- To present and practise cooking verbs
- To give students reading practice

Speaking

1. Show students the pictures in Exercise 1. Ask them if they know what a blog is. (A blog is a website with posts.) Ask them what they think the lesson is about. Then discuss the questions.

- Who cooks the food?

Answer: Shams's mother

- Who posts the recipes on the blog?

Answer: Shams

Vocabulary

2. Give students time to do the matching exercise individually or in pairs. Play the recording, pausing for students to check answers and to repeat the words in chorus. Ask students to cover the list of new words so that they can not see them. Have them work in pairs and take turns to point to the numbered items in the picture and say what each one is. Ask them to do it in random number order. Students uncover the list of words to check.

Answers:

Track 30

- | | |
|--------------------|---------------------|
| 1) wash the fruit | 5) grate the cheese |
| 2) beat the eggs | 6) cut the cake |
| 3) add the flour | 7) bake the cake |
| 4) peel the banana | |

3. Have students work in pairs and discuss the questions.

How many stars are there under the picture? 5

Do you think people like or dislike Sham's orange cake recipe? Yes, they do they like it because there are 5 stars.

Reading

4. Ask students to read the recipe and put the pictures in the right order.

Answers:

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

Once they do the matching activity, ask them to cover the recipe in Exercise 3. Have them look at the pictures in Exercise 4 and tell their partner how to prepare the Orange Cake.

NOTE: Tell them that the word "peel" is a verb and a noun. Read the examples.

5. Ask students to work in pairs and create their own cake. As they work in pairs, observe them, and help with the necessary language.

Encourage them to use the lesson vocabulary.

Speaking

6. Ask pairs to change their partners and tell the new partner about their recipe. Encourage students to use the phrases given in the Magic Box.

UNIT 4 D

TIME FOR A PICNIC

Aims:

- To present and practise some in questions
- To review and practise vocabulary for food

Speaking

1. Ask students to look at the picture. Have them discuss the questions in pairs.

Vocabulary

2. Give students time to do the matching exercise individually or in pairs. Play the recording, pausing for students to check answers and to repeat the words in chorus. Ask students to cover the list of new words so that they can not see them. Have them work in pairs and take turns to point to the numbered items in the picture and say what each one is. Ask them to do it in random number order. Students uncover the list of words to check.

Answers

Track 31:

- | | |
|-----------------|----------------|
| 1. rug | 7. grapes |
| 2. rolls | 8. lemon cake |
| 3. cheese | 9. salad |
| 4. bread | 10. apples |
| 5. orange juice | 11. watermelon |
| 6. salt | 12. basket |

Listening

3. Close the book and tell students that they are going to hear 5 conversations and they should listen and say what they are mainly about. Play the recording.

Answer: the food/drink they want to have/eat

Play the recording again and ask students to match the children to the food/drink they want to have.

1. Yahya – f (a roll)
2. Shams – c (grapes)
3. Murad – d (orange juice)
4. Leyla: – e (orange cake)
5. Jack: b (salad)

Ask students to compare their answers in pairs before going to whole class feedback.

4. Get students to read the sentences from the recording and complete each gap with a word. Then play the recording and ask them to check their answers.

1. like
2. Can
3. afraid
4. some
5. Can

Track 32

1. Sara Turner: Let's have lunch. Look! We have a lot of food on the picnic rug. Yahya, what would you like to have?
 Yahya: A roll, please. What is there in it? Is there any meat?
 Sara Turner: No, there isn't. There is some cheese and greens. Try it. It's delicious.
 Yahya: Ok, can I have one please?
 Sara Turner: Here you are.
2. Shams: Ms. Turner?
 Sara Turner: Yes, Shams.
 Shams: Can I have some grapes, please?
 Sara Turner: Of course.
 Shams: Thanks! I love them!
3. Sara Turner: Murad, what would you like to have?
 Murad: I am not hungry. Can I have some water, please?
 Sara Turner: I am afraid not. We don't have any water. Would you like to have some orange juice?
 Murad: Yes, please.
4. Leyla: What is there in the basket? Are there any cookies?
 Shams: Try my orange cake. It's delicious.
 Leyla: Ok, can you give me some?
 Shams: Here you are.
5. Jack: Shams, can you pass me the salt please? I need some salt for my salad.
 Leyla: Here you are.
 Jack: Thank you!

Discuss the Grammar tips with students. Provide them with some more examples.

Grammar

5. Ask students to work in pairs and complete each sentence with one word. Have them do a pair-check before going to whole class feedback.

Answers:

- | | | |
|--------|-----------|--------|
| 1. Can | 3. afraid | 5. Can |
| 2. Can | 4. would | 6. not |

6. Ask students to work in pairs and put the sentences into the right order to make a conversation.

Answers: d, a, e, b, c**Speaking**

7. Put students in pairs. Ask each student to read the role he/she has to act out. When they are ready, have them role-play the situation. Once they are done, get them to switch their roles.

Take note of their mistakes (without interrupting) and encourage students to use the sentences in the Magic Box. When they are done, discuss their mistakes.



See pages 140, 141 for an extra speaking activity.

UNIT 4

ANSWERS FOR REVIEW EXERCISES

Answers:

1.
 1. Shams – e) vegetable salad
 2. Yahya – f) fish
 3. Murad – b) rice
 4. Jack – a) sandwiches
 5. Leyla – c) dolma

Track 34

Yahya: Shams, what's your favourite food?

Shams: Hmm.... I like eating vegetables and greens. My favourite food is vegetable salad. And what about you, Yahya? What's your favourite food?

Yahya: I love fish. It's delicious! What about you, Murad? What's your favourite food?

Murad: I like rice a lot. My mother often makes it for me. Jack, do you like rice?

Jack: No, I don't. I like eating sandwiches. I know it is not healthy to eat them, but I love them. They are delicious. Leyla, I think you like eating dolma.

Leyla: Yes, you are right. I like dolma a lot. I can eat it every day.

2.
 1. Are there any strawberries in the bowl?
 2. There is some fish on the plate.
 3. There are not any oranges on the tray.
 4. Are there any greens in the roll?
 5. There is some cheese in the basket.

3.

1) some	5) some
2) any	6) some
3) any	7) any
4) some	8) some

4.

1) isn't much	4) much
2) many	5) a lot of
3) a lot of	6) many

5. Read the conversation. Put the sentences into the right order.
e, c, d, a, b

6. Read the recipe for a lemon cake. Fill in the gaps with the verbs.

- | | |
|----------|---------|
| 1) Beat | 5) Add |
| 2) Add | 6) Bake |
| 3) Wash | 7) Eat |
| 4) Grate | |

UNIT 5 A

SHAMS'S PARTY

Aims:

- To present and practise Present Continuous
- To give students listening practice

Speaking

1. Ask students to look at the picture and discuss the question.

Listening

2. Before you play the recording again, ask students to look at the people in the picture. As they listen, they should find Yusif, Jane, Bob, and Sevil.



Sevil



Bob



Yusif



Jane

Track 35

Hi, Jack. Thanks for coming. It's great to see you. Come in! Now, let me show you my friends. They are having a good time. Look. Over there That is Sevil. She is my best friend. Can you see her? She is standing over there. She has long brown hair, and she is taking a photo. And over there is Bob. He is my neighbour and a friend. He is from England. Now he is living in Baku because his father is working here. He is wearing a green jacket and black trousers. Next to him is Yusif. He is wearing glasses. He can play the tar very well. And there is Jane. She is sitting on the chair. She has brown hair. She is wearing a blue shirt. Let's go. I want to introduce you to them.

Grammar

3. Draw students' attention to the sentences from the listening task. Ask them to read them paying attention to the form.

Have them read the rules and choose the right options.

We form Present Continuous with the verb **be**.

We use Present Continuous to talk about actions **happening now**.

Then draw students' attention to the table with the affirmative, negative, and interrogative forms of Present Continuous. Write some sentences about what your students are doing at the moment. **For example:**

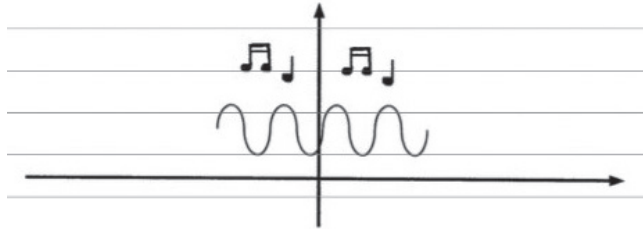
Ali **is listening** to me.

Nigar **is looking** at me.

Draw this timeline on the board. Then ask concept questions: Is it about now? Is it happening now? (Answers: Yes, it is.)

"I'm listening to some music"

NOW



Tips for teachers!

Concept questions are questions that are designed to check if the learners have understood a piece of grammar, an item of vocabulary, or a functional expression. It is important to use them because they are a more effective way of checking understanding. Never ask your students "Do you understand?" because a) learners may think they have understood something correctly, but in reality they haven't, and b) learners may be reluctant or shy in a classroom setting to say out loud in front of their peers that they have not understood something since this may expose them to ridicule.

Ask students to study Grammar Tips.

Get students to open Page 144 and explain the spelling rules about using **ing** in Present Continuous Tense Form.

4. Get students to work in pairs and put the words in the correct order to make sentences. Then play the recording for them to check their answers.

Answers:

Track 36

1. She is wearing a nice dress.
2. They are talking to Jack.
3. Jack is eating the cake.
4. The friends are dancing at the birthday party.
5. They are singing a song.
6. He is wearing jeans.

5. Ask students to work individually and make sentences about the pictures. Ask them to compare their answers in pairs before going to whole class feedback.

Answers:

1. She is making a wish.
2. They are blowing out the candle.
3. They are eating the cake.
4. They are dancing.
5. She is wearing a crown.

6. Have students work in pairs and rewrite sentences using negative forms.

Answers:

1. Sevil isn't drinking juice.
2. Bob isn't wearing grey shoes.
3. Yusif isn't eating the cake.
4. Jane isn't dancing with Shams.
5. The friends aren't singing the *Happy Birthday* song.

7. Ask students to work individually and write five questions for Yes and five questions for No. They can use the words in the box. Provide them with examples.

Yes	No
1. Is Jason wearing a hat?	1. Is Murad drinking juice?
2.	2.

Speaking

8. Put students in pairs and ask them to close their books. They should check their memory by asking the questions they wrote in Exercise 7.

9. Ask students to imagine that they are having a birthday party. Have them draw the party. Then put them in pairs and ask them to take turns to describe the birthday party to their partner. Encourage students to ask questions.

Tips for teachers!

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

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

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

UNIT 5 B

HAVING A GOOD TIME!

Aims:

- To practise Present Simple and Present Continuous
- To give students reading practice

Speaking

1. Have students look at the picture and discuss the questions.

Suggested answers:

1. in London
2. He is taking a photo.

Reading

2. Ask your students if they like writing emails, and if yes, ask them how often they do it. Tell them that they are going to read Mr. Stark's email to his students. Before they read the text, get them to read the task.

Answer: b

3. Have students read the text again and decide if the sentences are true or false. Ask them to compare their answers in pairs before going to whole class feedback.

1. False (He is staying in a hotel.)
2. True
3. True
4. False (It often snows.)
5. False (He is planning to read.)

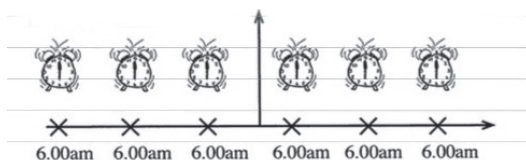
Grammar

Draw students' attention to the table with Grammar Tips. Ask them to read the rules and provide their own examples. You might want to draw timelines to provide a visual representation of Present Simple and Present Continuous.

Present Simple habits and routines

I get up at 6.00 every morning.

PAST NOW FUTURE

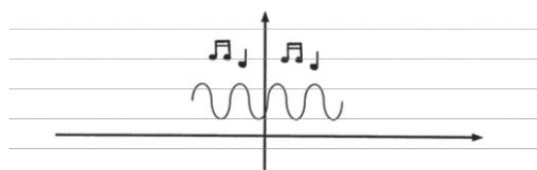


Present Simple is used to talk about routines or habits.

Present Continuous happening now

"What are you doing?"
"I'm listening to some music."

NOW



Present Continuous is used to talk about something that is in progress at the present moment.

4. Get students to work individually and write short answers to the questions. Before they start doing the exercise, discuss the examples.

Answers:

- | | | |
|-------------------|------------------|------------------|
| 1. Yes, they are. | 3. No, he isn't. | 5. Yes, he does. |
| 2. Yes, they do. | 4. No, it isn't. | |

5. Ask students to work in pairs and complete the sentences according to the pictures. When they finish, discuss the answers.

Answers:

- Mr. Stark often spends time with his friends.
- Now he **is reading a book**.
- He usually **wears** a suit.
- Today he **is wearing** jeans.
- He usually **drinks** juice.
- Now he **is drinking** milk.
- Everyday he **goes** to bed late.
- Now he **is sleeping**.

6. Ask students to work in pairs and make the sentences negative based on the pictures.

Answers:

- Sara doesn't often travel by train. He often travels by plane.
- Amy is not listening to music now. She is reading a book.
- Kelly is not talking on the phone now. She is taking a photo.
- It doesn't often snow in Baku. It is often windy in Baku

7. Ask students to read the email and choose the right option. Get them to do a pair-check before going to whole class feedback.

Answers:

- | | | | |
|---------------|----------------|----------------|-------------|
| 1) are having | 3) like | 5) are writing | 7) is going |
| 2) send | 4) are sitting | 6) talk | |

Writing

8. Ask your students to go through the email again and find the words/phrases that are used to greet or to say goodbye in Exercise 7. Introduce the informal email structure to your students. Teach them the words/phrases they can use when writing emails.

Greetings:

- Hi Bob,
- Dear Amy,
- Dear Mr. Smith,

Conclusion:

- Write soon!
- That's all for now.

Introduction:

- Thanks for your email.
- I hope you are well.

Closing an email:

- Best,
- Love,

Ask students to work in groups and write an email to an English friend. Tell them that they should use Present Simple and Present Continuous. Encourage them to use the the words/phrases for informal email writing, too. Allocate some time. When they are done, ask the groups to exchange their emails and edit an email of another group. Monitor them and provide with constructive feedback. Focus on both strengths and weaknesses.

UNIT 5 C

JACK IN THE CITY CENTER

Aims:

- To present and practise some common words
- To give students reading practice

Speaking

1. Show students the picture of the children in Icheri Sheher. Ask them to describe it. Encourage them to use Present Continuous. You might want to provide students with some relevant vocabulary/language they have covered and get them to apply it while describing the picture (e.g. words about weather, appearance/clothing, adjectives to describe places, verbs of likes/dislikes etc).

Suggested answers: The children are walking in Icheri Sheher. They are talking. They want to visit Maiden Tower.

Vocabulary

2. Give students time to do the matching exercise individually or in pairs. Play the recording, pausing for students to check answers and to repeat the words in chorus. Ask students to cover the list of new words so that they can not see them. Have them work in pairs and take turns to point to the numbered items in the picture and say what each one is. Ask them to do it in random number order. Students uncover the list of words to check.

Answers:

- | | | | |
|-----------------|--------------|-----------------|-------------|
| 1) carpet | 3) souvenirs | 5) antique shop | 7) tourists |
| 2) Maiden Tower | 4) sign | 6) scarf | |

3. Put students into pairs and ask them to complete the gaps with the words from Exercise 2.

Answers:

- | | | | |
|-----------------|--------------|-----------------|----------|
| 1) antique shop | 3) tourists | 5) sign | 7) scarf |
| 2) carpet | 4) souvenirs | 6) Maiden Tower | |

Reading

4. Ask students to read the signs and choose the correct option. Then have them compare their answers in pairs before going to whole class feedback.

Answers:

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

Speaking

5. Put students in pairs and ask them to find the differences in the pictures.

Suggested answers:

In Picture A, there is a sign, but there isn't a sign in Picture B.

In Picture B, the woman is wearing a scarf, but in Picture A, she isn't wearing a scarf.

In Picture B, there are two cats, but in Picture A, there is a dog.

The man has got (is carrying) a bag in Picture A, but in Picture B, he hasn't got (isn't carrying) a bag.

The man is taking a photo in Picture A, but in Picture B he is looking at the building.

In Picture A, there is a flag of Azerbaijan on the balcony, but in picture B, there isn't.

There is a carpet on the balcony in Picture B, but there isn't a carpet on the balcony in Picture A.

6. Ask students to work either in pairs or in groups and create a sign. Monitor them and feed in with the necessary vocabulary. Then have them present their signs to other pairs or groups. Encourage them to use the phrases in the Magic Box.

UNIT 5 D

WHAT'S THE WEATHER LIKE THERE?

Aims:

- To present and practise vocabulary for weather
- To give students listening practice

Listening

1. Ask students the following question: Do you like visiting hot or cold places? Why? Tell the students that they are going to hear five audio messages and they should listen and say what the children are mainly talking about.

Answer: Weather in different cities

Then play the recording for the second time and ask students to match the children to the places where they are now.

Answers:

1. Istanbul
2. New York
3. Paris
4. Baku
5. London

2. Students listen to the recording again and choose the correct option. When they complete the task, have them check their answers in pairs before going to whole class feedback.

Answers:

- 1) c
- 2) a
- 3) a
- 4) c
- 5) a

Track 38

1. Leyla: Hi friends! I am visiting my aunt. I am in Istanbul now. It is cold and snowy here, but I love it. I stay at home with my aunt and she tells me interesting stories.
2. Murad: Hi! I miss you a lot! I'm far away from Azerbaijan. I'm in New York now. I can't go out now because it is raining. I don't like rainy weather because I can't ride my bike in rainy weather.
3. Yahya: Bon jour! Bon jour is Hello in French. Yes, I am in Paris now. I am learning French. It is snowing here. I love snowy weather because I can play snowballs with my friends after classes.
4. Shams: Hello! I'm not planning to leave my hometown. My friends from Sheki are coming here. Today Baku is windy, and we are planning to fly kites in the park.
5. Jack: Hi! I am back home. I am staying at my grandparents' house. I am here with friends from Azerbaijan. Now I am taking them to see Buckingham palace. Today it isn't snowing. It is sunny here and we are having fun.

Vocabulary

3. Ask students to work in pairs and unscramble the letters.

Answers:

- 1) rain
- 2) sun
- 3) snow
- 4) cloud
- 5) snowballs
- 6) stars

4. Explain to students the difference between adjective and noun forms of the words snow/snowy, wind/windy, sun/sunny, cloud/cloudy, rain/rainy. Then have them do the task individually before they check their answers in pairs.

- 1) wind
- 2) sunny
- 3) sun
- 4) raining
- 5) clouds
- 6) snow

Speaking

5. Have students A ask and students B answer the questions in pairs. Encourage them to use the lesson vocabulary. Then to have more practice, they can change their partners and roles.

Writing

6. Ask students to work in pairs and describe the pictures. Encourage them to use Present Continuous and the lesson vocabulary.

Tips for teachers!

Constructive Feedback

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

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



See page 142 for an extra activity.

UNIT 5

ANSWERS FOR REVIEW EXERCISES

Answers:

1. 1. Anar (He is talking to his friends.)
2. Nur (She is eating the cake.)
3. Ann (She is dancing.)
4. Bob (He is listening to Anar.)

Track 39

This is a photo from my birthday party. This is Anar. He is my brother. Here he is talking to his friends.

And this is Nur. She is my friend. She is eating the cake with friends. Near Nur, you can see Ann. She loves singing songs, but in this photo she is dancing. Bob usually talks a lot. But here he is not talking. He is listening to Anar.

2. 1) He is listening to a song)
2) The children are playing with balloons)
3) My friend is giving me a present)
4) The boys are playing football
5) He is wearing a suit)
6) The friends are having fun)
3. 1) watches, is listening
2) rains, isn't raining
3) is having
4) are going
5) come
6) is wearing
4. 1) is playing
2) plays
3) are you doing
4) am doing
5) gives
6) gives
7) have
8) likes
9) rides

UNIT 6 A

INTERNATIONAL DAY AT SCHOOL

Aims:

- To present and practise vocabulary for countries, nationalities and languages
- To give students listening practice

Vocabulary

1. Put students in pairs and ask them to match the national costumes to the countries. Ask them not to worry if they think it is difficult. Encourage them to use "I think" when discussing the answers. Play the recording, pausing for students to check answers and to repeat the words in chorus. Ask students to cover the list of new words so that they can not see them. Have them work in pairs and take turns to point to the person in the picture and say where he/she is from. Ask them to do it in random number order. Students uncover the list of words to check.

Answers:

- | | |
|-----------------------|---------------------------------|
| 1. The United Kingdom | 7. Spain |
| 2. Turkey | 8. The United States of America |
| 3. Azerbaijan | 9. India |
| 4. China | 10. Italy |
| 5. Mexico | 11. Japan |
| 6. Russia | 12. France |

Listening

2. Play the recording and have students repeat the words. Then write them on the board so that students can see the correct spelling of the words. Get students to write the words in their notebooks:

- | | |
|----------------|--------------------------------|
| 2. Spanish | 9. Japanese |
| 3. Russian | 10. English, Scottish or Welsh |
| 5. Italian | 11. Hindi and English |
| 6. Chinese | 12. Spanish |
| 7. Azerbaijani | |

Answers:

Track 41

- Student 1: People in the USA are Americans, and they speak English.
- Student 2: People in Mexico are Mexicans, and they speak Spanish.
- Student 3: People in Russia are Russians, and they speak Russian.
- Student 4: People in France are French, and they speak French.
- Student 5: People in Italy are Italians, and they speak Italian.
- Student 6: People in China are Chinese, and they speak Chinese.
- Murad: I come from Azerbaijan. People in my country are Azerbaijanis, and we speak Azerbaijani.
- Banu: People in Turkey are Turkish, and they speak Turkish.

9. Shams: People in Japan are Japanese, and they speak Japanese.
 10. Jack: People in the United Kingdom are English, Scottish or Welsh, and they speak English.
 11. Leyla: People in India are Indians. Many people speak Hindi and English.
 12. Yahya: People in Spain are Spanish, and they speak Spanish.
 Murad: Yeah... There are many countries, nationalities and languages in the world.

Vocabulary

3. Students look at the endings in Exercise 2 and complete the table with the nationalities.

Answers:

n, an, ian	ese	ish	other
American Mexican Russian Italian Indian	Chinese Japanese	Turkish English Scottish Spanish	French Azerbaijani Welsh

Writing

4. Put students into pairs and ask them to make sentences. Looking at the country's flag, students say what country it is, how the people are called in this country and what language is spoken there.

Speaking

5. Students work in groups and play a guessing game.



See page 143 for an extra activity.

UNIT 6 B

CELEBRATIONS AROUND THE WORLD

Aims:

- To present and practise common phrases
- To give students reading practice

Reading

1. Ask students if they like doing quizzes. Divide them into groups and have them do the quiz. Monitor them and help with the new vocabulary. When they are done, discuss the answers with the class. Then play the recording and check the answers.

- | | |
|------|------|
| 1) b | 5) b |
| 2) a | 6) a |
| 3) a | 7) b |
| 4) a | 8) a |

Answers:

Track 42

1. On Nowruz Holiday, people jump over the fire.
2. During Ramadan, people don't eat or drink in the day.
3. In Oaxaca, Mexico, people celebrate holidays with radishes.
4. Old Befana gives presents to children at Christmas in Italy.
5. In Spain, during the festival of La Tomatina, people throw tomatoes at each other.
6. People cook turkey and a pumpkin pie for Thanksgiving in the USA and Canada.
7. Twins have a Twins Days Festival in Twinsburg, the USA.
8. In India, people light lamps during Diwali.

Vocabulary

2. Ask students to match the halves. Tell them that sometimes there is more than one answer. Then play the recording and have them check their answers.

Answers:

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

Track 43

- 1) celebrate holidays
- 2) jump over the fire
- 3) throw tomatoes at each other
- 4) give presents/make presents
- 5) make cookies/bake cookies
- 6) light the fire
- 7) bake a pumpkin pie/make a pumpkin pie

3. Students work in pairs and complete the sentences with the phrases from Exercise 2.

- 1) celebrate holidays
- 2) bakes a pumpkin pie
- 3) make the fire
- 4) gives presents
- 5) throw tomatoes at each other

4. Draw students' attention to the picture of the festival and discuss the question: What do you think people do during this festival?

After students come up with their predictions, ask them to read the text quickly and check their predictions.

Then have them read the text again and answer the questions.

Answers:

1. People celebrate it in May.
2. Jack wears a special costume.
3. They dance and eat in the streets.
4. He likes it because the music is great and people are happy.

Speaking

5. Have students read the instructions, think whether they like this holiday or not and why they do so. Then, put students in pairs and have them ask and answer the questions.

Writing

6. Ask students to work individually and write about a celebration or festival in Azerbaijan. The questions will help them plan their writing.

When they are done, put them in pairs and ask them to peer edit each other's written work. Monitor and provide them with feedback.

Another option: Get students to work in groups of 3 or 4 and create a poster on one of the festivals in Azerbaijan. They can later put it on the classroom wall and present it to the class. As a follow up activity, you can ask them to walk and talk to their classmates about the festival/celebration. This activity will boost their fluency.

Speaking

7. Have students describe the pictures and make guesses about what people do in these festivals.

8. This can be set as homework. Ask them to go online and search information about the festivals in Exercise 7 and prepare a presentation about one of them.

UNIT 6 C

DO'S AND DON'TS IN AZERBAIJAN

Aims:

- To present and practise common phrases
- To give students listening practice

Speaking

1. Ask students to look at the picture and discuss the questions.
Elicit what might be wrong with Jack's behaviour.

Listening

2. Play the recording and ask students to check their predictions.

Answer: Jack has his shoes on.

3. Before you play the recording, ask students to read the questions. Tell them that they should answer the questions while they are listening to the recording. Have them compare their answers in pairs before going to whole class feedback.

Answers:

1. to take off his shoes
2. teacher
3. at the university
4. the Azerbaijani culture.

Track 44

Murad: Hi, Jack! Welcome to my house.

Jack: Hi, Murad! Thank you for inviting me.

Murad: Hold on please. Take off your shoes, Jack. In my culture, we take off shoes at home.

Jack: Oh, sorry. I don't know much about your culture. In many parts of my country, we usually keep our shoes on when we visit friends.

Murad: This is my mother. Her name's Aida. She teaches Azerbaijani Culture at the university and she knows English.

Mother: Hi, Jack! Nice to meet you.

Jack: Hi, Aida. Nice to meet you, too. I hope today I can learn about the Azerbaijani culture from you.

Vocabulary

4. Tell them that they are going to read a conversation between Jack and Murad's mother. As they read, they should choose the correct options. Have them compare their answers in pairs before you play the recording for students to check their answers.

Answers:

- 1) call
- 2) offer
- 3) hold
- 4) serve

Track 45

Jack: Can you please tell me about Azerbaijani culture, Aida?

Aida khanim: Ok, with great pleasure. First of all, In Azerbaijan, you can call your friends by their names, like Murad or Leyla. For women use "khanim".

Jack: Ok, Aida khanim.

Aida khanim: On the train or the bus, men and young people offer their seats to women, children, and old people.

Jack: I see it on the bus everyday. I also do the same, but sometimes they don't sit on my seat. They think I am a child.

Aida khanim: Yeah... (she smiles) Also, young people hold doors for women, children, and old people.

Jack: We do the same in England.

Aida khanim: Azerbaijani people always serve tea and food to the guests. So, Jack, please drink your tea with cookies.

Jack: Thank you very much, Aida khanim.

5. Get students to match the phrases in Exercise 4 to the pictures.

- 1) c (call your friends by name)
- 2) b (offer her seat to a woman)
- 3) d (hold a door for a woman)
- 4) a (serve tea and food to guests)

Then have students describe the pictures. Remind them to use Present Continuous and there is/ there are. Monitor them and take notes of mistakes and correct sentences. When they finish, discuss both strengths and weaknesses.

Speaking

6. Put them in pairs and ask them to ask and answer the questions. Tell them to use the phrases in Exercise 4.

7. This can be set as homework. Have them do research about Azerbaijani customs. What can/can't tourists do in our country?

UNIT 6 D

Aims:

- To present and practise common phrases
- To give students reading practice

Speaking

1. You can discuss the questions as a class. It's OK if students don't have much information about these countries. If you have a globe in your classroom, you might want to ask them to find these countries on the globe.

You can also draw a mind map and elicit what students know about these countries

Reading

2. Before students start reading, teach them the following words: *impolite, jump the queue, touch, shake and nod*. Use the pictures to explain what the words mean. Students read about the customs in different countries and decide if we have the same customs in our country or not. Answers may vary. Discuss the answers and ask if they want to have the same customs in our country. Why / why not?

Vocabulary

3. Have students do the matching activity. Then play the recording and ask them to check their answers. Tell them that there is more than one right answer.

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

Track 46

- | | | |
|--------------------|------------------------|------------------|
| 1) jump the queue | 3) chew gum | 5) nod your head |
| 2) shake your head | 4) touch people's head | |

4. Get them to read the stories of different people and decide if it is right or wrong.

Answers:

- | | | |
|----------|----------|---|
| 1) wrong | 3) wrong | 5) right |
| 2) right | 4) right | 6) wrong (...because we should respect other cultures.) |

Speaking

5. Ask them what country they want to visit one day. Set them homework to do research about this country and prepare a two minute speech. What can/can't visitors do in this country?

Tips for teachers!

A mind map is a type of spider diagram used to organise information visually. The main idea or theme is written in the center of a page and then lines, words, colours, images are added to branch out from this central idea. This representation is individual to the writer and will include anything that helps them to explain or remember the topic.



See page 144 for an extra speaking activity.

UNIT 6

ANSWERS FOR REVIEW EXERCISES

Answers:

1.
 1. England
 2. Mexico
 3. Spanish
 4. with radishes

Track 47

Hi! My name is Bob. I'm from England, but now I'm living in Mexico. I like this country, and I love Mexican food. I speak Spanish here. Holidays are fun in this country. On holidays, you can see radishes in all places. Yes! Mexicans celebrate holidays with radishes.

2.

Country	People	Language	Country	People	Language
1. China	Chinese	Chinese	5. France	French	French
2. Japan	Japanese	Japanese	6. India	Indian	Hindi, English
3. Russia	Russian	Russian	7. Spain	Spanish	Spanish
4. Italy	Italian	Italian	8. Turkey	Turkish	Turkish

3.
 - 1) celebrate
 - 2) give
 - 3) fire
 - 4) make
 - 5) light
 - 6) hold
 - 7) offer
 - 8) yes
 - 9) don't chew

4. Answers may vary.

Possible answers:

1. The children are standing in the queue. The women are serving food.
2. The father is giving a present to his daughter./The girl is getting a present.
3. She is serving tea.
4. The mother is making a pie.

STORY TIME

1. Ask students to look at the pictures on the page and discuss the questions in pairs.
2. Get students to read the story and answer the question.

Suggested answers:

At the beginning of the story, the lion thinks that he is very strong and a mouse can never help him.

At the end of the story, the lion learns that even a small mouse can help the strong lion.

3. Have students read the story again and answer the questions. Have them do a pair-check before going to whole class feedback.

Answers:

1. The lion and the mouse
2. In the jungle
3. The lion is in the net.
4. The mouse helps the lion.

4. Get students to work in pairs and match the pictures to the words. Have them do a paircheck before going to whole class feedback.

Answers:

- 1) roar
- 2) cave
- 3) net
- 4) jungle

5. Have students work in pairs and find the words with the same meanings in the story. Have them do a pair-check before going to whole class feedback.

- 1) huge
- 2) tiny
- 3) upset
- 4) quick

6. Ask students to work in pairs and find the opposites of the words. Have them do a paircheck before going to whole class feedback.

Answers:

- 1) before-after
- 2) huge-tiny
- 3) weak-strong
- 4) happy-upset

7. Have students work in pairs and answer the question.

Answer: c

8. Ask students to work in pairs or groups and retell the story to their partners. Encourage them to use the lesson vocabulary.

UNIT 7 A

JACK'S TOWN

Aims:

- To present and practise vocabulary for places around the city
- To give students reading practice

Speaking

1. Ask students to look at the picture and discuss the questions.
 - What city do you think it is? Why? – London. There are English flags and double deckers.
 - Do you think it is a good place to live in? Why/Why not? –Students' own answers.
2. Ask students to read the text about Jack's town and answer the question. They should choose a, b or c. Before whole class feedback have them compare their answers in pairs.

Answers: a. places in Jack's town

3. Have students read the text again and find which 2 questions in Exercise 3 have no answers in the text.

Answers: Questions 3 and 6 have no answers in the text.

NOTE FOR TEACHERS: Encourage students to provide answers to the rest of the questions.

Vocabulary

4. Ask students to read the sentences about different places and match them to the pictures. This task can be done in pairs as well. Once students finish, play the recording and check the answers together.

Tips for teachers!

Tips about pictures: There are 9 different buildings with their names on them. All words except "Dentist" look like their equivalents in students' L1. If you draw their attention to the icon – tooth they can understand this word without translation.

Tips about statements: Though all the words have been taught in the previous courses, there is a possibility that some words might be forgotten. In each sentence, there is a common key word/words. If you have a weaker class, first elicit those key words (animals, eat, doctors, buy food, shop, film, historical, old, tooth, bus, money etc.).

Answers:

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

Track 48

1. People can see different animals in Zoos.
2. People can eat in cafés.
3. Doctors help ill people in hospitals.
4. People buy food and other things from supermarkets.
5. People go and see films in the cinemas.
6. People go to museums to see interesting and historical (old) things.
7. Sometimes people have a toothache, and they go there.
8. People catch buses at the bus stops.
9. People keep their money in banks.

By listening to the recording, students will be able to learn the correct pronunciation of those words.

You might want to show transcriptions of some words that might be difficult for the learners.

museum /mju:ˈzi:.əm/

zoo /zu:/

bus /bʌs/

5. Ask students to complete the sentences by using the places in Exercise 4. Before doing the task, explain the meanings of the blocking words – hurt and cough. Then have students do the task on their own and then compare with the closest partner. Then check the answers.

Tips for teachers!

Both words can be explained by using TPR. See the tips below.

Here is our suggestion how to do this:

1. Imitate as if you bumped your arm against the desk. Then hold your arm and say it hurts.
2. Cough and along with that use this sentence – I have a bad cough.

1. My teeth hurt me. I am going to the **dentist**.
2. I don't have any sugar at home. I am going to the **supermarket** to buy it.
3. I don't want to eat at home. Let's go to the **café**.
4. I want to watch the new Disney cartoon. I am going to the **cinema**.
5. I don't have any money. I need to take some money from the **bank**.
6. I want to see old carpets of Azerbaijan. I can see them in the carpet **museum**.
7. I love lions. I want to go to the **zoo** and see them.
8. I have a temperature. I also have a bad cough. I need to go to the **hospital**.

Tips for teachers!

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

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

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

TPR can be used to teach and practise many things:

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

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

It is very effective with teenagers and young learners.

It involves both left – and right-brained learning.

Speaking

6. Tell students that they are going to play a game. Inform them that there are 2 versions of each picture. Students should work in pairs or in small groups and take turns to describe a picture and the other/others should guess which picture is described. Draw students' attention to the samples provided in the book.

NOTES: Stronger classes might start doing the task without any preparation; however, weaker classes may need to make some notes before describing the pictures to their partners. Allow them to take some time if necessary.

There are not correct or wrong answers for this task.

7. Have students work in pairs or small groups and ask these questions to each-other. Encourage them to use the vocabulary from the unit.

What places are there in your town?

What places do you like? Why?

What places do you dislike? Why?

UNIT 7 B

Aims:

- To present and practise vocabulary for the places to shop
- To give students listening practice

1. Put the students in small groups and ask them to take turns to ask and answer the questions. Encourage them to support their answers.

- What presents do you like getting?
- What presents do you give to your friends?
- Do you like going to the toy shops?

NOTE FOR TEACHERS: It is advisable to give students a model how to do the task.

1. I like books because...

2. I give flowers because...

2. Tell students that they are going to listen to the conversation between Leyla and Jack. They should listen and answer the question – *Who needs help?*

Answer: Jack needs help.

Play the recording and then give the students time to discuss their answers before whole class feedback.

3. Once you have finished checking the answer, before playing the recording again ask them to read the questions in Exercise 3. Give them some time to discuss their answers with their closest partners and then check the answers.

1. Whose birthday is it today? – It is Jack's mother's birthday.
2. What does Leyla advise Jack to buy? – Leyla advises Jack to buy a book and flowers.
3. Does he want to buy it? Why? – No, because Kelly wants to buy a book to her mother.
4. Where does Jack want to go? Why? – He wants to go to the flower shop because he wants to buy flowers to his mom.

Track 49

Jack: Leyla, it is my mom's birthday today.

Leyla: Happy birthday to her.

Jack: Thank you, Leyla. I need to buy a present.

Leyla: What do you want to buy?

J: I don't know. Help me, please.

L: There is a big bookshop near the coffee shop. You can buy an interesting book.

J: Kelly wants to buy a book for her. I need to buy something different.

L: What about flowers?

J: It sounds interesting. Where can I buy flowers?

L: There are some flower shops. You can buy beautiful flowers there.

J: Can you describe me the way?

L: Sure. Wait a minute. I have a map of our town. I can show you the flower shops.

J: You are great, Leyla.

4. Write the sample sentence on the board and underline "pet shop" and tell students that there are some compound nouns that are formed with the word "shop". Ask them to read the sentences and guess the type of a shop. First, have them compare their answers and then check the answers together.

Answers:

1. People buy flowers from the **flower shop**.
2. People buy books from the **book shop**.
3. People buy toys from the **toy shop**.
4. People drink coffee in the **coffee shop**.

5. Ask students to read the conversations and complete the sentences with the words in Exercise 4.

1. Ali: My friend likes reading.
Gunel: You can go to the 1) **book shop** and buy a story book.
2. Konul: My sister likes teddy bears.
Ayten: You can buy a present from 2) **toy shop**.
3. Sona: My mother loves roses.
Vugar: You can go to the 3) **flower shop**.
4. Jim: I want to drink a cup of coffee.
Kate: You can go to the 4) **coffee shop**.

NOTES: Toy shop and Book shop can also be used as toy store and book store.

6. Tell students that they are going to listen to 4 conversations about different places. Ask them to listen and choose the correct answers. Have students compare their answers before checking them with all class.

Answers:

- 1) grocery shop
- 2) flower shop
- 3) park
- 4) bakery

Track 50

1. J: Sam, where is Laura?
S: She is not at home. She wants to buy some fruit.
J: Is she going to the supermarket?
S: No, she is going to the grocery shop.
J: Where is it?
S: It is near the cafe.
2. Every day, I catch a bus at the bus stop and go to my shop. It is near the bookstore.
A lot of people come and buy flowers. I love my job.
3. M: Jale, is your brother with you?
J: Yes, mom. He is eating a sandwich.
M: Are you in the cafe?
J: No, mom. We are having a picnic in the playground.
M: Which playground?
J: Near the toy shop, mom.
M: Ok, honey.

4. Nazrin: Hi, Clare.

C: Hi, Nazrin. Are you also buying bread?

N: No, it is my sister's birthday today. I want to buy a cake.

C: Happy birthday to her.

N: Thank you! Can you help me to choose a cake?

C: Look, this cake looks delicious.

N: Yeah, my sister likes fruits on the cake. Thanks for your help!

C: You are welcome, Nazrin. I need to go to the supermarket. Bye for now.

N: See you, Clare.

7. Tell students that they are going to play a game. Draw their attention to the samples and tell them to think of a situation as given in the sample. The expressions in the magic box will help them start their sentences.

NOTE FOR TEACHERS: with weaker classes you might want to elicit the places (book shop, café, flower shop, toy shop, bakery, park etc) and the things that we do at those places (drink coffee, buy present, buy a book, eat a cake, etc) in two different parts of the board. By providing this help, weaker students will also be able to participate.

8. Ask students to choose a shop in their town and write a short description to it. This writing task can be set as a home-task as well.

Tips for teachers!

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

Peer-editing mainly consists of the following steps: peer review training, students reading peers' writing, and students providing feedback to each other.

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

Teachers should also train their students about giving constructive feedback and being polite

UNIT 7 C

Aims:

- To present and practise prepositions
- To give students reading practice

Speaking

1. This task is for the revision of the prepositions of the place. Ask students to look at the pictures and answer the questions. Draw their attention to the example and ask them to follow the same structure to answer the questions. Before whole class feedback, ask them to compare

1. Where is the dog? – under the table
2. Where is the mouse? – behind the box
3. Where are the kids? – in the playground
4. Where is the cat? – on the skate board
5. Where is the car? – in front of the café

Reading

2. Tell students that they are going to read some parts of the conversation between Jack and Leyla. Students should read and answer the gist question –

- *Is the flower shop on the right or left of Nizami street?*

NOTE FOR TEACHERS: To be able to answer this question students need to know the words “right and left”. Make sure that they know the words.

Answer: The flower shop is on the right of Nizami street.

3. Ask students to read the text again and say if the statements are True or False. Once students have finished doing the task on their own, have them compare their answers with their partners. Then check the answers and encourage them to support their answers.

Answers:

1. False. (Jack, we are here – in Khatai street.)
2. False (There are a lot of shops in Nizami street.)
3. True (There is a big supermarket – Sun Store.)
4. True (Behind the bank, there is a small shop. They sell interesting presents.)

Grammar

4. Ask students to look at the pictures in Exercise 2 and complete the sentences.

1. The bank is **next to** the supermarket.
2. The library is **1) opposite** the bank and supermarket.
3. The flowershop is **2) between** the library and the bookstore.
4. The library and the bookstore are **3) on the right** of Nizami street.
5. The bank is **on the left** of Nizami street.

NOTE FOR TEACHERS: Avoid translating the prepositions, instead draw their attention to the pictures. You can also print those pictures in a bigger format or use the projector if available in the classroom.

5. Ask students to look at the map and complete the sentences. Draw their attention on the Grammar Tips. After the students have finished doing the task, check the answers.

Answers:

1. The toy shop is **between** the coffee shop and bus stop.
 2. The bakery is **on the right** of the street.
 3. The bakery is **between** the library and dentist.
 4. The toy shop is **opposite** the bakery.
 5. The bookstore is **next to** the dentist.
 6. The flower shop is **behind** the bank.
6. Have students do this task in pairs. Ask them to compare the maps in Exercises 5 and 6 and find the differences. Draw their attention to the sample. Encourage them to write the differences in their notebooks.
7. Ask students to choose 8 places from the list provided in the book and draw a map of their imaginary favourite streets as in Exercise 5 and 6.
8. Draw students' attention to the expressions in the magic box and have them to mingle around and ask one another questions about their favourite streets.

Tips for teachers!

It is advisable to provide samples before doing the task; thus, first elicit possible questions and answers using the expressions given in the magic box. Suggested questions:

Do you have a grocery shop in your favourite street? There are not any grocery shops in my favourite street.

Do you have a supermarket in your favourite street?

There is one supermarket in my favourite street.

Where is the supermarket?

It is behind/ in front of/ opposite/next to the bank.

It is on the right/ left of the street.

It is between the library and the bank.

UNIT 7 D

JACK CANNOT FIND THE FLOWER SHOP.

Aims:

- To present and practice functions for giving directions
- To give students reading practice

Speaking

Lead into the topic by playing a Hot-Potato game, a fun directions game.

How to play:

Ask students to form a circle. (If the space is not enough for a circle, they can stay in a line facing each-other.) Take 2 balls of different kind or something like 2 different whiteboard markers, give them to 2 students and ask them to pass them around. Then when the timer goes off, 2 different people holding them have to ask or answer the given question. Before the game, you will decide which object is for the question and which is for the answer. They can ask about the places at the school or any objects/people in the classroom.

For example:

- Where's the bathroom?
- Where is the computer?
- Where's Ali?

Students have to answer the questions quickly.

1. Ask students to look at the picture and discuss the questions.
 1. Why do they have a map?
 2. What do you think they are talking about?

Answers:

Students' own answers.

Suggested answers:

1. They don't know the city and they have a map of the city to help them to find a place
2. They are asking about a place they want to go; .

Reading

2. Tell the students that some sentences from the conversations are removed. Students should put those sentences back in the right conversations. Have them compare their answers before playing the recording.

Answers: 1-c, 2-d, 3-a, 4-b

Track 51

1. Jack: Leyla, I cannot find the flower shop.
Leyla: Can you describe me the street?
2. Jack: There are a lot of shops. On the right side of the street, there is a big school building. Next to it, there is a cafe. There are bakery and grocery shop opposite the school.
Leyla: What is the number of the school, Jack?
Jack: 12
Leyla: Ah, you are in Vurgun street, not in Nizami. Go back to Khatai street. Ask someone to show you the way to Nizami street.

3. Jack: Excuse me, can you show me the way to Nizami street?

Person 1: Sure. Go straight. At the corner of this street, there is a bus stop. Go past this bus stop and turn right.

Jack: Thank you very much.

4. Jack: Hello, how can I get to the Sun Store supermarket?

Person 2: Go along this street. There is a park there. Sun Store is near the park.

Jack: Thank you very much.

Vocabulary

3. Ask students to look at the signs and complete the gaps with the phrases in the box.

Answers.



NOTE FOR TEACHERS: Avoid translating the prepositions. Instead draw their attention to the pictures. You can also print those pictures in a bigger format or use the projector if available in the classroom.

4. Ask students to complete the conversations with the given words. Have them compare their answers first and then check the answers.

1. A: Can you tell me 1. **the way** to the Carpet museum?

B: Turn 2. **left** and go 3. **past** the supermarket. The Carpet museum is 4. **between** the cinema and the bank.

2. A: 5. **Excuse** me, how can I go to the Zoo?

B: Go 6. **along** this street. There is a small coffee shop 7. **at the corner** of this street. The Zoo is 8. **behind** the coffee shop.

Writing

5. Ask students to look at the map and write 3 descriptions of how to go from one place to another. Draw their attention to Exercise 3 and 4 and encourage them to use the expressions.

Speaking

Once students have finished writing their descriptions, have them work in small groups. Ask them to read their descriptions without mentioning the place they want to go to. The other students should guess the place.



See pages 145, 146 for an extra vocabulary activity.

UNIT 7

ANSWERS FOR REVIEW EXERCISES

1.

Track 52

1. The library is **between** the gym and post office.
2. The toy shop is **in front of** the pet shop.
3. The park is **behind** the flower shop and school.
4. The toy shop is **in** Blue street.
5. Grocery is **behind** the bakery.

2. 1) The library is between the gym and post office) – False) It is between gym and bookstore
 2) The toy shop is in front of the pet shop) – True)
 3) The park is behind the flower shop and school) – False) It is behind the flower shop
 4) The toy shop is in Blue street) – True)
 5) Grocery is behind the bakery. – False. It is next to the bakery.

3. 1) Bus stop a) catch a bus
 2) Grocery f) buy some fruit
 3) Cinema e) see a film
 4) Café b) eat some food
 5) Bakery d) buy bread

4. 1) I work in a small shop. People come and buy books from my shop. – Book shop
 2) Every day, I see a lot of ill people. I help them. – Hospital
 3) People come and drink coffee in my shop. – Coffee shop
 4) I sell bread and cakes. – Bakery
 5) Small children love my shop. Boys buy small cars. Girls often buy dolls. – Toy shop
 6) It is always very silent here. People read books here. – Library
 7) You can see colourful flowers everywhere. I love them. People buy them. – Flower shop

5. Students own answers.

UNIT 8 A

DIFFERENT HOMES

Aims:

- To present and practise vocabulary for city and country life
- To give students reading practice

1. Ask students to work in pairs and match the words to the pictures.

NOTE FOR THE TEACHERS: the words skyscraper and lake are new words for students. The others have been taught in previous courses.

To be sure they grasped the meaning of the new words, ask them some concept checking questions:

- Is Baku a city or a town?
- Are cities bigger than towns?
- Which one is bigger – towns or villages?
- Are skyscrapers tall or small buildings?
- Are hills or mountains high?

Answers:

- 1) village
- 2) skyscraper
- 3) town
- 4) lake
- 5) city
- 6) mountain

Reading

2. Ask students to read the comments on Jack's blog and answer the question – What do you think the question on the blog is?

Suggested answers: Where do you live? What do you like about the place you live? Can you describe the place you live?

3. Have students read the comments again and say if the sentences are True or False. Let them compare their answers before the whole class feedback.

1. True. (I live in a small house near Lake Maral.)
2. False. (In fine weather, we play football.)
3. True. (We spend a lot of time outside. We love biking, skiing and spending time in the mountains.)
4. False. (I don't like concerts).
5. True. (I am writing from Chester.)
6. False. (There is a playground.)

4. In this task students should read the sentences and infer who could say these sentences.

- a. Winter is very beautiful here. Tourists also like winter because they enjoy skiing. – Leo
- b. It is very big. There are always many children there. – Helen
- c. We have a nice garden. There are a lot of fruit trees there. My father teaches me how to look after trees. – Hasan

5. Tell students that they are going to read Nazrin's comment in the forum. They should complete the sentences with the words in the box. Have students compare their answer before providing the correct answers.

Answers:

Nazrin: I live in Baku. It is a very beautiful

- 1) **city**. There are a lot of
- 2) **scycsrapers** here. They are very
- 3) **tall**. My home is in one of these buildings. Many people have
- 4) **garages**. They keep their cars there. I can see Caspian Sea from my
- 5) **balcony**.

6. Ask students to put the words in the right order. Then play the recording and have students check their answers.

Answers:

Track 53

1. Khinaliq is a village in Quba.
2. I can see tall buildings from my balcony.
3. I have a small farmhouse on the hill.
4. We go skiing in the mountains.
5. Maral is a very beautiful lake.
6. There are a lot of parks in my town.

7. Put students in small groups and encourage them to ask and answer the questions.

NOTE FOR THE TEACHERS: Take notes of good use of the language and the activities they mention as they answer the 2nd question.

8. Tell students that they are going to write a comment on the online forum. Introduce them the questions: Where do you live? What do you like doing there?

Tips for teachers!

Before students start to write, you might want to elicit what your students do depending on the place they live, i.e. if you live in the village, elicit some activities that people do there and write them on the board.

UNIT 8 B

Aims:

- To present and practise vocabulary for objects in the house
- To give students listening practice

1. Ask students to do the quiz. This task is for revising the vocabulary related to the rooms of a house.

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

Listening

2. Tell the students that they are going to listen to Yahya. They should choose the thing that Yahya doesn't talk about.

Answer: c. TV programs.

3. Ask students to read the statements in Exercise 3. Then play the recording again and ask them to decide if the sentences are True or False.

Answers:

1. False. (Sometimes my cousins and I stay with them.)
2. True (My grandmother loves colourful things. Their cupboard is full of colourful cups and dishes.)
3. True. (He also likes drinking tea in "armudu" glass.)
4. False. (She cooks food in her pots and pans for her dolls.)
5. False (But in all bedrooms, you can only see white pillows not colourful.)

Track 54

This is my grandparents' house. There are 4 bedrooms there. Sometimes my cousins and I stay with them.

Their living-room is very big, but they don't have much furniture there: a big sofa, a table with 6 chairs and a TV set.

My grandmother loves colourful things. One can always see colourful towels in the bathroom. Normally, people have white sinks but they are blue in my grandmother's bathroom. Their cupboard in the kitchen is full of colourful cups and dishes. Her favourite colour is red. She likes drinking tea only in her red cup. My grandfather's cup is blue, but he also likes drinking tea in "armudu" glass. There are also some toy forks, spoons, knives and pots and pans in their cupboard. They are for my little cousin Nilay. She cooks food in her pots and pans for her dolls. Then she feeds them with her toy spoons and forks.

In my grandparents' house, each bedroom has its own colour. All the blankets on the beds in different bedrooms are different in colour. But in all bedrooms, you can only see white pillows not colourful. My grandmother says it is easy to fall asleep on white soft pillows.

I love everything in my grandparents' house.

Vocabulary

4. Students should match the words to the pictures. Have them compare their answers in pairs and then check the answers.

Answers:

- 1) cups
- 2) towels
- 3) pots and pans
- 4) pillows
- 5) sofa
- 6) blanket
- 7) sink

5. Ask students to draw a table similar to the table in the book. They should put the objects in the right column.

NOTE: Some objects might go to more than one column.

Suggested answers:

Kitchen	Bedroom	Living room	Bathroom
spoon	wardrobe	chair	sink
pots and pans	lamp	lamp	wardrobe
knife	carpet	carpet	washing machine
fork	pillow	curtain	
sink	curtain	TV set	
chair	blanket	chair	
cooker			
washing machine			
cup			

6. Ask students to guess the words. Tell them that sometimes there is more than one correct answer. Encourage them to discuss their answers with their partners. Then provide whole class feedback.

Answers:

- 1. We cut food with this object. – knife
- 2. We wash our hands there. – in the bathroom, in the sink
- 3. We eat salad with these objects. – fork, knife
- 4. We drink tea in this object. – cup

7. Tell students that they are going to make their own word game about the words in Exercise 5. They should write 3 sentences similar to the sentences in Exercise 6. Once they have finished, get them to take turns to ask their questions to their partners. This task can be done in pairs or in small groups.

Writing

Ask students to draw a picture of their dream house and describe it. Draw their attention to the sample provided in the magic box.

NOTE: this task can be set as a home-task as well.

UNIT 8 C

Aims:

- To present and practise vocabulary for housework
- To give students listening practice

1. Ask students to look at the pictures and match the pictures to the phrases. Once they have finished doing the task, play the recording and ask them to check their answers.

Answers:

Track 55

- 1) wash up the dishes
- 2) dust the furniture
- 3) lay the table
- 4) take the rubbish out
- 5) tidy the room
- 6) make the bed
- 7) dry the dishes
- 8) sweep the floor

2. In this task the students should complete the sentences using the phrases from Exercise 1.

1. There are a lot of paper on the floor. Please, **sweep the floor.**
2. It is dinner time. Let's **lay the table.**
3. My room is very dusty. I need to **dust the furniture.**
4. I cannot **wash up the dishes**, but I can dry them.
5. Your room is very messy. You need to **tidy the room.**

3. Tell the students that they are going to listen to the conversation between Leyla and Murad. They should listen and choose the best answer for the question – What is the conversation mainly about?

Answer: a. doing housework

4. Have students read the sentences and then play the recording again and ask them to decide if the sentences are True or False. While checking the answers, encourage them to support their answers.

1. False (I very often help my parents at home.)
2. False (I tidy my room and dust the furniture.)
3. True (I cannot wash up the dishes.)
4. True (I like laying the table and making my bed in the mornings.)
5. False (I also like laying the table. It is very interesting.)

Track 56

Murad: Leyla, do you do housework?

Leyla: Yes, I do. I very often help my parents at home. What about you?

M: I can do some housework. For example, I tidy my room and dust the furniture. But I don't do them often.

L: I love dusting the furniture. It is my favourite housework.

M: Do you wash up the dishes?

L: I can do many things, but I cannot wash up the dishes. I can only dry them

M: I don't like drying the dishes. I am afraid of breaking them.

L: What is your favourite housework?

M: I like laying the table and making my bed in the mornings.

L: I also like laying the table. It is very interesting.

M: Do you take rubbish out?

L: No, I don't. My brother does.

Writing

5. Ask students to look at the table and write what Jamal and Asmar like (✓) or don't like (✗) doing.

1. Jamal likes tidying up his room.
2. Jamal likes making his bed.
3. Jamal likes washing up the dishes.
4. Jamal doesn't like sweeping the floor.
5. Jamal doesn't like dusting the furniture.

1. Asmar doesn't like tidying her room up.
2. Asmar likes making her bed.
3. Asmar doesn't like washing up the dishes.
4. Asmar likes sweeping the floor.
5. Asmar doesn't like dusting the furniture.

6. a. Ask students to choose three things that they like and 2 things that they don't like and write the sentences in their notebooks.

b. Once they are ready, put them in pairs and ask them to ask their partners about their likes and dislikes. Tell them to look at the audio scripts of track 56 on page 157 in Student Book in case they need help.

Tips for teachers!

While they are writing their sentences, walk around and monitor if they are doing the task properly.



See page 147 for an extra speaking activity.

UNIT 8 D

Aims:

- To present and practise vocabulary for clothes
- To give students reading practice

1. Ask students to look at the pictures and match them to the words. Then play the recording and ask them to check their answers.

Track 57

- | | |
|--------------|--------------|
| 1) jacket | 8) skirt |
| 2) dress | 9) hanger |
| 3) tracksuit | 10) boots |
| 4) suit | 11) sneakers |
| 5) trousers | 12) socks |
| 6) jeans | 13) shirt |
| 7) sweater | |

2. Put students in pairs and ask them to open page 25 and say what people are wearing.

3. In this task, students should read the text and match the verbs to the pictures. Have them compare their answers in pairs once they have finished and then check the answers.

Answers:

- 1) b
- 2) c
- 3) a

4. Ask them to read the text again and decide if the sentences are True or False.

1. True (My wardrobe is always tidy.)
2. False (I don't fold dresses and shirts.)
3. False (I hang them in my wardrobe.)
4. False (I have a lot colourful hangers.)
5. True (There is always some free space.)
6. True (He teaches me to iron.)

5. Ask students to match the opposite adjectives.

NOTE FOR THE TEACHERS: Once you have checked the answers, ask concept checking questions to make sure that they have understood the meanings.

Answers:

- 1) tidy – messy
- 2) long – short
- 3) empty – full
- 4) wet – dry

6. Ask students to describe the pictures. Encourage them to use the adjectives from Exercise 4.

Possible answers:

- 1) The clothes are dry/wet.
- 2) The T-shirt and trousers are dirty.
- 3) The wardrobe is messy/full.
- 4) The wardrobe is tidy.
- 5) The wardrobe is empty.

7. Tell the students that Ali has a problem – his clothes are dirty. Students should help Ali by putting the pictures in the right order. Before checking the answers, ask students to compare their answers.

Answers:

- 1) wash his clothes
- 2) dry them
- 3) iron them
- 4) fold them
- 5) put them in the wardrobe

8. In this task, students should give advice to the children. Draw their attention to the example and encourage them to use the expressions from the magic box.

Suggested answers:

1. Jeyla's wardrobe is messy. – She needs *to fold her clothes/to tidy her wardrobe* because her wardrobe is messy.
2. Jeyhun's clothes are dirty. – He needs to wash his clothes because they are dirty.
3. Jamila's shirts are wet. – She needs to dry her clothes because they are wet.
4. Lala's piano is dusty. – She needs to dust her piano, because it is dusty.



See page 148 for an extra speaking activity.

UNIT 8

ANSWERS FOR REVIEW EXERCISES

1. **Answers:**

1. c) scyscrapers.
2. a) wardrobe
3. a) bedroom
4. c) laying the table

Track 58

1. They are very tall and beautiful. A lot of people live there. I also live in one of these buildings.
 2. It is full of clothes but I keep it tidy. I have a lot of hangers. I hang some of my clothes there.
 3. This room is my favourite room. It is not big but it is very tidy. There is a white pillow on my bed. My blanket is purple. There is also a small table.
 4. It is dinner time. I am helping my mom. I am putting the plates on the table. My sister is bringing the forks and spoons.
2.
 1. There is a lot of paper on the floor. – They need to sweep the floor.
 2. The clothes are dirty. – They need to wash them.
 3. The wardrobe is messy. – They need to tidy their wardrobe.
 4. The furniture is dusty. – They need to dust the furniture.
 3.
 1. I do not **hang** my jeans. I fold them.
 2. I cannot **iron** my shirts.
 3. I **keep** my clothes clean
 4. My wardrobe is **full**. There are a lot of clothes.
 4.
 1. I like laying the table.
 2. I always make my bed in the morning.
 3. I live in a very big city.
 4. Every year millions of tourists visit my town.
 5. Ulvi spends a lot of time outside.
 5.
 1. There are 4 rooms and a kitchen.
 2. Her mother is in the kitchen.
 3. She is helping her mom.
 4. She dries the dishes.
 5. They are in the garden.
 6. He grows a lot of flowers and plants there.

UNIT 9 A

AT THE GYM

Aims:

- To present and practise vocabulary for some common adjectives
- To present and practise comparatives of short adjectives
- To give students listening practice

Speaking

1. Have students work in pairs and answer the questions. Encourage them to use Present Continuous.

Vocabulary

2. Give students time to do the matching exercise individually or in pairs. Play the recording, pausing for students to check answers and to repeat the words in chorus. Ask students to cover the list of new words so that they can not see them. Have them work in pairs and take turns to point to the numbered items in the picture and say what each one is. Ask them to do it in random number order. Students uncover the list of words to check.

Answers:

Track 59

- | | |
|-----------|----------|
| 1) strong | 5) tall |
| 2) weak | 6) short |
| 3) heavy | 7) slow |
| 4) light | 8) fast |

3. Ask students to work in pairs and complete the sentences with the words from the box in Exercise 2.

1. Steve is strong, but Richard is weak.
2. Nick is short, but Bob is tall.
3. The rabbit is fast, but the turtle is slow.
4. The balloon is light, but the train is heavy.

(Books closed) Ask students to check each other's memory. They work in pairs. One student says an adjective from Exercise 2 and the other says what its opposite is.

Listening

4. Ask students to work in pairs. Have them look at the picture in Exercise 1 and guess what the children are speaking about. Then play the recording and ask them to check their answer.

Ask students to read the task before you play the recording. As they listen, they should choose the correct options. When they finish, ask them to check their answers in pairs before going to whole class feedback.

Answers:

- 1) 25
- 2) 42
- 3) does sport
- 4) weak

Track 60

Conversation 1:

Murad: How tall are you, Leyla?

Leyla: I don't know exactly. Let's check!

Murad: Let me see. Ok. You are 1 meter 25 cm tall.

Leyla: And let me see how tall you are. Hmm... You are 1 meter 42 cm tall. You are taller than me.

Murad: And you are shorter than me.

Conversation 2:

Yahya: I am very strong and I can lift heavy things.

Jack: You are stronger than me, Yahya. What do you do to be strong?

Yahya: I eat healthy food and do sports.

Jack: I also want to be strong. I don't want to be weaker than my friends.

Yahya: Eat healthy food and do sports.

Grammar

5. Ask students to read the sentences from the conversations and find the adjectives in each sentence. Have them focus on the two final letters of the adjectives. Discuss the rules in Grammar tips. In order to practice the spelling rules, dictate some adjectives (old, young, easy, heavy, light, big, tall, strong, weak, nice, healthy) and ask students to write the comparative forms:

6. Have students work in pairs and make up true sentences about animals. When they finish, check the answers. Answers may vary.

7. Ask students to work individually or in pairs and make up sentences about the pictures. Monitor and provide them with instant feedback.

Answers:

1. Grandma is older than Ayla. Ayla is younger than Grandma.
2. The old car is slower than the new car. The new car is faster than the old car.
3. Amy's bag is heavier than her book. Her book is lighter than her bag.
4. Bill is stronger than Jim. Jim is weaker than Bill.
5. A mouse is smaller than an elephant. An elephant is bigger than a mouse.

Speaking

8. Ask students to work in pairs and talk about their family and friends. Encourage them to use comparative forms. Monitor and take notes of the mistakes as well as the correct usage of the target language. When they are done, discuss the strengths and weaknesses.

9. Ask students to work in pairs and write about 2 classmates. Encourage them to use comparative forms. Monitor and provide feedback.

UNIT 9 B

CHANGES IN OUR LIVES

Aims:

- To present and practise comparatives for long adjectives
- To give students reading practice

Vocabulary

1. Read the lesson's name and ask students what they think the lesson is about. Then ask students to work in pairs and complete the sentences according to the pictures.

Answers:

- 1) crowded
- 2) modern
- 3) comfortable
- 4) exciting

Reading

2. Ask students to read the forum quickly and answer the question.

Answers: a) changes

3. Have students read the text again and complete the sentences with the adjectives. When they finish, ask them to compare their answers with a partner.

Answers:

1. Cities are *(more)* modern.
2. Life is *(more)* exciting.
3. Planes are bigger and faster.
4. Roads are *(more)* dangerous.
5. Streets are *(more)* crowded.

Grammar

4. a) Ask students to look at the sentences in Exercise 3 and choose the adjectives with two or more syllables. As they say out the long adjectives, write them on the board.

Answers: modern, exciting, dangerous and crowded

b) Ask students to work in pairs and complete the rule. Have them refer to the text.

Answer: To form the comparative of long adjectives, we use **more**+adjective+
than+noun/pronoun.

5. Have students work in pairs and draw a table in their notebooks. Ask them to complete it with the adjectives. You might want to elicit more adjectives and add them to the list accordingly.

Answers:

More+ adjective	Adjective+er
comfortable	tall
dangerous	short
beautiful	small
delicious	strong
modern	big
exciting	hot
crowded	heavy
expensive	

6. Ask students to work individually and complete the sentences with the adjectives in brackets. Have them compare their answers in pairs before going to whole class feedback.

Answers:

- 1) more exciting
- 2) more comfortable
- 3) heavier
- 4) more beautiful
- 5) more expensive
- 6) more modern

Speaking

7. Ask students to work in pairs and compare the pictures. Encourage them to use the adjectives in Exercise 5. Monitor and provide students with instant feedback.

Answers may vary.

UNIT 9 C

WHICH ONE IS BETTER?

Aims:

- To present and practise comparatives for irregular adjectives
- To give students listening practice

Speaking

1. Ask students to work in pairs and answer the questions about the picture.

Listening

2. Tell them that they are going to hear a conversation between Jack and Yahya. Before you play the recording, ask students to read the task. Play the recording and ask them to choose the correct option.

Answer: a (a bike)

3. Tell students that they are going to listen to the conversation again. Before you play the recording, ask students to read the sentences. Play the recording. Students listen and decide if the sentences are true or not. Ask students to check their answers in pairs before going to whole class feedback.

Answers:

1. true
2. false (Jack: I like this park. It's bigger and nicer than the park near our school.)
3. false (Yahya: It's my uncle's present for my birthday.)

Track 61

Jack: The weather is very nice today.

Yahya: Yes, it is better today because it isn't raining. We can ride our bikes.

Jack: I like this park. It's bigger and nicer than the park near our school.

Yahya: Yes, you're right. There are more bicycle lanes here.

Jack: Is your bike new?

Yahya: Yes, it is. My new bike is better than my old bike.

Jack: Yes, it's also bigger than the old one.

Yahya: It's my uncle's present for my birthday.

Jack: I don't think my bike is worse than your bike. Let's ride our bikes and see which one is faster.

Grammar

4. Have students read the sentences from the conversation and match the adjectives with their comparative forms. Help them if needed.

Answers:

1. b) worse
2. c) better
3. a) more

5. Ask students to work in pairs and make sentences about the pictures using *more*, *better* and *worse*. Monitor and help if needed.

Answers:

1. Nick has more books than Andrew.
2. The weather in Baku is worse than the weather in Guba.
3. I drink more water than my friend.
4. A new car is better than an old car.
5. A holiday at the seaside is better than a holiday in the mountain.

Speaking

6. Ask students to work in groups and compare the parks. Encourage them to use comparative forms.

7. Ask students to look at the picture of a classroom on Page 17. Put them in pairs and have them compare that classroom with their own classroom. Encourage them to use the lesson grammar.



See page 149 for an extra speaking activity.

UNIT 9 D

GUINNESS WORLD RECORDS

Aims:

- To present and practise superlatives of short adjectives
- To give students reading practice

Speaking

1. Lead into the topic by eliciting what students know about Guinness World Records. Then ask them to look at the pictures on this page and say why they think these people or animals are in the Guinness Book of World records.

Reading

2. Ask students to read the texts quickly and match them to the pictures.

Answers:

- 1) c
- 2) d
- 3) a
- 4) b

3. Ask students to read the task before they start reading for the second time. As they read, they should answer the questions. When they complete the task, have students check their answers in pairs before going to whole class feedback.

Answers:

1. 2 records (He is the tallest person and he has the largest hands.)
2. She is from India.
3. Cygnus has the longest tail, and Arcturus is the tallest cat in the world.
4. His hobby is collecting LEGO sets.
5. Yes, she is. Her two sisters are of normal size.

Grammar

4. Ask students to work in pairs and complete the table with the superlative forms of short adjectives. Explain to them that they should use "est" for short adjectives only. They will learn about the superlative forms of long adjectives in the next unit.

Answers:

- 1) the tallest
- 2) the shortest
- 3) the largest
- 4) the smallest

5. Ask students to work in pairs and make up sentences about the records given in the pictures. When they are done, provide them with whole class feedback.

Answers:

1. The Museum of Miniature Books in Azerbaijan has the largest collection of miniature books.
2. Xie Quiping has the longest hair.

3. Kane Tanaka is the oldest person.
4. It is the tallest sandcastle.
5. It is the largest teddy bear.

6. Ask students to work in pairs and complete the sentences with the superlative forms of the adjectives given in the box.

Answers:

- 1) the tallest
- 2) funniest
- 3) the shortest
- 4) the longest
- 5) easiest

7. Have students work individually and complete the questions with the superlative forms of the adjectives. When they are done, provide them with whole class feedback.

Answers:

- 1) the oldest
- 2) the smallest
- 3) the tallest
- 4) the biggest
- 5) the longest

Speaking

8. Get students to work in pairs and ask and answer the questions in Exercise 7. Encourage them to ask more questions with superlatives.

9. This can be set as a home task. Ask students to Go online and find information about one of the Guinness World records. Then have them give a presentation on it.

UNIT 9**ANSWERS FOR REVIEW EXERCISES**

1.
 - 1) 20 students
 - 2) the tallest, 1m 50
 - 3) the youngest and the shortest
 - 4) 1m 25

Track 62

My name is Fateh. I am on the fifth grade. There are 20 students in my class. Ali is my best friend. He is the tallest person in our class. He is 1 meter 50 cm tall. Nurlan is the youngest person. He is 10 years old. He is also the shortest. He is 1 meter 25 cm tall.

2.
 - 1) the youngest
 - 2) younger
 - 3) the tallest
 - 4) shorter
 - 5) the oldest
 - 6) the strongest
 - 7) taller
 - 8) slimmer
3.
 - 1) shorter
 - 2) the tallest
 - 3) the shortest
 - 4) longer
 - 5) the shortest
 - 6) the longest
 - 7) the smallest
 - 8) bigger
 - 9) the biggest

STORY TIME

THE FOX AND THE CROW

Speaking

1. Ask students to look at the pictures and discuss the question. Answers may vary.

Reading

2. Have them read the story and check their answers.
3. Ask them to read the story again and mark the sentences as True or False.

Answers:

1. True
 2. False
 3. False
 4. True
4. Have students work in pairs and complete the sentences with prepositions.

Answers:

- 1) of/on
- 2) up/ in
- 3) up
- 4) to
- 5) up/away

Speaking

5. Have students work in pairs and retell the story to their partner. Encourage them to use the lesson vocabulary and signposts given in the box.

UNIT 10 A

JACK'S EMAIL TO HIS ENGLISH FRIEND

Aims:

- To present and practise superlatives of long and irregular adjectives
- To give students reading practice

Vocabulary

1. Ask students to work in pairs and match the words to the pictures. They are also supposed to complete the gaps under each picture.

Answers:

- 1) exciting
- 2) delicious
- 3) beautiful
- 4) helpful

Reading

2. Tell the students that they are going to read Jack's email to his friend. Have them read the email quickly and answer the question. Then discuss the answers.

Answer: b

3. Ask students to read the email for the second time and answer the questions. Have them compare their answers with a partner before discussing the answers as a whole class.

Answers:

1. He likes Baku boulevard because it has bicycle lanes and attractions.
2. It is fantastic (delicious).
3. He wants Steve to listen to Azerbaijani music.
4. Azerbaijani people are helpful and friendly.

Grammar

4. Ask students to focus on the words given in blue in the text. Ask them if they are long or short adjectives. Have them work out the rule for forming the superlative forms of long adjectives. Emphasize the use of the definite article – **the** before the superlative forms of long adjectives.

	Comparatives	Superlatives
long adjectives	more+adjective	the most+adjective
beautiful	more beautiful	the most beautiful
exciting	more exciting	the most exciting
delicious	more delicious	the most delicious
helpful	more helpful	the most helpful
popular	more popular	the most popular
Irregular adjectives	Comparatives	Superlatives
good	better	the best
bad	worse	the worst

In order to help students better understand the rules, always provide examples that are true for your group of students. **For example:** *Lala is the most helpful person in this group.*

Tips for teachers!

Personalization is when students use the language in the context of their own lives. It's also when they express their own opinion on a topic and respond with a viewpoint. Generally, most teachers agree that personalization is a good thing because the emphasis is on making language learning relevant to learners. So, it's more motivating and, therefore, more memorable.

5. Have students work individually and complete the sentences with the superlative forms of the adjectives given in brackets. When they are done, ask them to compare their answers with a partner. Then discuss the answers as a class.

Answers:

- 1) the most helpful
- 2) the most exciting
- 3) the oldest
- 4) the worst
- 5) the most expensive
- 6) the youngest
- 7) the best

6. Have students work in pairs and put the words in the right order to make questions. When they complete the task, play the recording and ask them to check their answers.

Track 63

1. What is the most difficult subject?
2. What is the most delicious food?
3. What is the most exciting game?
4. Who is the most helpful person?
5. Which book is the most interesting?
6. What is the best song?

Speaking

7. Put students in pairs and ask them to ask and answer the questions in Exercise 6. Walk and monitor them. Take notes of mistakes so that you can discuss them at the end of the lesson.

8. This can be set as homework. Ask students to prepare a presentation about their city. Encourage them to use the superlative forms of adjectives in their speech.



See page 150 for an extra speaking activity.

UNIT 10 B

JACK'S PRESENTATION ON THE UK

Aims:

- To present and practice vocabulary for large numbers
- To give students listening practice

Speaking

1. Have students look at the picture and answer the questions.

Listening

2. Tell students that they are going to hear Jack's presentation. Before you play the recording, have the students read the task.

Answer: B The United Kingdom

3. Ask students to read the task before you play the recording for the second time. Play the recording and ask students to complete the gaps. Have them check their answers in pairs before providing them with whole class feedback.

Answers:

- 1) London
- 2) 8 million people
- 3) bigger/ smaller
- 4) Scotland
- 5) shorter

Track 64

Jack: There are four countries in the United Kingdom. They are England, Scotland, Wales and Northern Ireland. The biggest city in the United Kingdom is London. It's one of the most exciting cities in the world. About 8 million people live there. London is bigger than Paris and Madrid, but it's smaller than Tokyo.

The highest mountain of the UK is in Scotland. Its name is Ben Nevis and it's 1344 m high. That's about 7500 m shorter than Mount Everest.

Vocabulary

4. Draw students' attention to the numbers in Jack's presentation and ask them to say what they meant.

Answers:

- 1) 8 million – the number of people in London
- 2) 1344 – Ben Nevis is 1344 m high

Draw students' attention to the table. Explain them how they should read numbers in English.

5. Play the recording and ask students to choose the numbers they hear.

Answers:

Track 65

- 1) 100
- 2) 200

- 3) 112
- 4) 2450
- 5) 2200
- 6) 75000
- 7) 19 million

6. Put students in pairs and ask them to say the numbers.

Answers:

- 1) 320 – three hundred and twenty
- 2) 55 – fifty five
- 3) 4369 – four thousand three hundred and sixty nine
- 4) 14567 – fourteen thousand five hundred and sixty seven
- 5) 2300 – two thousand and three hundred
- 6) 34672 – thirty four thousand six hundred and seventy two
- 7) 65000 – sixty five thousand
- 8) 6000000 – six million

7. Ask students to work in groups and match the pieces of information.

Answers:

- 1) 1,515 km – the longest river in Azerbaijan
- 2) 5 – the number of the biggest cities
- 3) more than 2 million – the number of people in Baku
- 4) more than 10 million – the number of people in Azerbaijan

Speaking

8. Elicit what else they know about Azerbaijan. For instance, the biggest city, the biggest lake, the number of people in the region/ city they are living in. Write all the ideas on the board. Have students refer to the information in Exercise 7 and ideas on the board and prepare a presentation about Azerbaijan. Allocate some time for preparation and then ask them to give a group presentation. It can be set as a home task as well.



See pages 151, 152 for an extra activity.

UNIT 10 C

SINGING BEAUTIFULLY

Aims:

- To present and practice adverbs
- To give students listening practice

Speaking

1. Ask students to ask and answer the questions.

Listening

2. Before you play the recording, have students read the task. Tell them that they are going to hear a conversation between Murad, Jack and Shams. As they listen, they have to answer the question.

Answer: They are talking about Leyla.

3. Tell students that they are going to listen again and complete the sentences. Have them read the sentences before you play the recording. Ask students to check their answers in pairs before going to whole class feedback.

Answers:

- 1) sing
- 2) Garabagh
- 3) studying and playing chess

Track 66

Jack: Listen! I think it is Leyla.

Murad: Yes, it's Leyla. She is singing beautifully.

Jack: She sings very well.

Murad: You know it is because she is from Garabagh. My grandfather says many people from Garabagh can sing well.

Jack: That sounds interesting!

...

Jack: Shams, come here quickly. Just listen! It's fantastic.

Shams: Leyla is talented! She sings well, she studies well, and she plays chess well.

Grammar

4. Draw students' attention to the bold words in the sentences and have them work out the rule about using adverbs.

Answer: verbs

Draw their attention to the table with tips about adverbs. Provide some more examples.

5. Have students work in pairs and complete the sentences with adverbs.

Answers:

1. She cooks well.
2. He swims fast.
3. She works hard.
4. He writes slowly.
5. He drives badly.

6. Ask students to do the task individually and choose the correct option. Then have them compare their answers with a partner before you provide the class with feedback.

Answers:

- 1) beautifully
- 2) beautiful
- 3) bad
- 4) good
- 5) well
- 6) slowly
- 7) fast
- 8) hard

Speaking

7. Explain students that they are to walk around the room and find those who have the characteristics described on the task. Tell them to write the names of the students who answer "Yes" to the questions.

Provide them with an example so that they know how to ask questions and avoid making mistakes. *Example: Do you draw well?/Can you draw well?*

Begin the game. Continue until several students complete the task. Ask students to return to their seats.

Tips for teachers!

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

Writing

8. This can be set as homework. Ask students to write about their friends. Tell them to use adverbs.

UNIT 10 D

MAGIC OF AZERBAIJANI MUSIC

Aims:

- To present and practise vocabulary for musical instruments
- To give students reading practice
- To present and practise possessive pronouns

Speaking

1. Draw students attention to the picture. Ask them to describe it using Present Continuous. Have them answer the questions.
2. Put the students in pairs and ask them to match the words in the box to the numbers in the picture in Exercise 1. Then play the recording and have students check their answers.

Answers:**Track 67**

- 1) saxophone
- 2) oud
- 3) guitar
- 4) violin
- 5) saz
- 6) tar
- 7) kamancha
- 8) drums
- 9) piano

Reading

3. Ask students to read the conversation between Jack and his father. As they read, they should mark the sentences as True or False. When they are done, ask them to compare answers in pairs before you provide them with feedback.

Answers:

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

Track 68

Dad: Jack, do you want to learn to play the piano?

Jack: Dad, the piano is the biggest instrument in the shop. But my room is very small. I want to play my musical instrument in my room.

Dad: What about drums?

Jack: The drums are smaller than the piano, but they are the noisiest. We live in a flat, and our neighbours don't like noise.

Dad: You are right. What about the violin? I think it is quieter than the drums.

Jack: My mum plays the violin very beautifully. I want to play a different instrument. Dad, can I learn to play an Azerbaijani musical instrument? I can play it for my English friends in England. I enjoy listening to the tar. Can I learn to play it?

Dad: That's a good idea! Let's buy one.

4. Draw students' attention to the photo of Martha Laury and discuss the question.

5. Ask students to read the text and answer the questions. Have them compare their answers with a partner before you provide them with whole class feedback.

Answers:

1. Azerbaijani music/ people
2. Azerbaijani people like sharing.

Grammar

6. Draw students' attention to the words in blue in the text and complete the table with the possessive pronouns.

Possessive adjective	Possessive pronoun
my	mine
your	yours
his	his
her	hers
its	x
you	yours
our	ours
their	theirs

7. Put students in pairs and ask them to match the sentences.

Answers:

- | | |
|------|------|
| 1) c | 4) f |
| 2) e | 5) d |
| 3) a | 6) b |

8. Have students work individually and choose the correct option. When they are done, ask them to compare their answers in pairs.

Answers:

1. Our/theirs
2. Our/Yours
3. My/Hers
4. my/mine
5. Their/Ours
6. Their/Ours

Draw students attention to the box and explain that we use *Whose* to ask questions about possessions. Explain the difference between *Whose* and *Who*. Write some sentences on the board.

For example: Whose computer is in the room? Who is in the room?

9. Ask students to do the exercise and then compare their answers with a partner. Then discuss the answers as a class.

Answers:

1. Who
2. Whose
3. Who
4. Whose
5. Whose
6. Who

Speaking

10. Put students in pairs and have them ask and answer questions about the things in the classroom. Encourage them to use possessive pronouns.

UNIT 10

ANSWERS FOR REVIEW EXERCISES

1.
 - 1) largest
 - 2) 28
 - 3) work
 - 4) the most delicious

Track 69

My name is George and I'm from Texas, the United States of America. Texas is the largest state and more than 28 million people live in Texas.

My family has a small cafe. My parents work in the cafe and they cook very well. I think the food in our cafe is the most delicious in the state. Many people come to our cafe everyday.

2.
 1. True
 2. False
 3. False
3.
 1. What is the most difficult subject?
 2. You can eat the most delicious food in my country.
 3. Azerbaijan is the most beautiful country in the world.
 4. Who is the best teacher in your school?
 5. Harry Potter is the most exciting book.
 6. Our classroom is the most comfortable.

4. Answers may vary.

Suggested answers:

1. He is swimming fast.
 2. She is walking slowly.
 3. She is dancing beautifully.
 4. She is working hard.
 5. He is running fast.
 6. He is driving badly.
5.
 - 1) mine
 - 2) My/Hers
 - 3) She/theirs
 - 4) her
 - 5) My/ Yours
 - 6) my/ He
 - 7) his

UNIT 11 A

GUESS MY JOB!

Aims:

- To present and practise vocabulary for jobs
- To give students reading practice
- To present and practise adjectives ending in "ed" and "ing"

Vocabulary

1. Ask students to work in pairs and match the jobs to the pictures. Then play the recording, pausing for students to check answers and to repeat the words in the chorus. Ask students to cover the list of new words so that they can not see them. Have them work in pairs and take turns to point to the picture and say what job it is. Ask them to do it in random number order. Students uncover the list of words to check.

Answers

Track 70

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

2. Have students work in pairs and match the jobs to the descriptions.

Answers:

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

Reading

3. Tell students that they are going to read the texts about different jobs. As they read, they should guess what job is described in each part.

Answers: 1) a doctor 2) a policeman 3) a teacher 4) a pilot 5) a farmer

This task can also be done as a jigsaw reading activity. Divide students into groups, each containing 5 students. Assign each paragraph to one student. Ask them to read their part and then retell that part to their group members. After students retell the assigned parts, their group members guess the job described.

Tips for teachers!

A **jigsaw** listening or reading activity is an information gap exercise. Learners hear or read different parts of a text, then exchange information with others in order to complete a task. Jigsaw tasks are an excellent way to integrate the skills, as learners read or listen to a text, and speak and listen to others to reconstruct the information in the text. Most written texts can be made into a jigsaw activity easily. Managing a jigsaw listening exercise is more challenging as it requires multiple tape recorders, enough space to listen without disturbing other groups, and time.

Vocabulary

4. Draw students' attention to the words in blue and ask them to complete the rules.

Answers:

Adjectives that end in **-ed** describe feelings.

Adjectives that end in **-ing** describe a thing or a situation.

5. Ask students to work in pairs and do the exercise.

Answers:

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

Speaking

6. Have students work in pairs. Have them ask and answer the questions about the jobs.
7. Put students in groups and have them play a guessing game. One student describes his/her favourite job and other group members find what job it is.
8. Ask students to work individually and write a short description of the job they like. Encourage them to use the lesson vocabulary.

Tips for teachers!

Classroom management techniques for group work

- 1) Be proactive

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

- 2) Practice

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

- 3) Establish consequences

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

- 4) Group self-review

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

- 5) Signals

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

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

UNIT 11 B

WHAT AN UNUSUAL JOB!

Aims:

- To present and practise exclamations
- To give students reading practice

Speaking

1. Draw students' attention to the pictures in the blog and discuss the question. Then ask students to read the text quickly and check their predictions.

Reading

2. Have students read the text again and answer the questions. Ask them to compare their answers in pairs before going to whole class feedback.

Answers:

1. 4-5 hours
2. because she likes eating ice cream.
3. He is fit and healthy.
4. She likes spending time with pandas.

Speaking

3. Have students work in pairs and ask and answer the questions.

Grammar

4. Ask students to read the comments under the posts and put the words in the right order to make exclamations.

Answers: c, b, d, a

5. Ask students to make up sentences about the pictures. Have them make exclamations.

Answers:

1. What an interesting book!
2. What a cute animal/ panda!
3. What a tall building!
4. What a difficult job!
5. What a friendly teacher!

Speaking

6. Ask students to work in pairs and write the names of a person, a place or job they like. Then have them make exclamations about the names. Monitor the students and provide them with feedback.

Tips for teachers!

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

UNIT 11 C

A YOUNG CHAMPION

Aims:

- To present and practise common phrases
- To give students listening practice

1. Ask students to look at the picture and say if they know anything about Aydin Suleymanli. Have students discuss the questions in pairs.

2. Play the recording to check the answers.

3. Before you play the recording for the second time, have students read the task. Play the recording and ask students to complete the sentences while listening. Depending on the level of your students, you can replay the recording twice or three times. Have students compare their answers in pairs before going to whole class feedback.

Answers:

- 1) History/Geography
- 2) plays chess online
- 3) a cat
- 4) The Russian and English languages

Track 71

Presenter: This is CBC news and I'm Andy Johnson. Aydin Suleymanli, the world chess champion is in our studio today. Welcome to the program.

Aydin: Thank you.

Presenter: Aydin, tell us about yourself.

Aydin: I'm 14 years old and a world chess champion of 2019. I love playing chess. It is a very old and interesting game. It's difficult, but I have a good teacher and he helps me a lot.

Presenter: You play chess very well. What about your studies at school?

Aydin: I study well and get good grades.

Presenter: What subjects do you like?

Aydin: I love History, Geography and English.

Presenter: What do you do in your free time?

Aydin: In my free time, I usually play chess online.

Presenter: I know that you love animals. Do you have a pet?

Aydin: I love animals, but I don't have any pets. I'd like to have a cat one day.

Presenter: What about languages? What languages do you know?

Aydin: I know English, but I want to improve it. I am also learning Russian. I need English and Russian in the competitions.

Presenter: What do you want to say to our listeners?

Aydin: Have a goal and do your best. Practise a lot and become successful!

4. Ask students to work in pairs and match the halves. Then play the recording and have them check their answers.

Answers:

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

Track 72

- 1) do one's best
- 2) improve one's English
- 3) get good grades
- 4) have a goal
- 5) become successful
- 6) ride a bike
- 7) watch football at the stadium
- 8) visit a Zoo
- 9) play chess online

5. Ask students to complete the sentences with the phrases from Exercise 4. Have them do a pair-check before going to whole class feedback.

Answers:

- 1) get good grades
- 2) ride a bike
- 3) improve his English
- 4) watch football at the stadium
- 5) play chess online
- 6) visit a Zoo

6. Have students work in pairs and ask and answer the questions. Encourage them to use the lesson vocabulary.

7. This can be set as homework. Ask students to find information about one famous Azerbaijani sportsman/woman and write about this person. Have students use the lesson vocabulary. You might want your students to do this activity in groups.

UNIT 11 D MY ROLE MODEL

Aims:

- To present and practise vocabulary for characters
- To give students reading practice

Speaking

1. Write the word Role Model on the board and ask students what it means. (*Explain that a role model is a person whose behaviour or success we want to copy. Role models show young people how to live. They are good examples for young people.*) Draw students' attention to the pictures on page 129. Elicit what they know about the people in the pictures. Write their ideas on the board.

2. Ask students to read the text and find what the forum question is.

Answer: Who is your role model?

3. Get students to read the text again and complete the sentences with the names.

Answers:

- | | |
|-------------------|--------------------|
| 1. Rafael Aghayev | 3. Reyhan Jamalova |
| 2. Leyla Aliyeva | 4. Sakit Mammadov |

Vocabulary

4. Draw students' attention to the words in blue in the text. Ask them to say if these words show characters or appearances.

Answer: They show characters.

5. Ask students to work in pairs and choose the right option. Have them do a pair-check before going to whole class feedback.

Answer:

- | | |
|----------------|-------------|
| 1) hardworking | 5) kind |
| 2) friendly | 4) pleasant |
| 3) clever | |

Draw students' attention to the Grammar Tips box. Explain that we use **What kind of person....?** to ask about a person's character. Provide students with some examples.

Speaking

6. Ask students to write the names of 5 people they know. Put students in pairs and have them ask and answer the questions. Show them the example sentences before they start speaking.

Writing

7. Have students work individually and write about their role models. Monitor them and feed in with the language needed.



See pages 153, 154 for an extra vocabulary activity.

UNIT 11

ANSWERS FOR REVIEW EXERCISES

1.
 - 1) pilot
 - 2) exciting
 - 3) travel
 - 4) English

Track 73

Hi! My name is Amir. I have a goal. I want to become a pilot. I think this job is exciting because people at this job travel a lot. I also need to improve my English because people speak this language in many countries.

2.
 - 1) get
 - 2) improve
 - 3) goal
 - 4) at the stadium
 - 5) do
3.
 1. What an exciting job!
 2. What a friendly person!
 3. What a difficult subject!
 4. What a successful person!
 5. What a frightening film!
4.
 - 1) hard working
 - 2) kind
 - 3) clever
 - 4) friendly
 - 5) pleasant

UNIT 12 A

AZERBAIJAN – GREAT PEOPLE AND IMPORTANT DATES

Aims:

- To present and practise "be" in the past
- To give students listening practice

A. Great People and Important Dates

1. Divide students into groups and ask them to do the quiz. Have them write their answers on a piece of paper and give it to you. Then play the recording to check the answers. The group which has the most right answers is the winner.

Answers:

- | | |
|------|------|
| 1. b | 4) b |
| 2) b | 5) b |
| 3) c | 6) b |

Track 74

- Heydar Aliyev was the president of Azerbaijan from 1993 to 2003.
- Azerbaijan was the winner of the Eurovision song contest in 2011.
- Mikayil Mushfig was a great poet.
- The Khojaly Genocide was on 26 February in 1992.
- The Democratic Republic of Azerbaijan was 100 years old in 2018.
- People in Azerbaijan usually celebrate Nowruz on March 20-21.

Listening

2. Play the recording and ask students to choose the years they hear. Have them do a pair-check before going to whole class feedback.

Answers:**Track 75**

- | | |
|---------|---------|
| 1) 1989 | 4) 1939 |
| 2) 1879 | 5) 1434 |
| 3) 1976 | 6) 2009 |

3. Ask students to look at the photos of the famous Azerbaijani people. Elicit what they know about them. Then play the recording and have students write the years when these famous people were born.

Answers:

- | | |
|---------|---------|
| 1) 1923 | 3) 1821 |
| 2) 1885 | 4) 1924 |
| 3) 1921 | |

Track 76

- Heydar Aliyev is the national leader of the Azerbaijani nation. He was the president of the Republic of Azerbaijan. He was born in 1923 in Nakhchivan, Azerbaijan.
- Uzeyir Hajibeyov and Muslim Magomayev were great composers. They were born on the same day and in the same year – on September 18th in 1885.
- Lotfi Zadeh was a professor and an inventor. He was born in 1921 in Baku, Azerbaijan.
- Zeynalabdin Tagiyev was a charitable person. He was born in 1821 in Baku, Azerbaijan.

5. Shafiga Akhundova was the first female author of an opera in the East. She was born in 1924 in Sheki, Azerbaijan.

4. Put students in pairs and ask each student to write 6 different years in their notebooks. Then they ask their partner to read the years.

5. Play the recording again and ask students to choose the correct option.

Answers:

- 1) was
- 2) were
- 3) was
- 4) was
- 5) was

Grammar

6. Ask students to look at the sentences in Exercise 5 and complete the gaps.

Answers:

Affirmatives		
I	was	born in Baku.
He / She / It	was	
You / We / They	were	

Questions and short answers				
Was	I	born in Baku?	Yes, I/he/she/it was. No, I/he/she/it wasn't.	
Was	he / she / it		Yes, you/we/they were. No, you/we/they weren't.	
Were	you / we / they			

Explain the use of "be" in the past. Write the same sentences with "to be" in the present and past. Explain the difference.

7. Ask students to complete the sentences with was, were, wasn't and weren't. Then have them do a pair check before you check the answers as a class.

Answers:

- 1) was
- 2) were
- 3) was
- 4) Was; wasn't; was
- 5) Was; was
- 6) Were; weren't; were

Speaking

8. Ask students to write the names of some people they know well. Then have them work in pairs and ask each other questions about these people. Monitor and help if needed.

UNIT 12 B

GARABAGH HORSES NOW AND IN THE PAST

Aims:

- To consolidate "be" in the past
- To give students reading practice

Speaking

1. Ask students if they can ride a horse or not. Have them look at the picture of Shams and Jack and discuss the question "What do you think they are talking about?"

Answer: They are sad because Jack is going back to his country.

2. Have students read the conversation between Jack and Shams and check their answers. Ask them to read the text again and mark the sentences as True or False. Get students to check their answers in pairs before you discuss the answers as a class.

Answers:

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

Track 77

Shams: Jack, is it your first visit here?

Jack: No, it isn't. I was in this stable 2 weeks ago. My father and I often visit this stable. We like riding horses here.

Shams: Yes, I do. Then you know a lot about Garabagh horses.

Jack: They are from Garabagh. They run fast. They are very strong and beautiful.

Shams: Jack, you know I was in London in the show called the Royal Windsor Horse Show. It was December, 2018. I was there with my family. Queen Elizabeth II was there, too. It was fantastic to see fifteen Garabagh horses on the stage. We were very proud. We were also sad because today these lovely horses can't run in Garabagh. I hope that one day, we can see them in Garabagh.

Jack: I am sure they miss their homeland.

3. Ask students to complete the sentences with the names.

Answers:

1. Jack
2. Shams
3. Queen Elizabeth II
4. Shams and her family
5. Shams and her family

Grammar

Draw students' attention to the use of time expressions used in present and past. Write some sentences on the board and ask students to provide their sentences.

4. Have students work in pairs and complete the sentences with the forms of “to be” in present or past.

Answers:

1. a) are b) were
2. a) is b) was
3. a) are b) were
4. a) is b) was
5. a) are b) were

Speaking

5. Put students in pairs and have them speak about Garabagh horses. Ask them to refer to the notes.

Tips for teachers!

Error or Mistake?

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

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



See page 155 for an extra speaking activity.

UNIT 12 C

A PRESENT FROM FRIENDS

Aims:

- To present and practise functions for agreeing and making suggestions
- To give students listening practice

Speaking

1. Ask students to look at the picture of the children and answer the question.

Listening

2. Play the recording and ask students to check their answers.

Answer: They are sad because Jack is going back to his country.

3. Play the recording again and ask students to answer the questions. They should choose the right option.

Answer: b (a photo album)

Track 78

Shams: Jack is going back to England next month.

Murad: Let's buy a present for him.

Shams: That's a good idea!

Leyla: Let's buy a chess set for Jack. He loves playing chess.

Yahya: But he has got one. How about buying a book about Azerbaijani culture?

Murad: I was at his house. He has many books about Azerbaijani culture.

Shams: Let's buy a photo album. We can put all our photos on the album. I think Jack would like to have one. Do you agree with me?

Leyla: I agree. It is a good idea.

Murad: I don't mind it.

Functions

4. Ask students to read the sentences from the conversation and match them to the rules.

Answers:

- 1) c
- 2) b
- 3) a

5. Ask students to read the conversation and choose the correct option. Then play the recording to check the answers.

Answers:

- 1) inviting
- 2) mind
- 3) agree

Track 79

Michael S.: Jack is going back to England next month.

Sofiya A: Let's have a party.

Michael S: That's a good idea!

Sofiya A: How about inviting some guests?

Michael S: I think it's a good idea. We can invite Jack's parents, too.

Sofiya A: We can buy a cake.

Michael S.: I don't mind it.

Sofiya A.: But first we need to speak to our director.

Michael S.: I agree with you.

Speaking

6. Divide students into groups and do the task. There are four options for them to discuss. Tell them that they can add their one or two ideas. Encourage them to use functions. While they are discussing the options, monitor and take notes of mistakes. When they are done, discuss the mistakes.

UNIT 12 D

SAYING GOODBYE!

Aims:

- To give students listening practice
- Sing a song as a class

Speaking

1. Draw students' attention to the picture and discuss the questions.

Listening

2. Play the recording and have students listen to the song. Ask them to answer the question.

Answer: b

3. Play the recording again and ask students to complete the gaps. Have them compare their answers in pairs before you check as a class.

Answers:

- | | |
|---------|-----------|
| 1) city | 3) nature |
| 2) love | 4) seas |

4. Have students work in pairs and complete the words. Then ask them to find these words in the song.

Answers:

- | | | |
|----------|---------------|----------|
| 1) river | 3) plane tree | 5) flame |
| 2) sun | 4) mountain | 6) heart |

Track 80

I	II	III
You have a unique voice, Azerbaijan Heard through the centuries, Azerbaijan.	The words of love and peace, Azerbaijan Echo in mountains and fields, Azerbaijan.	Shine like the summer sun, Azerbaijan Rise like a plane tree, Azerbaijan.
The land of ancient flames, Enlivened in the city of winds, Indeed, one of a kind, Azerbaijan!	On the crossroads of culture, Warm people of warm nature, Thrive together for the future, Azerbaijan!	Hearts are drawn to you, Flowing like rivers and seas, With an everlasting love, Azerbaijan!

5. Play the recording again and sing the song as a class.

Tips for teachers!

Ask students to create an "I Wonder" journal. The children can write down ideas, topics, or items they want to know more. Then during the summer holiday, they can work independently to research more about their field of interest. "I Wonder" journal is excellent to spur children's learning and increase engagement.



See pages 156–159 for the end of the year fun activity.

UNIT 12**ANSWERS FOR REVIEW EXERCISES**

1. Year of birth – 1980
Job – English teacher
Hobby – riding a horse

Track 81

Hi! My name's Julia. I was born in 1980 in England. Now I am living in Azerbaijan. I am working as an English teacher. I like my students because they are hardworking. At weekends, I go to the countryside with my friends, and they do my favourite activity. We ride horses.

2. 1. True
2. False
3. False
4. False
3. 1. nineteen ninety one
2. two thousand and two
3. fourteen twenty five
4. nineteen eighty three
5. two thousand and twenty two
6. seventeen forty three
4. 1. was
2. were
3. was
4. Was; wasn't; was
5. Was; was
6. Were; weren't; were

MISTAKE DETECTORS KEY

	A	B	C	D
Unit 1	1. <u>Are</u> you happy? 2. The teachers <u>is</u> <u>are</u> in the classroom. 3. <u>Are</u> you a teacher? 4. <u>Are</u> <u>is</u> your friend from Azerbaijan? 5. We are <u>no</u> <u>not</u> in the classroom. 6. I am <u>no</u> <u>not</u> a teacher.	1. He <u>never</u> is <u>never</u> late for school. 2. We <u>go</u> <u>often</u> <u>go</u> to the cinema after school. 3. They <u>are</u> <u>always</u> <u>are</u> ready for their lessons. 4. I <u>always</u> <u>do</u> <u>always</u> my homework. 5. We sometimes <u>don't</u> go to the park. 6. He <u>never</u> plays <u>never</u> football.	1. We have Maths three times in a week. 2. How often <u>do</u> we have Science? 3. I have Science <u>one</u> <u>times</u> <u>once</u> a week. 4. He has P.E. <u>two</u> <u>time</u> <u>twice</u> a week. 5. I have Maths <u>at</u> <u>on</u> Monday. 6. How <u>usually</u> often do you have English?	1. We write on the <u>bookcase</u> <u>whiteboard</u>. 2. We use a ruler to <u>write</u> <u>on</u> <u>the</u> <u>white</u> <u>board</u> <u>to</u> <u>draw</u> <u>a</u> <u>line</u>. 3. We <u>play</u> <u>put</u> notes on the bulletin board. 4. We can find our <u>names</u> <u>country</u> on the globe.
	A	B	C	D
Unit 2	1. How <u>long</u> <u>many</u> languages do you know? 2. When <u>does</u> <u>is</u> your birthday? 3. How often <u>are</u> <u>do</u> you go to the park? 4. How far <u>are</u> <u>is</u> the city centre from here? 5. <u>When</u> <u>What</u> do you do after classes? 6. Where <u>is</u> <u>does</u> he live?	1. He has got <u>a</u> moustache. 2. Her hair is a curly. 3. She <u>does</u> <u>is</u> fair-skinned. 4. She has got a blue eyes. 5. She always <u>wear</u> <u>wears</u> glasses. 6. He <u>does</u> <u>has</u> <u>got</u> curly hair.	1. He likes working in groups and he <u>always</u> <u>never</u> works alone. 2. My neighbour is very <u>cruel</u> (<u>kind/ friendly</u>). She always brings cookies for us. 3. These books are <u>interest</u> (<u>interesting</u>). They are not boring. 4. I usually work alone because I <u>don't</u> like working with others.	1. Let's go to the Zoo. I want to see wild animals. 2. I'd love to, <u>and</u> <u>but</u> I am at work now. 3. <u>That</u> <u>What</u> about after work? 4. It <u>sound</u> <u>sounds</u> interesting.
	A	B	C	D
Unit 3	1. I like talking <u>to</u> friends. 2. I like playing <u>the</u> chess. 3. She enjoys playing <u>the</u> guitar. 4. They like <u>making</u> <u>doing</u> puzzles.	1. We both love dancing and singing. We like doing <u>different</u> <u>the</u> <u>same</u> activities. 2. She likes <u>singing</u> <u>playing</u> computer games. 3. I don't like <u>watching</u> <u>listening</u> <u>to/</u> <u>singing</u> songs. 4. My favourite hobby is dancing. I am <u>not</u> good at it.	1. The main <u>character</u> <u>character</u> of this book is Harry. 2. The <u>autor</u> <u>author</u> of this book is Roald Dahl. 3. Can I <u>borow</u> <u>borrow</u> this book? 4. Please, don't forget to <u>retern</u> <u>return</u> the book.	1. Fruits <u>grows</u> <u>grow</u> in trees. 2. I don't like summer <u>why</u> because it is hot in summer. 3. She <u>does</u> <u>not</u> feel happy in autumn./She <u>feels</u> happy in autumn. 4. Leaves <u>are</u> change their colours.

	A	B	C	D
Unit 4	1. There aren't <u>isn't</u> any bread at home. 2. Are there some <u>any</u> apples? 3. I'd like to have some juices <u>juice</u>. 4. There is <u>are</u> some bananas on the table. 5. Is <u>Are</u> there any strawberries? 6. There is <u>isn't</u> any soup in the bowl.	1. How much yogurt are <u>is</u> there? 2. Is there many <u>much/any</u> milk? 3. How many <u>much</u> meat is there? 4. There isn't <u>many</u> <u>much</u> chocolate. 5. There is a lot of <u>of</u> sugar in my tea. 6. I have <u>a</u> lot of friends.	1. Take two eggs and beet <u>beat</u> them in a bowl. 2. Add some flower <u>flour</u> and bake the cake. 3. Peal <u>Peel</u> two bananas and put them into the bowl. 4. Great <u>Grate</u> the peel of the lemon.	1. Can I have any <u>some</u> orange juice, please? 2. Would you like to eat any <u>some</u> bananas? 3. Can have I <u>have</u> some rolls, please? 4. Would do you like some apples?
	A	B	C	D
Unit 5	1. She is <u>is</u> dancing at the party. 2. My friend is wear <u>wearing</u> a suit. 3. Jack are <u>is</u> eating the cake. 4. Shams and Jack is <u>are</u> talking. 5. They are <u>have</u> <u>having</u> fun. 6. Bob is <u>plays</u> <u>playing</u> the guitar.	1. He is usually <u>usually</u> <u>travelling</u> <u>travels</u> on holidays. 2. Today she wears <u>is</u> <u>wearing</u> a nice dress. 3. She is <u>prepare</u> <u>is</u> <u>preparing</u> food now. 4. He listens <u>is</u> <u>listening</u> to the teacher now. 5. He is often <u>riding</u> <u>often</u> <u>rides</u> a horse.	1. Carpet <u>Signs</u> say what you can do. 2. You can <u>not</u> <u>buy</u> a modern car in an antique shop. 3. Tourists never <u>go</u> to different countries.	1. It is <u>rain</u> <u>raining</u> now. 2. There are cloudy <u>clouds</u> in the sky. 3. Baku is usually wind <u>windy</u>. 4. Baku is a city of windy <u>winds</u>. 5. It is not snow <u>snowing</u> now. Let's go out. 6. It's sun <u>sunny</u>. Let's go to the beach.
	A	B	C	D
Unit 6	1. My name is Julien and I'm from French <u>France</u>. 2. I come from Japanese <u>Japan</u>. 3. He wants to learn the Spain <u>Spanish</u> language. 4. My friend lives in Russian <u>Russia</u>. 5. People in India speak Indian <u>Hindi and English</u>. 6. People in Mexico speak Mexican <u>Spanish</u>.	1. People throw oranges at each other <u>other</u> in this festival. 2. I often celebrate <u>give</u> presents to my friends. 3. She often cooks <u>bakes</u> a pumpkin pie for Halloween. 4. Azerbaijani people take <u>make</u> the fire on Nowruz Holiday.	1. My friends and I always take <u>hold</u> the door for old people. 2. Don't say <u>call</u> him by name. He is your grandfather. 3. She is calling <u>serving</u> food to Jack now. 4. I always offer my sit <u>seat</u> to old people and children.	1. People in Singapore cannot chew gam <u>gum</u>. 2. You cannot toch <u>touch</u> people's head in Thailand. 3. In China, don't leave a lot of food on your plat <u>plate</u>.

	A	B	C	D
Unit 7	1. There is <u>are</u> many big markets in my town. 2. I want to go <u>in</u> <u>to</u> the park. 3. There <u>are</u> a lot of children in the park. 4. It is not noisy <u>on</u> <u>in</u> the libraries.	1. We buy toys from the <u>bookstore</u> <u>toyshop</u>. 2. Go to the bakery and buy some <u>flowers</u> <u>bread</u>. 3. I want to drink some coffee. Let's go to the <u>coffee market</u> <u>coffee shop</u>. 4. You can buy <u>toys</u> <u>food</u> from the grocery store.	1. The bank is <u>in</u> the opposite the supermarket. 2. The flower shop is behind <u>of</u> the bookstore. 3. The supermarket is on the right <u>of</u> Nizami street. 4. There is a cafe next <u>to</u> the cinema.	1. Go along <u>of</u> this street. 2. How can I get <u>to</u> the zoo? 3. Can you tell me the way <u>of</u> <u>to</u> the bank? 4. Go past <u>to</u> the park.
	A	B	C	D
Unit 8	1. My house is <u>in</u> <u>on</u> the hill. 2. My car is <u>on</u> <u>in</u> the garage. 3. The air is fresh <u>at</u> <u>in</u> the villages. 4. A lot of tourists come <u>in</u> <u>to</u> our city.	1. We sleep in the <u>bathroom</u> <u>bedroom</u>. 2. We eat soup with the <u>knife</u> <u>spoon</u>. 3. We keep towels in the <u>bed</u> <u>bathroom</u>. 4. We walk on the <u>curtain</u> carpet.	1. I always dust <u>up</u> the furniture. 2. I don't like <u>take</u> <u>taking</u> the rubbish out. 3. I <u>do</u> not sweep the floor. 4. I can <u>to</u> dry the dishes.	1. I have a lot of colourful <u>hangs</u> <u>hangers</u>. 2. My trousers are <u>clean</u> <u>dirty</u>. I need to wash them. 3. I <u>iron</u> <u>keep</u> my clothes in the wardrobe. 4. My wardrobe is <u>empty</u> <u>full</u>. There are a lot of clothes.
	A	B	C	D
Unit 9	1. I am taller <u>that</u> <u>than</u> my brother. 2. My friend is <u>short</u> <u>shorter</u> than me. 3. This table is <u>biger</u> <u>bigger</u> than table. 4. He is stronger <u>than</u> her.	1. Video games are <u>more</u> exciting than TV programs. 2. My friend is <u>beautifuller</u> <u>more</u> <u>beautiful</u> than me. 3. My friend's mobile phone is more expensive <u>that</u> <u>than</u> my uncle's. 4. I am <u>more tall</u> <u>taller</u> than my brother.	1. My bike is <u>small</u> <u>smaller</u> than his bike. 2. There are <u>many</u> <u>more</u> trees in this park than in the old park. 3. The weather in Baku is <u>bad</u> <u>worse</u> than in Nakhchivan. 4. I have more <u>friend</u> <u>friends</u> than Yahya.	1. She is <u>the</u> <u>shortest</u> girl in my class. 2. He is <u>taller</u> <u>the</u> <u>tallest</u> person in my family. 3. She is the <u>younger</u> <u>youngest</u> person at my school. 4. This book is <u>heaviest</u> <u>heavier</u> than that one. 5. He is older <u>than</u> his friend. 6. It is the <u>bigger</u> <u>biggest</u> crocodile in the world.

	A	B	C	D
Unit 10	1. My friend is the helpfulest <u>most helpful</u> person. 2. Maths is the more <u>most</u> difficult subject. 3. My grandmother cooks the most delicious food. 4. She is the goodest best student in my group.	1. 2456 – two thousand four hundreds <u>hundred</u> and fifty-six. 2. 17810 – seventy <u>seventeen</u> thousand eight hundred and ten. 3. 2312 – two thousand three hundred and twelve. 4. 88992 – eighty eights <u>eight</u> thousand nine hundred and ninety-two.	1. My uncle drives his car fastly <u>fast</u>. 2. I'm a slowly <u>slow</u> writer. 3. We can speak English good <u>well</u>. 4. My friends swim slow <u>slowly</u>.	1. These books are my mine. The are not theirs. 2. She is not my friend. She is her <u>hers</u>. 3. This is not her bag. It's mine bag. 4. It isn't my book. It's your <u>yours</u>. 5. Look at the flag! It's our <u>ours</u>. 6. This book is him <u>his</u>.
	A	B	C	D
Unit 11	1. This book is interested <u>interesting</u>. I want to read it. 2. Look! My favourite teacher is there. I am exciting <u>excited</u>. 3. The story is frightened <u>frightening</u>. I don't want to read it. 4. I am bored. Let's go out and have fun.	1. What an <u>a</u> great person! 2. What an amazing film! 3. What a nice juice! 4. What a difficult job!	1. I do his <u>my</u> best to become a champion. 2. I become <u>have</u> a goal. I want to become a doctor. 3. I want to do <u>be</u> successful. 4. He always becomes <u>gets</u> good grades.	1. What kind of person does <u>is</u> Ali? 2. He is very hardworking. He speaks <u>works</u> a lot. 3. He never says "Hello!" He is not very friendly./He is unfriendly 4. He is always <u>never</u> angry. He is a pleasant person.
	A	B	C	D
Unit 12	1. When was <u>were</u> you born? 2. They wasn't <u>weren't</u> born in Baku. 3. Where is was he born? 4. He isn't <u>wasn't</u> in Azerbaijan in 1995.	1. I were <u>was</u> at the school yesterday. 2. The horses was <u>were</u> on the stage. 3. He doesn't <u>wasn't</u> at home yesterday. 4. I was <u>am</u> with my friends now.	1. I am agree with you. 2. I am not <u>don't</u> mind it. 3. How about have <u>having</u> a party? 4. Are <u>Do</u> you agree with me?	



EXTRA

PHOTOCOPIABLE

ACTIVITIES



UNIT 1 B

STUDENT A

Partner's name: _____	True	False	I am right. 😊 I am wrong. ☹️
1) often sleeps after school			
2) drinks milk every day			
3) often goes to the cinema			
4) always rides a bike at weekends			
5) often listens to mugham			
6) eats chocolate every day			
7) often watches news on TV			

STUDENT B

Partner's name: _____	True	False	I am right. 😊 I am wrong. ☹️
1) often reads story books			
2) walks to school everyday			
3) often eats cheese in the morning			
4) always goes to the countryside at weekends			
5) never watches cartoons			
6) does shopping every day			
7) always watches films after classes			

Notes for teachers:

Step 1. Student A make guesses about Student B. Student B makes guesses about student A.
 Step 2. Student A and Student B ask each other questions to learn if their guesses are true or false.

UNIT 1 D

STUDENT A



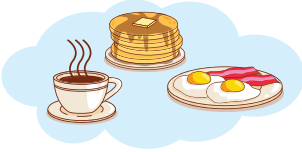
STUDENT B



Notes for teachers:

In pairs, students ask and answer questions to find 7 differences in the pictures.

UNIT 2 A

	You	Find someone with the same answer.
1. What / eat for breakfast? 		
2. Where / go for holiday? 		
3. Who / live with? 		
4. How far / the school from your house? 		
5. How many friends / you have? 		
6. What / your favourite sport? 		
7. What / you do in your free time? 		
8. When / your birthday? 		

Notes for teachers:

Ask students to write information about themselves in the column marked **YOU**.

Have them go round the class asking and answering questions to find people with the same answers.

When they find someone with the same answer, they put that person's name in the **Find someone with the same answer** column.

Answers: 1. What do you eat for breakfast? 2. Where do you go for holiday? 3. Who do you live with? 4. How far is the school from your house? 5. How many friends do you have? 6. What is your favourite sport? 7. What do you do in your free time? 8. When is your birthday?

UNIT 2 B

WHO IS IT?

This person
has got long
blond hair.

You are
right!

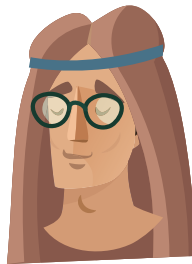
Is it
Sandy?



Julia



Sandy



Nick



Bob



Kate



Steven



Amy



Heather



John



Kathy



Kelly



Lisa



Sarah



Mondy



Paul



Max

Notes for teachers:

Ask students to work in groups. One student describes one of the people and the rest of the group finds that person.

UNIT 3 A, B, C, D

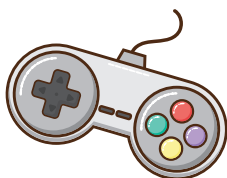
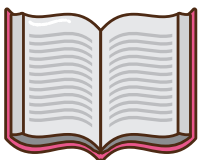
GUESS MY HOBBY!

What's your hobby?

Is your hobby playing the guitar?

I have a musical instrument.

You are right!



Notes for teachers:
Give each student a card with a picture. Students ask and answer questions to find the hobbies.

UNIT 4 A, B, C, D

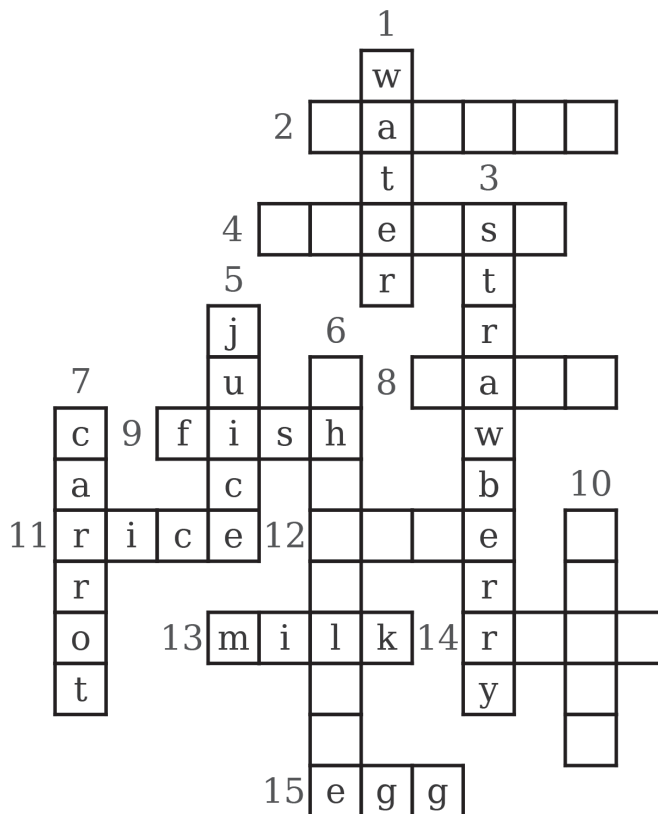
GROUP A

HALF A CROSSWORD: FOOD AND DRINK

Work in groups. You are A.

Some of the words in the crossword are missing. Group B know these words. Group B also have some missing words in their crossword. They are the words at the bottom of the page.

Take it in turns to ask each other for a missing word. You can ask: **What's 1 across? What's 6 down?**



Here are the words you need to explain for Group B.

water juice fish strawberry carrot rice egg milk

Notes for teachers:

Divide learners into two groups of equal size. Give each student in Group A and Group B a copy of their worksheet.

Give them a few minutes to check if they know most of the vocabulary.

Ask two students to come to the front of the class. Get them to demonstrate the activity together.

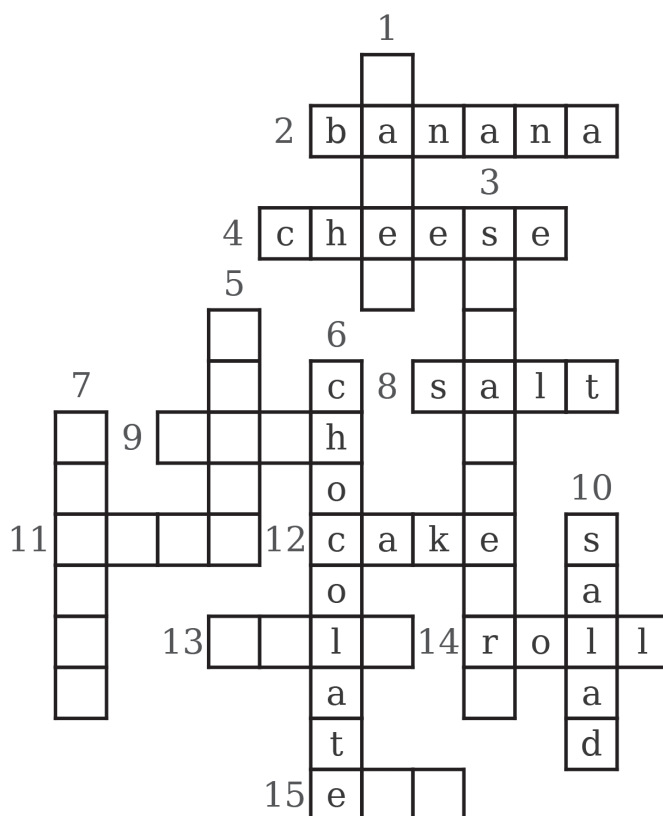
Reorganize the students so that a Student A is sitting with a Student B.

HALF A CROSSWORD: FOOD AND DRINK WORK IN GROUPS. YOU ARE B.

GROUP B

Some of the words in the crossword are missing. Group A know these words. Group A also have some missing words in their crossword. They are the words at the bottom of the page.

Take it in turns to ask each other for a missing word. You can ask: What's 1 across? What's 6 down?

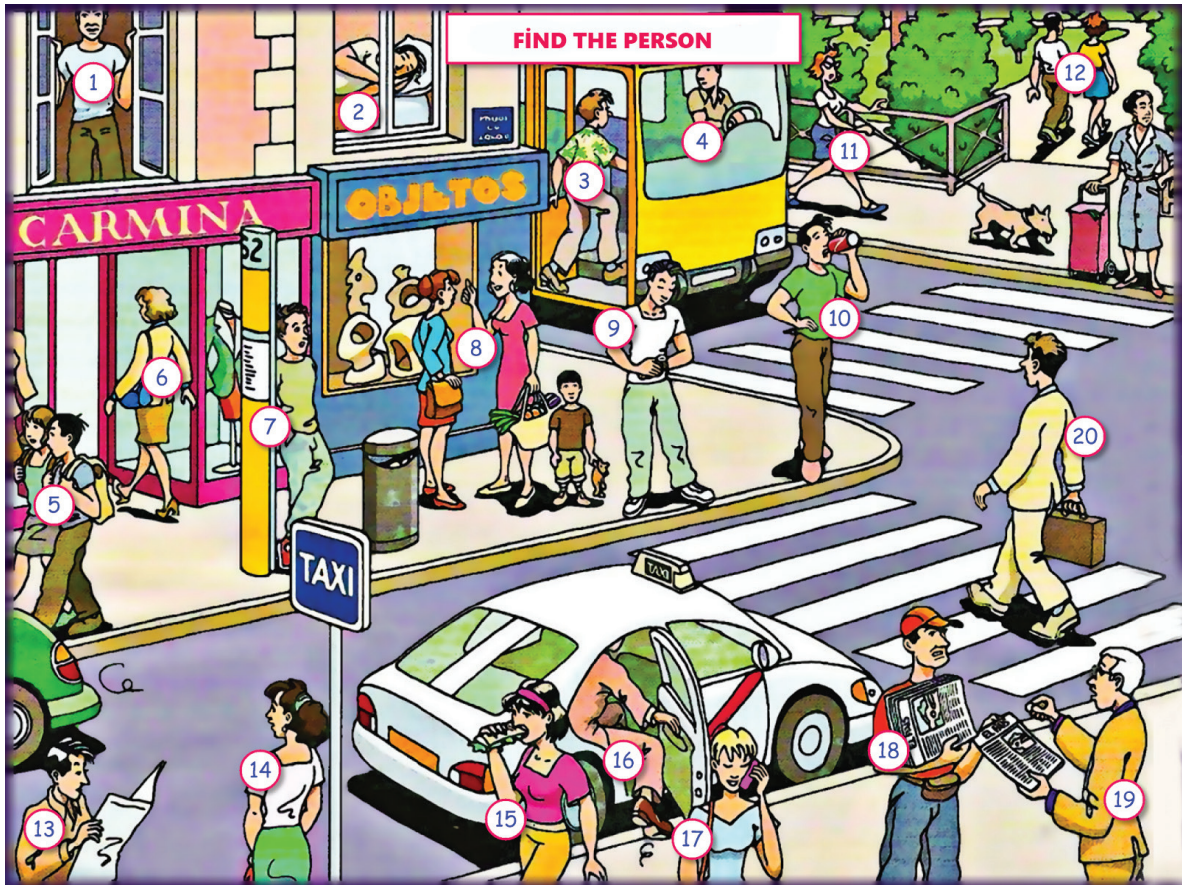


Here are the words you need to explain for Group A.

chocolate roll salad cake salt cheese banana

UNIT 5 A, B, C, D

FIND THE PERSON



You can use:

- | | |
|--------------------|------------------------|
| walk | look out of the window |
| cross the road | wear |
| drink juice | get on the bus |
| read the newspaper | wait |
| | carry |
| sleep | |

Notes for teachers:

Ask students to work in groups. One of the students says what one person is doing and the rest of the group finds that person.

UNIT 6 A

Solve the anagrams and complete the sentence below.

nJeeapaas

--	--	--	--	--	--	--	--

3 8

eheCnis

--	--	--	--	--	--	--

6 14

Italnia

--	--	--	--	--	--	--

15 1

chnrFe

--	--	--	--	--	--

16 11

ishkTru

--	--	--	--	--	--	--

13

Aimecrna

--	--	--	--	--	--	--	--

9

	o		g
--	---	--	---

1 2 3 4

		v	
--	--	---	--

1 6 7 8

	y
--	---

9 10

	o					y
--	---	--	--	--	--	---

11 12 13 14 15 16 17

!

Notes for teachers:

Give students time to solve the anagrams. This can be done individually or with other members of their group.

Monitor to check that learners understand the activity.

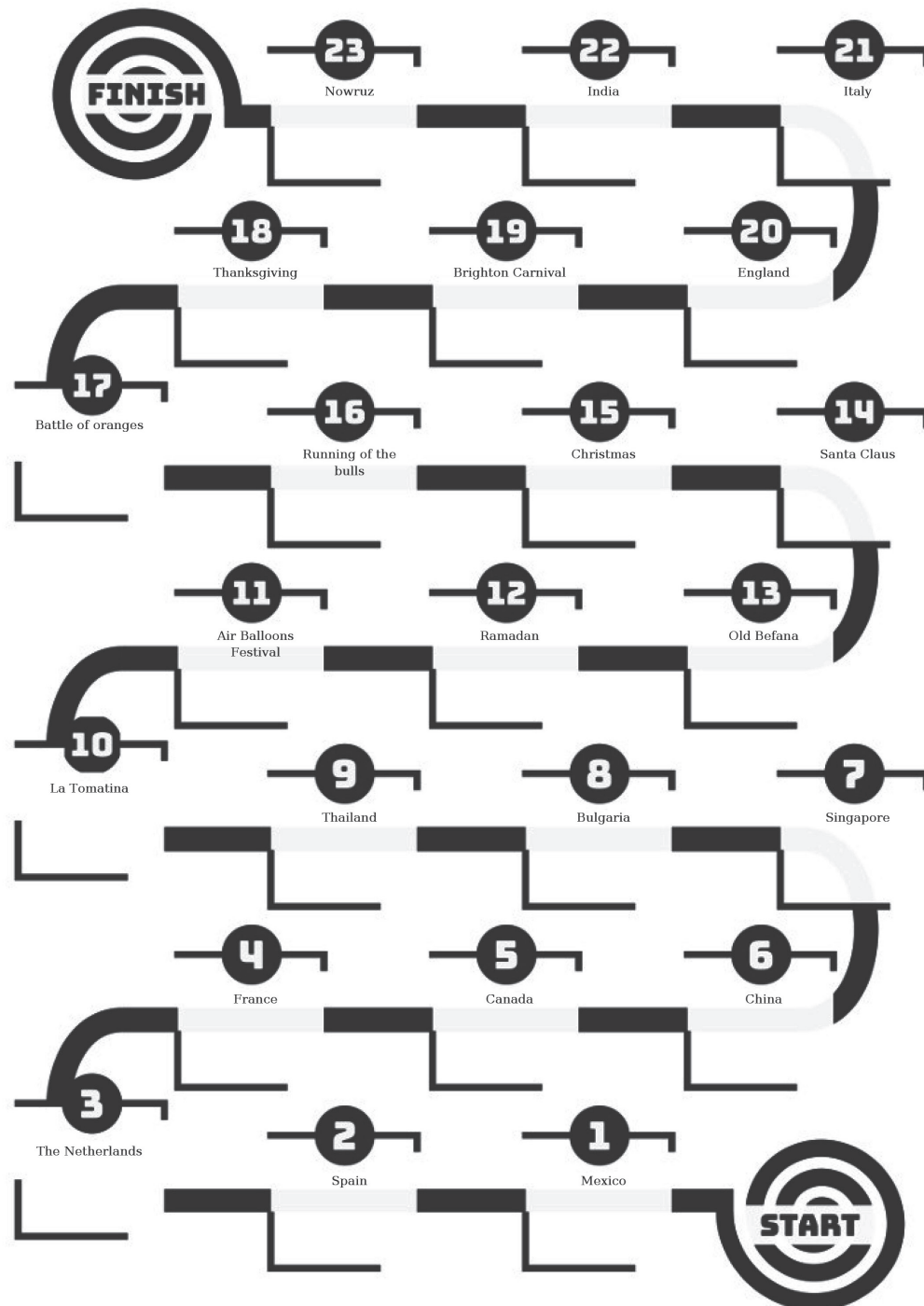
Review the answers together.

Answers: Japanese, Chinese, Italian, French, Turkish, American

Long live my country!

UNIT 6 A, B, C, D

RACE AND SAY A SENTENCE ABOUT IT!



Notes for teachers:

Divide students into 2 groups. Two students from each group "race" from one end of the classroom to the board and say a sentence about the topics. Take notes of the correct sentences. The group with the most number of correct sentences is the winner.

UNIT 7 A, B, C, D

PLACES AROUND THE TOWN

WORDSEARCH

T	D	R	U	C	I	G	S	A	E	E	T	S	A	F	L
O	T	E	S	C	S	A	U	I	H	W	O	G	C	B	L
Y	D	F	N	I	U	E	P	L	O	B	Y	L	I	A	B
B	E	C	L	T	P	R	E	T	F	A	S	Z	I	H	A
A	N	A	R	O	Z	I	R	O	G	L	H	C	T	B	O
S	T	T	P	Z	W	E	M	Y	I	E	O	I	A	Y	H
C	I	M	E	A	C	E	A	B	F	S	P	W	C	S	R
B	S	U	B	A	N	A	R	A	T	C	E	W	I	I	C
A	T	C	Z	P	A	R	K	S	S	M	U	S	E	U	M
K	S	M	H	O	B	C	E	G	H	M	U	F	L	B	P
E	P	A	D	O	A	A	T	T	O	O	Y	L	A	A	E
R	L	I	B	T	O	N	F	I	P	B	P	O	O	N	T
Y	L	I	B	R	Z	L	L	A	Z	W	E	W	A	K	S
I	A	O	C	A	O	C	I	F	C	I	N	E	M	A	H
H	B	C	V	D	O	L	I	B	R	A	R	Y	B	T	O
C	A	F	E	G	E	R	M	P	A	E	O	R	I	A	P

Notes for teachers:

Ask students to work in groups and find the names of the places. If you see that they find it difficult, help them with the clues on the next page.

Clues for teachers.

- 1. You study with your classmates there.
- 2. You walk there with your friends or family.
- 3. You can see antique things there.
- 4. You buy bread there.
- 5. You see different wild animals there.
- 6. You buy roses there.
- 7. You can keep your money there.
- 8. You eat there.
- 9. You buy presents there.
- 10. You go there when you have a toothache.
- 11. You can buy food there.
- 12. You can watch films there.
- 13. You can buy dolls there.
- 14. You can read books there.
- 15. You can buy dogs, cats, parrots, etc. there.

Answers:

S
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UNIT 8 C

Imagine that you are a new student at a school in a different country. Interview two people and choose a flat mate.

<u>Facts/ Housework</u> (Choose important things for you.)	You (Write sentences about you.)	Student A (Make notes about him/her.)	Student B (Make notes about him/her.)
cook  play a musical instrument have a pet  tidy the room wash up the dishes take the rubbish out sweep the floor dust the furniture make the bed 			
<u>Daily routine</u>  get up  go to school  come back from school  have dinner weekend activities			

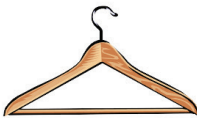
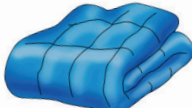
Notes for teachers:

Individually, students complete the first column of the chart with information about themselves. In pairs, students ask and answer questions to complete the second column. Students switch pairs and repeat the last procedure to fill out the third column. Give students a few minutes to decide who they prefer as a flat mate and why. Finally, get them to share their decision with the whole class or their peers.

UNIT 8 D

Imagine that you are planning to spend the weekend with your partner. You can take only a small bag. Which ten things do you need?

Now talk to your partner. Write down his/her list. Make a list together. Discuss and choose 10 things only.

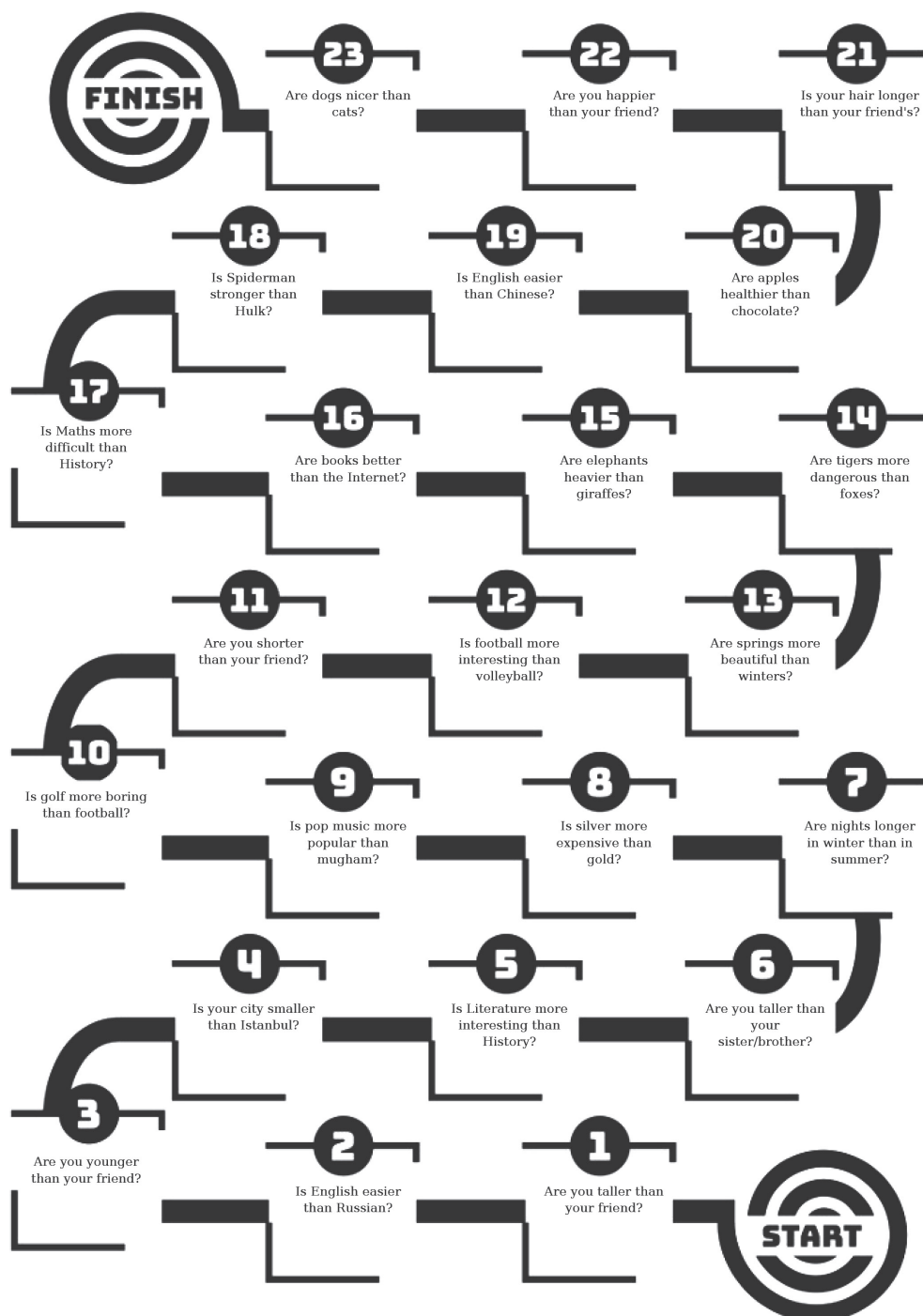
 jacket	 shirt	 scarf	 sneakers
 boots	 hanger	 watch	 jeans
 bag	 iron	 socks	 blanket
 cap	 towel	 umbrella	 cup

I need	My partner needs	We need

Notes for teachers:
Note for teachers: Students individually choose 10 things. Then they talk to their partners and decide on only 10 things that they need to take. Encourage them to explain their choices.

UNIT 9 A, B, C

COMPARATIVE RACE

**Notes for teachers:**

Demo the activity by asking all the students to gather around one table.

Show how the game works by rolling the dice and taking a few turns of the game and asking students to answer the questions.

Explain that the winner is the student who reaches the end first.

Give a board, counters and dice to each group of students.

Monitor to check that learners understand the activity.

UNIT 10 A

FIND SOMEONE WHO ...?



Who has the most interesting hobby?	Who has the most number of friends?
Who has the healthiest breakfast in the mornings?	Who has the smallest pet?
Who has the best singing voice?	Who has the youngest brother or sister?
Who has the oldest grandparent?	Who has the heaviest school bag?
Who has the most expensive hobby?	Who has the most dangerous hobby?

Notes for teachers:

Give each student one card. Ask students to go round the class asking and answering the questions, but before they start the activity, explain that they need to ask different questions to find the answers.

For example:

On the card: Who has the oldest grandparent?

Questions: Do you have a grandparent? How old is he/she?

They can write answers on their cards. When they finish, ask students to tell the rest of the class the answers to the questions on their cards.

UNIT 10 B

NUMBER BINGO

Bingo			Bingo			Bingo		
25670	25000	1820	1123	78000	432	1000	1123	711
6735	8000000	7890	810	1000	8000000	25000	1035	7890
1000	711	100000	25000	1820	8900	1820	810	432
Bingo			Bingo			Bingo		
1345	432	6735	810	6735	1123	6735	25670	100000
1035	711	1123	8900	1000	1345	1035	1345	8000000
800	246	8000000	78000	320	5000	432	810	1000
Bingo			Bingo			Bingo		
5000	6735	1345	8000000	25000	246	6735	100000	78000
78000	1123	25000	1035	800	8900	1000	432	8000000
1035	8000000	711	320	7890	6735	320	800	1820
Bingo			Bingo			Bingo		
8900	320	25000	78000	25000	25670	7890	5000	1000
711	1820	78000	432	100000	246	6735	25000	320
6735	800	8000000	1123	1000	1035	246	8900	800
Bingo			Bingo			Bingo		
1035	432	810	25000	810	320	711	7890	432
6735	320	7890	8900	711	78000	8000000	100000	1035
1820	25000	78000	6735	100000	25670	78000	246	1820
Bingo			Bingo			Bingo		
711	8000000	8900	320	25000	1345	1123	246	5000
810	25670	25000	25670	100000	8000000	711	7890	810
1123	320	78000	711	1000	8900	432	78000	8000000

NUMBER BINGO

1000	1035	100000	8000000
7890	1345	1820	25670
5000	1123	78000	810
246	800	432	711
6735	8900	25000	320

Notes for teachers:

Divide learners into groups. Nominate one person in each group to be the bingo caller. The other members of the group are players. Give each player a bingo board.

Give the bingo caller an envelope containing the written form of the numbers.

The bingo callers take one word out in turn and reads it to the group. The first student to cross out all their words from the bingo board is the winner.

UNIT 11 A, B, C, D

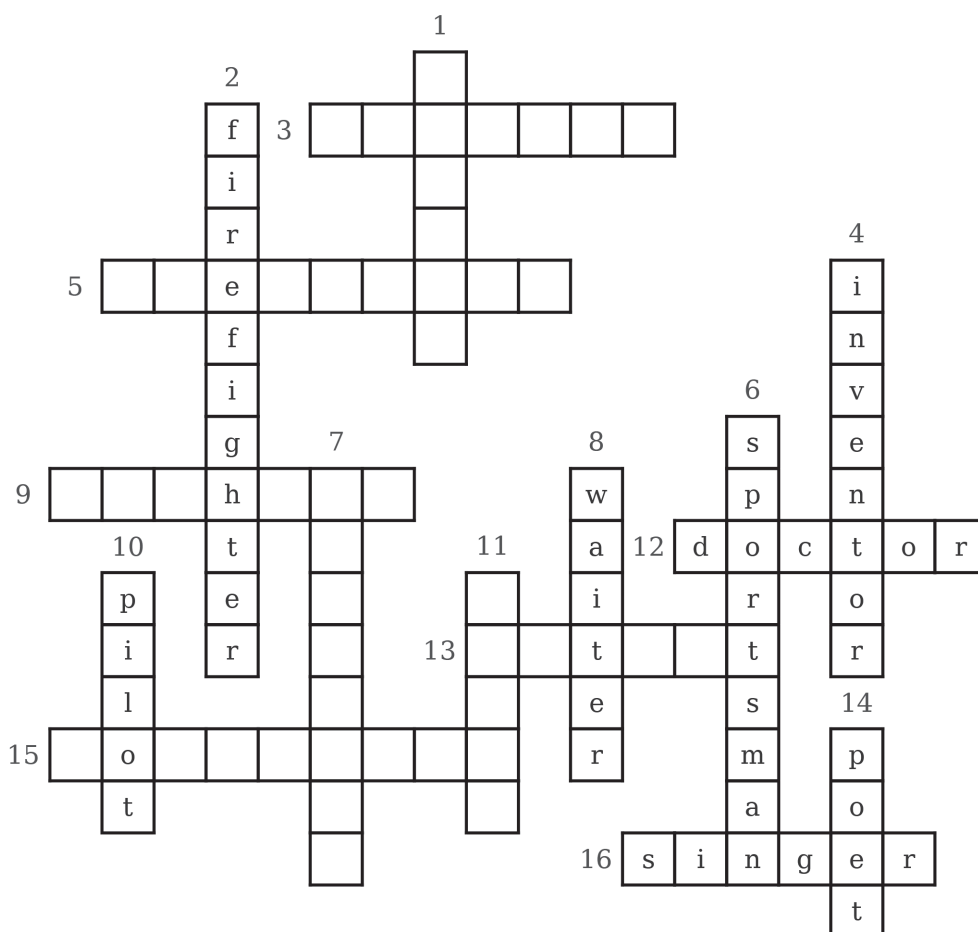
GROUP A

HALF A CROSSWORD: JOBS

Work in groups. You are A.

Some of the words in the crossword are missing. Group B know these words. Group B also have some missing words in their crossword. They are the words at the bottom of the page.

Take it in turns to ask each other for a missing word. You can ask: **What's 1 across? What's 6 down?**



Here are the words you need to explain for Group B.

singer doctor poet inventor sportsman waiter pilot firefighter

Notes for teachers:

See the instructions for Unit 4 A, B, C, D.

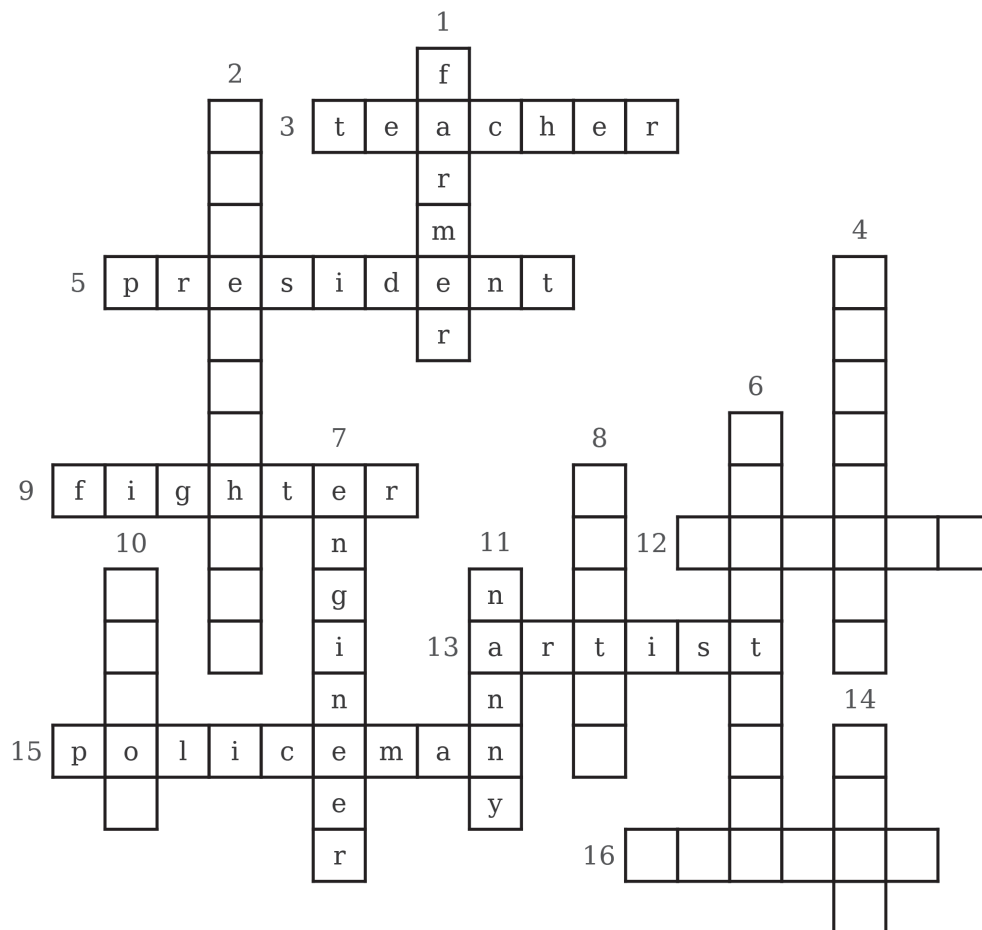
GROUP B

HALF A CROSSWORD: JOBS

Work in groups. You are B.

Some of the words in the crossword are missing. Group A know these words. Group A also have some missing words in their crossword. They are the words at the bottom of the page.

Take it in turns to ask each other for a missing word. You can ask: **What's 1 across? What's 6 down?**



Here are the words you need to explain for Group A.

policeman engineer fighter nanny artist president teacher farmer

UNIT 12 A, B

WHERE WERE YOU?

1. Write short answers to these questions in the boxes below. Write answers in a different order to the questions.

- What was the name of your friend at the kindergarten?
- What was the name of your first friend?
- Who was your favourite teacher last year?
- Who were you with last Saturday?
- What was your great grandmother's name?
- Where were you at 8 o'clock last evening?
- Where was your favourite singer born?
- Where was your favourite sportsperson born?
- Where was your role model born?

2. Look at your partner's table and write questions about the words in the boxes.

Example: Was Ali your favourite teacher last year?

END OF YEAR FUN

FIND SOMEONE WHO...

Find someone who...

1. can name three things in the bathroom.
2. knows what **a kite** is.
3. can say three words that start with **la-**.
4. knows where we can find **a pan**.
5. knows what this is.



Find someone who...

1. can name three things in a wardrobe.
2. knows what **a wheel** is.
3. can say three words that start with **ma-**.
4. knows where we can find **a souvenir**.
5. knows what this is.



Find someone who...

1. can name three words that describe weather.
2. knows what **a crown** is.
3. can say three words that start with **ra-**.
4. knows where we can find **a skyscraper**.
5. knows what this is.



Find someone who...

1. can name three nationalities.
2. knows what **a skyscraper** is.
3. can say three words that start with **pe-**.
4. knows where we can find **a bulletin board**.
5. knows what this is.



Find someone who...

1. can name three subjects.
2. knows what **a tray** is.
3. can say three words that start with **re-**.
4. knows where we can find **a sandcastle**.
5. knows what this is.



Find someone who...

1. can name three unusual jobs.
2. knows what **a sign** is.
3. can say three words that start with **bu-**.
4. knows where we can find **a hanger**.
5. knows what this is.



Find someone who...

1. can name three hobbies.
2. knows what **a role model** is.
3. can say three words that start with **re-**.
4. knows where we can find **a bicycle lane**.
5. knows what this is.



Find someone who...

1. can name three places to shop.
2. knows what **a roll** is.
3. can say three words that start with **li-**.
4. knows where we can find **furniture**.
5. knows what this is.



Find someone who...

1. can name three places in the town.
2. knows what **a hill** is.
3. can say three words that start with **po-**.
4. knows where we can find **a sign**.
5. knows what this is.



Find someone who...

1. can name three things that you can drink.
2. knows what **a contest** is.
3. can say three words that start with **sn-**.
4. knows where we can find **a carpet**.
5. knows what this is.



Find someone who...

1. can name three things that you can eat.
2. knows what **a trolley** is.
3. can say three words that start with **he-**.
4. knows where we can find **a globe**.
5. knows what this is.



Find someone who...

1. can name three types of housework.
2. knows what **an inventor** is.
3. can say three words that start with **hi-**.
4. knows where we can find **a smartboard**.
5. knows what this is.

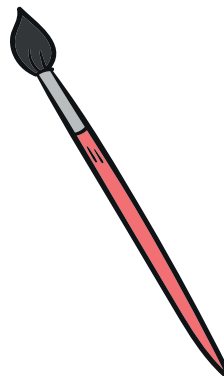


Find someone who...

1. can name three things in the living room.
2. knows what **a stable** is.
3. can say three words that start with **th-**.
4. knows where we can find **a bowl**.
5. knows what this is.

**Find someone who...**

1. can name three things that we can keep in the schoolbag.
2. knows what **a diary** is.
3. can say three words that start with **sh-**.
4. knows where we can find **wild animals**.
5. knows what this is.

**Find someone who...**

1. can name three things that we can eat.
2. knows what **a peel** is.
3. can say three words that start with **ch-**.
4. knows where we can find **a tray**.
5. knows what this is.

**Find someone who...**

1. can name three languages.
2. knows what **an interview** is.
3. can say three words that start with **li-**.
4. knows where we can find **stars**.
5. knows what this is.

**Notes for teachers:**

Give each student a card. Ask students to go round the class asking and answering the questions. They have to ask different students and find a person who can answer the question. Have students write that person's name next to the question.

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Buraxılış məlumatı

İNGİLİS DİLİ 5

*Ümumtəhsil məktəblərinin 5-ci sinfi üçün
İngilis dili (əsas xarici dil kimi) fənni üzrə dərsliyin (qrif nömrəsi 2020-025)*

METODİK VƏSAİTİ

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Hesab-nəşriyyat həcmi 16,7. Fiziki çap vərəqi 20. Formatı 52x84^{1/8}.
Kəsimdən sonra ölçüsü: 195x275. Səhifə sayı 160.
Şriftin adı və ölçüsü: məktəb qarnituru 10-12. Ofset kağızı. Ofset çapı.
Sifariş _____. Tiraj 16243. Pulsuz. Bakı – 2020

Əlyazmanın yığma verildiyi və çapa imzalandığı tarix: 22.06.2020

Nəşriyyat:

“Şərq-Qərb” ASC
(Bakı, AZ1143, Hüseyn Cavid küç., 111)

Çap məhsulunu istehsal edən:

“Radius MMC” mətbəəsi
(Bakı şəhəri, Binəqədi şossesi, 53)

Pulsuz