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English

Teacher Book

as a second foreign language for the 11th grades
of general secondary schools

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We thank you for the cooperation.

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From Authors

We are pleased to introduce a new English coursebook for Grade 11, developed in accordance with the English language curriculum approved by the Ministry of Science and Education of the Republic of Azerbaijan.

The activities in the coursebook are designed to support 11th-grade students in developing their listening, speaking, reading, and writing skills. The Teacher's Book will help teachers plan lessons effectively and use a variety of interaction patterns that contribute meaningfully to the learning process.

We wish you and your students every success.

*Sincerely,
The Authors*

LESSONS	HOURS	SECTIONS	STANDARDS
1. STUDY HABITS	1	Diagnostic Test	
	1	A. Vocabulary, listening and speaking	1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4.
	1	B. Reading and presentation of grammar: <i>Clauses and Phrases of Purpose</i>	2.1.1. 2.2.2. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.
	1	C. Grammar Practice: <i>Clauses and Phrases of Purpose</i>	1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4. 4.1.2.
	1	D. Listening, speaking and writing	1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4. 4.1.2. 4.1.3
	1	E. Speaking	2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4.
	1	F. Writing	3.1.3. 4.1.1. 4.1.2. 4.1.3
	1	Test/Small Summative Assessment 1	
2. SLOW OR FAST?	1	A. Vocabulary, listening and speaking	1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4.
	1	B. Reading and presentation of grammar: <i>Subject-Verb Agreement</i>	2.1.1. 2.2.2. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.
	1	C. Grammar Practice: <i>Subject-Verb Agreement</i>	1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4. 4.1.2.
	1	D. Listening, speaking and writing	1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4. 3.1.1. 4.1.2.
	1	E. Speaking	2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4.
	1	F. Writing	4.1.1. 4.1.2.
	1	Test/Small Summative Assessment 2	

3. THE ART OF COMMUNICATION

1

A. Vocabulary, listening and speaking

1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4.

1

B. Reading and presentation of grammar: *Second Conditional*

2.1.1. 2.2.2. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.

1

C. Grammar Practice: *Second Conditional*

1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4. 4.1.2.

2

D. Listening and speaking

1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4. 3.1.1.

1

E. Speaking

2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4.

1

F. Writing

4.1.1. 4.1.2.

1

Test/Small Summative Assessment 3

1

A. Vocabulary, listening, speaking and writing

1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4. 4.1.2.

1

B. Reading and presentation of grammar: *Past Perfect Simple*

2.1.1. 2.2.2. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.

1

C. Grammar Practice: *Past Perfect Simple*

1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4. 4.1.1. 4.1.2.

1

Test/Small Summative Assessment 4

1

D. Listening, speaking and writing

1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4. 3.1.1. 4.1.1. 4.1.2.

1

E. Speaking

2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4.

1

F. Writing

3.1.1. 4.1.1. 4.1.2.

1

Big Summative Assessment 1

4. A JOURNEY FROM CHAOS TO CLARITY

5. NOBLE GOALS AND LASTING LEGACY

1	A. Vocabulary, listening, speaking and writing	1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4. 4.1.2.
1	B. Reading and presentation of grammar: <i>Verbs followed by '-ing' or infinitive with a change in meaning</i>	2.1.1. 2.2.2. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.
1	C. Grammar Practice: <i>Verbs followed by '-ing' or infinitive with a change in meaning</i>	1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4. 4.1.2.
2	D. Listening, speaking and writing	1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4. 4.1.1. 4.1.2.
1	E. Speaking	2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4.
1	F. Writing	4.1.1. 4.1.2.
1	Test/Small Summative Assessment 5	

6. WHEN ACTIONS SPEAK

1	A. Vocabulary, listening and speaking	1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4.
1	B. Reading and presentation of grammar: <i>Continuous and Perfect Passive Forms</i>	2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.
1	C. Grammar Practice: <i>Continuous and Perfect Passive Forms</i>	1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4. 4.1.2.
1	D. Listening, speaking and writing	1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4. 3.1.1. 4.1.2. 4.1.3.
1	E. Speaking	2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4.
1	F. Writing	3.1.3. 4.1.1. 4.1.2.
1	Test/Small Summative Assessment 6	

7. WHEN SECONDS MATTER

1

A. Vocabulary, listening and speaking

1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4.

1

B. Reading and presentation of grammar: *Reported Speech*

2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.

1

C. Grammar Practice: *Reported Speech*

1.1.1. 1.1.2. 2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4. 4.1.2.

1

D. Listening and speaking

1.1.1. 1.1.2. 2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4.

1

E. Speaking

2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4.

1

F. Writing

3.1.3. 4.1.1. 4.1.2.

1

Test/Small Summative Assessment 7

1

A. Vocabulary, listening and speaking

1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4.

1

B. Reading and presentation of grammar: *Reported Questions*

2.1.1. 2.2.2. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.

1

C. Grammar Practice: *Reported Questions*

1.1.1. 1.1.2. 2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4. 4.1.2.

1

D. Listening, speaking and writing

1.1.1. 1.1.2. 2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4. 3.1.1. 4.1.3.

1

E. Speaking

2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4.

1

F. Writing

3.1.3. 4.1.1. 4.1.2.

1

Test/Small Summative Assessment 8

8. ACROSS CULTURES

9. TECHNOLOGY IN EDUCATION

1	A. Vocabulary, listening and speaking	1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4.
1	B. Reading and presentation of grammar: <i>Reported Requests and Commands</i>	2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.
1	C. Grammar Practice: <i>Reported Requests and Commands</i>	1.1.1. 1.1.2. 2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4. 4.1.2.
1	Test/Preparation for the final assessment	
1	D. Listening and speaking	1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4.
1	E. Speaking	2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4.
1	F. Writing	3.1.1. 4.1.1. 4.1.2.
1	Big Summative Assessment 2	

CONTENT STANDARDS

By the end of Grade XI, the pupil is able to:

- express his/her views on the content of texts he/she listens to and reads;
- participate in discussions on a range of topics;
- express his/her views on the content of a text and on opinions representing different viewpoints;
- distinguish between words and expressions based on their grammatical and semantic features;
- read texts using intonation appropriate to their content;
- express his/her views on facts and events in writing;
- prepare presentations and short speeches;
- fill in a variety of forms.

Core standards and sub-standards on content lines

1. Listening comprehension

Pupil is able to:

1.1. express his/her views on the content of a text he/she listens to.

1.1.1. express his/her opinion on the idea conveyed in a spoken message.

1.1.2. interpret the content of a text he/she listens to.

2. Speaking

Pupil is able to:

2. demonstrate correct pronunciation.

2.1.1. demonstrate command of pronunciation rules in his/her speech.

2.2. demonstrate oral communication skills.

2.2.1. communicate by talking about pictures depicting a variety of situations.

2.2.2. express his/her views on different situations.

2.2.3. hold discussions on a range of topics (nature, society, family, school).

2.2.4. participate in discussions on various topics.

3. Reading

Pupil is able to:

3.1. demonstrate an understanding of the content of a text he/she reads.

3.1.1. distinguish between words and expressions based on their grammatical and semantic features.

3.1.2. read sentences with different structures accurately.

3.1.3. express his/her views on the content of a text he/she reads.

4. Writing

Pupil is able to:

4.1. demonstrate the ability to write accurately.

4.1.1. express his/her ideas in a range of forms (compositions, essays, stories).

4.1.2. express his/her views on facts and events in writing.

4.1.3. fill in a variety of forms.



STUDY HABITS

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

- develop their listening skills for specific information;
- use and pronounce the target vocabulary accurately to discuss study habits and personal learning experiences.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4.

Interaction patterns: individual, pair, group

1. Direct students' attention to the target words and their definitions. Ask them to read the example sentences. Then, play the recording and have students listen and repeat the words. Monitor their pronunciation and provide support as needed.

Note: Use concept-checking questions (CCQs) to ensure that students have understood the meanings of the target vocabulary.

Example CCQs for checking understanding of the word **"procrastinate"**:

- Do you do the task now or later? **(Later)**
- Is procrastination usually a good study habit? **(No)**
- Do people procrastinate because they want to do the task immediately? **(No)**

Example CCQs for checking understanding of the word **"cram"**:

- Do you study over a long period of time? **(No)**
- Do you try to learn a lot in a short time? **(Yes)**
- Does cramming usually happen before an exam? **(Yes)**

Example CCQs for checking understanding of the word **"interruption"**:

- Does an interruption stop an activity for a short time? **(Yes)**
- Can a phone call be an interruption while you are studying? **(Yes)**
- Does an interruption help you focus better? **(No)**

Example CCQs for checking understanding of the word **"consistent"**:

- If you are consistent, do you do something regularly? **(Yes)**
- Does a consistent study routine change every day? **(No)**
- Can being consistent help students improve over time? **(Yes)**

Track 1

1. interruption
2. consistent
3. precise
4. to eliminate
5. to cram
6. to feel refreshed
7. to look forward to something
8. to procrastinate

2. Ask students to complete the sentences using the words or phrases from Task 1. Have them work individually at first, then compare their answers with a partner. Once everyone is ready, check the answers as a class.

Answers:

0. Having **precise** instructions makes it easier to complete assignments properly.
 1. Studying in a quiet place without **interruption** allows students to focus better and finish tasks more quickly.
 2. Many students turn off their phones and close unnecessary apps to **eliminate** distractions while studying.
 3. A **consistent** study routine, followed every day, helps students build good habits and improve their results over time.
 4. Students who try to **cram** all the information the night before an exam often feel tired and forget important details.
 5. After taking a short break or getting enough sleep, students **feel refreshed** and are able to concentrate again.
 6. When students **procrastinate** instead of starting early, they usually feel stressed as deadlines get closer.
 7. Our teacher gives helpful feedback, so we **look forward** to the next lesson.
-
3. Tell students that they will hear four different speakers talking about their study habits and experiences. Their task is to match each speaker to the correct statement. Explain that one statement is extra and will not be used. Give students time to read the statements carefully before playing the recording. If necessary, play the audio more than once. After listening, ask students to compare their answers in pairs, then go over the correct answers as a class.

Answers:

Speaker 1 — **B**. This person is cramming for the exam.

Speaker 2 — **E**. This person tries to eliminate distractions.

Speaker 3 — **D**. This person avoids procrastinating.

Speaker 4 — **C**. This person feels refreshed after the break.

Extra statement: **A**. This person is looking forward to getting his/her exam results.

Track 2

Speaker 1: The test is very soon, and I still have a lot to study. I'm spending long hours with my books and notes, even late at night. I know this is stressful, but I don't have much time left.

Speaker 2: When I study, I choose a quiet place and put my phone away. I like to work without anything pulling my attention away so I can finish my tasks more easily.

Speaker 3: I always start my work as soon as I get it. I don't wait until the last minute because I feel less stressed that way. When I finish early, I have time to check my work.

Speaker 4: Before the summer break, I felt very tired from studying every day. During the time off, I rested and enjoyed myself. Now I am back, and I am ready to work again.

4. Divide the class into pairs or small groups (3–4 students). Ask students to take turns asking and answering the questions. Get them to speak in full sentences and give detailed answers with examples. Have them listen carefully when their partner is speaking. Set a time limit, for example, 8–10 minutes. Monitor the pair or group work as they speak. Encourage students to stay on topic and speak as much as possible. Support students by prompting them if they struggle with ideas or language.



STUDY HABITS

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

- develop their reading skills for main ideas and detailed information;
- express their opinion on the given topic.

Standards: 2.1.1. 2.2.2. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.

Interaction patterns: individual, pair, group

1. Direct students' attention to the quotations about study habits. Ask them to read the quotations individually and think about their meanings. Then, have students discuss the questions with a partner.

Encourage students to explain which quotation they like most and why. Ask them to give examples from their own study experience where possible. Remind students that they can agree or disagree with the quotations, but they should explain their opinion clearly and respectfully.

Monitor the pair work and provide language support where necessary. After the discussion, invite several students to share their opinions with the class.

2. Tell students that they are going to read an article about good study habits. Before reading, ask them to look at the list of titles (a–i). Explain that they should match the titles to paragraphs 1–8 and that one title is extra.

Ask students to read each paragraph carefully and identify its main idea. Remind them not to focus only on individual words, but to think about the central message of each paragraph. Have students complete the task individually first, then compare their answers with a partner. Once everyone is ready, check the answers as a class. Ask students to explain which clues helped them choose each title.

Answers:

1. **f** — Find a Good Place to Study
2. **i** — Have a Consistent Study Schedule
3. **a** — Set a Specific Goal for Each Study Session
4. **d** — Eliminate Distractions
5. **e** — Get Plenty of Rest!
6. **b** — Take Breaks
7. **c** — Reward Yourself
8. **h** — Don't Procrastinate

Extra title: **G** — Keep Assignments Organised

3. Direct students' attention to the underlined expressions in the text: **so that, in order to, in order not to, for, and to**. Explain that these expressions are used to show purpose or intention.

Briefly review the structures with the class:

to / in order to + base verb

Example: I study in a quiet place **to concentrate** better.

in order not to + base verb

Example: I turn off my phone **in order not to lose** focus.

so that + subject + verb

Example: I make a plan **so that I can finish** my work on time.

for + noun / noun phrase

Example: I take short breaks **for better focus**.

Ask students to complete the sentences using the correct expressions. Remind them that more than one answer may be possible in some sentences. Have students compare their answers with a partner before checking them as a class.

Answers:

1. She studies in a quiet place **to / in order to** concentrate better.
2. She makes a study plan **so that** she can finish her work on time.
3. I take short breaks **for** better focus and more energy.
4. They plan their study time carefully **to / in order to** create a daily routine.
5. He takes short breaks **in order not to** become too tired.

Optional Extension: Ask students to reflect on their own study habits. In pairs or small groups, have them discuss which study habits from the article they already use, which habits they would like to improve, and one practical change they could make to become a more effective learner. Encourage students to use the vocabulary and purpose expressions from the lesson.



STUDY HABITS

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

- develop their listening skills for detailed information;
- use clauses and phrases of purpose accurately in oral and written form.

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

Interaction patterns: individual, pair, group

1. Direct students' attention to the target expressions: so that, in order to, in order not to, for, and to. Briefly review how these expressions are used to explain purpose.

Remind students of the structures:

to / in order to + base verb

in order not to + base verb

so that + subject + verb

for + noun / noun phrase

Ask students to complete the sentences individually. Remind them that more than one answer may be possible in some cases. Have students compare their answers in pairs before checking them together as a class.

Answers:

0. She studies early in the morning **to / in order** to feel more focused.

1. He turned off his phone **so that** he could concentrate better.

2. They make a study timetable **to / in order to** manage their time well.

3. She checks her work carefully **in order not to** make any mistakes.

4. We study in the same place every day **to / in order to** create a routine.

5. He uses a planner **for** better time management.

6. She sits near the front of the class **to / in order to** hear the teacher clearly.

7. My sister starts doing her homework early **in order not to** feel stressed later.

8. I keep my desk tidy **so that** I can find my books easily.

2. Direct students' attention to the pictures and prompts. Explain that they should make complete sentences using the action, purpose, and target expression provided for each picture. Model the example sentence with the class before students begin.

Have students work individually or in pairs to create their sentences. After completing the task, ask them to compare their answers and discuss any differences. Check the answers as a class.

Possible Answers:

0. She studies in the library **so that** she can focus better.

1. He studies in a quiet place **in order not to** lose concentration.

2. He takes short breaks **for** more energy and better concentration.

3. She keeps the desk tidy **so that** she can find materials easily.

4. She writes notes carefully **in order to** understand the lesson.
5. They study together **to** help each other.
3. Ask students to complete each sentence using their own ideas. Remind them to pay attention to the structure after each expression. Have students work individually before discussing their answers in pairs. Check several possible answers with the class.

Possible Answers:

0. I listen to music **for** relaxation while studying.
1. I revise my notes after class **so that** I can remember the lesson better.
2. She studies in the evening **in order to** have more free time during the day.
3. He leaves his phone in another room **in order not to** get distracted.
4. We read the instructions carefully **to** understand the task correctly.
5. He keeps his notes organised **for** easier revision / quick access to information / exam preparation.
6. She studies with a friend **in order to** learn more effectively.
7. He takes short breaks while studying **in order not to** feel tired.
8. They study very hard every day **so that** they can achieve good results.
4. Tell students that they are going to listen to five speakers talking about their study habits and learning strategies. Their task is to answer each question using the expression provided in brackets.

Before playing the recording, give students time to read the questions carefully. Explain that there will be a short pause after each speaker, allowing them time to write their answers. Play the recording once and ask students to complete the task. If necessary, play the recording a second time. After listening, have students compare their answers in pairs before checking the answers as a class.

Answers:

1. The speaker rewrites his/her notes after class **so that** he/she can remember the lesson better.
2. The speaker prepares his/her bag the night before school **in order not to** forget books or homework in the morning.
3. The speaker listens to calm music while studying **for** relaxation.
4. The speaker reviews mistakes after a test **in order to** improve his/her results next time.
5. The speaker explains the lesson **to** someone else to check his/her understanding.

Track 3

Speaker 1: After each lesson, I rewrite my notes at home. I do this because I want to remember the lesson better.

Speaker 2: Every evening, I prepare my school bag before going to bed. I do this because I don't want to forget my books or homework in the morning.

Speaker 3: When I study at home, I sometimes listen to calm music. I do this for relaxation.

Speaker 4: After a test, I always review my mistakes. I do this because I want to improve my results next time.

Speaker 5: After studying, I explain the lesson to a friend or a family member. I do this because I want to check my understanding.

5. Put students into pairs or small groups and ask them to discuss the questions. Encourage them to use the target expressions **so that, in order to, in order not to, for**, and to whenever possible.

Encourage students to give complete answers and explanations, support their ideas with examples, and ask follow-up questions to continue the discussion. Monitor the conversations, providing language support where necessary. Conduct brief whole-class feedback and invite several students to share their ideas.



STUDY HABITS

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

- develop their listening skills for detailed and specific information about procrastination;
- discuss problems related to procrastination and give practical advice in spoken form;
- express their views in writing and complete a personal action-plan form.

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

Interaction patterns: individual, pair, group

1. Direct students' attention to the statements about procrastination. Ask them to read the statements individually and think about whether any of them sound familiar. Then, have students discuss the questions in pairs.

Encourage students to explain their answers clearly, give examples from their own experience, and respond respectfully to their partner's ideas. Monitor the discussions, providing language support where necessary. After the activity, invite several students to share their ideas with the class.

2. Tell students that they are going to listen to a short lecture about procrastination. Explain that they need to complete the notes using words and phrases from the recording. Remind them to use **1–3 words** for each gap.

Before playing the recording, ask students to read the notes carefully and predict the type of information needed for each gap. Play the recording once and ask students to complete the notes. If necessary, play the recording a second time. After listening, have students compare their answers in pairs before checking them together as a class.

Answers:

1. important task
2. students
3. lazy
4. tiring
5. phones
6. fear
7. stressed
8. ready
9. one sentence
10. another room

Track 4

Many teenagers plan to do their homework early, but then decide to do it later because they feel tired, bored, or distracted. This habit is called procrastination.

Procrastination means delaying an important task even when you know that this decision will probably cause problems in the future. It is very common, especially among students, and it does not mean that someone is lazy. There are several reasons why teenagers procrastinate.

One important reason is that schoolwork often feels difficult or tiring, especially when students do not understand the topic or have a lot of homework to complete. When a task looks too big, the brain naturally looks for something easier and more enjoyable, such as watching videos or using phones. Another reason is fear. Some students are afraid of making mistakes or getting bad results, so they delay starting because waiting feels safer than trying.

At first, procrastination can feel like a good idea because it allows students to relax and forget about school for a short time. However, this feeling does not last long. When the deadline gets closer, students often feel stressed, and they may rush their work or stay up late to finish it. As a result, procrastination does not reduce stress, but usually makes it worse.

Fortunately, there are simple ways to avoid procrastination.

One helpful method is to start working before you feel ready. Many students wait for motivation, but motivation often appears only after they begin working. For example, opening a book or writing one sentence can help the brain become more focused.

Another useful method is to break large tasks into smaller parts. When a task is divided into short activities, such as studying for ten minutes or completing one exercise, it feels less stressful and easier to start.

It is also important to reduce distractions, especially mobile phones. If a phone is nearby, it is very difficult to concentrate, even if it is not used. Putting the phone in another room can help students focus better.

To conclude, procrastination is common among teenagers, but it can be managed with small and simple habits.

3. Put students into pairs and assign roles A and B. Explain that Student A is a student who often procrastinates and wants to change this habit. Student B is a study coach who listens carefully, asks questions, and gives advice. Ask students to read their role cards and useful phrases before they begin. Remind them to speak in complete sentences, give examples, and ask follow-up questions where possible. Encourage them to use the useful phrases from the boxes, but explain that they can also add their own ideas. Monitor the conversations, providing support where necessary and noting examples of effective language use. After the role-play, invite several pairs to share useful advice with the class.
4. A. Ask students to complete the action plan individually using their own ideas. Encourage them to write short, specific answers. Remind them to use **on** with days and dates and **at** with times. Monitor and provide vocabulary support as needed.
- B. Put students in pairs to share and explain their action plans. Encourage partners to ask at least one follow-up question. Monitor and support the discussion. Then invite a few students to share their plans with the class.



STUDY HABITS

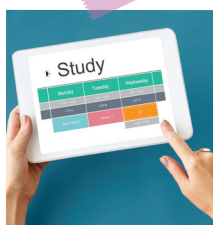
Aims: By the end of the lesson, students will be better able to

- talk about and compare the study habits shown in the pictures;
- express and justify their opinions and reach a shared decision.

Standards: 2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4.

Interaction patterns: individual, pair, group

1. Direct students' attention to the four study habits shown in the pictures. Check that students understand each option.



Making a study plan or timetable



Taking regular breaks



Studying without a phone



Studying late at night

Ask students to work in pairs. Explain that they should talk about how each study habit can affect teenagers' learning and discuss whether each one is useful or not. Then, ask them to decide which study habit is the most effective for both of them and explain why.

Remind students to use the useful phrases in the boxes to give opinions, ask for their partner's opinion, agree, make suggestions, and reach a decision. Encourage them to take turns speaking, give reasons for their ideas, and use examples from their own study experience.

Monitor the conversations, providing language support where necessary. Focus on communication and interaction. After the discussion, invite several pairs to share their final decision and explain their reasons to the class.

Optional Extension: Ask pairs to rank the four study habits from most effective to least effective. Then put two pairs together and have them compare their rankings. Encourage students to justify their choices and discuss any differences before reaching a final group decision.

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

- express their views on the content and organisation of a model paragraph;
- write and improve a coherent paragraph with a clear topic sentence, relevant supporting details and a concluding sentence.

Standards: 3.1.3. 4.1.1. 4.1.2. 4.1.3.

Interaction patterns: individual, pair, group

Direct students' attention to the information box about paragraph writing. Ask them to read the text individually. Check comprehension by asking questions such as:

- What is the purpose of a topic sentence?
- What information do supporting sentences provide?
- What does a concluding sentence do?

Clarify any unfamiliar terminology and make sure students understand how the different parts of a paragraph work together to develop one clear main idea.

1. Ask students to read the sample paragraph about procrastination and decide whether each statement is True or False according to the paragraph. Encourage students to look carefully at the function of each sentence rather than focusing only on the content.

Have students complete the task individually and then compare their answers in pairs. Then check the answers as a class. Ask students to justify their answers by referring to the paragraph.

Answers:

1. True 2. True 3. True 4. True 5. True 6. False 7. True 8. False

2. A. Direct students' attention to the group of sentences about study habits. Ask them to read it carefully and discuss in pairs what makes the paragraph weak.

Encourage students to consider whether there is a clear topic sentence, whether all the supporting details are relevant to the main idea, whether any details should be removed, and whether the paragraph has a suitable concluding sentence.

Monitor the discussions and encourage students to explain their reasoning using examples from the text.

Possible Answers:

The paragraph is weak because:

- it does not have a clear topic sentence;
- one detail, "My favourite snack is chocolate," is not relevant to the main idea;
- some ideas need to be connected more clearly to the main topic;
- it does not have a clear concluding sentence.

2. B. Put students into small groups and ask them to improve the paragraph. Explain that they should write a clear topic sentence, keep only relevant supporting details, organise the ideas logically, and add a suitable concluding sentence.

Encourage students to discuss their ideas and work together to produce a stronger paragraph. Monitor the activity, providing support where necessary and guiding students to focus on paragraph structure. After students complete the task, invite groups to read their revised paragraphs to the class. Compare different versions and discuss how each group improved the paragraph.

Note: Students' answers may vary, but their improved paragraph should have a clear topic sentence, relevant supporting details, logical organisation, and a concluding sentence.

TEST

I. Choose the correct option.

- 1 He studied hard ★★ ★ pass the exam.
☐ a so that ☐ b for ☒ c to ☐ d in order not to
- 2 She turned off her phone ★★ ★ concentrate.
☐ a so that ☐ b in order not to ☒ c to ☐ d for
- 3 He spoke loudly ★★ ★ everyone could hear him.
☐ a in order to ☒ b so that ☐ c for ☐ d because
- 4 They took a taxi ★★ ★ miss the last train.
☐ a in order to ☐ b for ☒ c in order not to ☐ d not
- 5 I'm saving money ★★ ★ buy a new laptop.
☐ a for ☐ b so that ☒ c to ☐ d in order not to
- 6 She wrote the instructions clearly ★★ ★ avoid confusion.
☐ a so that ☒ b in order to ☐ c for ☐ d so
- 7 We need a key ★★ ★ open this door.
☐ a so that ☐ b in order not to ☐ c for ☒ d to
- 8 The company changed its policy ★★ ★ employees could work from home.
☐ a to ☐ b for ☒ c so that ☐ d in order not to

II. Choose the correct option.

1 1. consistent 2. precise 3. refreshed	a. She took a short walk and came back refreshed . b. The weather has been consistent this week: cold and rainy every day. c. He used precise words to explain the problem.
---	--

a 1 - a, 2 - c, 3 - b **b** 1 - b, 2 - a, 3 - c **c** 1 - c, 2 - a, 3 - b **d** 1 - b, 2 - c, 3 - a

2 1. cram 2. eliminate 3. procrastinate	a. We need to eliminate mistakes from the final report. b. Don't procrastinate . Start your homework now. c. It's better to study regularly than to cram at the last minute.
---	---

a 1 - a, 2 - c, 3 - b **b** 1 - b, 2 - c, 3 - a **c** 1 - c, 2 - a, 3 - b **d** 1 - b, 2 - a, 3 - c

3 1. look forward to 2. interrupt 3. put off	a. I look forward to my favourite class every week. b. Can we put off the discussion until tomorrow? c. Please don't interrupt me when I'm speaking.
--	---

a 1 - a, 2 - c, 3 - b **b** 1 - b, 2 - c, 3 - a **c** 1 - c, 2 - a, 3 - b **d** 1 - b, 2 - a, 3 - c

III. Fill in the gaps with the words/phrases below. You may need to change the form of some words/phrases.

Aylin is a student with very good study habits. She studies in a **1) consistent** way every day, so she does not **2) procrastinate**. When she studies, she tries to **3) eliminate** distractions, such as her phone or loud noises. She takes very **4) precise** notes and always follows a clear study plan.

Aylin never waits until the last minute to **5) cram** for exams. Instead, she studies a little every day, which helps her remember information better. After studying, she takes short breaks, and this helps her feel **6) refreshed**.

Because of her good habits, she feels calm and confident. Last week, she took a very important exam, and now she **7) is looking forward to** getting her exam results.



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

- develop their listening skills for specific information;
- express their opinions on the ideas presented;
- use and pronounce the target vocabulary accurately to discuss food choices and eating habits.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4.

Interaction patterns: individual, pair, group

1. Direct students' attention to the target words and their definitions. Ask them to read the example sentences. Then, play the recording and have students listen and repeat the words. Monitor their pronunciation and provide support as needed.

Note: Use concept-checking questions (CCQs) to ensure that students have understood the meanings of the target vocabulary.

Example CCQs for **"in a rush"**:

- Do you have a lot of time when you are in a rush? **(No)**
- Are you calm or hurried? **(Hurried)**

Example CCQs for **"convenience"**:

- Does convenience make life easier or harder? **(Easier)**
- Is ready-made food often bought for convenience? **(Yes)**
- Does convenience usually save time? **(Yes)**

Example CCQs for **"nutritious"**:

- Is nutritious food good for your body? **(Yes)**
- Does nutritious food help you stay healthy? **(Yes)**
- Are sweets and fizzy drinks usually nutritious? **(No)**

Example CCQs for **"satisfied"**:

- Do you feel happy when you are satisfied? **(Yes)**
- Do you still need more when you are satisfied? **(No)**
- Can a small portion of food make someone satisfied? **(Yes)**

Track 5

1. to value
2. in a rush
3. convenience
4. to consume
5. nutritious
6. to nourish
7. to challenge
8. satisfied

2. Ask students to complete the sentences using the words and phrases from Task 1. Remind them that they may need to use the correct form of some words or phrases. Have students work individually first. When they finish, ask them to compare their answers with a partner. Once everyone is ready, check the answers as a class.

Answers:

0. Some people choose fast food for **convenience** instead of cooking traditional meals.
1. People in Azerbaijan **value** traditional dishes like plov and dolma.
2. Traditional Azerbaijani dishes **nourish** the body with natural ingredients.
3. I felt **satisfied** after eating a big plate of homemade plov.
4. I often skip breakfast when I am **in a rush**, though I know it is not good for my health.
5. It can **challenge** you to cook every day after work, especially when you feel tired.
6. Even simple food can be **nutritious** if it includes fresh and natural ingredients.
7. If you **consume** too much fast food, you may start to feel tired and unhealthy.

3. Tell students that they will hear four different speakers talking about food habits and choices. Explain that they need to match each speaker to a statement. Remind them that there is one extra statement they will not use.

Give students time to read the statements carefully before playing the recording. Play the audio once. If necessary, play it a second time. After listening, ask students to compare their answers in pairs, then check the answers as a class.

Answers:

Speaker 1 — **D**. This person wants to consume more nutritious food.

Speaker 2 — **E**. This person avoids consuming unhealthy snacks.

Speaker 3 — **B**. This person values traditional food from his/her country.

Speaker 4 — **A**. This person is often in a rush in the morning.

Extra statement: **C**. Preparing healthy meals challenges this person.

Track 6

Speaker 1: My eating habits are not very good at the moment, but I want to improve them. I plan to add more fresh vegetables and balanced meals to my daily diet.

Speaker 2: I'm very careful about my diet. I avoid burgers, chips, and sugary snacks, and I always choose fresh meals instead.

Speaker 3: Dishes from my country mean a lot to me. I grew up eating them with my family, and I feel proud when I share these traditional meals with friends.

Speaker 4: I wake up late almost every day, so I have to get dressed quickly and run out of the house. I usually eat something small on my way to school because there isn't time to sit down.

4. Divide the class into pairs or small groups of three or four students. Ask students to take turns asking and answering the discussion questions. Monitor the discussions, providing language support where necessary. Encourage equal participation from all students. Allow approximately 8–10 minutes for the activity before conducting brief whole-class feedback. Invite a few students to share interesting ideas or experiences discussed during the task.



SLOW OR FAST?

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

- develop their reading skills for text cohesion and detailed information;
- express their views on the ideas presented in the text.

Standards: 2.1.1. 2.2.2. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.

Interaction patterns: individual, pair, group

1. Direct students' attention to the statements about food habits. Ask them to read the statements individually and think about whether they agree or disagree with each one.

Ask students to work in pairs and discuss their opinions. Encourage them to give reasons for their answers and support their ideas with examples. Monitor the discussions, providing language support where necessary. After the discussion, invite several students to share their opinions with the class.

2. Tell students that they are going to read a text about slow food. Before reading, ask students to look at the missing sentences A–F. Explain that they should pay attention to how each sentence connects to the ideas before and after each gap.

Ask students to read the text and complete it with the missing sentences. Remind them that one sentence is extra and will not be used.

Encourage students to read the whole paragraph before choosing an answer, look for linking words and reference words such as **this**, **because of this**, and **these moments**, and check that the completed text is logical and coherent. Remind them not to choose an answer only because it contains a familiar word.

Have students complete the task individually and then compare their answers in pairs. Conduct whole-class feedback, asking students to explain which clues helped them choose each sentence.

Answers:

B — But there is another way to eat that many people have forgotten.

F — Because of this, they sometimes do not notice what they are eating.

C — In response, Carlo Petrini started a movement to protect local food.

A — Without access to healthy ingredients, people cannot live well or feel strong.

E — These moments show that eating can be something to look forward to, not just a quick task.

Extra sentence: **D** — Many experts also say that cooking at home can help people build healthier habits.

3. Divide the class into pairs or small groups. Ask students to discuss the questions about slow food and fast food.

Encourage students to give extended answers, refer to ideas from the reading text, use vocabulary from the lesson where possible, ask follow-up questions, and support their opinions with examples from their own eating habits or family life.

Monitor the discussions, providing language support where necessary. Allow approximately 6–8 minutes for the activity before conducting brief whole-class feedback. Invite a few students to share interesting ideas from their discussions.

4. Direct students' attention to the boldfaced expressions in the text and the phrases in the box: **a number of, the number of, neither... nor, either... or, and not only... but also.**

Ask students to look at the examples in the text and notice how the verb changes depending on the expression used. Briefly review the rules and provide additional examples if necessary.

Explain that **a number of** means "many" and is followed by a plural noun and a plural verb. **The number of** means "the total number of" and is followed by a plural noun but takes a singular verb. With **neither... nor, either... or, and not only... but also**, the noun closest to the verb usually determines whether the verb is singular or plural.

Then ask students to complete the rules using the expressions from the box. Have students compare their answers with a partner before checking them together as a class. Encourage students to justify their answers by referring to the examples in the reading text where possible.

Answers:

a number of

the number of

neither... nor; either... or; not only... but also

Optional Extension:

Ask students to write three original sentences about food habits using three different expressions from Task 4. Encourage them to choose from **a number of, the number of, neither... nor, either... or, and not only... but also**. Remind students to pay attention to subject–verb agreement, especially when using **the number of** and paired expressions such as **neither... nor** and **either... or**.

Before students begin, write one or two model sentences on the board, for example:

- **A number of** students choose fast food because it is convenient.
- **Neither** fast food **nor** sugary snacks are good choices for everyday meals.

Have students work individually first. Then ask them to exchange sentences with a partner and check whether the expressions and verb forms are used correctly. Encourage pairs to correct any mistakes together. After that, invite a few students to read their sentences aloud and discuss the grammar as a class.



SLOW OR FAST?

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

- develop their listening skills for specific and detailed information;
- use the target subject-verb agreement structures accurately in oral and written form.

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

Interaction patterns: individual, pair, group

1. Have students work individually and complete the sentences with **either... or**, **neither... nor**, or **not only... but also**. When they are ready, ask them to compare their answers in pairs before checking the answers as a class.

Answers:

0. Healthy food is important. **Not only** fruit **but also** vegetables help your body grow strong.
 1. **Neither** fast food **nor** sugary drinks can nourish your body properly.
 2. **Neither** my sister **nor** I had time for breakfast.
 3. A balanced meal can **not only** satisfy you **but also** give you energy for the day.
 4. There is only one ticket. **Either** my sister **or** one of my brothers is going to the cinema.
 5. **Neither** junk food **nor** snacks with too much sugar are good for your health.
 6. There is only one apple, so **either** the boy **or** the girl is going to eat it.
 7. She values healthy meals because they **not only** nourish the body but also improve mood.
 8. **Not only** your teacher **but also** your friends encourage you to eat nutritious meals. They all want you to stay healthy.
2. Tell students that they need to choose the correct verb form in each sentence. Remind them to identify the full subject before choosing the verb. Ask students to complete the task individually and then compare their answers in pairs. Then check the answers as a class.

Answers:

0. Neither fast food nor sugary drinks **are** good for your health.
1. A number of teenagers **prefer** snacks to full meals.
2. Not only vegetables but also fruit **is** important for a healthy diet.
3. Neither skipping breakfast nor eating late at night **helps** your body.
4. The number of students who eat healthy lunches **is** increasing.
5. Either your parents or your teacher **encourages** you to eat well.
6. Not only junk food but also sugary drinks **cause** health problems.
7. A number of people **choose** quick meals because they are always in a rush.
8. The number of unhealthy snacks in shops **is** increasing every year.

3. Tell students that they will listen to five short extracts. Explain that they should choose the correct option for each item. Give students time to read the options carefully before playing the recording. Play the recording once and ask students to choose their answers. If necessary, play it a second time. After listening, ask students to compare their answers in pairs. Then check the answers as a class.

Answers:

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

Track 7

1. I talked to Ali yesterday, and he said he'd be there. Ahmad told me the same thing later.
 2. Sara and Lina are organising the food for the class party. They haven't decided which one of them will bring the snacks, but one of them will do it.
 3. Quite a few students prefer sitting outside when they eat lunch.
 4. My brother enjoys juice, and actually my friends are big fans of it, too.
 5. There are quite a lot of students who usually choose water rather than soft drinks.
4. Direct students' attention to the photos and prompts. Explain that they should use the prompts to write full sentences. Remind students to pay attention to the subject-verb agreement. Do the example together as a class. Then ask students to complete the remaining sentences individually. Have them compare their answers in pairs before checking them together as a class.

Answers:

0. Neither apples nor chocolate is her favourite snack.
 1. A number of students bring lunch boxes from home.
 2. The number of students who choose salad is low.
 3. Not only my brother but also my friends drink juice.
 4. Either the boy or the girl is going to eat the sandwich.
 5. Neither the boy nor the girl likes vegetables.
5. Tell students that they are going to do a class survey about eating habits. Direct their attention to the survey questions and the target expressions: **a number of, the number of, either... or, neither... nor, and not only... but also**.

Ask students to move around the classroom and ask several classmates the questions. Encourage them to take short notes so they can use the information in a report. After the survey, put students into pairs or small groups and ask them to prepare a short report about their classmates' eating habits. Remind students to include general findings from the survey, use the target expressions correctly, pay attention to subject-verb agreement, and support their report with examples or numbers where possible. Monitor the activity, providing support with grammar, vocabulary, and sentence structure where necessary. After students complete their reports, invite several pairs or groups to present their findings to the class.

Optional Extension: Ask students to write their report individually as homework. Encourage them to include at least four of the target expressions from the lesson and to check subject-verb agreement carefully before submitting their work.



SLOW OR FAST?

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

- develop their listening skills for detailed and specific information;
- distinguish key words and expressions according to their meanings;
- express their views on the topic in oral and written form.

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

Interaction patterns: individual, pair, group

1. Direct students' attention to the question about fast food. Ask them to work in pairs and discuss why teenagers eat fast food. Encourage them to give at least three reasons and support their ideas with examples from their own lives.

Monitor the discussions and provide vocabulary support where necessary. After students have discussed in pairs, invite several students to share their ideas with the class.

2. Tell students that the bold words in the sentences are used in the listening. Ask students to read the sentences individually and guess the meanings of the bold words from context. Then ask them to match the words to the definitions. Have students complete the task individually first. When they finish, ask them to compare their answers with a partner and discuss any differences. Conduct whole-class feedback by checking the answers together.

Answers:

1. **affordable** — **b.** not expensive, easy for most people to pay for
 2. **obesity** — **c.** a condition in which someone has much more body fat than is good for their health
 3. **processed** — **d.** changed or treated in a factory before being sold
 4. **overdo** — **a.** to do something too much, or more than is healthy
 5. **occasionally** — **e.** sometimes but not often or regularly
3. Tell students that they will hear five speakers talking about fast food. Explain that their task is to decide whether each speaker is mainly for eating fast food, against it, or has a mixed opinion. Remind them to listen for the speaker's general opinion, not only for individual words. Play the recording once and ask students to complete the task. If necessary, play the recording a second time. After listening, have students compare their answers in pairs before checking the answers as a class.

Answers:

1. **Mia** — for 2. **Jayden** — against 3. **Emma** — mixed 4. **Lucas** — for 5. **Sara** — against
4. Tell students that they will listen again and match each speaker with the detail they mention. Give students time to read the sentences carefully before playing the recording again. Play the recording. Have students complete the matching task individually and then compare their answers in pairs. Check the answers as a class.

Answers:

1. **Mia** — **C.** says eating at a fast-food restaurant is a way to spend time with friends.
2. **Jayden** — **D.** realised fast food affected academic performance.
3. **Emma** — **E.** says fast food is an easy solution when people are too busy to cook.
4. **Lucas** — **B.** chooses food after seeing it online.
5. **Sara** — **A.** became interested in healthy eating through lessons.

Track 8

Speaker 1: Well, honestly, I think fast food is part of teenage life. After school, my friends and I often go to a burger place because it's convenient, affordable, and we don't have to wait long. It's also kind of a social thing — we sit together, talk, and relax. I know it's not the healthiest choice because it contains a lot of calories, salt, and processed ingredients, and sometimes I feel a bit tired afterwards. Still, I don't see it as a serious problem if you only eat it occasionally and try to keep a balanced diet the rest of the time. So, for me, fast food is something fun, not something dangerous.

Speaker 2: To be honest, I'm quite negative about fast food. I've read that eating it too often can increase the risk of obesity and other health problems, especially for teenagers whose bodies are still developing. Most fast food meals don't have enough vitamins or nutrients, and they often contain too much sugar and fat. I used to eat it almost every day because it was cheap and quick, but I noticed I had less energy and couldn't concentrate well at school. Now I try to avoid it unless there's absolutely no other option, like when I'm travelling or really busy.

Speaker 3: I'm not completely for or against it. On the one hand, fast food is very practical. When my parents work late, and nobody has time to cook, it can be a quick solution. It's also quite tasty, which is probably why so many people enjoy it. On the other hand, I know that most fast food is highly processed and not very nutritious. I actually prefer homemade meals because they feel fresher and healthier, even if they take more effort. I don't think fast food is terrible, but I wouldn't want it to become a regular habit in my life.

Speaker 4: I'm definitely a fan of fast food. I like trying new menu items, especially the ones I see on social media. Some people say it's unhealthy, but I think that depends on how often you eat it. If you exercise, drink water, and don't overdo it, it's just another kind of food. For me, the biggest advantage is convenience — you can get a hot meal in minutes for a reasonable price. Of course, it shouldn't replace real meals every day, but I don't agree with people who say it's completely bad or dangerous.

Speaker 5: I used to eat fast food a lot because it was cheap and easy, especially when I didn't have time or money. But later, I started learning more about nutrition in school, and I realised it doesn't really give your body what it needs. Many fast food meals are high in calories but low in important nutrients, so you feel full but not actually healthy. I've been trying to cook simple food at home instead, like vegetables, rice, or soup. It's not always as exciting, but I feel better and have more energy now. So personally, I try to stay away from fast food most of the time.

5. Direct students' attention to the role-play cards. Put students into pairs and assign roles. Give them a few minutes to read their role cards and prepare ideas. Remind students to explain their opinion clearly, give reasons and examples, respond to their partner's ideas, and try to persuade or defend their opinion politely. Allow students to act out the role-play for several minutes. Monitor the activity, providing language support where necessary and noting common errors for delayed feedback. After the role-play, invite several pairs to perform part of their conversation for the class or share the strongest arguments they used.

SLOW OR FAST?

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

- talk about and compare the places to eat shown in the pictures;
- discuss their advantages and disadvantages and reach a shared decision.

Standards: 2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4.

Interaction patterns: individual, pair, group

1. Direct students' attention to the pictures showing different places where people eat. Ask students to name each place and describe what they can see in the pictures:



Eating at home



Eating at a fast-food restaurant



Eating at a school cafeteria



Eating at a fancy restaurant

Tell students that they will work with a partner and compare the different places. Draw their attention to the prompts and explain that they should talk about what people usually eat in each place, the advantages and disadvantages of eating there, and which place they would prefer to eat at together. Before students begin, review the useful phrases in the boxes. If necessary, model a short exchange with a confident student.

Example:

A: In this picture, people are eating at home. It looks like they are having dinner together.

B: One advantage is that home-cooked food can be healthier.

A: I agree, but one drawback is that cooking at home takes time.

B: So, which place should we choose?

A: I think eating at home is the best option because it is healthier and more comfortable.

Ask students to work in pairs and discuss the pictures. Encourage them to give reasons for their opinions and respond to their partner's ideas instead of simply reading the useful phrases aloud. Monitor the activity, providing language support where necessary. Encourage students to use a range of expressions from the boxes. After the discussion, invite several pairs to share their final decision with the class. Ask them to explain why they chose that place and mention at least one advantage and one disadvantage of another option. Highlight effective use of functional language during feedback.

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

- write clear and effective topic sentences with a main subject and a controlling idea;
- express and revise their ideas accurately in written form.

Standards: 4.1.1. 4.1.2.

Interaction patterns: individual, pair, group

Direct students' attention to the information box about topic sentences. Ask them to read the text individually. Check comprehension by asking questions such as:

- What is the purpose of a topic sentence?
- Where does a topic sentence usually appear in a paragraph?
- Why should a topic sentence not be too obvious?
- Why should a topic sentence not give too many details?
- What are the two elements of a topic sentence?

Clarify any unfamiliar terminology, especially **main subject** and **controlling idea**. Explain that the main subject tells what the paragraph is about, while the controlling idea shows the writer's specific focus or opinion about that subject. Draw students' attention to the examples in the box and discuss why the "Good" examples are stronger than the "Bad" examples.

- 1. A.** Ask students to read the topic sentences and decide whether they are effective or weak. If a topic sentence is effective, students should identify the main subject and the controlling idea. Have students complete the task individually first. Then ask them to compare their answers with a partner and discuss any differences. Conduct whole-class feedback and ask students to explain their reasoning. If time allows, ask students to work in groups to improve the weak topic sentences.

1. Effective	Main subject: Many university students Controlling idea: depend on takeaway meals because of their busy schedules
2. Weak	Reason: It uses "I will discuss...", which is not a strong way to begin a topic sentence.
3. Effective	Main subject: The slow food movement Controlling idea: helps preserve local cooking traditions
4. Weak	Reason: It gives too many specific details instead of presenting one clear main idea.
5. Effective	Main subject: Eating processed meals too often Controlling idea: may reduce overall quality of life
6. Weak	Reason: It uses "This paragraph is about...", which is too direct and weak for a topic sentence.

- 2. A.** Put students into pairs and ask them to write one clear topic sentence for each topic. Remind them that each sentence should include a main subject and a controlling idea. Monitor the activity and provide support where necessary.

- 2. B.** Ask pairs to exchange their topic sentences with another pair and give feedback. Encourage students to check whether each sentence has a clear main subject and controlling idea. They should also check that the sentence is not too general, too obvious, or overloaded with details. After pairs exchange feedback, ask students to revise their topic sentences if necessary. Invite several pairs to share one of their strongest topic sentences with the class. Discuss why these examples are effective.

TEST

I. Choose the correct option.

- 1 A number of students ★★▲ absent yesterday.
☐ a have been ☐ b has been ☐ c was ☒ d were
- 2 The number of cars in the city ★★▲ increasing since 2020.
☐ a was ☒ b has been ☐ c is ☐ d have been
- 3 Neither the teacher nor the students ★★▲ ready right now.
☐ a is ☐ b has been ☒ c are ☐ d have been
- 4 Either the managers or the worker ★★▲ responsible for the mistake last week.
☐ a have been ☐ b has been ☒ c was ☐ d were
- 5 Not only my brother but also my parents ★★▲ at home at the moment.
☐ a has been ☐ b was ☒ c are ☐ d have been
- 6 A number of problems ★★▲ appeared recently.
☐ a has ☐ b is ☒ c have ☐ d was
- 7 The number of visitors ★★▲ very high last year.
☐ a are ☐ b have ☒ c was ☐ d is
- 8 Neither the players nor the coach ★★▲ happy yesterday.
☐ a are ☐ b were ☒ c was ☐ d has

II. Complete the sentences with the correct words.

- | | | |
|--|--|---|
| 1 | 1. value
2. challenge
3. consume | a. The doctor advised him to <u>consume</u> less sugar.
b. This puzzle will <u>challenge</u> even experienced problem-solvers.
c. Many employers <u>value</u> workers who can solve problems independently. |
| [a] 1 - a, 2 - c, 3 - b [b] 1 - c, 2 - b, 3 - a [c] 1 - c, 2 - a, 3 - b [d] 1 - b, 2 - c, 3 - a | | |
-
- | | | |
|--|--|---|
| 2 | 1. in a rush
2. affordable
3. nutritious | a. Fresh vegetables are more <u>nutritious</u> than processed food.
b. She left the house <u>in a rush</u> because she was late for work.
c. Public transport should be <u>affordable</u> for everyone. |
| [a] 1 - a, 2 - c, 3 - b [b] 1 - b, 2 - a, 3 - c [c] 1 - c, 2 - a, 3 - b [d] 1 - b, 2 - c, 3 - a | | |
-
- | | | |
|--|---|---|
| 3 | 1. obesity
2. convenience
3. occasionally | a. Online shopping offers great <u>convenience</u> for busy people.
b. The bus is usually on time, but it is <u>occasionally</u> late.
c. Eating too much fast food may increase the risk of <u>obesity</u> . |
| [a] 1 - c, 2 - a, 3 - b [b] 1 - b, 2 - a, 3 - c [c] 1 - a, 2 - c, 3 - b [d] 1 - b, 2 - c, 3 - a | | |

III. Fill in the gaps with the words below.

Aliya has always cared about her health, but last year her routine changed. She started a new job and was often **1) in a rush**, so she began choosing food for **2) convenience** instead of quality. Most days, she ate quick meals that were **3) affordable**, but many of them were processed and not very **4) nutritious**. They filled her up, yet they didn't really help her body stay strong.

After a few months, Aliya noticed she felt tired more often and didn't have much energy. When she visited her doctor, she learned she had gained weight and was at risk of **5) obesity**. The news really made her rethink her habits. She realised she had started to **6) overdo** it with fast food and sugary drinks. Even though she felt satisfied right after eating, the feeling didn't last. So Aliya decided to make some changes. Now she cooks simple meals at home and eats fast food only **7) occasionally**. She says the experience taught her an important lesson: quick and easy choices may save time, but taking care of your health matters more.





THE ART OF COMMUNICATION

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

- develop their listening skills for specific information;
- express their opinions on the ideas presented;
- use and pronounce the target vocabulary accurately to discuss communication situations and experiences.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4.

Interaction patterns: individual, pair, group

1. Direct students' attention to the target words and their definitions. Ask them to read the example sentences. Then, play the recording and have students listen and repeat the words. Monitor their pronunciation and provide support as needed.

Note: Use concept-checking questions (CCQs) to ensure that students have understood the meanings of the target vocabulary.

Example CCQs for checking understanding of the word "gesture":

Context: I didn't understand her language, so she used gestures to show me the way.

- Did she mainly use body movements instead of words? **(Yes)**
- Did she use her hands, arms, head, or body? **(Yes)**
- Did the gesture help show meaning? **(Yes)**

Example CCQs for checking understanding of the word "to gossip":

Context: The students were gossiping about another student instead of doing their work.

- Were they talking about another person? **(Yes)**
- Was the person probably part of the conversation? **(No)**
- Is gossiping usually a good thing to do in class? **(No)**

Example CCQs for checking understanding of the word "misunderstanding":

Context: There was a misunderstanding about the homework deadline.

- Did everyone have the same idea? **(No)**
- Was someone confused? **(Yes)**
- Could this cause a problem? **(Yes)**

Example CCQs for checking understanding of the word "rumour":

Context: There is a rumour that the exam will be cancelled.

- Do we know for sure that the exam will be cancelled? **(No)**
- Are people talking about it? **(Yes)**
- Has it been officially confirmed? **(No)**

Track 9

1. to communicate
2. to react
3. gesture
4. to gossip
5. non-verbal
6. to clear up something
7. misunderstanding
8. rumour

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

Answers:

0. False **rumours** can seriously damage a person's reputation.
 1. Body language helps us **communicate** better when we talk face to face.
 2. Smiling is a type of **non-verbal** communication.
 3. She made a friendly **gesture** to say hello.
 4. A **misunderstanding** can happen if people don't listen to each other carefully.
 5. An email was sent to **clear up** the confusion about the location of the meeting.
 6. It can hurt people when others choose to **gossip** about them.
 7. He needed some time to **react** to the unexpected comment.
3. Tell students that they are going to listen to 5 speakers. As students listen they need to match the speakers to the statements. Remind them that there is one extra statement. Give students some time to become familiar with the task then play the recording. If it is necessary, play the recording more than once. Have students compare their answers in pairs before you check the answers as a class.

Answers:

Speaker 1 — **B.** Reacting calmly helps avoid problems in communication.

Speaker 2 — **A.** Gossip and rumours can damage relationships.

Speaker 3 — **C.** Non-verbal communication, such as gestures, helps people get their message across.

Speaker 4 — **D.** Talking openly can help clear up a misunderstanding.

Speaker 5 — **E.** Communicating clearly helps avoid misunderstandings and problems.

Extra statement: **F.** A gesture caused a serious misunderstanding for the speaker.

Track 10

Speaker 1: When someone says something that annoys me, I try not to answer straight away. I give myself time before responding and this helps me avoid arguments and deal with the situation in a better way.

Speaker 2: At school, people sometimes talk about others without knowing the full story. These stories can spread quickly and often cause problems between friends. Sometimes these problems can be very difficult to fix.

Speaker 3: I don't always need words to show what I mean. My face and hands help me express feelings and ideas, especially when it's noisy or hard to speak. But this can sometimes cause misunderstandings.

Speaker 4: Once, my friend and I were upset because we didn't understand each other properly. After an honest conversation, everything felt much better between us. We both need to listen to each other attentively and use our body language more carefully.

Speaker 5: I've learned that explaining things in a way that is easy to understand really matters. When people share their thoughts carefully, it reduces the chances of misunderstandings and helps them avoid most problems before they happen. Of course, listening attentively matters as well.

4. Divide the class into pairs or small groups. Ask students to take turns asking and answering the questions. Encourage them to speak in full sentences, give reasons, and use examples where possible. Remind students to use the target vocabulary from Task 1 when appropriate. Set a time limit, for example, 8–10 minutes. Monitor the pair or group work and provide support if students struggle with ideas or language. After the discussion, invite several students to share their answers with the class.



THE ART OF COMMUNICATION

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

- develop their reading skills for detailed information;
- express their views on the ideas presented in text.

Standards: 2.1.1. 2.2.2. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.

Interaction patterns: individual, pair, group

1. Direct students' attention to the Find someone who... task. Before students start, ask them to copy the sentences into their notebooks and leave some space next to each sentence. (See the table below.)

Find someone who ...	Names	Extra notes
1. has a pet that understands simple instructions. 2. believes animals can understand human emotions. 3. has heard or read that plants may communicate. 4. knows about how ants communicate with each other. 5. thinks trees can warn other trees about danger. 6. believes technology can help us understand plants and animals better. 7. believes plants can react when people touch them.		

Note: To save class time, the table can be printed and used as a ready worksheet instead of asking students to copy the sentences into their notebooks.

Tell students that they need to ask their classmates questions. Change the first statement into a question and write it on the board: *Do you have a pet that understands simple instructions?*

If you think students might have difficulty changing the statements into question forms, change all of them as a class. Then have them mingle and ask each other questions and find those who have a "yes" answer to the questions. When they hear a "yes" answer, they should write that person's name next to the question and move on to the next person. Once they have finished asking questions, elicit feedback from several students.

Before students start doing Task 2, pre-teach them the following words:

fungi (n.) /'fʌŋ.ɡaɪ/ - any of various types of organisms that get their food from decaying material or other living things

to interact (v) /,ɪn.tə'rækt/ - to communicate with someone or react to something

2. Tell students that they are going to read a text about sonification. Ask them to read the statements carefully before reading the text. Have them complete the task individually. As they read the text they need to decide if the statements are True, False or Not Given. Once students are ready, have them compare their answers with a partner and justify their choices by referring to the text. Once everyone is ready, check the answers as a class.

Answers:

1. **NG** — The text says visuals require careful attention, but it does not say visual data representation requires detailed planning.
 2. **T** — Visual data can overload attention, and sonification keeps information present through sound.
 3. **T** — Roots connect with fungi in networks, and these networks may help plants share nutrients and chemical signals.
 4. **F** — The sounds come from recorded data, not from plants making music themselves.
 5. **F** — The text says plants move very slowly, so we cannot see most of what they do.
 6. **NG** — The text says we can hear when a plant is active or stressed, but it does not say plants create stronger signals when they are active or stressed.
3. Direct students' attention to the two reflection questions. Give them time to find and reread the relevant parts of the text. Ask them to think about their answers individually first. Then have them discuss their ideas with a partner. Once they are ready, hold an open-class discussion and encourage several students to share their ideas.
- Why do scientists call plant interaction the "wood wide web"?
 - Why do you think the text says listening to nature is more important than controlling it?

Students' own answers

4. Direct students' attention to the underlined sentences in the text. Ask them to notice the verb forms in the if-clause and the main clause. Have students complete the two sentences individually. Then ask them to compare their answers with a partner. Check the answers as a class and write both sentences on the board, highlighting the verb structures.

Introduce the new grammar by referring to the highlighted structures in the sentences on the board. You might also give students some time to read the rules and examples on page 116. Use elicitation techniques and ask CCQs to ensure that students have understood the rule.

Answers:

If you 1) understood plants, how would you help them?

If you 2) had a device that helped you hear plants, where would you go first?



THE ART OF COMMUNICATION

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

- develop their listening skills for detailed information;
- express their opinions on the situations presented using the target language.

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

Interaction patterns: individual, pair, group

1. Direct students' attention to the example sentence and the verbs in brackets. Briefly review the structure of the Second Conditional with the class:

if + past simple, would + base verb

Example: If she reacted calmly, arguments would stop faster.

Ask students to complete the sentences with the correct forms of the verbs in brackets. Have students work individually first. Once they are ready, ask them to compare their answers with a partner. Then check the answers as a class.

Answers:

0. If she reacted (to react) calmly, arguments would stop faster.
 1. If she stopped gossiping, her friends would trust her again.
 2. I would be able to speak better if I practised English with him more.
 3. If she interacted more with her classmates, she would feel more confident.
 4. If people used verbal communication instead of texting, they would understand tone better.
 5. I would respond faster in conversations if I were not so shy.
2. Direct students' attention to the sentence pairs. Explain that they should match each sentence with the correct meaning, a or b. Remind students to pay attention to the difference between the First Conditional and the Second Conditional.

Have students complete the task individually. Then ask them to compare their answers with a partner before checking the answers as a class.

Focus on meaning before form. Ask students to decide whether each situation is real/possible or imaginary/unlikely before identifying the conditional. This helps prevent students from choosing the form only by looking at the verb tense. You could also ask two quick CCQs:

- Does the speaker think this is likely to happen?
- Is the speaker imagining a different or unlikely situation?

Answers:

1. If she speaks slowly, I will be able to write down important dates.
- b. She can slow down and this will help me write down important dates.

2. If she spoke slowly, I would be able to write down important dates.
 - a. She cannot speak slowly, so it is almost impossible to write down important dates.
3. If I had a bio-sonification tool, I would listen to all the plants in our garden.
 - a. It is less likely for me to get a bio-sonification tool.
 4. If I have a bio-sonification tool, I will listen to all the plants in our garden.
 - b. I may get a bio-sonification tool and it is more likely for me to listen to all the plants in our garden.
3. Direct students' attention to the situations and key words. Explain that they should write sentences using the First or Second Conditional. Refer them to the example sentence before they begin. If necessary, ask students to look at the grammar reference on page 116.

Have students complete the task individually. Then ask them to compare their sentences with a partner and check whether the correct conditional form has been used. Once they are ready, check the answers as a class.

Suggested answers:

0. If I find a good course, I'll take lessons.
1. If I were good at reading body language, I'd develop empathy with my friends.
2. If people interrupt me, ask them kindly not to.
3. If I weren't very shy, I'd make friends easily.
4. If he helps me with my project, I can finish it on time.
4. Tell students that they are going to listen to three speakers talking about communication problems. Explain that they should choose the option that best reflects each speaker's problem.

Before playing the recording, give students time to read the options carefully. If necessary, check the meaning of the conditional sentences by asking simple CCQs. For example:

If she controlled her emotions, she wouldn't have communication problems with her friends.

- Does she control her emotions now? (No)
- Does she have communication problems now? (Yes)
- Would controlling her emotions help her? (Yes)

Play the recording once and ask students to complete the task. If necessary, play the recording a second time. After listening, have students compare their answers with a partner before checking the answers as a class.

Answers:

Speaker 1 — c
 Speaker 2 — b
 Speaker 3 — c

Track 11

Speaker 1: She often has arguments with her friends, especially when they are working on a project. She tends to raise her voice and blame people for mistakes that they haven't even made. At least she apologises later. But I think her friends have got tired of such behaviour. They don't want to work with her. I know it seems hard but the only way for her to avoid such communication problems is to learn to control her emotions.



THE ART OF COMMUNICATION

Speaker 2: He tends to check his phone during conversations and that's why he gets distracted easily. As a result, he misses a lot of details when he needs to listen attentively. So he often misunderstands instructions. This causes a lot of problems for him. Listening carefully is the first thing he needs to work on now. Last week he got a warning from his manager. If things continue like this he will lose his job. Maybe this warning will push him to improve.

Speaker 3: I often send messages quickly when I am emotional. When I read my messages later, I can notice the cold tone myself and sometimes my words sound rude as well. That's why my friends sometimes get offended. Even if I make a promise to myself to read my messages before sending, I cannot keep my promise.

Although it seems very hard, I need to wait for just 5 minutes before sending messages. Then I'd have fewer problems with my friends.

5. Put students into pairs or small groups and ask them to discuss the questions. Encourage them to use the target grammar where possible and to give reasons for their answers.

Monitor the discussions and take notes for the feedback stage. Once students have finished, invite several students to share their answers with the class. Conduct brief whole-class feedback and highlight effective and problematic use of the target grammar.

Note: For mixed-ability classes, differentiated tasks can be useful, with additional support for weaker students and extra challenge for stronger students.

Support

Give students 30–60 seconds to prepare one idea before discussing the questions. Allow weaker students to note down key words rather than complete sentences.

Challenge

Ask stronger students to support each opinion with a reason or example and respond directly to a partner's idea.

6. Direct students' attention to the debate statements. Ask them to think of arguments for and against each statement. Give students some time to prepare their ideas individually and provide support where necessary, especially for weaker students.

Then put students into small groups and ask them to discuss and debate the topics. Encourage them to give reasons, respond to other students' ideas, and use examples. Monitor the group work and provide language support where necessary. After the discussion, invite several groups to share their strongest arguments with the class.

Optional Extension: After the group discussions, ask each group to choose one representative. Assign the representatives a position, either for or against one of the statements, and have them hold a short class debate.

Teaching Tip: Managing a Classroom Debate

Preparation

Give students 1–2 minutes to prepare two arguments and, where possible, an example before the debate begins.

Participation

Encourage all students to contribute. In larger groups, assign simple roles such as speaker, note-taker or timekeeper.

Interaction

Encourage students to respond directly to previous arguments rather than simply state separate opinions.

Monitoring

Avoid interrupting the debate for minor errors. Note useful language and recurring problems and provide feedback afterwards.

Closing the debate

Ask each group to identify its strongest argument and briefly explain why they chose it.

Language Support

Giving an opinion

In my opinion, ... / I believe that ...

Supporting an argument

The main reason is that ... / For example, ...

Agreeing

I agree because ... / That's a good point.

Disagreeing politely

I see your point, but ... / I'm not sure I agree because ...

Clarifying

What do you mean by ...? / Could you explain that further?

Optional Reflection

After the debate

Ask students to complete one or two sentences:

- *The strongest argument I heard was ...*
- *One idea I disagreed with was ... because ...*
- *One expression I used effectively was ...*
- *Next time, I would like to improve ...*



THE ART OF COMMUNICATION

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

- develop their listening skills for detailed and specific information;
- distinguish key vocabulary according to meaning;
- express and discuss their opinions on the given topics.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4. 3.1.1.

Interaction patterns: individual, pair, group

1. Direct students' attention to the situations about honesty, criticism, and compliments. Ask them to read the situations individually and think about how they would respond in each case. Then, have students exchange their answers with a partner.

Encourage students to explain their answers clearly, give reasons, and respond respectfully to their partner's ideas. Monitor the discussions and provide language support where necessary. After the activity, invite several students to share their ideas with the class.

2. Direct students' attention to the sentences and the words in bold. Explain that the words are used in the recording. Ask students to guess the meanings of the words from context first. Then have them match the words to the definitions.

Have students complete the task individually. Once they are ready, ask them to compare their answers with a partner before checking the answers as a class.

Answers:

1. **e** — to fail to guess the real cost, size, difficulty, etc. of something
2. **a** — to understand a situation, sometimes suddenly
3. **c** — to stop something from happening
4. **b** — not to allow yourself to do something
5. **d** — to organise and perform a particular activity

3. Tell students that they are going to listen to the first part of a talk about white lies. Explain that they need to complete the sentences with the missing information.

Before playing the recording, ask students to read the notes carefully and predict the type of information needed for each gap. Play the recording once and ask students to complete the task. If necessary, play the recording a second time. After listening, have students compare their answers in pairs before checking the answers as a class.

Answers:

1. 4 lies a day
2. 15
3. 10 minutes
4. hurt people's feelings
5. social life
6. bad
7. trust
8. controlled

Track 12.1

Most people tell small lies in daily life. Studies vary on the number of white lies people tell each day. Some claim people use 1–2 lies daily, while for others it is up to 4 lies a day. For heavy liars, the number can reach as high as 15.

A study from the University of Massachusetts takes it further and claims that 60% of people can't go 10 minutes without lying. These are often "white lies", like saying you like someone's new hairstyle when you actually don't. Psychologists explain that people usually tell lies to avoid hurting people's feelings or to keep conversations comfortable. They think white lies are harmless and sometimes necessary in social life. However, even small lies can have negative effects for both sides.

Lying can make people feel bad about themselves as most people like to see themselves as honest and good. Also, they might find it difficult to trust others if they themselves tell lies often.

For the person who is lied to, the effects can be even stronger, especially if the lie comes from someone close. If lies happen often, trust can slowly disappear. The person may feel confused, or they might even think that they are being controlled or tricked.

- 4.** Tell students that they are going to listen to the second part of the talk. Explain that they need to complete the notes about white lies and compliments.

Before playing the recording, give students time to read the headings and notes carefully. Encourage them to predict what kind of information is missing, for example, a number, a noun phrase, or an adjective. Play the recording once and ask students to complete the task. If necessary, play the recording a second time. After listening, ask students to compare their answers with a partner before checking the answers as a class.

Answers:

- | | | | |
|-----------------------|-----------|------------------|----------------|
| 1. before and after | 2. fourth | 3. pleased | 4. anyone |
| 5. positive reactions | 6. answer | 7. uncomfortable | 8. better mood |

Track 12.2

Compliments are an interesting aspect of communication. Two researchers conducted a series of studies to better understand how individuals felt before and after giving or receiving compliments. In the first experiment, a group of students were asked to give a compliment to the fourth student they met on the campus. The results showed that compliment-givers didn't realise how good their compliments would make people feel. In other words, people who received compliments felt much happier and more pleased than the compliment givers expected.

In a second study, compliment-givers were free to offer compliments to anyone and on anything they really liked; this time, they still underestimated the receiver's reaction to the compliment. And even after they got positive reactions, they still underestimated how good the receiver felt.

In a third study, the researchers tried to find an answer to the question why people avoid giving compliments to strangers. They found that compliment-givers strongly believed the receiver would feel uncomfortable or annoyed, and this belief likely prevented people from giving more compliments.

The researchers also found that compliment-givers were in a better mood after delivering a compliment, and reported they would be more likely to give a compliment to a stranger in the future.

- 5.** Direct students' attention to the debate statements. Ask them to think of arguments for and against each statement individually first. Then put students into small groups and have them discuss and debate the topics.

Encourage students to give reasons, support their opinions with examples, and respond respectfully to different viewpoints. Monitor the discussions, providing language support where necessary. After the activity, invite several groups to share their strongest arguments with the class.

Optional Extension: Ask each group to choose one statement and prepare a short class debate. Assign students roles for and against the statement. Encourage them to use examples from the lesson about white lies, criticism, and compliments.

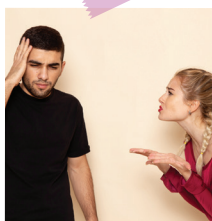
Aims: By the end of the lesson, students will be better able to

- talk about and compare the communication behaviours;
- express, justify and negotiate their opinions to reach a shared ranking.

Standards: 2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4.

Interaction patterns: individual, pair, group

1. Direct students' attention to the four types of behaviour shown in the pictures. Check that students understand each option: people who tend to scold others angrily, people who gossip all the time, people who often tell lies, and people who never give compliments.



People who tend to speak to others aggressively



People who gossip all the time



People who often tell lies



People who never give compliments

Ask students to work in pairs. Explain that they should discuss the questions and explain their choices. Encourage them to say which behaviour they would dislike most in a friend, which one they think is the most harmful socially, and which one they find the most annoying.

Remind students to use the useful phrases in the boxes to give opinions, ask for their partner's opinion, compare behaviours, explain reasons, and agree or disagree politely. Encourage them to take turns speaking, give reasons for their ideas, and use examples where possible.

Monitor the conversations, providing language support where necessary. Focus on communication and interaction. After the discussion, invite several pairs to share their opinions with the class and explain their reasons.

Optional Extension: Ask pairs to rank the four behaviours from most harmful to least harmful. Then put two pairs together and have them compare their rankings. Encourage students to justify their choices and discuss any differences before reaching a final group decision.

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

- write relevant supporting sentences that develop a clear main idea;
- develop and organise supporting ideas, reasons and examples accurately in written form.

Standards: 4.1.1. 4.1.2.

Interaction patterns: individual, pair, group

Direct students' attention to the information box about supporting sentences. Ask them to read the text individually. Remind students that a good paragraph should have a clear topic sentence and relevant supporting sentences. Explain that supporting sentences give more information about the topic sentence. They may explain, describe, give reasons, or provide examples. Point out that supporting sentences should follow a logical order and should not introduce a new or unrelated topic. Check comprehension by asking questions such as:

- What does a topic sentence do?
- What should supporting sentences do?
- Can a supporting sentence be grammatically correct but still irrelevant?
- Why should unrelated details be removed from a paragraph?

1. Ask students to read the topic sentences and decide whether each supporting sentence is relevant or irrelevant. Encourage them to focus on the relationship between the topic sentence and each supporting sentence.

Have students complete the task individually first. Then ask them to compare their answers with a partner and explain their choices. Conduct whole-class feedback, asking students to justify why each sentence is relevant or irrelevant.

Answers:

- | | |
|----------------------|----------------------|
| 1. | 2. |
| A. Relevant | A. Relevant |
| B. Relevant | B. Relevant |
| C. Irrelevant | C. Irrelevant |

2. A. Ask students to choose one topic from the list and write a topic sentence, two main points, and two to four supporting sentences for each main point. Have students work individually or in pairs. Monitor the activity and provide support with vocabulary, sentence structure, and organisation where necessary.

2. B. Ask students to exchange their work with another pair and give feedback. Tell them to identify the topic sentence, main points, and supporting details. Encourage students to check whether the topic sentence is clear, the main points support the topic sentence, the supporting sentences are relevant, there are enough supporting details, and any sentences need to be removed or improved. After students give feedback, allow them time to revise their work. Invite a few pairs to share their topic sentence and one strong supporting point with the class. Discuss why the examples are effective.

TEST

I. Choose the correct option.

- 1 If I ★★★ more organised, I ★★★ my homework on time.
☐ a would be, did ☐ b were, would do ☐ c will be, do ☐ d were, will do
- 2 If she ★★★ gossiping, her friends ★★★ her. But to tell the truth, it seems impossible.
☐ a stopped, would forgive ☐ b stops, will forgive ☐ c would stop, forgave ☐ d will stop, forgive
- 3 She is taking a course on effective feedback strategies. If she ★★★ how to give feedback properly, her team ★★★ comfortable asking her for advice.
☐ a learned, will feel ☐ b learns, would feel ☐ c learned, would feel ☐ d learns, will feel.

II. Choose the correct sentence. Consider punctuation errors as well.

- 1 ☐ a You don't have good relationships with people, unless you stop being aggressive while talking.
☐ b You won't have good relationships with people, if you don't stop being aggressive while talking.
☐ c Unless you stop being aggressive while talking, you won't have good relationships with people.
☐ d If you won't stop being aggressive while talking, you don't have good relationships with people.
- 2 ☐ a If he didn't spread rumours, people trusted him.
☐ b People trust him if he didn't spread rumours.
☐ c Unless he stops spreading rumours, people won't trust him.
☐ d People will trust him, if he doesn't spread rumours.

III. Choose the sentence that best expresses the same meaning using the correct conditional form.

1 Mia talks during the lessons, so she doesn't understand the teacher.

- ☐ a If Mia didn't understand the teacher, she would talk during the lessons.
- ☐ b If Mia doesn't talk during the lessons, she will understand the teacher.
- ☐ c If Mia talked during the lessons, she would understand the teacher.
- ☐ d If Mia didn't talk during the lessons, she would understand the teacher.

2 He never listens to feedback, so he doesn't improve.

- ☐ a If he listened to feedback, he wouldn't improve.
- ☐ b If he didn't listen to feedback, he would improve.
- ☐ c If he listened to feedback, he would improve.
- ☐ d If he didn't listen to feedback, he wouldn't improve.

IV. Complete the sentences with the correct words.

1	1. misunderstand 2. react 3. communicate	a. He should learn to <u>react</u> calmly when he hears unexpected news. b. People sometimes <u>misunderstand</u> messages when they don't listen carefully. c. It is important to <u>communicate</u> clearly when you work in a team.
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- ☐ a 1 - a, 2 - c, 3 - b
- ☐ b 1 - b, 2 - c, 3 - a
- ☐ c 1 - c, 2 - a, 3 - b
- ☐ d 1 - b, 2 - a, 3 - c

2	1. gossip 2. interact 3. underestimate	a. They sometimes <u>gossip</u> instead of talking about problems directly. b. Never <u>underestimate</u> how important clear communication is. c. Students <u>interact</u> more when the teacher asks open questions.
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- ☐ a 1 - a, 2 - b, 3 - c
- ☐ b 1 - b, 2 - a, 3 - c
- ☐ c 1 - a, 2 - c, 3 - b
- ☐ d 1 - c, 2 - b, 3 - a

V. Match the words to form collocations.

spread rumours give compliments make gestures clear up misunderstandings
--

4A

A JOURNEY FROM CHAOS TO CLARITY

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

- develop their listening skills for specific information;
- express their opinions on the ideas presented;
- use and pronounce the target vocabulary accurately to discuss information management and productivity;
- express practical advice and views on the topic in written form.

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

Interaction patterns: individual, pair, group

1. Direct students' attention to the target words and their definitions. Ask them to read the example sentences. Then, play the recording and have students listen and repeat the words. Monitor their pronunciation and provide support as needed.

Note: Use concept-checking questions (CCQs) to ensure that students have understood the meanings of the target vocabulary.

Example CCQs for checking understanding of the word "to integrate":

Context: She integrates ideas from personal development books into her daily life.

- Does she only read the ideas without applying them? **(No)**
- Does she include the ideas in her daily routines and habits? **(Yes)**

Example CCQs for checking understanding of the word "to overwhelm":

Context: When information is everywhere, it can easily overwhelm people.

- Is the amount easy to manage? **(No)**
- Do people feel calm and in control? **(No)**
- Can this make it hard to think clearly? **(Yes)**

Example CCQs for checking understanding of the word "to recall":

Context: Pictures and examples help me recall new ideas quickly.

- Did I learn the ideas before? **(Yes)**
- Do the pictures and examples help me remember them again? **(Yes)**
- Am I bringing old ideas back to my mind? **(Yes)**

Example CCQs for checking understanding of the word "clarity":

Context: After organising her notes, she had more clarity about the topic.

- Was the topic easier to understand after she organised her notes? **(Yes)**
- Was she still confused about the topic? **(No)**
- Did she understand the ideas clearly? **(Yes)**

Track 13

1. to integrate
2. to gather
3. to overwhelm
4. to recall
5. clarity
6. extension
7. consumption
8. productivity

2. Ask students to complete the gaps with the words from Task 1.

Answers:

0. If you **gather** information in a disorganised way, it won't benefit your personal knowledge management system.
 1. Knowledge management practices can improve **productivity** and decision-making.
 2. Critical thinkers **integrate** new information with what they already know.
 3. Too many things to do in one day can easily **overwhelm** a student.
 4. Writing clear notes helps students **recall** information during exams.
 5. Many students use apps as an **extension** of their brain to store ideas and notes.
 6. Reading many articles without thinking leads to passive information **consumption**.
 7. Diagrams can give **clarity** when a topic is hard to understand.
3. Tell students that they are going to listen to four speakers talking about information, notes, memory, and productivity. Give students time to read the statements carefully before playing the recording. If necessary, play the audio more than once. After listening, ask students to compare their answers in pairs, then check the answers as a class.

Answers:

Speaker 1 — **D**. We should link new ideas with our previous knowledge.

Speaker 2 — **E**. Storing information without using it is not very useful.

Speaker 3 — **B**. My notes help me remember things later.

Speaker 4 — **C**. Organised notes make ideas easier to understand.

Extra statement: **A**. Too much information can create stress and confusion.

Track 14

Speaker 1: I like to gather ideas from different places, like class notes, websites and videos. But I do not just collect them and leave them there. I try to integrate new information with things I already know. For example, if I learn something new in biology, I connect it to an older topic from class. That helps me understand it better.

Speaker 2: Sometimes students spend hours watching videos or saving articles, but that is just information consumption. I used to do that too. I had lots of material, but I was not really learning much. Now I stop more often and ask myself questions or write short notes. It helps me use the information in a more active way.

Speaker 3: I often look at the notes on my phone because they help me recall important ideas. My phone and notebook feel like an extension of my memory. I can't keep all the things I hear or read in my mind, so I write key points as soon as I can. Later, when I look at them again, the ideas come back much faster.

Speaker 4: When my notes are messy, I feel lost. Good organisation gives me clarity. I use short headings and simple diagrams, and that helps me see the main point quickly. If I save things without organising them, my notes can easily overwhelm me. Then I do not feel productive at all.

4. Ask students to answer the questions individually first. Then put them into pairs and have them exchange their answers. Remind them to use the target vocabulary from Task 1 where possible.

After the discussion, invite several students to share their answers with the class.

5. Direct students' attention to the two cases. Ask them to choose one of the students, Bill or Freya, and prepare tips for that student. Give students time to read the case carefully and identify the student's main problem.

Have students work individually first and write down a few ideas. Then put them into pairs or small groups to discuss their tips. Encourage them to use the target vocabulary from the lesson, such as gather, recall, overwhelm, clarity, extension, consumption, and productivity.



A JOURNEY FROM CHAOS TO CLARITY

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

- develop their reading skills for detailed information;
- express their views on the topic mentioned in the text

Standards: 2.1.1. 2.2.2. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.

Interaction patterns: individual, pair, group

1. Direct students' attention to the title of the text, From Chaos to Clarity. Ask them to read the two questions and think about their answers individually. Then have students discuss their ideas with a partner.

Encourage students to predict what the text will be about and what might change from chaos to clarity. Then ask students to read the text and compare their predictions with the information in the text.

Monitor the pair work and provide language support where necessary. After the activity, invite several students to share whether their predictions were correct.

2. Before students start doing Task 2, direct their attention to the words in the note box and check that they understand their meanings.

external (adj.) /ɪk'stɜː.nəl/ existing or happening outside a place

inactive (adj.) /ɪn'æktɪv/ not being used

Tell students that they are going to read the text again and choose the correct options. Have students complete the task individually. Then ask them to compare their answers with a partner and justify their choices by referring to the text. Once everyone is ready, check the answers as a class.

Answers:

1. **B** — He couldn't find necessary information. (When I needed something important, it was really difficult and time-consuming to recall where I had stored it)
2. **D** — He decided to look into the topic further. (This time, however, I wanted to understand the idea behind that knowledge-management method. So I researched the topic a bit.)
3. **C** — similar content (I had seen a lot of similar content previously. I will be honest with you; it never interested me.)
4. **D** — storing information in an organised external system (... participants were encouraged to create an external system where knowledge could be collected, organised and easily recalled whenever necessary.)
5. **D** — It helped the author to create real clarity. (However, the course helped me turn those early attempts into a clear system. What had once felt like confusion slowly turned into something much more useful—real clarity.)

3. Direct students' attention to the sentences taken from the text. Ask them to look carefully at the verb forms, think about the order of events, place the events on the timeline, and complete the gaps with the name and form of each tense.

Have students complete the task individually. Then ask them to compare their answers with a partner before checking them as a class. Write the sentences on the board and highlight the verb structures.

*While I **was researching** the topic, I **came across** the book.
I **had seen** a lot of similar content previously.*

Earlier past

0. **Tense:** Past Perfect

Form: had+ past participle

Setting the scene

1. **Tense:** Past Continuous

Form: was/were + v-ing

Main event

2. **Tense:** Past Simple

Form: past form of the verb

Optional Extension: Ask students to find one more example of a past tense structure in the text and explain why that tense is used. Then have them write one sentence of their own using Past Perfect, Past Continuous, and Past Simple to describe a sequence of past events.

Once the task is completed, give further explanation to the target grammar. Explain that the Past Perfect is used to show an earlier past event, the Past Continuous is used to set the scene, and the Past Simple is used for the main event. Refer students to the Grammar Bank and have them read the rules. Ask CCQs to make sure that they have understood the target grammar. Then, encourage them to use the target form in their own sentences.



A JOURNEY FROM CHAOS TO CLARITY

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

- develop their listening skills for specific information;
- express their opinions about different experiences;
- write a short coherent story about past events using the target tenses.

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

Interaction patterns: individual, pair, group

1. Direct students' attention to the example sentence. Explain that the Past Perfect is used to show that one past action happened before another past action. Briefly review the structure with the class: **had + past participle**

Ask students to complete the sentences with the Past Perfect forms of the verbs in brackets. Have students work individually first. Once they are ready, ask them to compare their answers with a partner. Then check the answers as a class.

Answers:

0. Before going to sleep, I **had saved** all my ideas.
1. By the end of the day, my brain **had become** completely overwhelmed.
2. Before the meeting started, she **had reviewed** her notes.
3. I felt calmer because I **had organised** everything in my note-taking app.
4. I was relaxed because I **had written** down everything important.
5. Before using digital note-taking apps, I **had forgotten** many ideas.

2. Direct students' attention to the example sentence. Explain that they need to complete the sentences with the Past Perfect or Past Simple forms of the verbs in brackets.

If students have difficulty choosing between the Past Perfect and Past Simple, use a simple timeline to show the order of events. Ask:

- Which action happened first?
- Which action happened later?

Remind students that the earlier action is usually expressed in the Past Perfect, while the later event is normally in the Past Simple.

Have students complete the task individually. Then ask them to compare their answers with a partner before checking the answers as a class.

Answers:

0. Before the teacher **started** the lesson about the brain, the students had already gathered some information about memory.
1. The class **had done** some research on productivity by the time the workshop **started**.
2. The teacher **was** very pleased that her students **had recalled** all the necessary information during the quiz.
3. I **realised** that I **had gathered** a lot of necessary notes about the functions of the brain.
4. I **didn't attend** the lecture as I **hadn't added** it to my calendar.
5. As he **hadn't reviewed** the material, **he failed** the test.
6. The memory champion **felt** confident because he **had trained** very well.

3. Direct students' attention to the example sentence. Explain that they should rewrite each pair of sentences using the Past Perfect and Past Simple. Remind them to use 'as' to join the sentences.

Have students complete the task individually. Then ask them to compare their sentences with a partner and discuss any differences. Check the answers as a class.

Answers:

1. The man lost his memory. The doctor examined him.
As the man had lost his memory, the doctor examined him.
 2. I studied really hard the night before. Then everything felt easier during the exam.
As I had studied really hard the night before, everything felt easier during the exam.
 3. I didn't plan my move carefully. I made the wrong decision.
I made the wrong decision as I hadn't planned my move carefully.
 4. I worked non-stop all day. I felt completely overwhelmed by the evening.
I felt completely overwhelmed by the evening as I had worked non-stop all day.
 5. I didn't take a break. I started making silly mistakes.
As I hadn't taken a break, I started making silly mistakes.
4. Tell students that they are going to complete a short text about becoming more organised and productive. Explain that they should use the Past Simple, Past Continuous, or Past Perfect forms of the verbs in brackets.

Before students begin, briefly remind them that the Past Continuous is often used to describe an action in progress at a particular time in the past, the Past Simple is used for completed past actions, and the Past Perfect is used for actions that happened before another past action. You can, alternatively, elicit this rule from them.

You can use three quick prompts:

- **What happened?** → Past Simple
- **What was in progress?** → Past Continuous
- **What had happened earlier?** → Past Perfect

Have students complete the task individually. Then ask them to compare their answers with a partner. Check the answers as a class and ask students to explain why each tense is used where necessary.



A JOURNEY FROM CHAOS TO CLARITY

Answers:

A few weeks ago, I **1) decided** to become more organised and productive. I **2) spent** a lot of time planning my tasks, but I **3) didn't make** much progress.

I **4) created** 'to-do' lists and **5) set** clear goals. By the middle of the week, I **6) had already made** several plans, but I wasn't able to complete most of them.

One evening, I **7) was sitting** at my desk, looking at my list. While I **8) was reviewing** my plans, I **9) noticed** something strange.

By that point, I **10) had spent** more time planning than actually working. I **11) realised** I **12) had focused** too much on preparing instead of taking action.

The next day, I **13) chose** just one task and **14) started** working immediately. I **15) worked** without overthinking, and I finally **16) finished** something that was important for me.

- 5.** Tell students that they are going to listen to four speakers talking about memory and past experiences. Before the listening task, direct students' attention to the sentence summaries and answer options. Ask students to choose the correct option for each sentence before listening. Have them complete the task individually and then compare their answers with a partner. Check the answers as a class.

Answers:

A. b B. b C. a D. a E. a

- B.** Explain that students will now listen and match the speakers to the statements. Remind them that one statement is extra. Give students time to read the statements again before playing the recording. Play the recording once and ask students to complete the task. If necessary, play the recording a second time. After listening, have students compare their answers in pairs before checking the answers as a class.

Answers:

Speaker 1 — **B.** They forgot what they were doing for a moment.

Speaker 2 — **D.** A skill they had practised earlier became automatic.

Speaker 3 — **C.** They realised they had confused one person with another.

Speaker 4 — **A.** Something they had learned previously helped them understand quickly.

Extra statement: **E.** They were thinking about too many things and made a mistake.

Track 15

Speaker 1: I was walking into my kitchen one evening, and suddenly I couldn't remember why I had gone there. I was holding my phone and thinking about a photo with some friends I had taken earlier. After a few seconds, I realised I had gone there to make tea, but my brain had already started thinking about something else.

Speaker 2: When I was younger, I learned how to play the piano. At first, I had to think about every note carefully. But after a few years, I didn't need to think anymore. My brain had already learned the patterns, so my fingers just moved automatically while I was listening to the music.

Speaker 3: Last week, I met someone at a café, and I was sure I had seen her before. I started talking to her like we were old friends. But later, I realised my brain had confused her with someone else I had met years ago. It was a bit embarrassing!

Speaker 4: I was studying for an exam, and I was trying to remember a difficult topic. Suddenly, I understood it very quickly. I realised that I had already learned something similar in another class, so my brain connected the ideas without any effort.

6. Direct students' attention to the clues. Explain that they should use the clues to make a short story. Remind them to use the Past Simple, Past Continuous, or Past Perfect where appropriate.

Have students work individually first and write a short story using the clues. Then ask them to compare their stories with a partner. Encourage them to check whether the past tenses are used correctly. After the activity, invite several students to read their stories to the class.

Optional Peer Check: After students compare their stories, ask them to check each other's work using three questions:

- Is the sequence of events clear?
- Are the past tenses used appropriately?
- Is there at least one clear example of an earlier past action?

Notes: For mixed-ability classes, differentiated support can help students organise their stories and use the target tenses more confidently.

Support

Allow students to organise the clues into a simple sequence before writing. Encourage them to label events as:

- **main event**
- **action in progress**
- **earlier action**

They can then choose the appropriate tense for each event.

Challenge

Ask stronger students to expand their stories by adding:

- one background action using the **Past Continuous**;
- one earlier action using the **Past Perfect**;
- at least one sequencing expression such as *while*, *before*, *after* or *by the time*.



A JOURNEY FROM CHAOS TO CLARITY

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

- develop their listening skills for detailed and specific information;
- distinguish key vocabulary according to meaning;
- discuss their opinions about memory strategies;
- write an opinion paragraph expressing and supporting their views on mental exercise.

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

Interaction patterns: individual, pair, group

1. Ask students to look at the discussion questions about memory. Give them a short time to read the questions and think about their own answers. Then put students into pairs and have them discuss their ideas.

Encourage students to explain their opinions, give examples, and respond to their partner's ideas. Monitor the pair work and provide language support where necessary. After the discussion, invite several students to share their answers with the class.

2. Direct students' attention to the sentences and the words in bold. Explain that these words will appear in the listening text. Ask students to use the context of each sentence to guess the meanings first. Then have them match the words to the definitions.

Ask students to complete the task individually. Once they are ready, have them compare their answers with a partner. Check the answers as a class and clarify any difficult meanings.

Answers:

b — knowing something well

d — to gradually become less, worse or lower

e — to have something happen to you, or to do or feel something

c — connected with the process of thinking

a — able to change or be changed easily according to the situation

3. Tell students that they are going to listen to a talk about the mind palace technique. Explain that they should listen and choose the correct answers.

Before playing the recording, ask students to read the questions and options carefully. Encourage them to identify key words in the questions so that they know what information to listen for. Play the recording once and ask students to complete the task. If necessary, play the recording a second time. After listening, have students compare their answers in pairs before checking the answers as a class.

Answers:

a — to memorise information by linking it to imagined locations

b — People began relying more on written materials to store information.

- a — a TV show
- c — to help people forget negative experiences from the past
- c — Mental exercises can improve cognitive abilities.

Track 16

The mind palace technique is a method for memorising large amounts of information by placing facts into locations inside an imaginary “palace” in your mind. Mind palaces are often created in places that you know well, like your home, school, parks, stores, or anywhere that you’re familiar with. It’s also possible to create virtual mind palaces from pictures.

The technique is also known by many other names, including the method of loci, the memory theatre and the art of memory. The technique has been used since prehistoric times. Later, the method was developed and widely used by the Ancient Greeks and Romans. For example, the Ancient Romans used mind palaces to memorise their speeches.

However, the popularity of the technique declined when writing materials became cheaper and more widely available. As people began writing information down more easily, there was less need to rely on complex memory systems. For many centuries the technique was rarely discussed outside specialist circles. It became popular again in recent years after the BBC series *Sherlock* showed the technique. The series was inspired by Arthur Conan Doyle’s *Sherlock Holmes* stories. In the modern world, the technique is used by busy students, professionals, and memory champions to memorise large amounts of information quickly. Researchers and healthcare professionals are also exploring different uses for the technique. In some centres, the mind palace is used to help elderly people with early-stage dementia. It is combined with physical activity and social interaction to slow cognitive decline.

Mental health specialists are exploring the memory palace as a therapy tool. For example, people who experience depression may create mental spaces with positive memories that they can revisit during difficult moments.

In today’s digital age, there is no need to store a lot of information in memory. However, techniques like the mind palace remind us of the powerful abilities of the human brain and using these strategies can be seen as a kind of mental exercise, helping the brain stay active and flexible.

4. Put students into pairs and ask them to discuss the questions about the mind palace technique. Encourage them to say whether they think the technique is useful and how people could use it in everyday life.

Remind students to give reasons and examples. Monitor the discussion and help with vocabulary or grammar where necessary. After pair work, ask several students to share their ideas with the class.

5. **A.** Direct students’ attention to Erica Weber’s quote. Ask students to read it carefully and think about its general meaning. Check that students understand the comparison between mental exercise and physical exercise.
B. Explain that students should write an opinion paragraph of 80–100 words. Remind them to explain the general meaning of the quote, state whether they agree or disagree, and give reasons for their opinion.

Before students begin writing, give them a few minutes to plan their ideas. Monitor and provide support where necessary. After writing, ask students to exchange their paragraphs with a partner and give brief feedback on clarity, organisation, and reasons.

Optional Extension: Invite several students to read their opinion paragraphs to the class. Ask the class to listen and identify whether the writer agrees or disagrees with the quote and what reasons they give.

A JOURNEY FROM CHAOS TO CLARITY

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

- talk about and compare the strategies shown in the pictures;
- express and justify their opinions about ways of keeping the mind clear.

Standards: 2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4.

Interaction patterns: individual, pair, group

1. Direct students' attention to the four options shown in the pictures: developing an external system to store information, reducing consumption of new information, focusing only on important tasks, and taking proper breaks from work. Check that students understand each option before they begin.



Developing an external system to store information



Reducing consumption of new information



Focusing only on important tasks



Taking proper breaks from work

Ask students to work in pairs. Explain that they should discuss the questions and explain their choices. Encourage them to say which option they think is the most important for keeping the mind clear, which one could be the most difficult for them, and which one might have long-term benefits.

Remind students to use the useful phrases in the boxes to give opinions, ask for their partner's opinion, compare ideas, explain reasons, and agree or disagree politely. Encourage them to take turns speaking, give reasons for their answers, and use examples from their own study habits or daily life.

Monitor the discussions and provide language support where necessary. Focus on how well students interact, support their opinions, and respond to their partner's ideas. After the pair work, invite several pairs to share their choices with the class and explain their reasons.

Optional Extension: Ask pairs to rank the four options from most useful to least useful for keeping the mind clear. Then put two pairs together and have them compare their rankings. Encourage students to justify their choices and agree on a final group ranking.

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

- distinguish transition words according to their meanings and functions;
- organise and express their ideas in writing using appropriate transition words.

Standards: 3.1.1. 4.1.1. 4.1.2.

Interaction patterns: individual, pair, group

Direct students' attention to the information box about transition words. Ask them to read the explanation individually and look at the table.

Explain that transition words help writers organise their ideas and help readers understand how one idea connects to another. Point out the different categories in the table. Check comprehension by asking questions such as:

- Why do writers use transition words?
- Which transition words can we use to add ideas?
- Which transition words can we use to compare or contrast ideas?
- Which transition words help show order or sequence?
- Which transition words can we use to give examples?
- Why is it important to organise main points and supporting details logically?

1. Ask students to complete the gaps with the correct transition words by choosing a, b, or c. Remind them to read the sentences before and after each gap carefully before choosing an answer. Have students complete the task individually first. Then ask them to compare their answers with a partner and discuss any differences. Conduct whole-class feedback and ask students to explain why each answer is correct.

Answers:

A.

a — For instance

b — As a result

B.

a — For instance

b — For example

2. **A.** Ask students to choose one topic from the list and write a topic sentence, two main points, and two to four supporting sentences for each main point. Remind them to use transition words to connect their ideas clearly. Have students work individually or in pairs. Monitor the activity and provide support with vocabulary, sentence structure, organisation, and transition word use where necessary.
2. **B.** Ask students to exchange their work with another pair. Tell them to identify the supporting details and transition words. Encourage students to check whether the ideas are organised logically, whether the transition words are used correctly, and whether the supporting details clearly develop the main points. After students give feedback, allow them time to revise their work. Invite a few pairs to share one strong example with the class. Highlight effective use of transition words and explain why the examples help the writing sound clearer and more organised.

TEST

I. Choose the correct option.

1 I ★★★ Ella not to take the online test yet because she ★★★ enough time for preparation.

- ☐ a told, hadn't spent ☐ b was telling, didn't spend ☐ c had told, spent ☐ d had told, didn't spend

2 He ★★★ that it was him who ★★★ all the notes from the app.

- ☐ a had admitted, deleted ☐ b admitted, had deleted ☐ c admitted, was deleting ☐ d had admitted, had deleted

3 He ★★★ his notes as he ★★★ them properly.

- ☐ a wasn't finding, hadn't stored ☐ b couldn't find, hadn't stored ☐ c didn't find, couldn't store ☐ d hadn't found, didn't store

4 She ★★★ during the presentation because she suddenly ★★★ that she ★★★ the wrong slide.

- ☐ a was pausing, understood, had shown
☐ b had paused, understood, had shown
☐ c paused, understood, had shown
☐ d paused, understood, showed

II. Choose the correct sentence.

- 1 ☐ a While I was surfing the internet, I came across the second book in a series that I previously read.
☐ b While I surfed the internet, I came across the second book in a series that I had previously read.
☐ c While I was surfing the internet, I came across the second book in a series that I had previously read.
☐ d While I was surfing the internet, I had come across the second book in a series that I previously read.

- 2** ☐ **a** While she was organising her digital folders, she realised that she had saved the file in the wrong place.
- ☐ **b** While she organised her digital folders, she realised that she saved the file in the wrong place.
- ☐ **c** While she was organising her digital folders, she had realised that she saved the file in the wrong place.
- ☐ **d** While she had organised her digital folders, she was realising that she saved the file in the wrong place.

III. Complete the sentences with the correct words.

1	1. integrate 2. gather 3. overwhelm	a. She began to <u>gather</u> data from different sources for her research. b. It is important to <u>integrate</u> new information with what you already know. c. The amount of unfinished work can <u>overwhelm</u> people like nothing else.
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- ☐ **a** 1 - c, 2 - b, 3 - a ☐ **b** 1 - b, 2 - c, 3 - a ☒ **c** 1 - b, 2 - a, 3 - c ☐ **d** 1 - a, 2 - c, 3 - b

2	1. consumption 2. productivity 3. extension	a. The company increased its <u>consumption</u> to meet growing demand. b. Too much <u>extension</u> of social media can negatively affect mental health. c. There are a lot of "to-do" apps that can work as a/an <u>productivity</u> of your brain.
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- ☐ **a** 1 - a, 2 - b, 3 - c ☐ **c** 1 - b, 2 - a, 3 - c
- ☐ **b** 1 - b, 2 - c, 3 - a ☒ **d** 1 - a, 2 - c, 3 - b

IV. Complete the table with the correct forms of the words.

Verb	Noun
integrate	<u>integration</u>
extend	<u>extension</u>
<u>consume</u>	consumption

Noun	Adjective
clarity	<u>clear</u>
productivity	<u>productive</u>

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

- develop their listening skills for detailed information;
- express their opinions on the ideas presented;
- use and pronounce the target vocabulary accurately to discuss noble goals and lasting legacy;
- express their ideas about a noble goal and its possible impact in written form.

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

Interaction patterns: individual, pair, group

1. Direct students' attention to the target words and their definitions. Ask them to read the example sentences. Then, play the recording and have students listen and repeat the words. Monitor their pronunciation and provide support as needed.

Note: Use concept-checking questions (CCQs) to ensure that students have understood the meanings of the target vocabulary.

Example CCQs for checking understanding of the word "legacy":

Context: Her kindness to others is her greatest legacy.

- Is her kindness something people will probably remember? **(Yes)**
- Does her kindness disappear immediately after she helps people? **(No)**
- Is legacy something that remains from what a person does? **(Yes)**

Example CCQs for checking understanding of the word "selfish":

Context: Don't be selfish – think about how your actions affect others.

- Does a selfish person think mainly about themselves? **(Yes)**
- Do they think carefully about other people's needs? **(No)**
- Is selfish behaviour usually positive for others? **(No)**

Example CCQs for checking understanding of the word "sustainable":

Context: Building good habits is a sustainable way to improve yourself over time.

- Can this way continue for a long time? **(Yes)**
- Is it only useful for one day? **(No)**
- Does it help improvement continue over time? **(Yes)**

Example CCQs for checking understanding of the word "mission":

Context: He feels it is his mission to stop bullying at schools.

- Does he think this work is important? **(Yes)**
- Does he feel responsible for doing it? **(Yes)**
- Does he strongly believe he should do this work? **(Yes)**

Track 17

1. legacy
2. lasting
3. sustainable
4. to contribute

5. selfish
6. noble
7. to pursue
8. mission

2. Ask students to complete the gaps with the words from Task 1. Remind them that they might need to change the forms of the words. Have students complete the task individually first, then compare their answers with a partner. Check the answers as a class.

Answers:

0. He made a **noble** decision to save an injured animal.
1. He wants to leave a **legacy** of kindness and care for the environment.
2. Learning good study habits leads to **sustainable** progress in school.
3. My **mission** is to improve myself and help others.
4. It is **selfish** to ignore other people's needs.
5. She worked hard to **pursue** her dream of being an astronaut.
6. Small actions, such as donating books, **contribute** to the goal of better education.
7. Learning important life skills has a **lasting** effect on people's lives.

3. Tell students that they are going to listen to three speakers talking about noble goals. Explain that they should choose the correct option to complete each sentence.

Before playing the recording, give students time to read the sentences and options carefully. Encourage them to identify key words that may help them listen for the correct information. Play the recording once and ask students to complete the task. If necessary, play the recording a second time. After listening, have students compare their answers with a partner before checking the answers as a class.

Answers:

1. **b** — should benefit society more than you
2. **c** — personal growth and self-care can help people contribute more effectively to larger goals
3. **b** — may benefit small groups without having a global impact

Track 18

Speaker 1: A "noble" goal is a goal that contributes to something greater than yourself. It is not only about your life's work; it is about being part of a process that you may not see the end of in your lifetime. According to my mentor, examples of noble goals are "Design affordable technology that helps people with disabilities live more independently" or "Start a movement that plants millions of trees in cities around the world." Goals such as "make a lot of money" or "work four hours a week" may be nice personal goals, but they are not "noble" goals, according to my mentor. They benefit you, but they don't do much for the rest of the world.

Speaker 2: Some people think that 'contributing to something greater than you' means ignoring your own needs or not pursuing personal goals. That's not true, of course. In fact, everything should begin with you. When people look after their physical and mental health, they have more energy and motivation to realise their personal goals, such as learning new skills, earning more money, setting up their own business, etc. When people improve themselves, it becomes easy to make a positive and lasting impact on the world and pursue more global missions in life. From this perspective, focusing on sustainable personal growth is not a selfish act but the first step of 'contributing to something greater than you'.

Speaker 3: Many people believe that only large global projects can truly make a difference. It is easy to admire people who have started global movements or solved big world problems, because their actions always



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create a lasting legacy. However, meaningful impact doesn't always begin in such a big way. Sometimes it starts with small actions, such as helping a younger student with homework or supporting a friend who is having a difficult time. These actions may not change the whole world, but they improve the lives of people around us and can even encourage others to help. A kind teacher, a responsible business owner, or a creative artist may not be famous, but they can influence many people over time. From this perspective, a goal does not have to sound heroic to be meaningful. What matters is the positive effect it has on others.

4. Put students into pairs and ask them to discuss the questions. Encourage them to say which speaker's idea they agree with most and explain what a noble goal means to them personally.

Remind students to give reasons, use examples, and refer to ideas from the listening where appropriate. Monitor the pair work and provide language support if necessary. After the discussion, invite several students to share their ideas with the class.

5. Before students start doing task 5, remind them that a noble goal does not have to be ambitious or "heroic". Small actions that improve someone's experience at school can also be meaningful. Encourage students to choose an issue they genuinely care about and to build their idea around something they would realistically like to change.

When students share their goals, acknowledge the value of different ideas and encourage the class to respond positively to one another.

Direct students' attention to the "My Noble Goal" box. Explain that they should design a noble goal by thinking about a problem in their school and how they could help.

Ask students to read the questions carefully and think about their answers individually first. Then put them into pairs or small groups to discuss their ideas. Encourage students to think about who the problem affects, what small action they could take, what results their action might have, and how they could make the results lasting.

Monitor the activity and help students develop their ideas where necessary. After the discussion, invite several students or groups to present their noble goals to the class.

Optional reflection task: After the presentations, ask students to reflect briefly on the ideas they have heard. You could ask:

- Which idea inspired you most? Why?
- Which goal could realistically make a difference in your school?
- What is one small action you could personally take?

If appropriate, invite a few students to share their answers with the class.

Note: A short reflection after the “My Noble Goal” presentations can reinforce both the content and the language of the lesson. It gives students another opportunity to reuse key vocabulary such as *legacy*, *sustainable*, *contribute*, *mission* and *lasting*, while also practising expressing opinions, giving reasons and responding to ideas they have heard. Because the reflection is personal, students are more likely to use the language meaningfully and remember it.

The following expressions can help students complete the reflection task more confidently. You can write them on the board or display them before students begin.

Talking about an idea

- *I liked the idea of ...*
- *The most interesting idea was ...*

Giving a reason

- *I think it is useful because ...*
- *This is important because ...*

Making it personal

- *In my school, we could ...*
- *I could help by ...*

Talking about impact

- *This could help ...*
- *This could make a difference because ...*
- *This could have a lasting effect.*



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

- develop their reading skills for gist and detailed information;
- express their views on the given topics;

Standards: 2.1.1. 2.2.2. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.

Interaction patterns: individual, pair, group

1. Ask students to look at the discussion questions about polluted rivers and lakes. Give them a short time to think about their answers. Then put students into pairs and ask them to discuss the questions.

Encourage students to describe what polluted water may look or smell like, explain possible causes of pollution, and suggest ways to prevent pollution in rivers or lakes. Monitor the pair work and provide vocabulary support where necessary. After the discussion, invite several students to share their ideas with the class.

2. Before students read, check that they understand the meanings of the words in the vocabulary box: contamination, to sink, surface, and to be trapped.

contamination (n.) /kənˌtæm.ɪˈneɪʃən/ the state of containing unwanted or dangerous substances

sink (v.) /sɪŋk/ to go to the bottom of a liquid

surface (n.) /ˈsɜːfɪs/ the outer or top part or layer of something

be trapped /bɪ træpt/ (phrase) If someone or something is trapped, they are unable to move or escape from a place or situation.

Direct students' attention to the title options. Explain that they should read the text quickly and choose the title that best fits the whole text, not just one detail.

Give students a short time to skim the text. Ask them to compare their answers with a partner before checking the answer as a class. Encourage students to explain why the other titles are less suitable.

Answers:

A — One person can make a difference.

3. Explain that students are going to read the text again and complete the gaps with the missing sentences. Remind them that there is one extra sentence which they do not need to use.

Ask students to read the sentences A–H first and identify key words. Then have them read the text carefully and choose the sentence which best fits each gap. Remind students to pay attention to logical connections, reference words, and the sentences before and after each gap.

Have students complete the task individually first. Then ask them to compare their answers with a partner and justify their choices. Check the answers as a class and ask students to explain the clues that helped them choose each sentence.

Answers:

1. G — Birds were no longer flying in the air, and fish were no longer swimming in the water.
2. B — That's why he was not very hopeful but he agreed with the scientist's request.
3. C — After studying the water, soil, and winds there, he returned to the labs to analyse his findings and come up with a solution.
4. A — When they are trapped, they cannot move and eventually die.
5. H — This serves to remove harmful bacteria while protecting helpful microorganisms that support the natural microflora.
6. F — Morikawa's work proves that nature returns when given a chance to recover.
7. D — If you take the first step, others will follow.

Extra: E — This helped them to believe him and give him a chance.

4. Direct students' attention to the underlined verbs in the text. Explain that some verbs can be followed by either to + verb or verb + -ing, but the meaning changes.

Ask students to look at the verb patterns with remember/forget, stop, and try. Have them match each pattern with the correct rule. Encourage students to use the examples from the text and the meaning of each sentence to help them.

Ask students to complete the task individually first. Then have them compare answers with a partner. Check the answers as a class and provide additional examples if necessary.

Answers:

remember/forget + to do — **b)** talking about something you must do before it happens

remember/forget + doing — **a)** talking about memories of a past action

stop + to do — **b)** pausing one activity in order to do another activity

stop + doing — **a)** finishing or ending an activity

try + to do — **b)** making an effort to do something difficult

try + doing — **a)** doing something as an experiment to see if it works or not

Optional Extension: Write several short sentences on the board using remember, forget, stop, and try. Ask students to explain the difference in meaning between the to + verb and verb + -ing forms. Then have students write their own example sentences and compare them with a partner.



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

- develop their listening skills for specific information;
- use the target verb patterns accurately in oral and written form.

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

Interaction patterns: individual, pair, group

1. Ask students to complete the sentences with the correct form of the verbs in brackets. Have them work individually first, then compare their answers with a partner. Check the answers as a class and ask students to explain the meaning in each sentence. If necessary, go through the meanings with the class:

remember/forget + to do refers to something someone needs or needed to do.

remember/forget + doing refers to a memory of a past action.

try + to do means making an effort to do something difficult.

try + doing means experimenting to see if something works.

stop + doing means ending an activity.

stop + to do means pausing one activity in order to do another.

Answers:

REMEMBER

I am talking about memories of a past action.

1. I remembered **setting** my first long-term goal when I was in 9th grade.

I am talking about something I had to do.

2. I remembered **to set** a long-term goal on the 1st of January. I do this every three years.

FORGET

I am talking about something I had to do.

3. I forgot **to follow** my morning routine today, so the whole day didn't go well.

I am talking about memories of a past action.

4. I will never forget **following** my first daily habit that helped me stay organised.

TRY

I am talking about making an effort to do something.

5. I tried **to build** a sustainable study habit before the exams, but it was not easy to follow the plan every day as I am not an organised person.

I am talking about experimenting to see if something works.

6. Try **building** a small sustainable daily habit for a few weeks and see if it improves your productivity.

STOP

I am talking about ending an activity.

7. He stopped **reading** social media posts because they distracted him from doing important tasks.

I am talking about pausing one activity in order to do another.

8. He stopped **to read** an article about building healthy digital habits.

2. Ask students to choose the correct verb from the box and complete each sentence with either *to + verb* or *verb + -ing*. Remind them to think carefully about both the meaning of the sentence and the grammar pattern.

Have students complete the task individually first. Then ask them to compare their answers with a partner and explain why they chose each form. Check the answers as a class.

Answers:

0. She will never forget **achieving** her first big goal as a teenager.
1. I remember **writing** my goals in a notebook when I was a child.
2. Don't forget **to show** kindness. It will change not only other people's lives but yours as well.
3. Try **to reflect** on your progress at the end of each day. I know it seems difficult but the outcome is worth it.
4. He stopped **following** routines that were not sustainable.
5. She remembered **to add** the event to the calendar. It helped her save the day.
6. Try **exploring** different alternatives if one way proves less effective.

3. Direct students' attention to the sentences. Explain that they should rewrite each sentence using the target grammar from the lesson.

Go through the example with the class. Then ask students to complete the remaining sentences individually. After they finish, have them compare their answers with a partner. Check the answers as a class and focus on the change in meaning between *to + verb* and *verb + -ing*.

Answers:

0. **He stopped to check his calendar.**

1. I tried reading leadership books every morning.
2. He tried to build a meaningful legacy.
3. I remember writing my first career plan.
4. He stopped complaining.
5. I forgot to update my professional profile.

4. Ask students to complete the questions with *to do* or *doing*. Remind them to use the correct pattern after *remember*, *forget*, and *stop*.

Have students complete the gaps individually. Then put students into pairs and ask them to answer the questions. Encourage them to give real examples and explain their answers clearly. Monitor the pair work and provide support where necessary. After the discussion, invite several students to share their answers with the class.



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Answers:

1. What is something you remember **doing** that shaped your character?
2. Is there something important that you often forget **to do**?
3. What things have you stopped **doing** to improve your life?

5. Before giving the instructions for Task 5, explain the meaning of the word - *guidance*.

guidance (n.) /'gaɪ.dəns/ help and advice about how to do something or about how to deal with problems

Tell students that they are going to listen to four people talking about how young people can work towards meaningful goals. Explain that they should match each speaker with the main message of their advice. Remind them that there is one extra statement.

Before playing the recording, ask students to read the statements carefully and underline key words. Play the recording once and ask students to match the speakers to the statements. If necessary, play the recording a second time. After listening, have students compare answers with a partner before checking the answers as a class.

Answers:

Speaker 1 — **d.** Reviewing your actions regularly can help you achieve your goals more effectively.

Speaker 2 — **c.** Advice from more experienced people can play an important role in personal development.

Speaker 3 — **b.** Reducing everyday distractions can make it easy to stay focused on your goals.

Speaker 4 — **a.** Young people can learn about themselves by trying new experiences.

Extra: **E.** Young people should make detailed long-term career decisions as early as possible.

Track 19

Speaker 1: When I started thinking about my future, I realised that having big dreams isn't enough. Sometimes I also talk to older students or teachers about my plans because their suggestions help me see things differently. But the most helpful habit for me is stopping for a moment and asking myself if what I'm doing actually supports my long-term goal. Writing down my weekly goals and checking them every evening is a great way to do so.

Speaker 2: When people talk about success, they often focus only on personal effort. But I think guidance from others is just as important. When I was younger, a teacher once explained that progress usually happens through many small steps. I still remember that conversation today. Of course, you should try different activities and learn from your own experiences, but listening to people who have already faced similar challenges is more helpful, in my view.

Speaker 3: For me, the biggest challenge was not a lack of ideas but a lack of discipline. I was open to exploring different activities anyway. I noticed that I often plan to do something useful, but then spend too much time on my phone or start doing more than one thing at a time. First, I limited my screen time and worked on one task at a time. I also write down my goals so I remember why I'm working in the first place.

Speaker 4: A lot of teenagers feel stressed because they think they must choose the perfect career very early. I used to worry about that too. Then I decided to explore different opportunities instead of trying to decide everything immediately. I joined clubs, volunteered at events, and learned some new skills online. Some experiences were not successful, but they still taught me something important about my interests and strengths.

- 6.** Direct students' attention to the instructions. Explain that they should prepare a list of tips for a person who wants to achieve noble goals and build a meaningful legacy.

Remind students that each tip should include one of the target verbs: *try*, *remember*, *forget*, or *stop*. Encourage them to use the correct form after each verb and to make their tips practical and meaningful.

- A.** Ask students to write their tips individually first. Monitor and provide assistance if necessary.
- B.** Then put them into pairs and have them read their tips to each other. Encourage students to explain why each tip is useful.
- C.** After the discussion, ask students to choose one useful idea from their partner and report it to the class.

Optional Extension: Ask students to choose the three strongest tips from the class and write them on the board. Then have students discuss which tip would be the easiest to follow and which would have the strongest long-term effect.



NOBLE GOALS AND LASTING LEGACY

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

- develop their listening skills for detailed and specific information about different types of legacy;
- discuss and present their ideas about legacy;
- write a paragraph expressing their ideas about the legacy they would like to leave.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4.

Interaction patterns: individual, pair, group

1. Ask students to read the question and think about what the word legacy means to them. Give them a short time to prepare their ideas individually. Then put students into pairs and ask them to discuss the question.

Encourage students to give examples of different kinds of legacy, such as things people do for their family, community, school, or society. Monitor the pair work and provide support where necessary. After the discussion, invite several students to share their ideas with the class.

2. Direct students' attention to Katie MacIntosh's quote. Ask students to read the quote carefully and think about its general meaning. Then ask them to answer the questions individually.

Tell students that they are going to listen to the first part of the talk and check their ideas. Play Track 20.1. After listening, ask students to compare their answers with a partner. Check the answers as a class and encourage students to explain their ideas in their own words.

Suggested answers:

The author means that legacy is not only one thing. A person can leave different kinds of positive effects behind. We should not think of legacy as only one thing because people have many different sides to their lives, and each part can be remembered in a different way.

A person can leave different kinds of legacies, such as financial, emotional, and digital legacies.

Track 20.1

Part 1

In our culture, we often understand this word in a narrow way. Many people think a person's legacy is mainly their material success in life.

However, loved ones usually do not remember someone because of their material success. They remember the time spent together, how the person made them feel, and their unique personality.

We all have many different sides to our lives and each of these parts deserves to be remembered.

For this reason we build different types of legacies during our lives. Today we will talk about three of them: financial, emotional and digital legacies.

- 3.** Tell students that they are going to listen to the second part of the talk about financial, emotional, and digital legacies. Explain that they should complete the gaps with words from the recording. Remind them that they should use no more than two words.

Before playing the recording, ask students to read the notes carefully and predict what type of information may be missing. Play Track 20.2 once and ask students to complete the gaps. If necessary, play the recording a second time. Then have students compare their answers with a partner before checking the answers as a class.

Answers:

1. legacy picture
2. loved ones
3. legacy giving
4. feel
5. emotional connections
6. safe
7. digital footprint
8. share online
9. aware of
10. reputation

Track 20.2

Part 2

Money is not everything, but it is still an important part of the legacy picture. A person's financial legacy is about how they use their money to help their loved ones and the wider world, both during their life and after their death. Financial legacy is not only about family. It can also help the wider world. One way to do this is through legacy giving, which means leaving money to charities.

A person's emotional legacy is about how they make people feel. People may forget job titles or awards, but they will remember how a person treated them and the emotional connections that person created.

My grandmother died when I was a child, so my memories of her are not very clear. But I clearly remember how she made me feel. She was always happy to spend time with her grandchildren, and I remember feeling calm and safe when I sat on her lap.

Today, much of our lives happens online. Every post, comment, and search creates a digital footprint, which becomes part of our digital legacy.

There are two main types of digital footprints. An active digital footprint is information we choose to share online, such as posting photos or writing comments.

A passive digital footprint is information collected about us without us directly sharing it. We are not aware of it in most cases. For example, websites may track our browsing habits through cookies, and apps may collect our location data.

A positive digital footprint can show our achievements, interests, and skills. But negative or inappropriate posts can harm our reputation.



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4. Direct students' attention to the two presentation topics: emotional legacy and digital legacy. Ask students to choose one of the topics and prepare a short presentation. Give them freedom to choose the type of presentation themselves.

Explain that students should use the guiding points in the book to organise their ideas. Remind them to include an introduction, several main points, examples, and a short conclusion. Give students time to prepare individually or in small groups. Monitor and help with vocabulary or organisation where necessary.

After preparation, invite students or groups to give their presentations. Encourage the class to listen carefully and ask follow-up questions after each presentation.

Note: This task can be set as a home assignment as well.

5. Ask students to read the instructions for the task. Explain that they should research the topic "Ethical Legacy," read the script of Track 20, and prepare a similar paragraph about ethical legacy.

Before students begin, check that they understand that ethical legacy is connected to a person's values, choices, honesty, fairness, and the way their actions affect other people. Encourage students to follow the structure of Track 20: introduce the type of legacy, explain what it means, and give examples.

Note: This task can be set as a home assignment as well.

6. Direct students' attention to the question: "What kind of legacy would you like to leave?" Ask them to think about their own answer and make brief notes before writing.

Explain that students should write a paragraph answering the question. Remind them to state the kind of legacy they would like to leave, explain why it is important to them, and give examples of actions that could help them build this legacy.

Monitor while students write and provide support where necessary. After writing, ask students to exchange their paragraphs with a partner and give brief feedback on content, clarity, and organisation.

Note: This task can be set as a home assignment as well.

Note: Before students exchange their paragraphs, share the Peer Feedback box with them. Explain that they should use the questions to guide their comments. Remind them to give one positive comment and one suggestion for improvement. If necessary, model one example before they begin.

Peer Feedback

Read your partner's paragraph and check:

Content

What kind of legacy does your partner want to leave? Which part of the main idea is especially clear or interesting?

Support

What reasons and examples does your partner give? Which one is the strongest? Is there any point that could be supported with an additional example or detail?

Clarity

Which part is especially easy to understand? Is there any sentence or idea that could be made clearer?

Organisation

How are the ideas organised? Which part connects well, and where could the order or connection between ideas be improved?

Give feedback

- *I liked the way you ...*
- *Your idea is clear because ...*
- *You could add more detail about ...*
- *You could make this part clearer by ...*

If the task is set as a home assignment, begin the next lesson by inviting a few students to share the feedback they prepared for their partners. After this brief whole-class sharing, ask students to return the paragraphs and discuss their feedback in pairs.

NOBLE GOALS AND LASTING LEGACY

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

- talk about and compare the ways of building a positive legacy;
- express, justify and negotiate their opinions to reach a shared decision.

Standards: 2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4.

Interaction patterns: individual, pair, group

1. Direct students' attention to the four options shown in the book: pursuing noble goals that help others, building sustainable habits every day, managing your digital footprint, and building a positive emotional legacy. Check that students understand each option before they begin.



Pursuing noble goals that help others



Building sustainable habits every day



Managing your digital footprint



Building a positive emotional legacy

Ask students to read the discussion questions carefully. Give them a short time to think about their own answers individually. Then put students into pairs and ask them to discuss the questions.

Encourage students to explain which option they think is the most important for building a positive legacy, which one has the strongest long-term impact on others, and which one could be the most difficult for them. Remind students to give reasons and examples from their own lives where possible.

Direct students' attention to the useful phrases in the boxes. Encourage them to use the phrases for giving opinions, explaining reasons, comparing ideas, asking for opinions, and agreeing or disagreeing politely during the discussion.

Monitor the pair work and provide support with vocabulary, grammar, or pronunciation where necessary. Focus on students' ability to express opinions clearly, support their ideas with reasons, and respond to their partner's ideas.

After the discussion, invite several pairs to share their answers with the class. Encourage other students to listen and say whether they agree or disagree, using the useful phrases from the lesson.

Optional Extension: Ask pairs to rank the four options from most important to least important for building a positive legacy. Then put two pairs together and ask them to compare their rankings and agree on one final group ranking.

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

- write effective concluding sentences;
- write and revise a coherent paragraph with an appropriate concluding sentence.

Standards: 4.1.1. 4.1.2.

Interaction patterns: individual, pair, group

Direct students' attention to the information box about concluding sentences. Ask them to read the text individually. Explain that a concluding sentence is the last sentence in a paragraph. It should summarise or restate the main idea of the paragraph in a clear and natural way. Point out that it should not copy the exact wording of the topic sentence, introduce a new topic, or focus only on a small detail. Check comprehension by asking questions such as:

- What is a concluding sentence?
- Where does a concluding sentence appear in a paragraph?
- What should a concluding sentence do?
- Why should we avoid copying the exact words of the topic sentence?
- Why should we avoid introducing a new topic in the concluding sentence?
- Which transition words can we use to start a concluding sentence?

1. Ask students to read the topic sentences and decide whether each concluding sentence is effective or weak. Have students complete the task individually first. Then ask them to compare their answers with a partner and explain their choices. Conduct whole-class feedback, asking students to justify why each concluding sentence is effective or weak.

Answers:

1. **Topic sentence:** Helping other people can improve your community.

- a) **Effective**
- b) **Weak**

2. **Topic sentence:** Learning new skills is important for teenagers.

- a) **Effective**
- b) **Weak**

3. **Topic sentence:** Reading books regularly has many benefits.

- a) **Effective**
- b) **Weak**

2. Ask students to write a concluding sentence for each topic sentence using a suitable transition word. Remind them that their concluding sentence should restate the main idea using different words or a different sentence structure. Have students write their sentences individually. Then ask them to compare their answers with a partner. During feedback, accept different correct answers if they clearly restate the main idea and use an appropriate transition word.

3. **A.** Ask students to choose one of the topic sentences in Task 2 and write a paragraph. Monitor the activity, providing support with vocabulary, organisation, and sentence structure where necessary. Remind students not to introduce a new idea in the concluding sentence.

3. **B.** Ask students to exchange their paragraphs with another student for feedback. After students give feedback, allow them time to revise their paragraphs. Invite a few students to read their revised paragraphs aloud. Highlight effective concluding sentences and explain why they work well.

TEST

I. Choose the correct option.

- 1** Before publishing your ideas about building a positive legacy, remember ★★★ your sources carefully.
- ☐ a checking ☒ b to check
- 2** Ella wanted to experiment something new. So, she tried ★★★ daily reflection in order to develop more meaningful habits.
- ☐ a to practise ☒ b practising
- 3** He will never forget ★★★ his first community service project with his classmates.
- ☐ a to join ☒ b joining
- 4** During the discussion about personal goals, the teacher stopped ★★★ an inspiring example.
- ☐ a explaining ☒ b to explain

II. Choose the sentence that best expresses the same meaning as the original sentence.

- 1** *I have a memory of meeting a mentor who guided my career choices.*
- ☐ a I remembered to meet a mentor who guided my career choices.
- ☒ b I remember meeting a mentor who guided my career choices.
- ☐ c I tried to meet a mentor who guided my career choices.
- ☐ d I stopped meeting a mentor who guided my career choices.
- 2** *He made an effort to create a programme that supports young leaders.*
- ☐ a He tried creating a programme that supports young leaders.
- ☒ b He tried to create a programme that supports young leaders.
- ☐ c He remembered creating a programme that supports young leaders.
- ☐ d He didn't forget to create a programme that supports young leaders.

3 *She experimented with writing a weekly plan to become more organised.*

- ☐ a She remembered writing a weekly plan to become more organised.
- ☐ b *She tried writing a weekly plan to become more organised.*
- ☐ c She tried to write a weekly plan to become more organised.
- ☐ d She forgot to write a weekly plan to become more organised.

III. Complete the sentences with the correct words.

1	1. sustainable 2. lasting 3. noble	a. A <u>sustainable</u> lifestyle requires balancing work, rest and personal growth. b. Helping others without expecting anything in return is a <u>noble</u> goal. c. The way we treat others can leave a <u>lasting</u> emotional impression on people.
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- ☐ a 1 - b, 2 - a, 3 - c
- ☐ b 1 - b, 2 - c, 3 - a
- ☐ c 1 - c, 2 - a, 3 - b
- ☐ d *1 - a, 2 - c, 3 - b*

2	1. contribute 2. pursue 3. trapped	a. Without clear goals, people may feel <u>trapped</u> in routines they don't enjoy. b. Many young people choose to <u>pursue</u> their dreams even when success takes time. c. Small daily habits can <u>contribute</u> to a healthier and more balanced life.
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- ☐ a 1 - a, 2 - c, 3 - b
- ☐ b 1 - c, 2 - a, 3 - b
- ☐ c 1 - b, 2 - c, 3 - a
- ☐ d *1 - c, 2 - b, 3 - a*

3	1. mission 2. legacy 3. guidance	a. Young people might need <u>guidance</u> from more experienced people when making important life decisions. b. A person's <u>legacy</u> is often built through values, actions and relationships. c. Their <u>mission</u> is to create a better future for future generations.
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- ☐ a 1 - b, 2 - c, 3 - a
- ☐ b 1 - a, 2 - c, 3 - b
- ☐ c *1 - c, 2 - b, 3 - a*
- ☐ d 1 - b, 2 - a, 3 - c

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

- develop their listening skills for specific information;
- express their opinions on the ideas presented;
- use and pronounce the target vocabulary accurately to discuss acts of kindness and helping others.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4.

Interaction patterns: individual, pair, group

1. Direct students' attention to the target words and their definitions. Ask them to read the example sentences. Then, play the recording and have students listen and repeat the words. Monitor their pronunciation and provide support as needed.

Note: Use concept-checking questions (CCQs) to ensure that students have understood the meanings of the target vocabulary.

Example CCQs for checking understanding of the phrase **"go viral"**:

- Does something go viral when only one or two people see it? **(No)**
- Does it spread quickly on the internet or social media? **(Yes)**
- Can a video or story go viral? **(Yes)**

Example CCQs for checking understanding of the word **"indifferent"**:

- If you are indifferent, do you care a lot? **(No)**
- Are you interested in the problem? **(No)**
- Should we be indifferent when someone needs help? **(No)**

Example CCQs for checking understanding of the word **"hesitate"**:

- Do you act immediately when you hesitate? **(No)**
- Do you pause because you are unsure or nervous? **(Yes)**
- Can people hesitate before speaking or helping someone? **(Yes)**

Example CCQs for checking understanding of the word **"goodwill"**:

- Does goodwill show a friendly attitude? **(Yes)**
- Do people show goodwill when they want good things to happen to others? **(Yes)**
- Can helping neighbours show goodwill? **(Yes)**

Track 21

1. to go viral
2. passer-by
3. goodwill
4. to pretend
5. willing
6. to hesitate
7. indifferent
8. respectable

2. Ask students to complete the sentences using the words or phrases from Task 1. Remind them that they may need to change the form of some words or phrases. Have them work individually at first, then compare their answers with a partner. Once everyone is ready, check the answers as a class.

Answers:

0. She didn't **pretend** that she hadn't seen the accident; instead, she immediately offered to help.
1. While some people seemed **indifferent** to the homeless man's situation, others stopped to give him food and warm clothes.
2. He did not **hesitate** to give his seat to the elderly woman on the crowded bus.
3. He became a **respectable** member of society through honest work and good behaviour.
4. A short video of a teenager helping a blind man cross the street **went viral**, and thousands of people praised his kindness.
5. Many young people were **willing** to volunteer at the hospital during the busy holiday season.
6. When the cyclist fell off his bike, a **passer-by** quickly ran over to see if he was hurt and called for help.
7. Offering help during difficult times is a simple way to show **goodwill**.
3. Tell students that they will hear four different speakers talking about actions and experiences related to helping others. Their task is to match each speaker to the correct statement. Explain that one statement is extra and will not be used. Give students time to read the statements carefully before playing the recording. If necessary, play the audio more than once. After listening, ask students to compare their answers in pairs, then go over the correct answers as a class.

Answers:

1. **Speaker 1** — **D**. This person showed goodwill by helping strangers during a difficult time.
2. **Speaker 2** — **C**. This person's video went viral on social media.
3. **Speaker 3** — **B**. This person didn't remain indifferent when he/she saw the accident.
4. **Speaker 4** — **E**. This person hesitated to approach the person who was in need.

Extra statement: **A**. This person pretended to have a respectable job in order to gain trust.

Track 22

Speaker 1: During the winter storm last year, many travellers were stuck at the train station in my town. My family and I decided to help. We brought hot drinks, blankets, and food for them because we wanted to be kind and support them.

Speaker 2: One afternoon, I found a lost dog near my house. It didn't have any contact details, so I filmed a short video and uploaded it to the internet to find the owner. In the video, I was giving it food and water. Within a few days, a huge number of people watched and shared the post, and the owner finally got in touch with me.

Speaker 3: I was walking home when I saw a small car crash on the street. One of the drivers looked shocked and confused, so I stopped immediately. I went over to ask if anyone was hurt and called for help. I couldn't just walk away when someone needed support.

Speaker 4: One evening, I saw a homeless man sitting outside a shop in very cold weather. He looked tired and cold, but at first I was not sure whether I should go up to him because I did not know what to say. After a few minutes, I decided not to ignore him. I approached him politely, asked if he was okay, and gave him my extra jacket.

4. Divide the class into pairs or small groups of 3–4 students. Ask students to take turns asking and answering the questions. Get them to speak in full sentences and give detailed answers with examples. Have them listen carefully when their partner is speaking. Set a time limit, for example, 8–10 minutes. Monitor the pair or group work as they speak. Encourage students to stay on topic and speak as much as possible. Support students by prompting them if they struggle with ideas or language.

6B

WHEN ACTIONS SPEAK

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

- develop their reading skills for detailed and specific information;
- talk about the situations shown in the pictures.

Standards: 2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.

Interaction patterns: individual, pair, group

1. A. Direct students' attention to the photos and the three options: Help immediately, Wait and watch, and Ignore. Ask students to look at each situation carefully and choose one option for each photo.

Encourage students to think about what they would really do in each situation, not only what they think is the "correct" answer.

1. B. Ask students to work with a partner and explain their choices. Encourage them to give reasons for their answers and respond to their partner's ideas.

Monitor the pair work and provide language support where necessary. After the discussion, invite several students to share their answers with the class.

2. Tell students that they are going to read a text about social experiments. Before reading, ask students to look at the aims A–F. Explain that they should match each experiment with its main aim. Remind them that two aims are extra and will not be used.

Ask students to read the text carefully and identify the main purpose of each experiment. Encourage them not to choose an answer only because of one repeated word. They should think about what each experiment was trying to test or show.

Have students complete the task individually first. Then ask them to compare their answers with a partner. Once everyone is ready, check the answers as a class. Ask students to explain which clues helped them choose each aim.

Answers:

F — To explore whether people follow a public request when there is a personal benefit.

E — To see whether people help someone who seems unsure what to do.

D — To compare public reactions to two individuals facing the same difficulty.

A — To explore whether appearance influences people's response to a request.

Extra aims:

B — To learn how comfortable people feel stepping into uncertain situations.

C — To find out whether people enjoy watching social experiment videos online.

3. Direct students' attention to the boldfaced parts of the sentences in the article. Explain that these examples show different passive forms.

Ask students to look at the examples in context and notice the verb forms. Briefly review the structures if necessary:

Present Continuous Passive: am / is / are + being + past participle

Example: Many people **are being filmed**.

Past Continuous Passive: was / were + being + past participle

Example: The girls were **being watched**.

Present Perfect Passive: has / have + been + past participle

Example: Many experiments **have been shared** online.

Past Perfect Passive: had + been + past participle

Example: All the money **had been taken**.

Then ask students to complete the rules. Have students compare their answers with a partner before checking them as a class.

Answers:

- a. We form the Present Continuous Passive with am / is / are + being + past participle.
- b. We form the Past Continuous Passive with was / were + being + past participle.
- c. We form the Present Perfect Passive with has / have + been + past participle.
- d. We form the Past Perfect Passive with had + been + past participle.

Optional Extension: Ask students to choose one of the social experiments from the text and discuss whether they think people reacted in the right way. Encourage them to use passive forms where possible, for example: The experiment was being recorded, The people were being watched, or The money had been taken.



WHEN ACTIONS SPEAK

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

- develop their listening skills for detailed information;
- express their opinions on the events presented;

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

Interaction patterns: individual, pair, group

1. Direct students' attention to the sentences and the two options for each item. Explain that they need to choose the correct active or passive form. Remind students to think about who or what is doing the action and who or what receives the action.

Briefly review the passive structures if necessary:

Present Continuous Passive: am / is / are + being + past participle

Present Perfect Passive: has / have + been + past participle

Past Continuous Passive: was / were + being + past participle

Past Perfect Passive: had + been + past participle

Ask students to complete the task individually. Then have them compare their answers with a partner before checking them together as a class.

Answers:

1. a) Right now, volunteers **are packing** food boxes for the shelter.
2. b) The emergency message **has already been sent** to the rescue team.
3. a) By the time we reached the village, warm clothes **had been delivered** to the families.
4. b) This week, free medical checks **are being offered** to elderly people.
5. b) When the storm started, volunteers **were helping** people leave their homes.
6. a) Before winter arrived, the organisation **had collected** hundreds of blankets.
2. Ask students to complete the sentences with the correct passive form of the verbs in brackets. Remind them to pay attention to time expressions such as **right now, already, when we arrived, before, at the moment, just, while, and by the time**.

Have students work individually first. Then ask them to compare their answers with a partner. Once everyone is ready, check the answers as a class.

Answers:

0. Food packages **are being prepared** for the homeless right now.
1. Many families **are being helped** by local volunteers right now.
2. The injured man **has already been taken** to the hospital.
3. When we arrived, free meals **were being served** to people outside the shelter.
4. Blankets **had been collected / were collected** before the storm began.
5. A charity event is **being organised** at our school at the moment.
6. The donations **have just been delivered** to the community centre.
7. While the storm was getting worse, emergency beds **were being set up** for those in need.
8. By the time we reached the village, medical supplies **had been sent** by another group.

3. Tell students that they need to rewrite the sentences in the passive voice. Remind them to keep the same tense as the original sentence and to focus on the object of the active sentence. Do the example together as a class. Then ask students to complete the remaining sentences individually. Have them compare their answers in pairs before checking the answers as a class.

Answers:

0. The injured people **are being helped** now.
 1. Enough food **has been collected** for the shelter.
 2. The blankets **had been prepared** before night came.
 3. The supplies **are being checked** at the moment.
 4. The broken chairs **have been repaired**.
 5. The children **were being calmed** by the nurses.
 6. The medicine **had been delivered** before morning.
 7. Support is **being sent** to the village now.
 8. Several people **have been saved** from the flood.
4. Tell students that they are going to listen to people speaking in different situations. Ask them to read the questions carefully before they listen. Explain that they should listen for key information and write short answers. Play the recording, pausing briefly after each speaker to give students time to write. If necessary, play the recording again. Then ask students to compare their answers with a partner before checking them as a class.

Answers:

1. A new shelter is being built near the river.
2. More than 200 families have been helped this year.
3. Food was being served to people at the community centre.
4. Emergency supplies had been delivered to the village.

Track 23

Right now, volunteers are working very hard in our town. A new shelter is being built near the river to help homeless families.

Our organisation has been very active this year. So far, more than 200 families have been helped through our support programmes.

Yesterday, I visited the community centre during a busy afternoon. When I arrived, food was being served to people who were waiting inside.

Last winter, there was a terrible storm in our area. Before the storm started, emergency supplies had been delivered to the village.

5. Direct students' attention to the notes about the charity event. Explain that they need to report the event using passive forms. Read the example with the class. Remind students to choose the correct passive tense according to the time expression in each note, such as last week, before the concert, while the concert was held, so far, and right now. Have students work individually or in pairs to prepare their report. Monitor the activity and provide support with passive forms, vocabulary, and sentence order where necessary. After students finish, invite several students or pairs to read their reports to the class.

Possible Answer:

Last week, a charity concert was organised to support families in need. Before the event, posters had been put up around town. Over 500 people were invited to the event. Tickets had been sold online before the concert. The project was supported by several local businesses. During the evening, food and drinks were served. While the concert was being held, donations were being collected. So far, more than £20,000 has been raised. Right now, the money is being used to buy supplies for people in need.



WHEN ACTIONS SPEAK

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

- develop their listening skills for detailed and specific information;
- distinguish key vocabulary according to meaning;
- discuss and express their opinions about acts of kindness;
- express their views in writing and complete a form about a personal act of kindness.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4. 3.1.1. 4.1.2. 4.1.3.

Interaction patterns: individual, pair, group

1. Direct students' attention to the questions about acts of kindness and trust. Ask them to read the questions individually and think about their own experiences. Then, have students discuss the questions with a partner. Encourage students to explain their answers clearly, give examples where possible, and respond respectfully to their partner's ideas. Monitor the discussions, providing language support where necessary. After the activity, invite several students to share their ideas with the class.
2. Tell students that the bold words in the sentences are used in the listening. Ask students to read the sentences individually and guess the meanings of the bold words from context. Then ask them to match the words to the definitions. Have students complete the task individually first. When they finish, ask them to compare their answers with a partner. Conduct whole-class feedback by checking the answers together.

Answers:

1. **carry out** — **c.** to do or complete something planned
2. **unexpected** — **d.** not expected or surprising
3. **prediction** — **b.** a statement about what you think will happen in the future
4. **suspicious** — **e.** feeling that something may be wrong or dishonest
5. **cautious** — **a.** careful to avoid danger or mistakes

3. Tell students that they are going to listen to a talk about a social experiment on kindness. Explain that they need to complete the notes using words and phrases from the recording. Remind them to use **1–3 words** for each gap.

Before playing the recording, ask students to read the notes carefully and predict the type of information needed for each gap. Play the recording once and ask students to complete the notes. If necessary, play the recording a second time. After listening, have students compare their answers in pairs before checking them together as a class.

Answers:

1. shopping areas
2. unexpected kindness
3. families
4. gift cards

5. heavy shopping bags
6. suspicious
7. positively
8. accepted the offer
9. common
10. effect

Track 24

Last weekend, a small research team carried out an interesting social experiment in one of the busiest shopping areas in the city. Their aim was to find out how people would react to unexpected kindness from strangers.

The team chose a public square where many different people pass through, including students, office workers, tourists, and families. They prepared several simple but thoughtful actions, such as offering to pay for someone's coffee, giving small gift cards, or helping people carry heavy shopping bags. Each situation was carefully planned so that it would feel friendly rather than strange or uncomfortable.

Before starting, the researchers discussed their predictions. Some believed that people would feel suspicious and refuse the offers because many people today are cautious when strangers approach them. Others thought that most people would respond positively and feel happy or grateful.

The purpose of the experiment was to see which idea would prove more accurate. When the experiment began, a team member approached passers-by politely and offered help or a small gift. After each person responded, the team member explained that the team was carrying out a kindness project.

At first, many people looked surprised or confused, which was understandable because they had not expected anyone to speak to them. However, after hearing the explanation, most of them relaxed, smiled, and accepted the offer. Several participants even said that the small act of kindness improved their mood and made their day better.

Interestingly, many people asked why a stranger would do something kind for them without any special reason. According to the researchers, this reaction suggests that unexpected kindness is not very common in everyday life. The researchers concluded that small acts of kindness can create a positive effect and may spread to others.

4. Put students into pairs or small groups. Ask them to choose one idea from the list and speak about it for about **30–40** seconds. Explain that they should say whether they would do the action, who it would help, and why it might be easy or difficult. Encourage students to speak in full sentences and give reasons for their answers. Monitor the activity, providing vocabulary support where necessary. Encourage students to listen carefully to one another and ask follow-up questions. After the discussion, invite several students to share their ideas with the class.
5. **A.** Ask students to complete the form individually by recalling a small act of kindness they have done. Encourage them to write short, specific answers and include relevant details about the situation, the other person's reaction, and their own feelings. Monitor and provide vocabulary support as needed.
- B.** Put students in pairs to share their acts of kindness. Encourage partners to listen carefully and ask at least one follow-up question. Monitor and support the discussion. Then invite a few students to share their experiences with the class.

WHEN ACTIONS SPEAK

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

- talk about and compare the acts of kindness;
- express, justify and negotiate their opinions to reach a shared decision.

Standards: 2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4.

Interaction patterns: individual, pair, group

1. Direct students' attention to the four acts of kindness shown in the pictures. Check that students understand each option.



Helping a classmate with homework



Helping with a community project



Writing a heartfelt thank-you letter



Taking time to listen to someone's problems

Ask students to work in pairs. Explain that they should discuss each option and decide which act of kindness would make the biggest positive difference for someone. Tell them to explain their choice clearly and give reasons.

Before students begin, review the useful phrases in the boxes. Remind students to use the phrases to give opinions, agree, disagree politely, make suggestions, and reach a decision. Encourage them to take turns speaking, respond to their partner's ideas, and use examples where possible.

Monitor the conversations, providing language support where necessary. Focus on communication and interaction. After the discussion, invite several pairs to share their final decision and explain their reasons to the class.

Optional Extension: Ask pairs to rank the four acts of kindness from the most helpful to the least helpful. Then put two pairs together and have them compare their rankings. Encourage students to justify their choices, disagree politely where necessary, and reach a final group decision.

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

- express their views on the content and organisation of a model opinion paragraph;
- write and revise an opinion paragraph using relevant reasons, examples and a concluding sentence.

Standards: 3.1.3. 4.1.1. 4.1.2.

Interaction patterns: individual, pair, group

Direct students' attention to the information box about opinion paragraphs. Ask them to read the text individually. Explain that an opinion paragraph presents what the writer thinks or feels about a topic. Point out that a strong opinion paragraph should give the writer's opinion clearly, support it with reasons and facts, and may also mention an opposing view. Check comprehension by asking questions such as:

- What is the purpose of an opinion paragraph?
- What should the writer include to support his/her opinion?
- Can an opinion paragraph mention an opposing view?
- Why is it useful to include reasons and examples?

1. Ask students to read the sample opinion paragraph and answer the questions. Remind them to look carefully at how the paragraph is organised. Encourage students to identify the topic sentence, supporting reasons, examples, opposing view, and concluding sentence. Have students complete the task individually first. Then ask them to compare their answers with a partner. Check the answers as a class and ask students to justify their answers by referring to the paragraph.

Answers:

1. Helping strangers is important for several reasons.

2. The writer gives these reasons:

- Helping strangers can make difficult moments easier for people who need support.
- Small acts of kindness make society kinder and friendlier.
- When people see others helping strangers, they may want to do the same.

3. The writer includes these examples:

- carrying heavy bags for an elderly person;
- giving directions to someone who is lost.

4. Some people think helping strangers can be risky because not everyone is trustworthy.

5. Answers will vary.

2. A. Ask students to choose one topic from the list and brainstorm ideas for that topic. Explain that they can also choose their own topic if they want to. Remind students to think about their opinion, possible reasons, examples, facts, and one possible opposing view. Encourage them to make short notes before writing. Monitor the activity and provide support with vocabulary and idea development where necessary.

2. B. Ask students to write an opinion paragraph using their notes from Task 2A. Encourage students to organise their ideas clearly and use linking words where appropriate, such as *First of all*, *For example*, *Moreover*, *In addition*, *Some people think*, *Although*, and *To sum up*.

Monitor the writing activity and provide support with organisation, sentence structure, and vocabulary where necessary.

2. C. Ask students to exchange their paragraph with another student for feedback. Encourage students to check whether the paragraph has a clear opinion, relevant supporting reasons, examples or facts, an opposing view, and a concluding sentence. After students give feedback, allow them time to revise their paragraphs. Invite a few students to read their revised paragraphs aloud. Highlight effective use of opinion language, reasons, examples, and concluding sentences.

TEST

I. Choose the correct option.

1 The new bridge ★★★ at the moment.

☐ a are being built

☒ b is being built

☐ c has been built

☐ d was being built

2 Several important documents ★★★ since last week.

☒ a have been lost

☐ b are being lost

☐ c has been lost

☐ d were being lost

3 The office ★★★ when the fire alarm rang.

☐ a was cleaned

☒ b was being cleaned

☐ c had been cleaned

☐ d has been cleaned

4 The problem ★★★ before the manager arrived.

☐ a has been solved

☐ b was being solved

☒ c had been solved

☐ d is being solved

5 A new hospital ★★★ in our town this year.

☐ a is built

☒ b has been built

☐ c was being built

☐ d had been built

6 The reports ★★★ already ★★★ by the team.

☐ a are / being checked

☐ b were / being checked

☒ c have / been checked

☐ d have / been checking

7 The room looked perfect because it ★★★ before the guests arrived.

☐ a has been decorated

☒ b had been decorated

☐ c was being decorated

☐ d is being decorated

II. Complete the sentences with the correct words.

1	1. pretend 2. hesitate 3. go viral	a. Her funny video started to go viral after many people shared it online. b. He decided to pretend that he didn't hear the rude comment. c. Don't hesitate to ask questions if you don't understand something.
---	--	--

☐ a 1 - a, 2 - c, 3 - b
 ☐ b 1 - b, 2 - c, 3 - a
 ☐ c 1 - c, 2 - a, 3 - b
 ☐ d 1 - b, 2 - a, 3 - c

2	1. willing 2. unexpected 3. cautious	a. She was willing to help her friend with the project. c. We received an unexpected gift in the post. b. She was cautious when walking on the icy road.
---	--	---

☐ a 1 - a, 2 - c, 3 - b
 ☐ b 1 - b, 2 - c, 3 - a
 ☐ c 1 - c, 2 - a, 3 - b
 ☐ d 1 - b, 2 - a, 3 - c

3	1. prediction 2. passer-by 3. goodwill	a. The company donated money to show goodwill to the community. b. A kind passer-by helped the elderly woman cross the street. c. His prediction about the weather was correct.
---	--	--

☐ a 1 - a, 2 - c, 3 - b
 ☐ b 1 - b, 2 - a, 3 - c
 ☐ c 1 - c, 2 - a, 3 - b
 ☐ d 1 - c, 2 - b, 3 - a

III. Fill in the gaps with the words/phrases below. You may need to change the form of some words.

On February 23, 2026, a short video **1) went viral**. It showed a passer-by helping an elderly woman during an **2) unexpected** heavy snowstorm. Because of the ice and snow, people had to be **3) cautious**, since the streets were very slippery and dangerous.

In the clip, a man saw an older woman who was having trouble walking on the pavement. He did not **4) hesitate** to help her. He cleared the snow from her path with his hands and walked next to her so she could move safely.

Many viewers said the clip showed real **5) goodwill** toward others. They described the man as a **6) respectable** person and a good example for others. Some said the story gave them hope, and others said they would be **7) willing** to do the same thing in a similar situation.



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

- develop their listening skills for specific information;
- express their opinions on the ideas presented;
- use and pronounce the target vocabulary accurately to discuss courage, resilience and heroic actions.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4.

Interaction patterns: individual, pair, group

1. Direct students' attention to the target words and phrases and their definitions. Ask them to read the example sentences. Then, play the recording and have students listen and repeat the words and phrases. Monitor their pronunciation and provide support as needed.

Note: Use concept-checking questions (CCQs) to ensure that students have understood the meanings of the target vocabulary.

Example CCQs for checking understanding of the phrase **"to do the right thing"**:

- Do you do the right thing because it is morally correct? **(Yes)**
- Is it always easy to do the right thing? **(No)**
- Can doing the right thing sometimes cause problems for you? **(Yes)**

Example CCQs for checking understanding of the phrase **"to risk one's own life"**:

- Is the action safe or dangerous? **(Dangerous)**
- Can a person die when they risk their own life? **(Yes)**
- Do people sometimes risk their own lives to save others? **(Yes)**

Example CCQs for checking understanding of the word **"resilient"**:

- Does a resilient person give up easily after problems? **(No)**
- Can a resilient person recover after difficulties? **(Yes)**
- Is resilience useful after failure or stress? **(Yes)**

Example CCQs for checking understanding of the word **"exhausted"**:

- If you are exhausted, do you have a lot of energy? **(No)**
- Are you very tired? **(Yes)**
- Can someone feel exhausted after working all night? **(Yes)**

Track 25

1. to do the right thing
2. to praise
3. to risk one's own life
4. ordinary
5. exhausted
6. determined
7. resilient
8. to move someone to tears

2. Ask students to complete the sentences using the words or phrases from Task 1. Remind them that they might need to change the form of some words or phrases. Have them work individually at first, then compare their answers with a partner. Once everyone is ready, check the answers as a class.

Answers:

0. She felt tired but stayed **determined** to finish the project on time.
1. Mountain guides often **risk their own lives** to help the climbers.
2. He was **exhausted** after saving others, but it did not stop him.
3. The coach **praised** the team for staying calm in a dangerous situation.
4. Even after several job rejections, he remained **resilient** and continued applying.
5. The soldier's story of heroism **moved** many people **to tears**.
6. Although he was afraid of getting into trouble, he reported the problem because he believed it was important **to do the right thing**.
7. She was an **ordinary** person, just like many others.

3. Tell students that they will hear four different speakers talking about courage, effort, and heroic actions. Their task is to match each speaker to the correct statement. Explain that one statement is extra and will not be used.

Give students time to read the statements carefully before playing the recording. If necessary, play the audio more than once. After listening, ask students to compare their answers in pairs, then go over the correct answers as a class.

Answers:

Speaker 1 — **B**. This person feels exhausted after working for long hours.

Speaker 2 — **E**. This person remained resilient after failure.

Speaker 3 — **D**. This person risked his/her own life to save an animal.

Speaker 4 — **A**. This person is praising a courageous person.

Extra statement: **C**. This person's words moved the listeners to tears.

Track 26

Speaker 1: I have been on my feet since early morning. I worked all day and even worked late into the night. Now I feel completely worn out and just want to lie down and rest.

Speaker 2: My first attempt didn't go well, and I felt so bad. But I didn't stop trying. I learned from my mistakes and kept going until I finally improved.

Speaker 3: I saw a small puppy stuck in the river. The water was moving very fast, but I couldn't leave it there. I jumped in and pulled it out, even though it was dangerous.

Speaker 4: When I heard what she did, I felt very proud of her. Not many people would step forward like that. She helped a stranger without thinking about herself, and everyone in the town spoke warmly about what she had done.

4. Divide the class into pairs or small groups of 3–4 students. Ask students to take turns asking and answering the questions. Get them to speak in full sentences and give detailed answers with examples. Have them listen carefully when their partner is speaking. Set a time limit, for example, 8–10 minutes. Monitor the pair or group work as they speak. Encourage students to stay on topic and speak as much as possible. Support students by prompting them if they struggle with ideas or language.



WHEN SECONDS MATTER

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

- develop their reading skills for gist and detailed information;
- talk about the rescue situation shown in the pictures;

Standards: 2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.

Interaction patterns: individual, pair, group

1. Direct students' attention to the photos from the news article. Ask them to look carefully at the images and discuss the questions with a partner.

Encourage students to make predictions about the news story using visual clues from the photos. Ask them to explain what they think happened and how the boy might feel. Remind students that they do not need to know the correct answer at this stage; the aim is to activate interest and prepare them for the reading.

Monitor the pair work and provide vocabulary support where necessary. After the discussion, invite several students to share their predictions with the class.

2. Tell students that they are going to read a news article about a young boy and a sea rescue. Before reading, ask students to look at the four possible titles. Explain that they should read the whole article and choose the best title.

Remind students that a good title should show the main idea of the whole text, not just one detail. Encourage them to think about the boy's action, the danger of the situation, and the message of the article.

Have students read the article individually first. Then ask them to compare their answer with a partner. Once everyone is ready, check the answer as a class and ask students to explain why the other titles are less suitable.

Answer:

D. When Responsibility Matters More Than Fear

3. Ask students to read the multiple-choice questions and answer options carefully. Explain that they should choose the correct answer according to the information in the news article.

Encourage students to identify key words in the questions and return to the relevant parts of the article to check their answers. Remind them not to choose an answer only because it contains a word from the text; they should check the meaning carefully.

Have students complete the task individually. Then ask them to compare their answers with a partner before checking them as a class.

Answers:

1. **C** — The sea suddenly forced the family away from land.
2. **C** — He swam towards the shore to get help.
3. **B** — The movement of the sea made swimming hard.
4. **A** — He believed his actions were necessary, not special.
5. **D** — Knowing that his family survived.

4. Direct students' attention to the underlined sentences in the text. Explain that one sentence gives Austin's exact words, while the other reports what Austin said without using his exact words.

Ask students to read both underlined sentences carefully and answer the questions. Briefly explain the difference between direct speech and reported speech if necessary. Point out that direct speech uses the speaker's exact words, usually in quotation marks, while reported speech gives the meaning of what someone said without quoting the exact words.

Have students complete the task individually or in pairs. Then check the answers as a class.

Answers:

1. The sentence that uses Austin's exact words is:
Austin said, "I don't think I'm a hero. I just did what I had to do."
2. The sentence that tells us what Austin said, but not in his exact words, is:
Austin also said that he hadn't thought about being brave and had only wanted to protect his family.

Optional Extension: Ask students to imagine that they are journalists interviewing Austin after the rescue. Have them write three questions they would like to ask him about the event, his feelings, and his actions.

Before they begin, brainstorm possible question starters on the board, such as:

- What were you thinking when ...?
- How did you feel when ...?
- Why did you decide to ...?
- What was the most difficult part of the rescue?
- What would you say to other young people after this experience?

Then put students into pairs. One student acts as the journalist, and the other acts as Austin. Ask the journalist to interview Austin using the prepared questions. The student playing Austin should answer using information from the article and add suitable details where possible. Remind students that their answers should stay realistic and match the events in the text.

After the first round, ask students to switch roles and repeat the interview. Monitor the pair work, providing support with question formation, past tenses, and reported details where necessary. After the activity, invite a few pairs to perform part of their interview for the class.



WHEN SECONDS MATTER

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

- develop their listening skills for detailed and specific information;
- talk about the situations shown in the pictures and use reported speech accurately in spoken form;
- write reported statements accurately.

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

Interaction patterns: individual, pair, group

1. Direct students' attention to the sentences with gaps. Explain that they need to complete each sentence with told or said. Briefly remind students that said is usually used without an object, while told is followed by a person or group of people. Give examples if necessary. Ask students to complete the sentences individually. Then have them compare their answers with a partner before checking them together as a class.

Answers:

0. The firefighter **said** he was not afraid to enter the burning house.

1. She **told** her friends that she had seen a brave act.

2. The hero **said** that he was not scared.

3. She **told** the police that she had seen everything.

4. The doctor **said** that helping people was important.

5. The boy **said** that he wanted to help.

6. The soldier **told** his family that he was proud.

7. He **told** us that he would not leave us there.

8. The man **said** that he had to act quickly.

2. Tell students that they need to change the direct speech sentences into reported speech. Do the example together as a class. Remind students that some verb forms and time expressions usually change in reported speech. Ask students to complete the task individually. Then have them compare their answers in pairs before checking the answers as a class.

When reviewing reported speech, encourage students to think about what actually needs to change, rather than changing every word mechanically. Draw their attention especially to:

- verb forms;
- pronouns;
- time expressions;
- references to people or places.

If useful, ask students to underline the parts of the direct sentence that may need changing before they rewrite it.

Answers:

0. The firefighter said that he was not afraid.
 1. The woman said that she had helped the man.
 2. The heroes said that they would save the child.
 3. The boy said that he could do it.
 4. The doctor said that it was important to help them.
 5. She said that she had seen a brave act.
 6. He said that he would stay calm.
 7. The girl said that she wanted to help.
 8. They said that they were doing the right thing.
3. Tell students that they will hear six sentences. Explain that they need to write each sentence in reported speech. Remind students that they will hear each sentence twice. Before playing the recording, briefly review common changes in reported speech, especially changes in verb tense, pronouns, and time expressions. Play the recording and give students time to write after each sentence. If necessary, play the recording again. After listening, ask students to compare their answers with a partner before checking them as a class.

Answers:

1. The speaker said that he/she felt tired then and he/she needed a rest.
2. The speaker said that he/she had met Anna the day before and that they had talked for a long time.
3. The speaker said that he/she had finished his/her homework and he/she had sent it to the teacher.
4. The speaker said that he/she would visit his/her grandparents the following week and he/she would stay with them.
5. The speaker said that he/she could help the team then, but he/she had to leave that night.
6. The speaker said that he/she liked that café and those chairs.

Track 27

1. I feel tired now and I need a rest.
 2. I met Anna yesterday and we talked for a long time.
 3. I have finished my homework and I have sent it to the teacher.
 4. I will visit my grandparents next week and I will stay with them.
 5. I can help the team now, but I must leave tonight.
 6. I like this café and these chairs.
4. Direct students' attention to the sentences with mistakes. Explain that each sentence contains one mistake in reported speech. Ask students to find and correct the mistakes. Do the example together as a class. Remind students to check verb tense, time expressions, and the correct use of said and told. Have



WHEN SECONDS MATTER

students work individually first. Then ask them to compare their answers with a partner before checking them together as a class.

Answers:

0. Tom said that he **hadn't seen** Anna **that day**.
 1. Maria told me that she **had gone / had been** to the doctor the day before.
 2. Alex **told** me that he was very tired.
 3. The teacher said that we **would** have a test the next day.
 4. Sarah **said** that she had finished the work.
 5. Jack said that he **had** no time that evening.
 6. Emma **told us** that she would help us later.
 7. David told me he **had met** John **the day before**.
 8. Lisa said that she **wanted** to join the team.
5. Direct students' attention to the photos and prompts. Explain that they should look at each situation and write a sentence in reported speech using the prompts. Do the example together as a class. Remind students to choose said or told correctly and to change the verb form where necessary. Have students complete the sentences individually or in pairs. Then check several possible answers as a class.

Possible Answers:

0. The firefighter told the boy that he had saved his cat.
 1. The student told the teacher that he did not understand the task.
 2. The woman told the elderly woman that she would help her walk.
 3. The man told the boy that he had done well.
 4. The girl said that she had not expected a gift.
 5. The woman said that the view was beautiful.
6. A. Ask students to write five questions to interview their partner about experiences, stories, or actions that impressed him/her. Encourage students to ask open-ended questions and use past forms where appropriate. Have students interview their partner and take short notes on the answers.

Teacher Tips:

Note-taking Strategy

During the interview, encourage students to take short notes rather than write complete sentences. They should record only the key information they will need when reporting their partner's answers later.

For example: *won school competition – last year – felt proud*

rather than *She said that she won a school competition last year and she felt very proud.*

Remind students that they will need to reconstruct and report the information in their own words in Task 6B.

6. B. Ask students to change partners. Explain that they should report their first partner's answers to their new partner using reported speech. Remind students to use reporting verbs such as **said** and **told**, and to make the necessary changes to verb forms and pronouns. Monitor the activity and provide support where necessary. After the activity, invite a few students to share one reported answer with the class.

Optional extension: After the reporting stage, ask students to choose one of their partner's reported experiences and add a brief personal reaction, for example:

- *I found this interesting because ...*
- *I was surprised that ...*
- *This impressed me because ...*

Then invite a few students to share their reactions with the class.



WHEN SECONDS MATTER

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

- develop their listening skills for gist and detailed information;
- express their opinions on the news story;
- ask and answer the questions about an usual or important event in their lives.

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

Interaction patterns: individual, pair, group

1. Direct students' attention to the photo. Ask them to look carefully at the girl, the award, and the background image. Have students discuss the questions with a partner.

Encourage students to make predictions about the story using visual clues. Ask them to explain what they think the girl received the award for, how old she might be, what situation she was in, and whether they think she did something brave. Monitor the pair work and provide vocabulary support where necessary. After the discussion, invite several students to share their predictions with the class.

2. Tell students that they are going to listen to a news story about a girl called Tilly Smith. Ask them to read the four possible titles before listening. Explain that they should listen for the main idea of the whole story, not only for individual details. Play the recording once and ask students to choose the best title. If necessary, play the recording a second time. Have students compare their answers with a partner before checking the answer as a class.

Answer:

D. A Lesson That Saved Lives

3. Tell students that they will listen to the news story again and answer the questions. Give them time to read the questions carefully before playing the recording.

Encourage students to listen for specific information, such as age, place, sequence of events, and result. Play the recording again. If necessary, pause after key parts or play the audio a second time. After listening, ask students to compare their answers in pairs before checking them as a class.

Answers:

1. 10 years old
2. tsunamis
3. It was pulling back very quickly.
4. her parents
5. (followed the warning) left the beach
6. one hundred

Track 28

In December 2004, a ten-year-old schoolgirl called Tilly Smith was on holiday with her family in Phuket, Thailand. They were staying near Mai Khao Beach. Just two weeks before the holiday, Tilly had learned about tsunamis in her geography lesson at school in the UK. Her teacher had explained that before a tsunami, the sea can behave in a strange way. The water may suddenly move far away from the beach, and the waves can look unusual.

Tilly remembered this lesson very clearly. One morning, Tilly was walking on the beach with her parents when she noticed something strange. The sea was pulling back very quickly, and the beach was becoming much wider than normal. She also saw fish jumping on the sand. While other tourists were confused or curious, Tilly became very worried.

She told her parents that the sea looked like the pictures from her geography lesson. She said that a tsunami might be coming and that people needed to leave the beach immediately. Her parents listened to her and believed her.

Tilly's father spoke to a hotel worker and explained what his daughter had said. The worker then warned other people on the beach and asked them to move to a safer place. Many tourists followed the warning and left the beach.

Soon after, a tsunami wave hit the area. Because people had left in time, no one on that beach was killed. It is believed that Tilly's warning helped save around one hundred lives.

Later, Tilly received awards for her bravery, and her story became famous around the world. Her experience showed how important school lessons can be — and how one brave child can make a big difference.

4. Put students into pairs or small groups and ask them to discuss the questions. Encourage them to give complete answers, explain their opinions clearly, and support their ideas with examples.

Remind students that they can refer to Tilly's story, their own school experience, or other real-life examples. Monitor the discussions, providing language support where necessary. After the activity, invite several students to share their ideas with the class.

5. Direct students' attention to the role-play cards. Explain that they will work in pairs and act out an interview about an unusual or important event. Assign roles. Give students a few minutes to read their role cards and prepare ideas. Remind Student A to ask about where the person was, what he/she first noticed, what he/she said or did, what happened next, and how he/she feels about the event now. Remind Student B to talk about where the event happened, what made the situation unusual, what he/she did at that moment, how other people reacted, and what he/she learned from the experience.

Encourage students to speak in full sentences, ask follow-up questions, and give detailed answers. Monitor the role-play, providing vocabulary and grammar support where necessary. After the activity, invite several pairs to perform part of their interview for the class.



WHEN SECONDS MATTER

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

- talk about and compare the groups that could get the public-service award;
- express, justify and negotiate their opinions about their contribution to society.

Standards: 2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4.

Interaction patterns: individual, pair, group

1. Direct students' attention to the four groups shown in the pictures. Check that students understand each option.



Medical workers who save lives



Teachers who educate future generations



Scientists who make important discoveries



Volunteers and ordinary citizens who help others daily

Ask students to work in pairs. Explain that a national committee will give a public-service award to one group this year. Students should discuss each option and decide which group should be chosen. Ask them to explain their choice clearly and give reasons.

Before students begin, review the useful phrases in the boxes. Remind students to use the phrases to give opinions, ask for their partner's opinion, agree, disagree politely, make suggestions, and reach a decision. Encourage them to take turns speaking, respond to their partner's ideas, and use examples where possible. Monitor the conversations, providing language support where necessary. Focus on communication and interaction. After the discussion, invite several pairs to share their final decision and explain their reasons to the class.

Optional Extension: Ask pairs to rank the four groups from the most deserving to the least deserving. Before they begin, remind students to think about the contribution each group makes to society, the number of people they help, the difficulty of their work, and the long-term impact of their actions. Have students discuss the ranking in pairs and write a short reason for each choice. Encourage them to use the useful phrases from the lesson, especially for giving opinions, disagreeing politely, making suggestions, and reaching a decision. Then put two pairs together and ask them to compare their rankings. If their rankings are different, encourage them to explain their reasons clearly and respond respectfully to the other pair's ideas. Ask each group of four to agree on one final ranking. After the group discussion, invite several groups to present their top choice to the class.

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

- express their views on the content and organisation of a model narrative paragraph;
- write and revise a narrative paragraph using appropriate past tenses and sequencing expressions.

Standards: 3.1.3. 4.1.1. 4.1.2.

Interaction patterns: individual, pair, group

Direct students' attention to the information box about narrative paragraphs. Ask them to read the text individually.

Explain that a narrative paragraph describes an event or a series of events in a logical sequence. Point out that a good narrative paragraph should answer the question **"What happened?"** and should help the reader understand the order of events clearly. Draw students' attention to the time signals in the box, such as **First, Then, Next, After that, While, During, and Finally**. Explain that these words and phrases help organise the events and make the paragraph easier to follow.

1. Ask students to read the sample narrative paragraph and answer the questions. Remind them to pay attention to the sequence of events, the tense used, and the words that show time order. Have students complete the task individually first. Then ask them to compare their answers with a partner. Check the answers as a class and ask students to justify their answers by referring to the paragraph.

Answers:

Topic sentence: "I will never forget the day my neighbour helped during a house fire."

Main tense: The past simple is mainly used.

Time words and phrases: "One evening," "when," "then," "while," "next," "after a few minutes," "soon," and "finally."

Concluding sentence: "In short, my neighbour acted responsibly by calling for help and keeping everyone safe."

2. **A.** Ask students to choose one topic from the list and brainstorm ideas for a narrative paragraph. Remind students that they should think about what happened first, what happened next, and how the event ended. Encourage them to make short notes before writing.

- how the event ended;
- why the event was memorable or important.

2. **B.** Ask students to write a narrative paragraph using their notes from Task 2A. Encourage students to use time expressions such as **One day, First, Then, Next, After that, While, During, After a few minutes, Finally, and In short**.

Monitor the writing activity and provide support with organisation, grammar, vocabulary, and sentence structure where necessary.

2. **C.** Ask students to exchange their paragraph with another student for feedback. Encourage students to check whether the paragraph has a clear beginning, middle, and ending. After students give feedback, allow them time to revise their paragraphs. Invite a few students to read their revised paragraphs aloud. Highlight effective use of time signals, clear event sequencing, and strong concluding sentences.

TEST

I. Choose the correct option.

- 1 She ★★ me that she was very busy.
☐ a told ☐ b said ☐ c told to ☐ d tell
- 2 "I will call you," he said. He said that he ★★ me.
☐ a will call ☐ b would call ☐ c calls ☐ d called
- 3 "We have finished the project," they said. They said that they ★★ the project.
☐ a finish ☐ b finished ☐ c had finished ☐ d have finished
- 4 "I will see you tomorrow," she said. She said she would see me ★★.
☐ a tomorrow ☐ b the next day ☐ c following day ☐ d soon
- 5 "I met him yesterday," he said. He said that he ★★.
☐ a met him yesterday ☐ b met him the day before ☐ c had met him the day before ☐ d met him yesterday
- 6 "I am busy now," she said. She said she ★★.
☐ a is busy then ☐ b was busy at the moment ☐ c was busy then ☐ d had been busy at the moment
- 7 "I like this book," he said. He said he liked ★★ book
☐ a this ☐ b these ☐ c that ☐ d those
- 8 They said, "We are watching a movie."
☐ a They said that we were watching a movie
☐ b They said that they were watching a movie.
☐ c They told that they were watching a movie.
☐ d They said that we watched a movie.

II. Complete the sentences with the correct words.

1	1. risked his own life 2. praised 3. did the right thing	a. The teacher praised the students for their hard work. b. It was difficult, but we did the right thing . c. The firefighter risked his own life to save the child.
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☐ a 1 - a, 2 - c, 3 - b
 ☐ b 1 - b, 2 - c, 3 - a
 ☐ c 1 - c, 2 - a, 3 - b
 ☐ d 1 - b, 2 - a, 3 - c

2	1. ordinary 2. exhausted 3. resilient	a. After the long trip, we felt completely exhausted . b. She is very resilient and always finds a way to solve her problems. c. It was an ordinary meeting with nothing unusual.
---	---	--

☐ a 1 - c, 2 - a, 3 - b
 ☐ b 1 - b, 2 - c, 3 - a
 ☐ c 1 - a, 2 - c, 3 - b
 ☐ d 1 - b, 2 - a, 3 - c

3	1. moved 2. determined 3. praised	a. She was praised for helping her neighbours. b. His courageous act moved everyone to tears. c. He was determined to finish the project on time.
---	---	--

☐ a 1 - a, 2 - c, 3 - b
 ☐ b 1 - b, 2 - c, 3 - a
 ☐ c 1 - c, 2 - a, 3 - b
 ☐ d 1 - b, 2 - a, 3 - c

III. Fill in the gaps with the words below. You may need to change the verb form.

In 2007, a man named Wesley Autrey became a hero in New York. One day, a young man fell onto the subway tracks. Wesley was **1) exhausted** after work, but he was determined to **2) do the right thing**. He jumped onto the tracks to help the stranger, ready to **3) risk his own life**.

Wesley protected the man as the train passed over them. They both survived. People around the world **4) praised** Wesley for his brave action. Many said he was strong and **5) resilient** because he stayed calm in a very dangerous moment. His story shows that real heroes can be **6) ordinary** people who choose to help others.



WESLEY AUTREY

"I don't feel like I did something spectacular; I just saw someone who needed help. I did what I felt was right."

Heroic Imagination Project



ACROSS CULTURES

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

- develop their listening skills for specific information;
- express their opinions on the ideas presented;
- use and pronounce the target vocabulary accurately to discuss cultural experiences and customs.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4.

Interaction patterns: individual, pair, group

1. Direct students' attention to the target words and phrases and their definitions. Ask them to read the example sentences. Then, play the recording and have students listen and repeat the words and phrases. Monitor their pronunciation and provide support as needed.

Note: Use concept-checking questions (CCQs) to ensure that students have understood the meanings of the target vocabulary.

Example CCQs for checking understanding of the word **"privacy"**:

- Is privacy about keeping personal information or space private? **(Yes)**
- Do people usually want privacy with personal matters? **(Yes)**
- Is it polite to ask very personal questions in every culture? **(No)**

Example CCQs for checking understanding of the phrase **"to stare at somebody"**:

- Do you look at someone for a short time or a long time? **(A long time)**
- Can staring make people feel uncomfortable? **(Yes)**
- Is it usually polite to stare at strangers? **(No)**

Example CCQs for checking understanding of the word **"greet"**:

- Do you greet someone when you meet them? **(Yes)**
- Can people greet each other with words, a handshake, or a bow? **(Yes)**
- Is greeting someone a way to welcome them? **(Yes)**

Example CCQs for checking understanding of the word **"disappoint"**:

- If you disappoint someone, do they feel happy or sad? **(Sad)**
- Can breaking a promise disappoint someone? **(Yes)**
- Do people usually want to disappoint their friends? **(No)**

Track 29

1. to respond
2. to confirm
3. privacy
4. to appreciate
5. to stare at somebody
6. to greet
7. request
8. to disappoint

2. Ask students to complete the sentences using the words or phrases from Task 1. Remind them that they may need to change the form of some words or phrases. Have them work individually at first, then compare their answers with a partner. Once everyone is ready, check the answers as a class.

Answers:

0. She did not know how to **respond** when strangers spoke to her on the bus.
 1. He felt uncomfortable when people began to **stare at** him because he was wearing traditional clothes.
 2. He learned table manners quickly because he did not want to **disappoint** his new friends.
 3. She sent a message to **confirm** the time of the traditional ceremony.
 4. Travellers begin to **appreciate** local music after listening to it many times.
 5. The guide answered every **request** from the tourists politely.
 6. In many countries, people **greet** guests with food or drinks.
 7. He was not used to sharing a room, so he missed his **privacy**.
3. Tell students that they will hear four different speakers talking about cultural experiences and attitudes. Their task is to match each speaker to the correct statement. Explain that one statement is extra and will not be used. Give students time to read the statements carefully before playing the recording. If necessary, play the audio more than once. After listening, ask students to compare their answers in pairs, then go over the correct answers as a class.

Answers:

Speaker 1 — **B.** This person appreciates living in a multicultural city.

Speaker 2 — **E.** This person is going to greet the visitors.

Speaker 3 — **A.** This person is disappointed about the changes in local culture.

Speaker 4 — **D.** This person doesn't like it when people stare at him/her.

Extra statement: **C.** This person respects other people's privacy and expects the same in return.

Track 30

Speaker 1: I really enjoy my life here. In my neighbourhood, you can hear many languages on the street and try food from all over the world. My friends come from different backgrounds, and I learn something new from them every day. Living here has helped me become more open-minded.

Speaker 2: Tomorrow a group from another country is visiting our school. I'm very excited about it. I've prepared a short speech, and I even learned a few words in their language. I want them to feel comfortable and welcome when they arrive.

Speaker 3: When I was younger, our town felt very different. We had small family shops, traditional celebrations, and everyone knew each other. Now there are large shopping centres and many international brands. The old festivals are not as popular as before. I sometimes feel sad because the place where I grew up doesn't feel the same anymore.

Speaker 4: Sometimes when I travel abroad, people look at me for a long time, especially on public transport. It makes me feel uncomfortable. I don't mind if someone is curious, but I prefer when others don't watch me like that.

4. Divide the class into pairs or small groups of 3–4 students. Ask students to take turns asking and answering the questions. Get them to speak in full sentences and give detailed answers with examples. Have them listen carefully when their partner is speaking. Set a time limit, for example, 8–10 minutes. Monitor the pair or group work as they speak. Encourage students to stay on topic and speak as much as possible.



ACROSS CULTURES

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

- develop their reading skills for detailed and specific information;
- express their views on the given topics.

Standards: 2.1.1. 2.2.2. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.

Interaction patterns: individual, pair, group

- 1. A.** Direct students' attention to the proverbs. Ask them to read the proverbs individually and think about their meanings.

Explain that proverbs often express general advice or cultural wisdom. Clarify any unfamiliar vocabulary if necessary, especially **customs** and **Romans**.

- 1. B.** Ask students to work with a partner and discuss the questions. Encourage them to explain the meanings of the proverbs in their own words and give real-life examples where possible.

Monitor the pair work and provide language support where necessary. After the discussion, invite several students to share their ideas with the class.

- 2.** Tell students that they are going to read about the experiences of six people in different countries. Explain that they should match each statement A–H with the correct paragraph. Remind them that two statements are extra and will not be used.

Ask students to read each paragraph carefully and identify the main cultural lesson the person learned. Remind them not to choose an answer only because of one repeated word. They should think about the whole experience and what the person understood at the end.

Have students complete the task individually first. Then ask them to compare their answers with a partner. Once everyone is ready, check the answers as a class. Ask students to explain which clues helped them choose each statement.

Answers:

C — This person realised that a polite habit at home could seem unusual abroad.

H — This person started paying more attention to local customs before entering indoor places.

G — This person learned that some questions are used only as social routines.

D — This person found a useful way to deal with receiving too much.

F — This person realised that not talking can be acceptable in some situations.

A — This person learned that indirect replies may be used to avoid sounding rude.

Extra options: B, E

3. Direct students' attention to the underlined sentences in the text. Explain that the sentences report questions that people asked in different situations.

Ask students to look carefully at the reported questions in the text and complete the direct questions. Briefly remind students that in reported questions, the word order changes and auxiliary verbs such as **do/does/did** are usually not used in the same way as in direct questions.

Have students complete the task individually. Then ask them to compare their answers with a partner before checking the answers as a class.

Answers:

1. "Is smiling at strangers considered **unusual in Germany**?"
2. "Is it really the smallest **size**?"
3. "Why do people usually **stay quiet in elevators**?"

Optional Extension: Ask students to work in pairs and choose one of the cultural experiences from the text. Explain that they will create a short follow-up conversation about the situation.

Tell students that one student should act as the person who experienced the cultural misunderstanding, while the other student should act as a friend asking about it. Give students a few minutes to reread the chosen paragraph and prepare ideas.

Ask students to prepare three short questions and answers. Their conversation should include:

- what happened;
- how the person felt at first;
- what the person learned about the local culture;
- how the person changed his/her behaviour afterwards.

Before they begin, write a few model questions on the board, for example:

- What happened when you first arrived?
- Why did you feel surprised or uncomfortable?
- What did someone explain to you?
- What did you learn from the experience?
- What do you do differently now?

Remind them to answer in full sentences and give details from the text where possible. After the first round, ask students to switch roles and choose a different paragraph. Monitor the activity, providing support with question formation, vocabulary, and pronunciation. At the end, invite a few pairs to perform part of their conversation for the class or summarise the cultural lesson they discussed.



ACROSS CULTURES

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

- develop their listening skills for specific and detailed information;
- talk about the situations shown in the pictures and use reported questions accurately in spoken form;
- write direct and reported questions accurately.

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

Interaction patterns: individual, pair, group

1. Direct students' attention to the direct questions and the incomplete reported questions. Explain that they need to complete the second sentence in the reported speech. Do the example together as a class. Then ask students to complete the sentences individually. Have them compare their answers in pairs before checking them together as a class.

Remind students that reported questions use statement word order. If necessary, write these two sentences on the board and compare them, drawing students' attention to the different word order:

Where did you learn about their traditions?

→ *He asked where I had learned about their traditions.*

Do you like learning about other cultures?

→ *She asked if I liked learning about other cultures.*

Also, remind students that:

- **do / does / did** are not used as auxiliary verbs in reported questions;
- **if** can introduce reported yes/no questions;
- there is **no subject-verb inversion** in the reported question clause.

Answers:

0. She asked if I **liked** learning about other cultures.
1. He asked if I **felt** comfortable in that new culture.
2. She asked if I **had found** the customs surprising.
3. She asked how people **greeted** each other in my culture.
4. They asked if I **had tried** traditional food there.
5. He asked if I **would visit** another country the following year.
6. He asked where I **had learned** about their traditions.
7. He asked if I **understood** the local traditions then.
8. They asked when the festival **would start**.

2. Tell students that they need to read the reported questions and write the original direct questions. Explain that this time they are changing reported speech back into direct speech. Have students complete the task individually. Then ask them to compare their answers with a partner before checking the answers as a class.

Answers:

0. Sara asked, "Do you enjoy traditional festivals?"
 1. Lina asked, "Have you tried any local dishes?"
 2. Elena asked, "Why are you surprised by our customs?"
 3. Mark asked, "Can you understand the customs?"
 4. Sofia asked, "How do people celebrate weddings in your country?"
 5. Aiko asked, "Do people greet each other differently in your country?"
 6. Daniel asked, "Have you visited a cultural museum?"
 7. Mei asked, "Will you stay in this country long?"
 8. Ken asked, "Where did you learn about this culture?"
3. Direct students' attention to the photos. Explain that they should write a possible direct question for each picture and then report the question to their partner in reported speech. Do the example together as a class. Remind students that there may be more than one possible question for each picture, but their reported question must be grammatically correct.

Have students work individually first. Then ask them to compare their questions with a partner and report each question using reported speech.

Possible Answers:

0. "Have you ever played football before?"
He asked if she had ever played football before.
 1. "Do you understand the task?"
She asked if he understood the task.
 2. "Are you sure about your decision?"
She asked if she was sure about her decision.
 3. "Have you ever seen a performance like this before?"
He asked if she had ever seen a performance like that before.
 4. "Where did you learn about this topic?"
He asked where he had learned about that topic.
 5. "Do you like fruit?"
She asked if he liked fruit.
4. Tell students that they will listen to a conversation between two international students, Luca and Aysel. Explain that Student A should write down any four questions Aysel asked, and Student B should write down any four questions Luca asked.

Before playing the recording, remind students to listen for questions only. Play the recording once and ask students to take notes. If necessary, play the recording a second time.

After listening, have students tell their partner the questions using reported speech.



ACROSS CULTURES

Possible Answers:

Questions Aysel asked:

- Are you a new student here?
- Did you have any problems when you arrived?
- Have you tried the local food yet?
- Are you enjoying the culture here?
- Do students call teachers by their first names in Italy?

Reported questions:

- Aysel asked if Luca was a new student there.
- Aysel asked if Luca had had any problems when he arrived.
- Aysel asked if Luca had tried the local food yet.
- Aysel asked if Luca was enjoying the culture there.
- Aysel asked if students called teachers by their first names in Italy.

Questions Luca asked:

- Is this seat free?
- Where are you from?
- Is this your first time studying abroad?
- How did you learn to find your way around?
- What do you like most about studying here?
- What was the most surprising thing for you when you started studying here?

Reported questions:

- Luca asked if the seat was free.
- Luca asked where Aysel was from.
- Luca asked if it was Aysel's first time studying abroad.
- Luca asked how Aysel had learned to find her way around.
- Luca asked what Aysel liked most about studying there.
- Luca asked what the most surprising thing had been for Aysel when she started studying there.

Track 31

Luca: Hi! Is this seat free?

Aysel: Yes, it is. Are you a new student here?

Luca: Yes, I arrived last week. Where are you from?

Aysel: I'm from Azerbaijan. What about you?

Luca: I'm from Italy. Is this your first time studying abroad?

Aysel: Yes, it is. Did you have any problems when you arrived?

Luca: A few. I couldn't understand the bus system at first. How did you learn to find your way around?

Aysel: I use a map app. Have you tried the local food yet?

Luca: Yes, I have. It's very different from Italian food!

Aysel: Are you enjoying the culture here?

Luca: I am. What do you like most about studying here?

Aysel: I like meeting people from different countries. Do students call teachers by their first names in Italy?

Luca: No, we usually use their last names. What was the most surprising thing for you when you started studying here?

Aysel: The way students talk to teachers. In Azerbaijan, we are usually more formal.

5. Explain that students are going to play a reported-question game.

A. Ask each student to write two questions to ask their classmates. Encourage them to write questions about culture, school life, habits, food, travel, or personal experiences.

B. Ask students to walk around the class and ask different classmates their questions. Remind them to listen carefully to the answers and remember the questions they hear from others.

Note: Ask students not to take notes during the activity. The aim is for them to listen carefully and remember the questions they hear, as they will need to reproduce them in reported speech in Part C.

C. Ask students to sit down and write the questions they remember in reported speech. Encourage students to use both yes/no reported questions and question-word reported questions. Monitor the activity and provide support with word order, tense changes, and pronoun changes where necessary. After the activity, invite several students to read one reported question aloud. Correct common errors as a class.

Teacher tips:

Modelling Multi-stage Tasks

Modelling means briefly demonstrating what students are expected to do before they complete a task themselves. It is particularly useful in games, communicative activities and tasks with several stages, where misunderstanding the procedure can disrupt the activity.

A short model can:

- make instructions clearer;
- show students what successful participation looks like;
- highlight important rules without lengthy explanation.

For multi-stage tasks, it is often more effective to model the relevant stage immediately before students do it, rather than explain and demonstrate everything at the beginning.

For Task 5: Before students begin the mingling stage, demonstrate one interaction with a student. Ask one of your prepared questions and listen to the answer. Then invite the student to ask you one of their questions. Emphasise that students should listen carefully and try to remember the questions they hear, without taking notes. After the demonstration, briefly check that students understand the procedure and start the game.



ACROSS CULTURES

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

- develop their listening skills for detailed and specific information;
- distinguish key vocabulary according to meaning;
- express their opinions about the emojis and cultural situations;
- complete a form describing an original cross-cultural emoji.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4. 3.1.1. 4.1.3.

Interaction patterns: individual, pair, group

1. Direct students' attention to the emojis. Ask them to look at the pictures and answer the questions individually first. Then have students discuss their ideas with a partner. Encourage students to explain their answers clearly, give examples from their own messaging habits, and respond to their partner's ideas. Monitor the discussions, providing language support where necessary. After the activity, invite several students to share their opinions with the class.
2. Tell students that the bold words in the sentences are used in the recording. Ask students to read the sentences individually and guess the meanings of the bold words from context. Then ask them to match the words to the definitions. Have students complete the task individually first. When they finish, ask them to compare their answers with a partner and discuss any differences. Conduct whole-class feedback by checking the answers together. Clarify any vocabulary that remains challenging.

Answers:

1. **identify** — **a.** find out or recognise something
 2. **research** — **e.** careful study to discover new information
 3. **universal** — **d.** true or used everywhere in the world
 4. **sarcasm** — **b.** a way of speaking where words mean the opposite of what they say
 5. **offensive** — **c.** rude or upsetting to someone
3. Tell students that they are going to listen to a talk about emojis. Explain that they should listen for the main idea and choose the correct option. Before playing the recording, give students time to read the options carefully. Remind them that the correct answer should describe the whole talk, not just one detail. Play the recording once and ask students to choose their answer. If necessary, play the recording a second time. After listening, have students compare their answers in pairs before checking the answer as a class.

Answer:

- A. How emoji meanings can change across cultures.
4. Tell students that they will listen to the talk again and complete the notes. Explain that they should use 1–3 words for each gap. Before playing the recording, ask students to look carefully at the table and

predict what kind of information is needed for each gap, such as a country, a meaning, or a different cultural interpretation. Play the recording again. If necessary, pause after each emoji or play the audio a second time. After listening, have students compare their answers in pairs before checking them together as a class.

Answers:

1. the United Kingdom / the UK
2. sarcasm
3. approval
4. rude / impolite / offensive
5. sadness
6. very funny

Track 32

Hello everyone. Today we are talking about emojis and how people in different countries may understand them. Many people think emojis are understood in the same way everywhere. However, research shows that culture can change their meaning.

For example, in the United Kingdom, the smiling face emoji usually suggests happiness. However, in China, some people may use the same emoji to show politeness, sarcasm, or mixed feelings. So the same emoji can express different meanings.

Another example is the thumbs-up emoji. In the United States, it usually means approval or "good job." However, in Iran, the thumbs-up gesture has traditionally had a rude meaning in some situations. Some people may see it as impolite or offensive. This means a friendly emoji or gesture in one country could seem rude in another.

Researchers also compared how people from the UK and China interpreted emojis. They found that participants from the two countries did not always understand emoji emotions in the same way. The researchers explained that this was not because people misunderstood emotions, but because emojis may be used differently in daily communication.

Here is one more example. In Australia, the crying emoji usually suggests sadness. But in Japan, some young people use this emoji to show that something is very funny. Scientists say these differences happen because culture shapes communication. People learn emoji meanings from friends, social media, and their local online communities.

So, when you send an emoji, remember that someone from another country might understand it differently.

5. Put learners into small groups and ask them to invent an emoji that people from different cultures could understand. Have them draw the emoji and complete each section of the form. Remind them to consider whether the emoji could have different meanings in different cultures. Monitor and help with vocabulary as needed. Finally, ask each group to present its emoji to the class.

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

- talk about and compare the cultural experiences;
- express, justify and negotiate their opinions to reach a shared decision.

Standards: 2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4.

Interaction patterns: individual, pair, group

1. Direct students' attention to the four cultural experiences shown in the pictures. Check that students understand each option.



*Living with
a host family
abroad*



*Trying traditional
food from another
country*



*Attending an
international
festival*



*Watching films
from different
cultures*

Ask students to work in pairs. Explain that they should discuss each option and decide which cultural experience would help them understand another culture best. Tell them to explain their choice clearly and give reasons. Before students begin, review the useful phrases in the boxes. Remind students to use the phrases to give opinions, agree, disagree politely, make suggestions, and reach a decision. Encourage them to take turns speaking, respond to their partner's ideas, and use examples where possible. Monitor the conversations, providing language support where necessary. Focus on communication and interaction. After the discussion, invite several pairs to share their final decision and explain their reasons to the class.

Optional Extension: Ask pairs to rank the four cultural experiences from the most effective to the least effective for understanding another culture. Before they begin, remind them to think about how direct the experience is, how much real communication it involves, and whether it helps people understand everyday life, traditions, values, and behaviour. Have students discuss the ranking in pairs and write a short reason for each choice. Then put two pairs together and ask them to compare their rankings. Encourage them to justify their choices, disagree politely where necessary, and reach one final group ranking. After the group discussion, invite several groups to present their top choice to the class. Ask them to explain why they believe that experience would help people understand another culture best. Conduct brief whole-class feedback by highlighting strong arguments and effective use of discussion language.

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

- express their views on the content and organisation of a model comparison paragraph;
- write and revise a comparison paragraph using appropriate comparison and contrast expressions.

Standards: 3.1.3. 4.1.1. 4.1.2.

Interaction patterns: individual, pair, group

Direct students' attention to the information box about comparison paragraphs. Ask them to read the text individually. Check comprehension by asking questions such as:

- What is the purpose of a comparison paragraph?
- What can we compare in a comparison paragraph?
- Should a comparison paragraph focus on similarities, differences, or both?
- Why should the topic sentence show the focus of the paragraph?
- What can happen if the paragraph includes too many unrelated comparison points?

1. Ask students to read the sample comparison paragraph and answer the questions. Remind them to pay attention to the topic, the topic sentence, the focus of the paragraph, and the linking words or phrases that organise the ideas. Have students complete the task individually first. Then ask them to compare their answers with a partner. Check the answers as a class and ask students to justify their answers by referring to the paragraph.

Answers:

1. **Similarities between Azerbaijani and Japanese cultures**

2. **Azerbaijani and Japanese cultures may seem very different at first, but they share some important values.**

3. **similarities**

4. **In both cultures, For example, Another important similarity, also, In conclusion.**

2. **A.** Ask students to choose one topic from the list and brainstorm ideas for a comparison paragraph. Monitor the activity and provide support with vocabulary and idea development where necessary.

2. **B.** Ask students to write a comparison paragraph using their notes from Task 2A. Encourage students to use linking expressions such as **both, in both, similarly, also, another similarity is, however, on the other hand, in contrast, unlike** and **in conclusion** where appropriate. Monitor the writing activity and provide support with organisation, grammar, vocabulary, and sentence structure where necessary.

2. **C.** Ask students to exchange their paragraphs with another student for feedback. Encourage students to check whether the paragraph has a clear topic sentence, a clear comparison focus, relevant supporting details, suitable linking words, and a concluding sentence. They should also check whether the paragraph focuses mainly on similarities or differences and whether the ideas are organised logically. After students give feedback, allow them time to revise their paragraphs. Invite a few students to read their revised paragraphs aloud. Highlight effective comparison language, clear organisation, and strong supporting details.

TEST

I. Choose the correct option.

1 Leo asked, "Where do they celebrate New Year?"

- ☐ a Leo asked where did they celebrate New Year.
- ☒ b Leo asked where they celebrated New Year.
- ☐ c Leo asked where do they celebrate New Year.
- ☐ d Leo asked where they would celebrate New Year.

2 Fatima asked, "How did they greet the guests?"

- ☐ a Fatima asked how did they greet the guests.
- ☒ b Fatima asked how they had greeted the guests.
- ☐ c Fatima asked how they greeted the guests.
- ☐ d Fatima asked how had they greeted the guests.

3 Leo asked, "Is it rude to be late here?"

- ☐ a Leo asked was it rude to be late there.
- ☐ b Leo asked if it was rude to be late here.
- ☒ c Leo asked if it was rude to be late there.
- ☐ d Leo asked whether is it rude to be late there.

4 Elena asked, "When does the festival start?"

- ☐ a Elena asked when did the festival start.
- ☒ b Elena asked when the festival started.
- ☐ c Elena asked when does the festival start.
- ☐ d Elena asked when the festival start.

5 Chloe asked me, "Did you enjoy the ceremony?"

- ☒ a Chloe asked if I had enjoyed the ceremony.
- ☐ b Chloe asked did I enjoy the ceremony.
- ☐ c Chloe asked if you enjoyed the ceremony.
- ☐ d Chloe asked if I enjoy the ceremony.

6 Julia asked me, "Are gifts important in your culture?"

- ☐ a Julia asked if gifts were important in my culture.
☐ b Julia asked were gifts important in your culture.
☐ c Julia asked if were gifts important in my culture.
☐ d Julia asked whether gifts are important in your culture.

II. Complete the sentences with the correct words.

1

1. disappoint
2. stare at
3. respond

- a. I sent her a message, but she didn't **respond** for two days.
b. It is rude to **stare at** people on the bus.
c. I don't want to **disappoint** my parents, so I study hard.

- ☐ a 1 - a, 2 - c, 3 - b ☐ b 1 - b, 2 - c, 3 - a ☐ c 1 - c, 2 - a, 3 - b ☐ d 1 - c, 2 - b, 3 - a

2

1. greet
2. confirm
3. appreciate

- a. Please **confirm** your booking by email.
b. I really **appreciate** your help with my homework.
c. My teacher used to **greet** her students with a smile.

- ☐ a 1 - a, 2 - c, 3 - b ☐ b 1 - b, 2 - c, 3 - a ☐ c 1 - c, 2 - a, 3 - b ☐ d 1 - c, 2 - b, 3 - a

3

1. request
2. privacy
3. research

- a. Good **research** takes time and careful planning.
b. Everyone needs some **privacy** when they are at home.
c. He made a **request** for more time to finish the project.

- ☐ a 1 - a, 2 - c, 3 - b ☐ b 1 - b, 2 - c, 3 - a ☐ c 1 - c, 2 - a, 3 - b ☐ d 1 - c, 2 - b, 3 - a

III. Rewrite the sentences using the words in brackets. Keep the meaning.

1. Please **confirm** whether you can come to the meeting.
2. He **stared** at the tourists for a long time without speaking.
3. I hope I don't **disappoint** my teachers.
4. Please **respond** to my message about dinner plans.
5. I **appreciate** the value of learning about other cultures.
6. They **greeted** their guests in the traditional way.
7. Smiling is **universal**, but its social meaning and appropriate use can vary across cultures.
8. He could **identify** the country from the traditional clothes.

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

- develop their listening skills for specific information;
- express their opinions on the ideas presented;
- use and pronounce the target vocabulary accurately to discuss technology in education and school policies.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4.

Interaction patterns: individual, pair, group

1. Direct students' attention to the target words and phrases and their definitions. Ask them to read the example sentences. Then, play the recording and have students listen and repeat the words and phrases. Monitor their pronunciation and provide support as needed.

Note: Use concept-checking questions (CCQs) to ensure that students have understood the meanings of the target vocabulary.

Example CCQs for checking understanding of the word **"approach"**:

- Is an approach a way of doing something? **(Yes)**
- Can teachers use different approaches to teach grammar? **(Yes)**
- Is an approach the same as a result? **(No)**

Example CCQs for checking understanding of the word **"shift"**:

- Does a shift mean a change? **(Yes)**
- Can there be a shift in the way students learn? **(Yes)**
- If nothing changes, is there a shift? **(No)**

Example CCQs for checking understanding of the word **"ban"**:

- If there is a ban on something, is it allowed? **(No)**
- Can schools have a ban on mobile phones in class? **(Yes)**
- Is a ban an official rule? **(Yes)**

Example CCQs for checking understanding of the phrase **"to result in"**:

- Does "result in" show what happens because of something? **(Yes)**
- Can lack of sleep result in poor performance? **(Yes)**
- Does "result in" mean "prevent"? **(No)**

Track 33

1. approach
2. shift
3. concern
4. ban
5. to adopt
6. to consider
7. debate
8. to result in

2. Ask students to complete the sentences using the words or phrases from Task 1. Remind them that they may need to change the form of some words or phrases. Have them work individually at first, then compare their answers with a partner. Once everyone is ready, check the answers as a class.

Answers:

0. Our teacher **adopted** a fun way to review lessons.
 1. Students had a **debate** about school uniforms.
 2. Her **approach** to studying vocabulary is very effective.
 3. There is growing **concern** about exam stress among teenagers.
 4. The teacher will **consider** giving extra time for the test.
 5. There is a **ban** on running in the school corridors.
 6. Lack of sleep may **result in** poor performance at school.
 7. A **shift** to online learning changed how students study.
3. Tell students that they will hear four different speakers talking about school, studying, and educational issues. Their task is to match each speaker to the correct statement. Explain that one statement is extra and will not be used.

Give students time to read the statements carefully before playing the recording. If necessary, play the audio more than once. After listening, ask students to compare their answers in pairs, then go over the correct answers as a class.

Answers:

Speaker 1 — **E**. This student wants the school to adopt a new grading system.

Speaker 2 — **A**. This student has a concern about the group project.

Speaker 3 — **D**. This person prefers a different approach to studying.

Speaker 4 — **C**. This person is taking part in a debate about school rules soon.

Extra statement: **B**. This person supports the ban on mobile phones in class.

Track 34

Speaker 1: In our school, most of our marks come from tests. I don't think one exam can always show what a student really knows. I think teachers should also look at class participation, homework, and daily effort when they decide our final marks.

Speaker 2: I'm not happy with the team I'm working with. Some classmates don't help at all, so I end up doing most of the work. It doesn't feel fair, and I'm worried that our final work may not be good enough.

Speaker 3: Reading my notes again doesn't really help me learn. I understand things more easily when I listen to explanations or talk about the topic with someone.

Speaker 4: Next week, I'll be speaking in front of everyone about school regulations. Some students think they are too strict, while others believe they're necessary. I'm preparing my ideas now.

4. Divide the class into pairs or small groups of 3–4 students. Ask students to take turns asking and answering the questions. Get them to speak in full sentences and give detailed answers with examples. Have them listen carefully when their partner is speaking. Set a time limit, for example, 8–10 minutes. Monitor the pair or group work as they speak.

Encourage students to use the target vocabulary from the lesson where possible, especially **approach**, **shift**, **concern**, **ban**, **adopt**, **consider**, **debate**, and **result in**. Monitor the pair or group work as they speak. Encourage students to stay on topic and speak as much as possible. Support students by prompting them if they struggle with ideas or language.



TECHNOLOGY IN EDUCATION

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

- develop their reading skills for gist and detailed information;
- express their views on the ideas presented.

Standards: 2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4. 3.1.1. 3.1.2. 3.1.3.

Interaction patterns: individual, pair, group

- 1. A.** Direct students' attention to the photo from the news article. Ask them to look carefully at the image and answer the questions with a partner.

Encourage students to make predictions about the article using visual clues. Ask them to explain what they think the article will say about technology in schools and whether they think books or digital devices are better for learning.

Monitor the pair work and provide vocabulary support where necessary. After the discussion, invite several students to share their ideas with the class.

- 2.** Tell students that they are going to read a news article about technology use in Danish schools. Ask them to look at the four possible titles before reading. Explain that they should read the whole article and choose the title that best summarises the main idea. Remind students not to choose a title only because it contains a familiar word; the best title should match the overall message of the article.

Have students read the article individually first. Then ask them to compare their answer with a partner. Once everyone is ready, check the answer as a class and ask students to explain why the other titles are less suitable.

Answer:

A. Denmark Rethinks the Role of Digital Technology in Schools

- 3.** Ask students to read the text again and decide whether each statement is **True**, **False**, or **Not Given** according to the article. Remind students that True means the statement agrees with the text, False means the text gives different information, and Not Given means the text does not provide enough information to decide. Have students complete the task individually. Then ask them to compare their answers with a partner before checking them as a class. Encourage students to justify their answers by referring to the article.

Answers:

- 1. False** — The new policy limits digital learning, but it does not completely replace it.
2. True — Experts reviewed recent data, and this influenced concern about children's health and academic progress.

3. **False** — The text gives several reasons for the new rules; social interaction is not the only reason.
4. **True** — Teachers report that students are calmer, more focused, and more involved in class.
5. **False** — Officials are considering a plan, but it has not yet been approved as a law.
6. **Not Given** — The text mentions supporters, but it does not say that most Danish parents support the plan.
7. **False** — The article says many countries are rethinking the role of technology in education.

4. Direct students' attention to the students' comments about the article. Explain that they need to decide whether each student agrees or disagrees with the policy change. Ask students to read each comment carefully and identify the words or sentences that show the student's opinion. Have students complete the task individually first, then compare their answers with a partner. Check the answers as a class.

Answers:

1. **Disagrees** — The student has doubts about the policy and says it was difficult without the device.
2. **Agrees** — The student likes the new rule and says it helps him/her concentrate better.
3. **Disagrees** — The student thinks the rules are a little strict and wanted to type the essay.
5. Ask students to look at the underlined reporting structures in Task 4. Explain that these structures are used to report requests, instructions, and commands.

Draw students' attention to the forms:

- **told + object + to + base verb**
- **asked + object + to + base verb**
- **told/asked + object + not to + base verb**

Point out that **told** is often used for stronger instructions, while **asked** can sound more polite. Then ask students to complete the sentences using the correct reporting structure.

Have students complete the task individually and then compare their answers with a partner. Check the answers as a class.

Answers:

1. "Be quiet."
The teacher told us **to be quiet**.
2. "Please sit down."
The teacher asked us **to sit down**.
3. "Please work in pairs."
The teacher asked us **to work in pairs**.
4. "Don't write in pencil."
The teacher told us not to **write in pencil**.



TECHNOLOGY IN EDUCATION

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

- develop their listening skills for specific and detailed information;
- talk about the situations shown in the pictures and use reported requests and commands accurately in spoken form;
- write reported requests and commands accurately.

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

Interaction patterns: individual, pair, group

1. Tell students that they need to change the direct instructions and requests into reported speech. Do the example together as a class. Remind students that we usually use the following structures: **told + object + to + base verb, asked + object + to + base verb, told/asked + object + not to + base verb**

Point out that asked is often used for polite requests with please or could you please, while told is often used for direct instructions or commands. Ask students to complete the task individually. Then have them compare their answers with a partner before checking the answers as a class.

Answers:

0. The teacher told the students to turn on their cameras.
1. The instructor asked the class to mute their microphones.
2. The teacher told Emma not to open other tabs.
3. The IT assistant told Ali to restart his computer.
4. The teacher asked Maya to upload her homework to the platform.
5. The teacher told the students to close the chat window.
6. The tutor asked me to check my internet connection.
7. The IT teacher told the class not to share their passwords with anyone.

2. Direct students' attention to the teacher and the speech bubbles. Explain that they need to report what the teacher told or asked the students to do on the first day of class.

Remind students to use reported speech and to change pronouns where necessary, for example, **your phones** → **their phones** and **your tasks** → **their tasks**. Do the example together as a class. Then ask students to complete the remaining sentences individually or in pairs. Check the answers as a class.

Answers:

0. He asked them to focus carefully on their tasks.
1. He told them not to use their phones during lessons.
2. He told them to use their printed textbooks instead of tablets.
3. He asked them to put their phones in the storage box at the start of the day.
4. He told them to talk with their classmates during activities.
5. He told them not to spend too much time on screens.

6. He asked them to bring a notebook so they could write their work by hand.
 7. He told them not to rely on screens to complete every task.
3. Tell students that they will listen to six sentences. Explain that they should write the sentences they hear first. Then they should report the sentences to their partner using reported speech. Before playing the recording, remind students to listen carefully for whether each sentence is an instruction, a negative instruction, or a polite request. Play the recording once and ask students to write the sentences. If necessary, play it a second time. After listening, have students compare their sentences with a partner. Then ask them to report the sentences using **told/asked + object + to/not to + base verb**.

Possible Reported Answers:

0. The teacher asked us to finish our homework before the next day's lesson.
1. The teacher told us not to spend too much time on our phones that week.
2. The teacher told us to bring our holiday project on the first day back.
3. The teacher asked us to read two chapters during the break.
4. The teacher told us not to use tablets when we studied at home.
5. The teacher asked us to tell him/her if we did not understand the task.

Track 35

1. "Please finish your homework before tomorrow's lesson."
 2. "Don't spend too much time on your phones this week."
 3. "Bring your holiday project on the first day back."
 4. "Please read two chapters during the break."
 5. "Do not use tablets when you study at home."
 6. "Please tell me if you don't understand the task."
4. Direct students' attention to the photos and prompts. Explain that they should guess what the people asked or told others to do in each situation and write reported speech sentences. Do the example together as a class. Remind students to use the prompts and choose asked or told depending on the situation. Point out that some answers may vary, but the reported speech structure should be correct. Have students complete the sentences individually or in pairs. Then check several possible answers as a class.

Possible Answers:

0. The teacher told the student to point to a country on the map.
 1. The teacher asked the student to take care of the plant.
 2. The man told people not to enter the area.
 3. The flight attendant told the passenger to fasten her seatbelt.
 4. The coach told the player to run towards the goal.
 5. The tourist asked the man to show her where the hotel was.
5. Put students into pairs. Explain that they should tell their partner about things that different people, such as teachers, classmates, family members, or friends, asked or told them to do. Remind them not to mention any names. Encourage students to use reported speech structures such as **He told me to..., She asked me to..., They told me not to..., and My friend asked me not to...**

Their partner should listen carefully and guess who each person is, for example, a teacher, parent, classmate, coach, or friend. Monitor the pair work, providing support with reported speech, pronouns, and infinitive forms where necessary. After the activity, invite a few students to share one example with the class.



TECHNOLOGY IN EDUCATION

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

- develop their listening skills for detailed and specific information about AI in education;
- distinguish key vocabulary according to meaning;
- discuss the advantages and disadvantages of AI and suggest possible solutions using appropriate pronunciation.

Standards: 1.1.1. 1.1.2. 2.1.1. 2.2.2. 2.2.3. 2.2.4.

Interaction patterns: individual, pair, group

1. Direct students' attention to the picture and the questions about AI. Ask them to discuss the questions with a partner. Encourage students to explain their answers clearly and give examples from their own school experience. Monitor the pair work and provide vocabulary support where necessary. After the discussion, invite several students to share their ideas with the class.
2. Tell students that the bold words in the sentences are used in the recording. Ask students to read the sentences individually and guess the meanings of the bold words from context. Then ask them to match the words to the definitions. Have students complete the task individually first. When they finish, ask them to compare their answers with a partner and discuss any differences. Conduct whole-class feedback by checking the answers together. Clarify any vocabulary that remains challenging.

Answers:

1. **tutor** — **c.** someone who teaches one student or a small group
 2. **available** — **f.** able to be used or contacted when needed
 3. **feedback** — **a.** comments that tell you how well you did something
 4. **bias** — **d.** a strong opinion that makes you treat some people better than others
 5. **fair** — **e.** treating people equally and in a way that is right
 6. **cheat** — **b.** to do something dishonest to get a better result
3. Tell students that they are going to listen to a conversation between a teacher and a student about AI in education. Explain that they should listen for the main idea and choose the correct option.

Before playing the recording, give students time to read the options carefully. Remind them that the correct answer should describe the whole conversation, not just one detail. Play the recording once and ask students to choose their answer. If necessary, play the recording a second time. After listening, have students compare their answers in pairs before checking the answer as a class.

Answer:

B. How AI affects learning

4. Tell students that they will listen to the conversation again and complete the table. Explain that they should use **1–3 words** for each gap.

Before playing the recording, ask students to look carefully at the headings and details in the table. Encourage them to predict what kind of information is needed for each gap, such as an advantage, disadvantage, noun phrase, or number.

Play the recording again. If necessary, pause after key parts or play the audio a second time. After listening, have students compare their answers in pairs before checking them together as a class.

Answers:

1. personalised
2. tutors
3. real-time
4. show bias
5. student data
6. twenty
7. human interaction

Track 36

Teacher: Hi, Sam. I was wondering if you use AI to help you with your schoolwork.

Student: Rarely. I know people use it a lot, but I'm not sure how helpful it really is.

Teacher: Well, one big advantage is personalised learning. AI systems analyse patterns in your performance. They look at your strengths, your weaknesses, and how fast you learn. Then they give you tasks that match your level.

Student: So it's like having work that's made just for me?

Teacher: Exactly. It helps students learn in a way that suits them best. Some AI tools work like tutors and are available all the time. So if you're studying at night and you don't understand something, you can ask questions and get help right away.

Student: That would be helpful before exams. Does it tell you if your answers are wrong?

Teacher: Yes, many systems give real-time feedback. That means you can see mistakes immediately and fix them. This helps students improve faster.

Student: It sounds good, but are there any disadvantages?

Teacher: There are. For example, AI can sometimes make mistakes or show bias. If the information used to train it isn't fair, the results might not be fair either.

Student: I guess privacy could also be a problem.

Teacher: You're right. AI often needs student data, like grades or learning behaviour. Schools must protect this information so it isn't misused or stolen.

Student: I've also heard students can use AI to cheat.

Teacher: That can happen. In fact, at our school last term, twenty students were caught submitting AI-generated assignments as their own work. Some students use AI tools to produce writing that looks original, so teachers need clear rules and should show students how to use AI responsibly instead of misusing it.

Student: Does using AI mean less contact with teachers?

Teacher: It can if it's used too much. Human interaction is very important for learning and motivation. AI should support teachers, not replace them.

Student: So AI is helpful, but we have to use it carefully.

Teacher: Exactly.

5. Put students into small groups and direct their attention to the four steps. Explain that they will discuss the problem of students using AI to cheat and suggest possible solutions.

Monitor the group work, providing support with vocabulary, sentence structure, and discussion language where necessary. After the reports, conduct brief whole-class feedback and highlight strong ideas.

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

- talk about and compare the language-learning methods;
- express, justify and negotiate their opinions to reach a shared decision.

Standards: 2.1.1. 2.2.1. 2.2.2. 2.2.3. 2.2.4.

Interaction patterns: individual, pair, group

1. Direct students' attention to the question and the four options shown in the pictures. Check that students understand each option.



Using AI tools



*Studying with
a tutor*



*Learning from
books*



*Watching films
or videos*

Ask students to work in pairs. Explain that they should discuss the advantages and disadvantages of each method and decide which option is the most effective way to learn a foreign language. Tell them to explain their choice clearly and give reasons.

Before students begin, review the useful phrases in the boxes. Remind students to use the phrases to give opinions, ask for their partner's opinion, agree, disagree politely, and reach a decision. Encourage them to take turns speaking, respond to their partner's ideas, and use examples from their own language-learning experience where possible.

Monitor the conversations, providing language support where necessary. Focus on communication and interaction. After the discussion, invite several pairs to share their final decision and explain their reasons to the class.

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

- distinguish cause/effect words and expressions according to their meanings and functions;
- write and revise a cause/effect paragraph using appropriate supporting details and linking expressions.

Standards: 3.1.1. 4.1.1. 4.1.2.

Interaction patterns: individual, pair, group

Direct students' attention to the information box about cause/effect paragraphs. Ask them to read the text individually. Explain that a cause/effect paragraph shows a clear relationship between an action, situation, or event and its reasons or results. Point out that this type of paragraph can have two main purposes: it can explain why something happens, or it can explain what happens as a result.

Remind students that the topic they choose must have a clear cause-and-effect relationship. For example, too much screen time can lead to problems with sleep, concentration, or health. Similarly, students' use of AI to cheat may have several causes, such as pressure, lack of confidence, or poor time management.

1. Ask students to read the sample cause/effect paragraph and answer the questions. Have students complete the task individually first. Then ask them to compare their answers with a partner. Check the answers as a class and ask students to justify their answers by referring to the paragraph.

Answers:

1. The effects of excessive AI use on school students.
 2. The excessive use of artificial intelligence by school students can negatively affect both their education and personal development.
 3. In conclusion, excessive use of AI can harm students' creativity, independent thinking, communication skills, and overall academic development.
 4. To explain the negative effects of excessive AI use on students.
 5. Effects.
2. A. Ask students to choose one topic from the list and brainstorm ideas for a cause/effect paragraph. Monitor the activity and provide support with vocabulary and idea development where necessary.
 2. B. Ask students to write a cause/effect paragraph using their notes from Task 2A. Encourage students to use linking expressions such as because, since, as a result, therefore, this can lead to, this may cause, one reason is, another reason is, first of all, furthermore, and in conclusion where appropriate. Monitor the writing activity and provide support with organisation, grammar, vocabulary, and sentence structure where necessary.
 2. C. Ask students to exchange their paragraphs with another student for feedback. Encourage students to check whether the paragraph has a clear topic sentence, a clear cause/effect focus, relevant supporting details, suitable linking words, and a concluding sentence. After students give feedback, allow them time to revise their paragraphs. Invite a few students to read their revised paragraphs aloud.

NOTE: Try this QR code if the one on Student's Book p. 111 does not work.



TEST

I. Choose the correct option.

- 1** The teacher said to the students, "Open your textbooks."
- ☐ a The teacher asked the students open their textbooks.
 - ☒ b The teacher told the students to open their textbooks.
 - ☐ c The teacher said the students open their textbooks.
 - ☐ d The teacher asked to the students to open their textbooks.
- 2** The principal said to us, "Do not use your phones during class."
- ☒ a The principal told us not to use our phones during class.
 - ☐ b The principal asked us do not use our phones during class.
 - ☐ c The principal said us not use our phones.
 - ☐ d The principal told not to use our phones.
- 3** "Please help me with this assignment," the student said to the teacher.
- ☐ a The student told the teacher help him with the assignment.
 - ☒ b The student asked the teacher to help him with the assignment.
 - ☐ c The student asked that the teacher helped him.
 - ☐ d The student said the teacher to help him.
- 4** The instructor said, "Did you finish the homework?"
- ☐ a The instructor asked did we finish the homework.
 - ☐ b The instructor asked us to finish the homework.
 - ☒ c The instructor asked if we had finished the homework.
 - ☐ d The instructor said had we finished the homework.
- 5** "Close the door quietly," the librarian said.
- ☐ a The librarian asked close the door quietly.
 - ☐ b The librarian told us closing the door quietly.
 - ☒ c The librarian told us to close the door quietly.
 - ☐ d The librarian said us close the door quietly.

6 The coach said, "Don't talk during the exam."

- ☐ a The coach told us don't talk during the exam.
- ☒ b The coach told us not to talk during the exam.
- ☐ c The coach asked us not talk during the exam.
- ☐ d The coach said us not to talk.

II. Complete the sentences with the correct words.

1 1. feedback 2. approach 3. shift	a. Our teacher uses a new approach to make learning English more fun. b. The teacher gave me helpful feedback on my essay. c. There was a shift in my learning when I started studying every day.
☐ a 1 - a, 2 - c, 3 - b ☐ b 1 - b, 2 - c, 3 - a ☐ c 1 - c, 2 - a, 3 - b ☒ d 1 - b, 2 - a, 3 - c	

2 1. debate 2. bias 3. ban	a. Some students think there is bias when teachers grade speaking tests. b. They supported a ban on loud music after midnight. c. The class had a debate about the best way to learn vocabulary.
☐ a 1 - a, 2 - c, 3 - b ☐ b 1 - b, 2 - c, 3 - a ☒ c 1 - c, 2 - a, 3 - b ☐ d 1 - b, 2 - a, 3 - c	

3 1. result in 2. consider 3. adopt	a. Studying regularly can result in higher test scores. b. I decided to adopt a better study routine this year. c. You should consider watching videos in English to improve your listening.
☒ a 1 - a, 2 - c, 3 - b ☐ b 1 - b, 2 - c, 3 - a ☐ c 1 - c, 2 - a, 3 - b ☐ d 1 - b, 2 - a, 3 - c	

III. Rewrite the sentences using the words in brackets. Keep the meaning.

1. She is concerned about your health.
2. They adopted a new system.
3. The discussion resulted in a better solution.
4. Some people think the rule shows bias against younger workers.
5. The school bans phones in exams.
6. He considered my idea carefully.
7. She gave him feedback about his work.
8. He tried to cheat during the test.

AN EXAMPLE OF SMALL SUMMATIVE 1 (LESSON 1)

Name: _____ Class: _____ Date: _____

1. Match the speakers to the statements. One statement is extra. You will listen to the recording twice. (5 points each)

SPEAKER 1

a) This person has changed the way they study to avoid last-minute stress.

SPEAKER 2

b) This person checks their work carefully to prevent small mistakes.

SPEAKER 3

c) This person removes things that can break their concentration.

SPEAKER 4

d) This person uses short pauses to return to studying with more energy.

e) This person studies at the same time every day.

(____/20)

2. Read the text about effective ways to study. Match the headings (a-i) to the paragraphs (1-8). One heading is extra.

Headings

- a. Make a large task feel less difficult
- b. Find out how well you know something
- c. Get help from people who can guide you
- d. Give your brain a chance to recover
- e. Focus on your own way of learning
- f. Prepare over time rather than at the last minute
- g. Learn through creating your own study materials
- h. Build confidence by working through examples
- i. Work with other students whenever possible

Study Smarter

_____ 1. Trying to learn everything the day before an exam is not an effective strategy. A better approach is to spend a little time each day reviewing your notes or working on problems. This gives you more time to become familiar with the material.

_____ 2. You do not have to deal with difficult material alone. If there is something you do not understand, speak to your teacher or another person who can answer your questions. Making use of the support available to you can make studying much easier.

_____ 3. Looking at everything you have to study at once can make the work seem impossible. Divide the material into smaller sections and spend more time on the areas you find difficult. Several smaller tasks often seem much easier than one very large one.

_____4. Flashcards and study guides are useful not only after you have made them. The process of preparing them can also help you remember important information because you have to think carefully about what to include.

_____5. Try explaining a difficult idea or problem to somebody else. Doing this makes you bring the information back from memory and shows whether you really understand the material. If you can explain it clearly, you probably know it well.

_____6. Some subjects, particularly those involving problem-solving, require plenty of practice. Working through different problems can make you more familiar with the kind of challenges you may meet in an exam.

_____7. Your brain needs time to process what you learn. During a long study session, stop occasionally to drink some water, eat something or stretch. A short pause can give your mind the rest it needs before you continue.

_____8. Seeing how other students prepare for tests can sometimes make you more stressed. People do not all learn in the same way, so pay attention to what helps you learn effectively instead of judging your progress against someone else's.

(____/16)

3. Complete the sentences with the words or phrases in the box. Use each item once. Change the form if necessary.

consistent

eliminate

precise

interruption

cram

feel refreshed

procrastinate

look forward to

1. If you often _____ until the night before a deadline, you may end up feeling stressed.
2. Instead of trying to _____ all the information in one evening, revise a little each day.
3. A short walk or a few minutes away from the screen can help you _____ before you continue studying.
4. Try to _____ unnecessary distractions by putting your phone on silent and closing social media apps.
5. Being _____ with your revision is usually more effective than studying only when an exam is close.
6. When answering maths questions, you need to be _____ because even a small mistake can change the final answer.
7. I always _____ finishing my exams because I know I will finally have some free time.
8. Messages, phone calls and people entering the room can cause serious _____ when you are trying to concentrate.

(____/16)

4. Underline the best option.

1. Maya turns off her phone **for** / **so that** / **in order to** she can concentrate on her homework.
2. I use a weekly planner **for** / **so that** / **in order not to** better time management.
3. Sam started revising early **so that** / **in order not to** / **for** feel stressed before the exam.
4. We made flashcards **in order to** / **for** / **so that** remember the new vocabulary more easily.
5. She keeps all her notes in one folder **to** / **for** / **so that** she can find them quickly.
6. I take a short walk between study sessions **so that** / **for** / **in order** to relaxation.
7. Leo studies in the library **so that** / **for** / **to** avoid interruptions at home.
8. She checks the instructions twice **in order not to** / **so that** / **for** make unnecessary mistakes.
9. My brother sets an alarm **to** / **so that** / **for** he does not study for too long without a break.
10. We review difficult topics regularly **for** / **in order to** / **so that** improve our understanding.
11. I keep a bottle of water on my desk **for** / **to** / **so that** I do not have to leave the room while studying.
12. The teacher gave us extra exercises **for** / **so that** / **in order not to** exam practice.
13. Nina closes unnecessary websites **for** / **in order not to** / **so that** get distracted while she is studying.
14. He writes a list of his study goals **so that** / **to** / **for** know exactly what he needs to finish.

(___/28)

5. A. Put the sentences (a–g) in the correct order to make a well-organised paragraph.

- a. As a result, I can concentrate better and remember more of what I study.
- b. Before I start, I make a short list of the topics I need to study and decide how much time to spend on each one.
- c. Finally, I spend a few minutes reviewing the most important points before I finish.
- d. I have developed a few study habits that help me prepare effectively for tests.
- e. I also take short breaks during long study sessions instead of studying for hours without stopping.
- f. Having a clear plan, taking regular breaks and reviewing my work make studying much more effective for me.
- g. This helps me organise my time and prevents me from leaving everything until the last minute.

Correct order:

1. ____ 2. ____ 3. ____ 4. ____ 5. ____ 6. ____ 7. ____

(___/14)

B. Develop the paragraph.

Add two more supporting sentences to make the paragraph more detailed.

You can add:

- an example of how you organise your study time;
- what you do during a short break;

- how reviewing helps you;
- another useful study habit.

Make sure your new sentences:

- are connected to the main topic;
- give a relevant detail, reason or example;
- fit naturally into the paragraph.

After Sentence ____

After Sentence ____

(/ 6)

THIS IS THE END OF THE TEST.

Track

Speaker 1: I used to leave my phone on my desk while I was studying. Even when I didn't answer messages, every sound or notification was an interruption. I kept checking the screen without really noticing how much time I was losing. Now I put my phone in another room and close any websites I don't need. I try to eliminate anything that can take my attention away from my work. I can usually finish my homework much faster this way.

Speaker 2: Last year, I often procrastinated when I had a difficult test coming up. I would tell myself that I still had plenty of time, and then I had to cram everything the night before the exam. It was stressful, and I usually forgot some of what I had studied. This year, I'm trying to be more consistent. I start preparing several days earlier and study a small amount each day. I still don't love studying for tests, but I definitely feel less worried now.

Speaker 3: I can't study effectively for two or three hours without stopping. After about forty minutes, I usually lose concentration. So I take a short break, get some water and walk around for a few minutes. When I come back, I feel refreshed and can concentrate much better. I actually look forward to these little breaks because they give me something pleasant between difficult tasks. The important thing is not to make the break too long!

Speaker 4: I sometimes lose marks even when I know the correct answer because I work too quickly. For example, I may copy a number incorrectly in maths or forget one part of an instruction. Now, before I submit an assignment, I read the instructions again and check my answers. I try to be as precise as possible. It only takes a few extra minutes, but it has helped me avoid a lot of unnecessary mistakes.

RUBRIC FOR TASK 5B – DEVELOPING THE PARAGRAPH

Total: 6 points (3 points for each sentence)

Assess each added supporting sentence separately.

Criterion	Points
The sentence is clearly connected to the main topic.	1
The sentence adds a relevant detail, reason, or example.	1
The sentence fits naturally into the paragraph and is clear and grammatically acceptable.	1
Total per sentence	3

Sentence 1: ____ / 3

Sentence 2: ____ / 3

Total: ____ / 6

Scoring note: Minor language errors that do not affect meaning should not automatically lose a point. Award the third point if the sentence is understandable and fits the paragraph naturally.

PARAGRAPH RUBRIC

Assessment criteria	Band	Descriptor
Main Idea & Paragraph Structure	15–12	Clear topic sentence and main idea. Concluding sentence effectively closes the paragraph.
	11–8	Main idea is generally clear. Topic and/or concluding sentence may be weak.
	7–0	Main idea is unclear. Topic and/or concluding sentence is missing or inappropriate.
Content & Support	25–19	Fully addresses the task. Ideas are relevant and well supported with reasons, details or examples.
	18–10	Mostly addresses the task. Ideas are relevant but need more support or development.
	9–0	Partly addresses the task. Ideas are limited, unclear or insufficiently supported.
Organisation of Ideas	20–15	Ideas are logically ordered and connected. Linking words are used effectively.
	14–8	Organisation is generally clear, though some ideas or links may be weak.
	7–0	Ideas are difficult to follow. Connections between sentences are limited or unclear.
Accuracy	20–15	Grammar, spelling and punctuation are mostly accurate. Errors do not affect meaning.
	14–8	Some errors occur, but meaning is generally clear.
	7–0	Frequent errors make the paragraph difficult to understand.
Vocabulary	20–15	Uses appropriate vocabulary with some variety.
	14–8	Vocabulary is generally appropriate but may be repetitive or limited.
	7–0	Vocabulary is very limited or often inappropriate.

Total: 100 points

Main Idea & Paragraph Structure – 15

Content & Support – 25

Organisation of Ideas – 20

Accuracy – 20

Vocabulary – 20

ANSWER KEY

1.

Speaker 1 — c

Speaker 2 — a

Speaker 3 — d

Speaker 4 — b

Extra statement: e

2. 1. f

2. c

3. a

4. g

5. b

6. h

7. d

8. e

Extra heading: i

3.

1. procrastinate

2. cram

3. feel refreshed

4. eliminate

5. consistent

6. precise

7. look forward to

8. interruptions

4.

1. so that

2. for

3. in order not to

4. in order to

5. so that

6. for

7. to

8. in order not to

9. so that

10. in order to

11. so that

12. for

13. in order not to

14. to

5. A

Correct order:

1. d

2. b

3. g

4. e

5. a

6. c

7. f

B. Answers will vary.

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