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ENGLISH



Teacher's Manual

Երևան, 2024 «Հայաստանի մանուկներ» բարեգործական հիմնադրամ Հեղինակներ՝

Աննա Առաքելյան Ժանետ Թահմազյան Քրիստինե Տոնոյան

Անգլերեն։ Դասագիրք 6-րդ դասարան։ Ուսուցչի ձեոնարկ։ Ձեոնարկը ստեղծվել է «Հայաստանի մանուկներ» բարեգործական հիմնադրամի (ՔՈԱՖ/COAF) կողմից։

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INTRODUCTION

Dear Teacher,

We, the authors of this textbook, would like to congratulate you on the start of this year's teaching journey and wish you all the best. Learning English is a significant area of growth for all our students, and we're confident that yours are in great hands. Before you begin using the Grade 3 English textbook along with this Teacher's Manual, we would like to provide some insights into the content so you can better prepare and make the most of this resource for your students.

Although this textbook is new, its content has been successfully piloted in English language learning programs in Lori region over the past two years. It has undergone significant revisions and enhancements based on invaluable feedback from various stakeholders, including teachers, parents, students, and content developers. The material aligns closely with the requirements outlined in the new state standards adopted by the MoESCS in 2021, ensuring a comprehensive learning experience by integrating different skill sets and a communicative approach to language learning.

Here are some key features of the textbook that we believe will enrich your teaching and you students' learning experience:

- > Balanced Learning: Each unit maintains a balance between knowledge acquisition, skill practice, and attitude reinforcement (KSA).
- > Contextualized Language: Language is contextualized and presented through spoken or written texts in every lesson.
- ➤ Integrated Skills: Multiple language skills such as listening, speaking, reading, and writing are taught and practiced in the textbook. This approach provides the students a more realistic and holistic experience in language learning. Every lesson contains a wide variety of tasks designed to help students to develop their language abilities and communicative skills more effectively and naturally.
- > Vocabulary Development: Word lists are thoughtfully provided at the end of each unit to facilitate vocabulary development.
- ➤ Diverse Text Types: A wide variety of text types, including articles, newspaper clipping, and emails sourced from diverse content areas, to keep the material engaging and relevant to real life.
- Intercultural Awareness: Much of the material focuses on fostering intercultural awareness by highlighting aspects of culture in the English-speaking world, encouraging exploration, and developing intercultural competence.

- > User-Friendly Layout: Each subunit is presented on a separate page with labeled sections that are easy to navigate, allowing students to quickly pinpoint what to focus on.
- > Sample Lesson Plans: Each unit comes with two sample lesson plans, with a special focus on making homework checking easy, engaging, and fun.
- ➤ Differentiated Instruction: A variety of exercises and activities tailored for differentiated instruction provide options to target different kinds of learners (early finisher, high achievers, and low achievers).
- > Optional Extension Materials: Each lesson activity contains optional materials that allow the teacher to extend and expand on the lesson if necessary.
- ➤ Audio/Visual Materials: Audio materials are tailored to students' language proficiency levels with the help of native speakers. These materials are accessible via QR codes in the textbook. Additionally, a music key symbol in the textbook indicates the availability of supplementary video and audio materials through the link provided in the teacher's manual.
- ➤ Autonomous Learning: The textbook provides a wide range of activities for each lesson to allow teachers to be selective when lesson planning. You can choose the activities that best align with your students' needs and interests and encourage them to complete any other task to boost their autonomous learning skills on their own.
- > Printable Materials: The Handouts and Extra Resources sections include easily accessible printable materials.

This textbook and manual aim to make your job easier by entering the classroom with minimal preparation and yet effectively engaging the entire class. Make sure to use the tools and resources that we have packed in here for you.

We acknowledge that every teaching context is unique and that the textbook may not provide all answers all the time. However, our own experience in the classroom has taught us the importance of experimenting, learning, and continuously developing ourselves to remain informed, updated, and motivated.

We hope that this Teacher's Manual will serve as a guiding tool that will enrich your teaching experience and contribute to the academic growth and success of your students.

Our warmest regards,

COAF Textbook Authors

Anna Arakelyan Zhanet Tahmazyan Kristine Tonoyan

UNIT OVERVIEW



| Valentine's Day | Halloween | Holi | Christmas | Vardavar | Easter |
|-----------------|-----------|------|-----------|----------|--------|
| Spring | Summe | r | Fall | Wint | er |
| | | | | | |

Listen to the information about the holidays from Activity 2 and check your answers.

Listen to the pronunciation of the new words from Activity 2 and mark the stressed syllable.

Example: bap-tism

| Valentin | e's Day | baptism | ı cel | ebrate | decorate | belief | pour |
|----------|-----------|---------|---------|---------|----------|--------|------|
| scary | trick-or- | treat | bonfire | pumpkin | powder | roast | Holi |

Grammar Reference

- We use should to say something is good to do.
- ullet We use shouldn't to say something is not good to do.
- After should and shouldn't we use the base form of the verb without to

Study the sentences below:

- I/we/you/they/he/she should eat a lot of healthy food. (advice)
- I/we/you/they/he/she shouldn't eat much red meat. (advice)
- Should I/we/you/they/he/she do more exercise? (suggestion)

Read the note and discuss it in pairs. What are your tips for a healthy

Top Tips For A Healthy Heart!

Heart disease is a huge problem related to unhealthy lifestyles. There are many things you can do to help your heart stay healthy. Here are our tips for a healthy heart!



heart?

You shouldn't eat a lot of fried food and you should eat red meat once a week. This type of food is bad for your heart because it's high fat food. You shouldn't use too much salt. A person only needs about 1g of salt a day.



You should lose weight in a healthy way. Overweight people have more heart



Smoking is bad! Everyone knows that cigarettes are very dangerous for the



You should do more exercise. Regular exercise is very good



You should eat fish two or three times a week. It's good for the heart because it's low in fat and high in Omega 3'.



You should eat more fruit and vegetables.

Vocabulary Lesson

Contextualized vocabulary presentation (listening or reading tasks) Highlighted target vocabulary items Personalized vocabulary activities

Grammar Lessons

The grammar in each lesson is presented in context and highlighted, to make it easily identifiable.

The Grammar Reference boxes with rules and structures

Personalized grammar activities

Unit 5.3

Listening

I can identify Armenian Memorial days/ National holidays and ways people mark and/or celebrate them.





SPEAKING Discuss the questions in pairs/groups

- 1. What are some Armenian Memorial days and/or National holidays?
- 2. What do people do on these days? Explain.

Match the words 1-4 with the pictures a-d. Find out the date for each.

1. Genocide Remembrance Day 2. Independence Day 3. Republic Day 4. Victory Day









What are some other Armenian National holidays and/or Memorial days?

4⊕ 5.6

Listen to Artak and Nare talk about Independence Day. How are they going to celebrate the holiday?

Listen again and fill in the blanks.

- , and speak about the 1. Our group is going to present facts about the Armenia, such as our national flag, our anthem, and our Coat of Arms.
- 2. What you say means that you want independence and _ to make
- _. But it's important to understand that independence 3. This makes me feel very also comes with responsibility, and that this is our _ and we must take care of it.

Unit 3.5

Reading

I can identify healthy breakfast food items and discuss the importance of having breakfast.







SPEAKING Discuss the questions in pairs/groups.

- 1. Do you think your friends start the day in a healthy way? Give reasons to explain your answer.
- 2. What advice can you give your friends on having a healthy start of the day?
- Read the text 'Do you skip breakfast?' and match the bolded expressions with the definitions below.

eat a small, quick meal give energy not eat breakfast become angry easily put in a dangerous situation use your brain to solve problems and understand things

Do you skip breakfast? Millions of children do, and if you are one of them, you put your learning and thinking abilities at risk. When you skip breakfast, you feel hungry, tired, or bad-tempered in the middle of the morning. Let's see why that is so!

First, when you wake up, your stomach is empty. Your body's glucose, a type of sugar that gives you energy, is low. Eating breakfast raises the level of glucose in

your brain. Your brain needs glucose to do mental work. That's why eating breakfast will help you to be active in school. What if you don't have enough time for breakfast or if you are not hungry when you wake up? Drink some milk or juice. Then have a healthy snack later in the morning. Yoghurt, dry cereal, cheese, or fruit are good choices. And if you don't like breakfast foods, eat anything healthy you like. Even whole wheat fruit muffins, oatmeal cookies or a fruit smoothie can power your morning. Do your best to have breakfast before going to school!



Listening Lesson

The Listening lesson offer varied tasks and opportunities for students to practice listening skills with new vocabulary, as well as with graded exam-type

The Pronunciation activities focus students attention on different aspects of pronunciation (sound, stress, etc) and help them improve their pronunciation.

Reading Lesson

The Reading lesson features a variety of reading texts, which also present factual information that is interesting and relevant to teenagers.

More practice of the vocabulary sets from the lesson in the textbook.



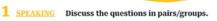
English in Use Lesson

The English in Use lesson helps students to analyze meanings of language and structures.

Target structure practice in the typical English in Use format

Unit 6.7 Writing

I can write an informal email to an English speaking pen pal to learn more about his/her country.



- Do you have a pen pal from an English speaking country? Where is s/he from?
 How does writing to a pen pal help you improve your English? Explain.
- How does writing to a pen pal help you improve your English? Explain.

2 Match the place names with the pictures.

Central Park in New York





Disney World in Florida

Arrange the words in Sona's email to Sarah in the correct order.



Writing Lessons

Useful language for the writing task is presented through varied and relevant texts

The Writing section with key phrases and step-by-step guidelines on how to write a given text type.

Writing tasks provide students with realistic opportunities to practice their writing skills.

Unit 3.8 Speaking

I can talk about different habits that keep people healthy, using related vocabulary.







Discuss the questions in pairs/groups.

- 1. What do you do to take care of yourself? Explain.
- 2. What do you do to feel relaxed? Explain.
- Match the phrases with the pictures. Write the phrase under the correct picture.

play the guitar go for a picnic









Listen to Edgar, Mariam and Emil talk about their free time activities and complete the sentences with go, have or play.

Edgar, aged 12: Hey there! I like going to the park with my friends. We <u>play</u> the guitar there. Sometimes, we _____ for a picnic. We always _____ a good time. Aram guitar there. Sometimes, we _ Tigran ____ the drums- Afric a good time. Aram and the drums- African drums. They're really cool.

Mariam, aged 11: Hi, I have some free time on Saturdays and I my parents. We always ____ lunch at a food court in the shopping center. Emil, aged 13: I'm very busy with my lessons. But I have some free time on Sundays table tennis with my friends. It's a great game. I never games on Sundays.

Unit Review

VOCABULARY AND READING

Fill in the blanks with do / play / go.

Classes and Your Health

Don't study at night. You learn better when you are not tired. Try to have a healthy lifestyle. A healthy breakfast is the first thing that gives you energy for the whole day. Exercise is important. You are never too busy to _____jogging or swimming. If jogging or swimming. If you _ tennis or football, walk or cycle to school. Or _ for an hour. If there isn't a gym near your house, ____ exer morning. And take regular breaks when you are studying. exercises for ten minutes every

- Based on Activity 1 write two things you already do and two things you would like to do.
- Complete the sentences with the words below.

| basketball | ice skating | skiing | rafting |
|--------------------|-------------|--------|---------|
| table tennis | volleyball | yoga | karate |
| 1. Jane plays | , and | | |
| 2. Jane often goes | and | | |
| 3. She also does | and | | |

WORD LIST

VOCABULARY

badminton /'bæd mmtn/ career /kə'rır/ compete /kəm'pi:t/ disability /,dɪsə'bɪləti/ encourage /mˈkɜːrɪdʒ/ event /r'vent/ karate /kəˈrɑ:ti/ parachuting /'pærəʃu:tiŋ/ popular /'pɑ:pjələr/ regular / regjələr/ row /reu/ special /'spefl/ wrestling /'reslm/

GRAMMAR

either /'i:ðər/, /'arðər/ enough /r'naf/

LISTENING

clap /klæp/ cheer /tfir/

confident /'ka:nfidet/ especially /r'spefəli/ fail /feil/ proud /praud/ scared /skerd/ track/træk/ trouble /'trabl/ throw / 0reu/

WRITING

breath/breθ/ charity /'tʃærəti/ control /kən'trəul/ costume /'ka:stu:m/ finish line /'fmrf lam/ hurt /ha:rt/ reach /ri:tf/ speed /spi:d/

READING

champion /'tfæmpien/ 'tfæmpienfrp/

coach /kautf/ competition /,ka:mpə'tɪʃn/ goal /geul/ prove /pru:v/ race /reis/ referee /,refə'ri:/ score /sko:r/ whistle /'wisl/

ENGLISH IN USE

goalkeeper /'qaulki:par/ pitch /prts/

SPEAKING

daily /'detli/ improve /m'pru:v/ mental /'mentl/ respect /rr'spekt/

REVIEW

boring /bo:rm/

Speaking Lesson

Activities in the Speaking lesson focus students' attention onto how functional language is used.

The Speaking questions allow students to work in groups or in pairs to discuss and/or to debate over a specific topic.

Pairwork activities encourage students to practice the functional language from the lesson and increase their confidence in using the language.

Role plays allows students to use language in real life situations which help student improve their comprehension and speaking fluency

Unit Review

The unit review serves to consolidate learning, assess understanding, identify gaps, prepare for assessments, and provide feedback for both students and teachers. It summarizes key concepts, tests comprehension, and helps pinpoint areas for improvement, ensuring students are adequately prepared for future learning and evaluation.

Word List

The word list at the end of a unit serves as a valuable resource for students, providing a compilation of key vocabulary words introduced throughout the unit. It aids in vocabulary review, serves as a reference tool, supports studying for assessments, expands language proficiency, and integrates language skills. Overall, it helps students reinforce their understanding of the unit's content and develop a richer vocabulary.

TEXTBOOK OVERVIEW

- ➤ 6 topic-based textbook divided into 8 main teaching subunits: Vocabulary, Grammar (2 lessons), Listening, Reading, English in Use, Writing and Speaking
- Clear lesson objectives ('I can...') aligned with Bloom's Taxonomy
- > SPEAKING task before and after each subunit
- > Grammar Reference: detailed explanation of the grammar covered in the unit
- > Review Unit at the end of each unit
- > Word list at the end of each unit

METHODOLOGY GUIDELINES

SPEAKING Lead-in or Discussion Starters

This section suggests a range of possible ideas for using them in class.

Typical use: Working in whole-class mode

- Ask the questions randomly around the class.
- Make sure you pay more attention to the meaning of what student say rather than on accuracy
- Respond to the ideas and views students state. As far as possible, turn it into a conversation. Get them interested and involved

Pairs/groups: Select a thought-provoking question or statement and write it on the board. Then, pair students or place them in small groups to discuss their thoughts on it. After a few minutes, have a spokesperson from each pair/group share their reflections with the whole class.

Think-Pair-Share: Select a question and write it on the board or prepare handouts with it printed out. Then, ask students to work independently and write two or three sentences in response to the question. After giving them enough time to think and write, pair them up to discuss their ideas with a partner. Finally, open the discussion to the whole class for sharing and reflection.

Grammar Reference

Grammar Reference offers explanations, examples, and exercises to help students understand and apply grammar rules effectively. They cover key concepts, provide usage tips, and offer practice opportunities to enhance students' language proficiency and accuracy. These notes serve as a valuable resource for students to reinforce their understanding of grammar principles.

Guided Discovery

This is a type of activity that allows teachers to facilitate learning by guiding students to explore grammar rules through contextualized examples, prompting questions, guided practice, feedback, and independent application. This learner-centered approach encourages active

engagement, critical thinking, and deeper understanding of grammar concepts, fostering autonomy and proficiency in communication.

Think-Pair-Share

This is a type of activity that fosters cooperative learning by engaging students in three phases: Think, Pair, and Share. Students individually reflect on a prompt, then discuss their ideas with a partner, promoting collaboration. Finally, pairs share their conclusions with the class, encouraging active participation and peer-to-peer learning. This strategy enhances critical thinking, communication skills, and deeper understanding of lesson content in an inclusive classroom environment.

Matching activity

This is a type of activity where students are presented with two sets of related items, such as terms and definitions, or questions and answers. The objective is for students to match each item from one set with its corresponding item from the other set. This activity encourages active learning and is commonly used in education to assess understanding, reinforce learning, and encourage critical thinking and problem-solving skills.

Vocabulary building

This is a type of activity that focuses on expanding students' vocabulary knowledge through exposure to new words, word analysis, context clues, or word games.

Fill-in-the-blank

This is a type of activity where students are provided with a passage or sentence with certain words or phrases missing, indicated by blanks. The objective is for students to fill in the missing words or phrases based on their understanding of the context or their knowledge of the topic. This activity helps assess comprehension, reinforce vocabulary and grammar skills, and promote critical thinking as students must deduce the correct answers based on context clues.

Unscramble the sentences

This is a type of activity that involves providing students with sentences that have been intentionally scrambled or jumbled up. The students' task is to rearrange the words in each sentence to form coherent and grammatically correct sentences. This activity is commonly used in language learning to reinforce vocabulary, grammar, and sentence structure skills. It is often used as an interactive way to engage students in language learning and to assess their understanding of sentence formation. It encourages critical thinking, problem-solving, and comprehension of language rules and context.

Complete the sentences with your own ideas

This is a type of activity that prompts students to expand given sentence stems with their thoughts, opinions, or information. It fosters creativity, critical thinking, and self-expression while reinforcing comprehension of the topic. Commonly used in writing, brainstorming, or discussions, it empowers students to personalize learned material, enhancing engagement and understanding.

Correct the mistakes or Find the mistakes and correct them

This is a type of activity that provides students with text or sentences that contain errors, such as grammatical mistakes, spelling errors, or inaccuracies in content. Students are then tasked with identifying and rectifying these errors to produce a correct version of the text. This activity helps reinforce language skills, grammar rules, spelling, and critical thinking, as students must analyze the text and apply their knowledge to make corrections. It is commonly used in language learning, editing exercises, and proofreading tasks to improve accuracy and comprehension.

True and False

This is a type of activity or assessment where students are presented with statements, and they must determine whether each statement is true or false based on their understanding of the subject matter. This activity is commonly used to assess comprehension, critical thinking, and factual knowledge. Students indicate their answers by marking "true" if they believe the statement is correct or "false" if they believe it is incorrect. True and False activities are often used in quizzes, tests, or review exercises across various subjects and educational levels.

Matching the heading with the text

This is a type of activity that involves providing students with a set of headings or titles and a corresponding set of paragraphs or sections of text. The objective is for students to match each heading with the text that best corresponds to it. This activity helps students practice skills such as identifying main ideas, summarizing content, and understanding organizational structures. It encourages critical reading and comprehension skills by requiring students to analyze the content of the text and determine the most appropriate heading for each section.

Categorization

This is a type of activity where students classify or group items based on shared characteristics or criteria. They organize information into categories, identifying similarities and differences among items. This activity helps develop critical thinking, problem-solving, and analytical skills. It also enhances comprehension and retention by encouraging students to recognize patterns and relationships within the material. Categorization activities can be used in various subjects such as science, language arts, and social studies, as well as in real-world scenarios to promote organization and understanding of information.

Complete the table/chart with the missing information

This is a type of activity which is commonly used in language learning or listening comprehension exercises. In this activity, students listen to a recorded dialogue or conversation and are provided with a table or chart containing missing information, such as key words, phrases, or details mentioned in the dialogue. The students' task is to listen attentively and fill in the missing words or information in the corresponding spaces in the table based on what they hear in the dialogue. This activity helps improve listening skills, reinforces vocabulary and comprehension, and encourages active engagement with spoken language.

Reading

Pre-teach key words

This is a vocabulary-building activity commonly used in language learning and literacy instruction. In this activity, teachers introduce and explain important or unfamiliar words before students encounter them in a text or lesson. By pre-teaching key vocabulary words, teachers aim to ensure that students understand the meanings and usage of these words, which can enhance comprehension and fluency when reading or listening to the text. This activity helps students build a foundation of vocabulary knowledge, making it easier for them to understand and engage with the material. Pre-teaching key words is a form of vocabulary instruction that supports overall language development and literacy skills.

Gist reading

This type of activity refers to the practice of quickly reading a text to obtain a general understanding or the main idea, rather than focusing on every detail. In gist reading, the reader skims through the text to grasp the overall meaning, key points, or main message without getting bogged down by specific details. This approach is often used in language learning, academic reading, or when dealing with lengthy texts. Gist reading helps readers efficiently gather essential information, identify important themes or topics, and decide whether further, more detailed reading is necessary. It is a valuable skill for quickly extracting information and comprehending the main concepts of a text.

Reading for details

Unlike gist reading, which focuses on obtaining a general understanding, detailed reading requires close attention to every word, sentence, and paragraph. During a detailed reading activity, students are typically asked to analyze the text deeply, paying attention to vocabulary, sentence structure, tone, and author's purpose. They may be tasked with identifying key ideas, supporting evidence, main arguments, or literary devices used by the author.

Post-reading

This type of activity takes place after students have completed reading a text. The post-reading activities play a crucial role in consolidating learning, fostering deeper engagement with the text,

and promoting critical thinking skills. They provide opportunities for students to interact with the text in meaningful ways and to apply what they have learned to new contexts or situations. Some common examples of post-reading activities include:

Discussion: Students engage in group or class discussions to share their thoughts, insights, and reactions to the text. This encourages critical thinking, reflection, and communication skills. Writing assignments: Students may be asked to write summaries, reflections, analyses, or responses to prompts related to the text. Writing activities help students articulate their understanding and express their own ideas.

Creative projects: Students create visual aids, presentations, posters, dioramas, or other creative representations inspired by the text. These projects allow students to demonstrate understanding in a hands-on and imaginative way.

Extension activities: Students explore related topics, themes, or issues raised by the text through research, debates, role-playing, or multimedia presentations. Extension activities help students make connections between the text and the broader world.

Assessments: Students complete quizzes, tests, or other assessments to evaluate their comprehension of the text and their ability to analyze and interpret its content.

Jigsaw Reading

Jigsaw reading involves dividing a text into sections, assigning each section to different student groups. After individually reading their assigned section, students gather in expert groups to discuss and clarify key points. They then return to their original groups, where each member shares their expertise, ensuring all understand the entire text. This collaborative process fosters comprehension and engagement.

Debate

This is a communicative activity that falls under the category of speaking and listening exercises. It involves students engaging in structured discussions, presenting arguments, and defending viewpoints on a given topic. As a form of interactive discourse, debate fosters critical thinking, language proficiency, and collaboration skills.

Listening Pre-teach key

Pre-teach key words

This is a vocabulary-building activity which is commonly used in language learning and literacy instruction. In this activity, teachers introduce and explain important or unfamiliar words before students encounter them in a text or lesson. By pre teaching key vocabulary words, teachers aim to ensure that students understand the meanings and usage of these words, which can enhance comprehension and fluency when reading or listening to the text. This activity helps students build a foundation of vocabulary knowledge, making it easier for them to understand and engage with the material. Pre Teaching key words is a form of vocabulary instruction that supports overall language development and literacy skills.

Gist listening

This type of activity refers to the practice of listening to spoken language to grasp the main idea or general meaning of the conversation, speech, or audio material, rather than focusing on every detail. Similar to gist reading, where readers quickly extract the main points of a written text, gist listening involves extracting the essential information from spoken communication. Gist listening is commonly employed in language learning contexts, where learners may listen to audio recordings, podcasts, lectures, or conversations in the target language. By practicing gist listening, learners can improve their ability to comprehend spoken language, identify main ideas, and extract important information from various sources of oral communication.

Listening for details

This is a listening comprehension strategy where the listener focuses on understanding specific information, facts, or details mentioned in spoken language. Unlike gist listening, which aims to grasp the main idea or general meaning, listening for details involves paying close attention to specific words, phrases, numbers, or other pieces of information within the spoken text. During listening for details, listeners may be asked to identify specific names, dates, locations, or key facts mentioned in the conversation, lecture, or audio material.

Post-listening

This type of activity takes place after students have listened to spoken language, such as a conversation, lecture, podcast, or audio recording. The post-listening activities play a crucial role in consolidating learning, reinforcing comprehension, and promoting active engagement with spoken language. They provide opportunities for students to interact with the listening material in meaningful ways and to apply what they have learned to new contexts or situations. Some common examples of post-listening activities include:

Comprehension questions: Students answer questions based on the content of the listening material to demonstrate their understanding of the main ideas, key details, and important information.

Discussion: Students engage in group or class discussions to share their thoughts, reactions, and opinions about the listening material. This encourages critical thinking, reflection, and communication skills.

Role-playing: Students act out scenarios based on the information they heard. This promotes active engagement with the material and encourages creativity.

Web research tasks

In English 6 Textbook, students surf the Internet to research specific topics and make PowerPoint presentations to share with classmates. This type of activity integrates technology, research, and presentation skills, fostering digital literacy and critical thinking. It promotes collaboration, communication, and creativity while empowering students to explore and share knowledge effectively. Ultimately, it prepares them for success in the digital era and enhances their learning experience.

Culture and values

This section helps teachers contextualize the material for their students, promote cultural awareness and sensitivity, and facilitate cross-cultural understanding. This enriches the learning experience and helps students develop a broader perspective of the world around them.

Cultural notes may include information about:

Customs and traditions: Explanation of cultural practices, rituals, or customs that are relevant to the lesson or text.

Cultural symbols: Discussion of symbols, icons, or images that hold significance within a particular culture and may appear in the material being taught.

Social norms and values: Insights into societal norms, values, or beliefs that shape behaviors and attitudes within a cultural context.

Historical context: Background information about historical events or periods that are relevant to the content being taught.

Language usage: Explanation of idiomatic expressions, colloquialisms, or linguistic nuances that reflect cultural norms or practices.

Cultural perspectives: Exploration of different cultural perspectives or viewpoints on the topic being discussed.

Additional Ideas

Types of Activities

Gallery Walk: Hang up various images or pieces of text around the classroom related to the lesson material. Have students walk around in small groups, discussing each item and its relevance to the topic. This allows for movement and varied learning stimuli.

KWL Chart: Begin the lesson by having students list what they Know about the topic, what they Want to know, and later, what they Learned. This helps activate prior knowledge, sets learning goals, and allows for reflection at the end of the lesson.

Interactive Quizzes: Use online platforms or interactive quiz tools to create quizzes related to the lesson material. Allow students to answer questions individually or in teams, and provide immediate feedback to reinforce learning.

Concept Mapping: Provide students with a central concept or theme from the lesson and have them create a visual map connecting related ideas, terms, and examples. This helps students visualize relationships between concepts and reinforces understanding.

Socratic Seminar: Facilitate a structured discussion where students ask open-ended questions, analyze complex texts or ideas, and construct meaning collaboratively. This encourages deeper understanding and critical thinking skills

| TEXTBOOK CONTENTS | VOCABULARY | GRAMMAR | LISTENING | GRAMMAR |
|--|---|--|---|---|
| Unit 1 People Around Us | pp. 4-6 Describing people around us Appearance and personality adjectives should/shouldn't + base form of the verb to give advice p. 31 Word List | pp.7-12 Describing and comparing people, places and things Degrees of comparison of adjectives Neighbors and neighborhoods | pp. 13-14 People and the environment | pp. 15-18 Protecting the environment Present simple and Present continuous |
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| READING | ENGLISH IN USE | WRITING | SPEAKING | VALUES AND CULTURE UNIT REVIEW |
|--|---|--|--|--|
| pp. 19-20 My family, classmates and neighbors Reading : My teacher | pp. 21-23 Relationships How to keep good relationships Phrasal verbs with the verb to get | pp. 24-26 Informal email on changes in school / neighborhood Formal and informal words and phrases | pp. 27-29 My school, my school friends and my school environment | pp. 29-30 The value of and attitude to making friends, keeping friendship, resolving conflicts, and caring for the environment |
| pp. 48-51 Taking care of peers Supporting people with special needs Reading: The Olympic Games | pp. 52-53 Sports related words Commenting on a match | pp. 54-55 Writing a description of a sports event Reading: Vanadzor charity run | pp. 56-57 Sports and its benefits | p. 57-59 The value of and attitude to overcoming difficulties and achieving goals, playing sports to be strong and happy, and taking care of others |
| pp. 81-83 Breakfast habits Reading : Change of time, change of habits | pp. 84-87 Health related word-collocations Phrasal verbs with the verb <i>to look</i> | pp. 88-89 Informal email on lifestyle habits and free time activities | pp. 90-92 Habits that keep people healthy | pp. 92-94 The value of and attitude to lifestyle choices and a healthy lifestyle, and the effects of lifestyle habits on people's health and mood |
| pp. 109-110 Holiday decorations | pp. 111-113 Holiday shopping Reflexive pronouns | pp. 114-116 Holiday greetings and wishes Writing holiday cards | pp. 117-118 My preferred weather for celebrating holidays | pp. 118-120 The value of and attitude to holidays and holiday celebrations as an important aspect of culture and a means of educating people |
| pp. 135-137 Armenia's wildlife and natural sites | pp. 138-140 Armenian arts and crafts | pp. 141-142 Writing an email on Armenian cultural/art festivals | pp. 143-145 Famous Armenians | pp. 145-147 The value of and attitude to one's homeland and the importance of protecting it, to one's national symbols, one's independence and honoring those that have contributed to the development of one's homeland |
| pp. 162-163 Cultural / historical / natural sites in Australia and New Zealand | pp. 164-166 Differences in British and American English Phrasal verbs with the verb to go | pp. 167-168 Writing an email to a pen pal to know about the sites in his/her country | pp. 169-171 Daily activities and interests of my peers in English speaking countries | pp. 171-173 The value of and attitude to language as the best way to introduce culture, and to different variations of English as reflecting the diverse cultures of the people who speak them |



Each subunit begins with a lesson objective illustrated by a character.



This symbol indicates pair work/group work, and communication and collaboration.

◄0)5.6

The microphone symbol indicates listening activity accessible via QR code.



The book symbol indicates a reading activity.



The paper/pencil symbol indicates tasks for home assignment and/or self-directed learning.

Abbreviations

WC = Whole class T = Teacher

IW = Individual work S = Student

GW = Group work Ss = Students

PW = Pair work HL = High Level

TS = Teacher+Student LL = Lower Level

TEXTBOOK ANSWER KEY

Unit 1: People Around Us

Unit 1.1: Vocabulary

Subunit objective: The students will be able to describe people around them.



Discuss the questions in pairs/groups. (p. 4)

Students' answers

- 2. 1.1 Listen to the pronunciation of the words and repeat. (p. 4) The students listen to the pronunciation of the words and repeat.
- 3. (p. 4) 1.1 Listen again and write the words under the correct column. (p. 4)

| • | •• | ••• | • •• | •••• | •• |
|--|---|-------------------------------------|-----------------------------------|-------------|--|
| rude brave slim neat plump straight | curly careful noisy foolish nasty cruel naughty selfish awesome | dangerous wonderful different | unfriendly creative unhappy | fashionable | good-humored good-natured well-dressed |

4. Write the words in Activity 2 under the correct column, compare your answers with a partner. (p. 4)

| Appearance/Look | Pe | ersonality |
|-----------------|---------|--------------|
| curly | rude | dangerous |
| slim | brave | wonderful |
| neat | careful | different |
| plump | noisy | unfriendly |
| straight | foolish | creative |
| well-dressed | nasty | unhappy |
| | cruel | fashionable |
| | naughty | good-humored |
| | selfish | good-natured |
| | awesome | |
| | | |

5. Choose the correct word/expression to complete the conversations. (p. 5)

Jim: Mom, you know we have a <u>new</u> girl in our class.

Mom: Oh, really? What's her name?

Jim: Her name is Penny.

Mom: What does she *look like*?

Jim: She has <u>curly</u> hair and <u>brown</u> eyes. She is really <u>good-humored</u>.

Tina: I really <u>like</u> Bill. He is so <u>helpful</u> and <u>good-natured</u>. He is ready to help his friends when they need it.

Sara: I agree. He is also very <u>smart</u>. He reads a lot.

Tina: Yes. He told me he is reading an <u>interesting</u> book and promised to give it to me to read too.

Steve: Do you *know* David from our building?

Leo: Yes, I do. He is a very <u>cruel</u> boy. The other day he was beating a stray dog. He also often bullies other children in the yard and forces them to do what he says.

Steve: Yes, I agree. He is very <u>impolite</u> as he doesn't respect others. He is really <u>nasty</u>. **Leo:** I think we should talk to him and tell him that what he is doing is <u>unfriendly</u>.



Discuss the questions in pairs/groups. (p. 5)

Students' answers



Work in pairs/groups. (p. 5)

8. a) Complete the table using the information in Activity 7. (p. 6)

| | Nelly | Andy |
|-------------|---|---|
| Appearance | slim girl with light brown hair and black eyes well-dressed wearing fashionable clothes, shoes, and accessories | tall and slim with black hair and brown eyes cool outfits |
| Personality | stylish | careless selfish not respecting other people |
| Good habits | reading cycling hating fast food eating healthy food | |
| Bad habits | not like playing sports | not keeping clothes clean long love playing computer games and watching TV not like studying or reading books making a lot of noise |
| Hobbies | drawing | |

b) Write a few sentences on what Nelly or Andy should or shouldn't do based on Reading Activity 7. (p. 3)

Nelly should try to play sports.

Andy should keep his clothes clean.

Andy shouldn't be selfish.

Andy shouldn't play computer games and watch TV a lot.

Andy should study or read books more.

Andy shouldn't make noise.



Discuss the questions in pairs/groups. (p. 6)

10. Write about one of your neighbors. The following questions can help you. (p. 6)

Students use the answers to the questions given to speak about a neighbor, describing his/her appearance and personality, his/her likes and dislikes, hobbies and interests. The objective of this task is for the students to revise the topic related vocabulary, i.e. appearance and personality adjectives and be able to use them to describe people around themselves. Also to help the students form values related to personality types, and how one's personality type may affect people around him/her.

Unit 1.2

Grammar

<u>Subunit objective</u>: The students will be able to describe and compare people, places, and things using the degrees of adjectives.



Discuss the questions in pairs/groups. (p. 7)

Students' answers

2. Match the sentences with the pictures below. (p. 7)

| 1. | Jane is as friendly as Tina. | <u>C</u> |
|----|---|----------|
| 2. | Nick has a more fashionable look than Peter. | <u>d</u> |
| 3. | Jim and Tom are naughtier than Cathy and Ben. | <u>b</u> |
| 4. | Jim's garden is less interesting than Tom's garden. | <u>a</u> |
| 5. | Mary's room is not as neat as Andy's. | ſ |
| 6. | Your drawing is more colorful than mine. | <u>e</u> |

3. (p. 8) 1.2 Listen to Anna speak about her friends. Decide what adjectives she uses to describe herself and her friends. Write the adjective next to the person's name.

| Person's name | Adjective/s to describe them | |
|---------------------|--|--|
| Anna | the luckiest | |
| Most of her friends | kind, honest, calm, helpful, smart, hard-working, polite | |
| Some of her friends | noisy, naughty | |
| Sona | relaxed, the quietest | |
| Armen | friendly, polite, caring | |
| Allan | friendly, polite, caring | |
| Arev | the most interesting, the most creative | |
| David | sporty, the strongest, the bravest | |

4. Complete the table below writing the degrees of comparison of the adjectives from activity 3. (p. 8)

| Positive | Comparative | Superlative |
|--------------|-------------------|-----------------------|
| lucky | luckier | the luckiest |
| kind | kinder | the kindest |
| honest | more honest | the most honest |
| calm | calmer | the calmest |
| helpful | more helpful | the most helpful |
| smart | smarter | the smartest |
| hard-working | more hard-working | the most hard-working |
| polite | more polite | the most polite |
| noisy | noisier | the noisiest |
| naughty | naughtier | the naughtiest |
| relaxed | more relaxed | the most relaxed |
| quiet | quieter | the quietest |
| friendly | friendlier | the friendliest |
| polite | more polite | the most polite |
| caring | more caring | the most caring |
| interesting | more interesting | the most interesting |
| creative | more creative | the most creative |
| sporty | sportier | the sportiest |
| strong | stronger | the strongest |
| brave | braver | the bravest |

5. 1.2 Listen again and answer the following questions. (p. 8)

- 1. She is 12 years old.
- 2. They play games, go for walks, visit different places, organize different events and study together.
- 3. Sona is very relaxed. She is the quietest student in Anna's class. She never gets angry and if there is a conflict in their class, she is the best to resolve it.
- 4. Arev is the most interesting and most creative person among Anna's friends.
- 5. Anna thinks remaining friends is more important.



Discuss the question in pairs/groups. (p. 9)

Students' answers

7. Complete the sentences based on the pictures. Use the phrases and the correct forms of the adjectives. (p. 9)

- 1. There are *more trees in the forest than in the park*.
- 2. Kate is in a better mood than Jane.
- 3. The weather in London is worse than in Venice.
- 4. Jim is Tom's elder brother.
- 5. There is *more juice in the jar than in the glass*.
- 6. The white building is *farther than the red building*.

8. Match the two halves of the sentences. (p. 10)

- 1. The air is cleaner <u>c.</u> in the countryside than in big cities.
- 2. There are more tall buildings <u>f.</u> in big cities than in the countryside.
- 3. The streets in the countryside are not $-\underline{d}$ as wide as the streets in big cities.
- 4. There are not as many green e. places in big cities as in the countryside.
- 5. Life is more exciting in big cities <u>a.</u> because there are more places for entertainment.
- 6. People are more helpful \underline{b} to each other in the countryside than in big cities.



Discuss the question in pairs/groups. (p. 10)

Students' answers

10. ■ 1.3 Listen to Narek and Anush speak about their neighborhoods and decide whose playground is better. Explain why. (p. 10)

Narek's playground is better because it is the prettiest in the neighborhood. There are many tall trees and beautiful flowers there. There is also a fountain and some comfortable benches.

The playground near Anush's building is very small and there aren't many green spaces or comfortable benches for Anush or her friends to play or to sit and talk.

11. \P) 1.3 Listen again and decide who says what. Check ($\sqrt{}$) under the correct column. (p. 11)

| | Narek | Anush | Both |
|--|-------|-------|-----------|
| Lives in the city center | | V | |
| Doesn't have museums in their neighborhood | V | | |
| Lives near a lot of traffic | | V | |
| Can take a walk in their neighborhood | | | V |
| Lives in an apartment building | | | |
| Lives in a quiet and clean place | | | |
| Loves their neighborhood | | | $\sqrt{}$ |
| Lives near business and entertainment places | | √ | |
| Doesn't have a subway in their neighborhood | V | | |
| Lives in a house | √ | | |

12. ■ 1.3 Listen again and answer the questions below. (p.11)

- 1. There are some schools, different kinds of shops, drugstores, supermarkets, some offices and banks, a clinic, a hospital, and a post office. There are also some cafes and restaurants as well as fast food stalls, hotels, a gym, and a movie theater.
- 2. There are big buses, mini-buses and taxi cabs, which people can take to travel to different parts of the city.
- 3. The playground near Narek's home is his and his friends' favorite place. It is the prettiest in the neighborhood. There are many tall trees and beautiful flowers there. There is also a fountain and some comfortable benches. Narek and his friends get together there to play different games or just chat about the events of the day.
- 4. The traffic is the heaviest in Anush's neighborhood and the air is becoming more polluted day by day.

- 5. No they can't, because the playground near Anush's building is very small and there aren't many green spaces or comfortable benches for her and her friends to play or to sit and talk.
- 13. Write about the playground you play in comparing it with other playgrounds. Use different forms of the adjectives you know. (p. 11)

The students follow the example to speak about their playground. The objective of this task is for the students to recycle the degrees of comparison of adjectives and to improve their critical thinking by comparing different neighborhoods and making judgments about them.

Unit 1.3 Listening

<u>Subunit objective</u>: The students will be able to name the key environmental problems and talk about how people can save or harm the environment.

1. SPEAKING

Discuss the questions in pairs/groups. (p.13)

Students' answers

2. Match the words/phrases a-f with pictures 1-6. (p. 13)

- a) nature and wildlife -2
- b) recycle 5
- c) sort the trash 4
- d) polluted air 1
- e) plants 3
- f) polluted water 6

3. (p. 13)

Amy is a young environmental activist and she is interested in protecting the environment. participates in different cleaning activities and tree planting events in her neighborhood.

4. (1) 1.4 Complete the sentences using the words and phrases from the box. Listen again and check.(p. 13)

Amy is a middle school student, and she is a young <u>environmental</u> activist. She never throws <u>trash</u> in the street or any <u>public place</u> and asks her friends and family members to do the same. Amy and her family members try not to use <u>plastic</u> cups, plates or bags. Besides this, they sort the <u>trash</u> and give it to a <u>recycling</u> company. They think that using trash to make new goods is a great help to the environment, because trash is one of the biggest environmental problems at present.

Amy participates in different <u>cleaning</u> activities and tree planting events in her <u>neighborhood</u>. She thinks that people all around the world should do their best to protect our <u>planet</u> Earth and make it a cleaner and greener place.

5. (p. 14) 1.4 a) Listen to the text and choose T or F (true or false). (p. 14)

1. F 2. T 3. T 4. F 5. F

6. Match the two halves of the sentences. (p. 14)

- 1. We must plant as many trees <u>c.</u> as we can to have cleaner air.
- 2. The garbage in the oceans kills <u>f.</u> a lot of sea animals.
- 3. We should stop using <u>a.</u> plastic products.
- 4. People should do everything e. to protect the environment.
- 5. Using too many cars <u>d.</u> causes air pollution.
- 6. People must recycle <u>b.</u> trash to save the planet.

7. SPEAKING Discuss the question in pairs/groups. (p. 14) Students' answers

8. Prepare a two-minute presentation using the questions below. (p. 14) The students use the vocabulary in the unit to express their attitude to environment protection. The objective of this task is for the students to recycle the environment related vocabulary, to help the students analyze their and their family members' attitude toward the environment protection, and to form a culture and values related to protecting the environment.

Unit 1.4

Grammar

<u>Subunit objective</u>: The students will be able to speak about what people do to protect the environment using present simple and present continuous.

1. SPEAKING

Discuss the questions in pairs/groups. (p. 15)

Students' answers

2. Choose the correct word to complete the dialogues. (p. 15)

1.

Mom: Where *is* Arman?

Arpi: He is in the garden. He is helping Dad.

Mom: What are they doing?

Arpi: They are watering the trees.

2.

Mike: Are the children *playing* in the yard, Nelly?

Nelly: No, they are *planting* trees in the park.

Mike: Are they doing it alone?

Nelly: No, their teacher is *helping* them.

3.

Jim: Is Dad at *home*?

Peter: No he *isn't*. He is at the beach with Mom. They are *collecting* plastic bags

and bottles there.

Jim: Why are they doing that?

Peter: They are *trying* to make the beach a cleaner place.

3. Write the words in the correct order to make complete sentences. The first word starts with an upper case. (p. 16)

- 1. Some workers are digging a hole in the ground.
- 2. I am feeding a stray cat.
- 3. Jane's mother is having a meeting on recycling trash.
- 4. Armen is taking care of the animals on the farm.
- 5. You are helping your grandmother use the computer.
- 6. We are answering the teacher's questions on environment protection.



Discuss the questions in pairs/groups. (p. 13)

5. (p. 1.5 Listen to Daniel and Mary speak about their daily activities. Where do they live? (p. 16)

Daniel lives in a farmhouse in a beautiful village called Aygehovit, in Tavush region. Mary lives in an apartment building in Ijevan.

6. (p.16) 1.5 Listen again and write the correct information under each column.

| \1 | | | |
|--|---|---|--|
| | Daniel | Mary | |
| How does s/he go to school? | He walks to school. | She goes to school in her father's car. | |
| What does s/he do after school? | He has lunch, does his homework, and goes to help his parents on the farm. He picks persimmons or apples. He takes cello lessons twice a week. | She has a snack and runs to her after-school classes. She goes to her piano lessons three times a week and to her English lessons twice a week. | |
| What does s/he do in the evening? | In the evenings, if he's not too tired, he plays hide and seek or tennis with his friends. Sometimes, he watches TV and plays games on his phone. | She has dinner with her family and does her homework. If she has time, she meets her friends outside. She sometimes watches TV or reads a book. | |
| What does s/he do in good weather/in summer/in winter/on the weekend to relax? | In summer he goes swimming in the Aghstev river and plays football or volleyball in the field near the river. In winter, he goes skiing on the hills in his village. | In good weather she often goes for a walk with her friends or plays games with them. On the weekend their family usually goes to see her grandparents in the country. But sometimes she does trash collection in her neighborhood, | |

| | On the weekends he and his friends often do trash collecting and tree planting activities. | after which they sort the trash in special trash cans. On Saturday or Sunday evenings she usually goes to the cinema or an amusement park, or watches a movie at home with her family. | |
|---|--|--|--|
| What does s/he do to protect or help the environment? | He and his friends often do trash collecting and tree planting activities. | She does trash collection in her neighborhood, and sorts the trash in special trash cans. | |
| Why does s/he like her/his village/town/city? | He likes his village very much because all his friends and family live there. Besides, he breathes fresh air, drinks clean spring water, and eats fresh food straight from their own farm. | She loves her town, because she thinks it's really beautiful. | |

7. Write the sentences under the correct column. (p. 17)

| Present Continuous | Present Simple |
|---|--|
| My classmates are making a video today. Does your cousin Catherine do gymnastics very often? My brother and I don't play computer games much. | We usually buy bread at the bakery in my neighborhood. My neighbor Mike isn't drawing a picture; he is playing with his puppy. I am collecting the trash in our yard together with my friends. |

8. Write about a day in your friend's life using present simple and present continuous. (p. 17)

The students write about the daily activities of one of their friends using the present simple tense form, and a certain day in their friend's life using the present continuous tense form. The objective of this task is to check the students' understanding of the differences in the use of the two tense forms, i.e. one for repeated present activities and the other for present activities done at a limited time.

Unit 1.5

Reading

<u>Subunit objective</u>: The students will be able to name and discuss key information about my family members, classmates, and neighbors.

1. SPEAKING

Discuss the questions in pairs/groups. (p. 19)

Students' answers

2. Match the phrases with the pictures. Write the letters under the pictures.(p. 19)

1 - e

2 - d

3 - a

4 - f

5 - b

6 - c

3. Read the text and decide where the following phrases and sentences belong in the text. (p. 19)

Hi, my name is Karen. I live in a small town in Armenia. (3) Today I want to speak about my English teacher Mr. Avedyan. He teaches different classes in our school. He likes his students and tries to help us improve our English vocabulary, reading, writing, listening, and speaking. His lessons are very interesting. (5) We do interesting activities, play games and learn English songs. He sometimes stays at school after classes and works with the students who need more help learning the language. He also asks older students, who know the language better, to stay and work with their younger peers.

- (2) Mr. Avedyan spends as much time as needed to help his students improve their language skills. He is generally very caring about all his students.
- (6) His personality is a good example for us. Besides teaching English, he teaches us to love, respect and care for each other and the people around us.
- (4) He always talks to his students about taking care of their environment. He says that we should take care of stray animals in our town. He teaches us to keep our town clean and take good care of the green spaces. (1) His students know that they should not waste water or electricity, because it is bad for our planet. Mr. Avedyan teaches us to take responsibility for our learning, our environment and our country.
- 4. Match the following words 1-6 from the text "My Teacher" with the definitions a-f. (p. 20)

1. to improve \underline{c} to become better or to make something better

2. peer \underline{e} a person who is the same age as you

3. to respect \underline{a} to be polite to someone or something

4. to care for \underline{f} to do the things for someone that they need

- 5. stray animal \underline{b} an animal that has no home
- 6. responsibility \underline{d} a duty to take care of someone or something

Adapted from: Oxford Advanced American Dictionary for Learners of English

5. Correct the sentences that are incorrect. (p. 20)

- 1. Mr. Avedian teaches Geography. (incorrect)

 Mr. Avedian teaches English. (correct)
- 2. Our English teacher sometimes works with his students after classes. (correct)
- 3. Mr. Avedian's lessons are very boring. (incorrect)

 Mr. Avedian's lessons are very interesting. (correct)
- 4. He teaches us to take care of our environment. (correct)
- 5. Mr. Avedian never speaks about taking care of stray animals. (incorrect)

 Mr. Avedian says that we should take care of stray animals in our town. (correct)
- 6. Mr. Avedian teaches his students to save water and electricity. (correct)

6. Write a short text about a caring person among your family or friends. Describe his/her personality and actions. What do you like most about them? Why?(p. 20)

The students write about a caring personality among their friends, family members, neighbors, etc. They describe this person's personality and say why they think he/she is caring. The objective of this task is for the students to use their logic and make conclusions about the attitude of a certain person towards other people, the environment, animals, people with special needs, etc.

Unit 1.6

English in Use

<u>Subunit objective</u>: The students will be able to speak about their relationships at school/in their neighborhood and give tips for keeping good relationships.

1. SPEAKING

Discuss the questions in pairs/groups. (p. 21)

Students' answers

2. (p. 21) 1.6 Listen to the pronunciation of the words and repeat. (p. 21)

The students listen to the pronunciation of the words and repeat.

3. (p. 21) 1.6 Listen again and mark the stressed syllable. (p. 21)

| | •■ | • | -=- |
|--------------------------|--|----------------------------|----------|
| trust shared blame | relaxed respect create avoid forgive | quiet perfect honest | solution |

4. Match the words 1-6 with their definitions a-f. (p. 21)

- 1. to trust b) to believe that someone is honest and good, and will not hurt you in any way.
- 2. relaxed e) quiet, calm, not excited or afraid
- 3. solution f) the answer to a question or problem
- 4. to avoid a) to stay away from something or someone
- 5. to blame c) to say that a person or thing caused something bad to happen
- 6. to forgive d) to stop feeling angry with someone for a bad thing that they did

Adapted from: Oxford Advanced American Dictionary for Learners of English

5. (p. 21) 1.7 Listen to Blogger Artak interviewing people in his neighborhood. Write the name of the person who gives the tip. (p. 21)

| Tips | Name |
|--|---------|
| stay relaxed and avoid blaming | David |
| respect differences in ideas, styles, habits, etc. | Linda |
| spend time together and do shared activities | Shushan |
| respect others' ideas and try to help them | Tigran |
| be able to forgive | David |
| be honest and make people feel safe and happy | Shushan |
| be thankful for good actions | Linda |

6. 1.7 Listen again and complete the sentences from the interviews with phrasal verbs with the verb 'get'. (p. 22)

Artak: Tigran, how well do you get along with your neighbors?

Tigran: Well, I think I get along with them quite well. I have no conflicts with my neighbors.

Artak: Shushan, what is important to be a good neighbor?

Shushan: I think *getting together* and doing shared activities, being honest and making people feel safe and happy are all really important.

7. Match the pictures a-f with the sentences 1-6. (p. 22)

| 1. The dog wants to get into the taxi cab. | <u>C</u> |
|--|----------|
| 2. The children are getting on the school bus. | <u>b</u> |
| 3. We usually get together and play computer games. | <u>e</u> |
| 4. Jack and Peter are getting back home from school. | ſ |
| 5. Betty and Peter are getting off the bus. | <u>d</u> |
| 6. The three classmates always get along well. | <u>a</u> |



Work in pairs/groups. (p. 23)

Students' answers

9. Write a text on a conflict in your class/neighborhood. What did you/your friends/neighbors do to resolve it? (p. 23)

The students write about a conflict in their class/neighborhood and what they/their friends/their neighbors did to resolve it using the related vocabulary. The objective of this task is for the students to practice the relevant vocabulary and the phrasal verbs with the verb 'to get', and to form the culture and value of talking and listening to each other to resolve conflicts that may arise among people.

Unit 1.7 Writing

<u>Subunit objective</u>: The students will be able to write an informal email telling about the recent changes in their school and/or neighborhood.



Discuss the questions in pairs/groups. (p. 24)

Students' answers

2. Read Alex's email to Ani. What changes are there in his school? (p. 24)

His classmate Artak changed schools a week ago.

They've got two new kids in their class: Mane and Aram.

They've got a new teacher too! Her name's Ms. Manukyan, and she's teaching Armenian History.

3. Read the statements and choose true (T) or false (F). Correct the false statements. (p. 25)

1. F

Artak is a new student in Alex's class. (incorrect)

Mane and Aram are new students in Alex's class. (correct)

2. T

Mane and Aram are awesome and polite.

3. F

Ms. Manukyan teaches Math. (incorrect)

Ms. Manukyan teaches Armenian History. (correct)

4. T

The new teacher seems really good.

5. F

Mane lives far from Alex's neighborhood. (incorrect)

Mane lives in Alex's neighborhood. (correct)

6. T

Alex's classmates try to help Mane and Aram.

4. Try to guess the meanings of the following informal words and phrases from Alex's email. Match them with their formal versions. (p. 25)

1. to fill someone in <u>e.</u> to give someone information

2. to feel at home c. to feel comfortable

3. take care \underline{d} used when saying good-bye to someone

4. to hang out \underline{a} to spend a lot of time

5. to keep someone posted \underline{b} to make sure someone knows what is happening

Adapted from: Oxford Advanced American Dictionary for Learners of English

5. The following is Ani's response to Alex, but it has been jumbled. Put the paragraphs in the correct order to have Ani's email. Write the number of the paragraph next to it. (p. 26)

Hi Alex,

<u>4</u> I can't believe you have a new Armenian History teacher. Your history teachers have been changing so often recently. But, as I understand from your email, your new teacher, Ms. Manukyan, is quite awesome. I hope she'll teach you for a long time.

Z Stay well, Ani

<u>1</u> Hope all is well on your end too! Thanks for your email. I can see that a lot of things have been going on around you!

<u>5</u> To tell the truth there's not much news from my side. The only thing is that my parents have promised to give me a puppy for my birthday if I hit the books for the final tests. So I'm hanging out at the library a lot. It feels like I am living there. But I'm so excited to have that puppy I'll do my best to get it.

<u>3</u> It is really good news that there are two new kids in your class. I get from your email that they're nice guys and bright too. I have no doubts you'll soon become good friends.

6 Waiting to hear from you soon!

<u>2</u> It's a pity Artak changed schools! I know you were best buds and it'll be tough for you to get used to his absence. Hope there'll be chances for you to hang out in the neighborhood outside of school.

6. Find the informal words and phrases in Ani's email. Write their meanings. (p. 26)

all is well – everything is fine

hang out - spend time

get - understand

guy - person

quite awesome - great

hit the books - study hard stay well – remain well and healthy

Adapted from: Oxford Advanced American Dictionary for Learners of English

7. Write an informal email to your former neighbor. Tell him/her about the changes in your neighborhood. (p. 26)

The students use the informal words and phrases they have learned to write an informal email to their former neighbor. The objective is to check the students' understanding of the 'formal' and 'informal' language as well as the structure of an email.

Unit 1.8 Speaking

<u>Subunit objective</u>: The students will be able to speak about their school, their school friends and their school environment.

1. SPEAKING Discuss the questions in pairs/groups. (p. 27) Students' answers

- 2. (p. 27) 1.8 Listen to the pronunciation of the words and repeat. (p. 27) The students listen to the pronunciation of the words and repeat.
- 3. (p. 27)

e-quip-mentstaff guest path co-zy

con-di-tion li-bra-rian at-tend sec-on-dar-y school

4. Match the words 1-5 with the definitions a-e. (p. 27)

1. to attend <u>c.</u> to go to a place officially or regularly

2. condition <u>e.</u> state or way of being

3. experiment \underline{d} a test done to learn something

4. equipment \underline{b} . things necessary to do something

5. staff \underline{a} all the people working for an organization

Adapted from: Oxford Advanced American Dictionary for Learners of English

5. (p. 27) 1.9 Listen to Lina speak about her school and fill in the blanks with the words below. (p. 27)

Hi, my name is Lina.

I <u>attend</u> a secondary school in the Armavir region of Armenia.

Because of this the classrooms are not in good <u>condition</u>. The chairs and desks in the classrooms are also old and not very comfortable.

There are a lot of books there and our <u>librarian</u> is a kind and smart person, who helps us to choose books.

During the school events the students and teachers work hard to <u>decorate</u> the hall to look beautiful. But we have great events in this hall and our parents and the <u>quests</u> who attend those events enjoy watching them a lot.

We do not use our school laboratory very often, because we don't have most of the things that we need to do <u>experiments</u> and the things we have don't work.

It was repaired a few years ago and lots of sports *equipment* was added. We really enjoy our P.E. lessons in the repaired gym.

Another popular place is the school yard with its playground, a fruit garden and a greenhouse, nice paths and *cozy* benches.

The students love and respect our principal, the teachers, and the whole <u>staff</u>, who really care about the students and always support them.

6. (p. 28)

- 1. We really enjoy our P.E. <u>c.</u> lessons in the repaired gym.
- 2. We don't have most of the things <u>e.</u> that we need to do experiments.
- 3. Our librarian is a kind and smart person, \underline{a} who helps us to choose books
- 4. We have a library, a gym, a hall, $f_{\underline{}}$ a laboratory, and a cafeteria.
- 5. The students and teachers also help to \underline{b} . grow fruits, vegetables, and
- plants.
- 6. The most amazing thing about my school \underline{d} is that we are like a big family.

7. (p. 28)

- 1. <u>b)</u> secondary school
- 2. <u>c)</u> bad
- 3. <u>a)</u> kind and smart
- 4. <u>a)</u> equipment
- 5. <u>b)</u> the gym, the yard, and the cafeteria
- 6. <u>c)</u> love and respect ... support



Students' answers

9. Prepare a short presentation about your school. (p. 28)

The students make individual/group presentations about their school using the related vocabulary and express their attitude to their school. They speak about what they have in school, what they don't have and what they would like to have,

what they like and what they don't like about their school. The objective of this task is to improve the students' presentation skills and critical thinking. They should be encouraged to use the related vocabulary to analyze the situation in their school and make suggestions to improve the conditions there if necessary. In this way they also form the culture and values of taking responsibility for their school and their surroundings and finding ways to improve them.

Unit Review

Vocabulary and Reading

1. Read the following text and choose T (true) or F (false). (p. 30)

1. F

2. T

3. T

4. F

5.F

6. T

2. Match the words/phrases 1-5 with the definitions a-e (p. 30)

1. neighborhood

c. an area of a town or city

2. to spend time

<u>d.</u> to pass time

3. to sort

e. to put things into groups

4. to recycle

b. to use paper and/or glass again to make something

5. support

<u>a.</u> help

Adapted from: Oxford Advanced American Dictionary for Learners of English

3. Find the adjectives in the text and write the three degrees of comparison in the table below. (p. 30)

| Positive | Comparative | Superlative |
|-----------|----------------|--------------------|
| tall | taller | the tallest |
| large | larger | the largest |
| beautiful | more beautiful | the most beautiful |
| nice | nicer | the nicest |
| near | nearer | the nearest |
| warm | warmer | the warmest |
| clean | cleaner | the cleanest |
| friendly | friendlier | the friendliest |
| good | better | the best |

Unit 2: Sports

Unit 2.1

Vocabulary

<u>Subunit objective</u>: The students will be able to identify different types of sports and speak about them.



Discuss the questions in pairs/groups. (p. 32)

Students' answers

2. (p. 32) 2.1 Listen and mark the stressed syllable in each word. Listen and mark the stressed syllable in each word. (p. 32)

vo-lley-ballka-ra-tecy-clingpar-a-chut-ingwres-tlingraft-ingbox-ingsoc-cer/foot-ball

3. Match the words in Activity 2 with the pictures. Write them down in the space below. (p. 32)

parachuting karate wrestling volleyball boxing cycling rafting soccer/football

4. (p. 33) 2.2 Listen to children speak about different types of sports and write what they like and what they don't like. (p. 33)

| | S/he likes | S/he doesn't like |
|---------|------------------------|--|
| DAVID | soccer, rafting | table tennis |
| MARY | going fishing | sports at school |
| ANUSH | swimming, badminton | don't like gymnastics |
| LUCY | karate, tennis | swimming |
| NAREK | cycling | sports at school, like football and basketball |
| KARINEH | basketball | volleyball, soccer |

5. (p. 33)

1. T 2. T 3. T 4. F 5. T 6. F

6. SPEAKING Discuss the questions in pairs/groups. (p. 33)

Students' answers

7. WRITING Write about a sport you find interesting. (p. 33)

Students' answers

8. Match the words with their meanings. Write a – f next to the numbers (1-6). (p. 33)

1. support <u>d)</u> to help somebody by showing that you agree with them

2. career <u>fl</u> jobs a person has in a particular area of work

3. fun \underline{b} the feeling of enjoying oneself

4. hobby \underline{c} an activity people do for pleasure

5. fan <u>a)</u> a person who enjoys watching or listening to somebody

6. popular <u>e)</u> liked by a large number of people

Adapted from: Oxford Advanced American Dictionary for Learners of English

9. (p. 33) 2.3 Listen to the passage and decide why people play sports.

Some people have a career in sports, many people play a sport as a hobby, and others play sports to stay fit and have fun.

10. ■ 2.3 Listen to the passage again and fill in the correct words. (p. 34) Playing Sports is Fun

There are different kinds of sports that many people like playing. Some people have a career in sports, many people play a sport as a hobby, and others play sports to stay fit and have fun. Some people go to a gym or use public playgrounds to play sports. People who are active in sports are usually healthier and sleep better than people who do not <u>practice</u> any sport.

People say that playing sports helps you <u>make friends</u>. It brings teens together from different schools, families, and communities. Sports also teach people how <u>to play in teams</u>. Sports give your parents a chance to play with you and spend

time together with you. Also, it is always nice to see how <u>fans</u>, friends, and parents <u>support</u> you. And it helps you <u>feel good about yourself</u>.

11. Read the text and choose the correct option. (p. 34)

- 1. <u>c)</u> to have fun and keep fit
- 2. <u>b)</u> How to play in teams



Discuss the questions in pairs/groups. (p. 34)

Students' answers



Interview a friend or a family member. Ask the questions below and write about them (p. 34)

The students interview a friend or family member using the questions given, compile their answers and write about those people. The objective of this task is for the students to practice the sports related vocabulary, to improve their interviewing skills and the ability to compile and transform the information collected into a text.

Unit 2.2

Grammar

<u>Subunit objective</u>: The students will be able to ask 'Wh' questions about people's interests and preferences and answer them using I like doing /I would like to do.



Discuss the questions in pairs/groups. (p. 35)

Student's answers

- 2. 4) 2.4 Listen to Arevik and David. Where do they both decide to go?(p. 35) They both go bowling.
- 3. (2.4 Listen to Arevik and David again and arrange their favorite activities in the correct column. (p. 35)

| AREVIK | DAVID | вотн |
|--------------------------------------|--|---------|
| cycling going to the skating-rink | running going to a football match going to the gym | bowling |

4. Study the Spelling Rules, write the -ing form of each verb and practice them. (p. 36)

| fighting | throwing | diving |
|----------|----------|------------|
| riding | hitting | winning |
| passing | running | stretching |
| kicking | bouncing | lying |

5. Look at the pictures and say what people like doing. Use like in the correct *Present Simple* form and one of the words in the box with *-ing.* (p. 36)

(The following are possible answers, but the students may provide their own answers as well.)

- 1. My classmate Narek likes riding a bicycle.
- 2. My P. E. teacher likes stretching.
- 3. My brother Aram likes playing darts.

- 4. My sister likes lying in the sun.
- 5. My friend Tigran likes playing checkers.
- 6. I like playing board games.

6. Make invitations and respond to them. (p. 36)

The following are possible answers, but the students may provide their own answers as well.

- a) Respond to three invitations.
- 1. A: I have tickets to the baseball game on Saturday. Would you like to join?
 - B: *I would like to. Thanks.*
- 2. A: Would you like to come to the gym tomorrow?
 - B: <u>I'd like to, but I have a lot of homework to do.</u>
- 3. A: Would you like to play any kind of sport professionally?
 - B: <u>Yes I would. I'm playing on a basketball team.</u>
 - b) Write three invitations for the given answers.

The following are possible answers, but the students may provide their own answers as well.

- 4. A: Would you like to play on our football team?
 - B: Yes, I would love to. Thank you.
- 5. A: Would you like to go cycling today?
 - B: Well, I'd like to but I must study.
- 6. A: <u>Would you like to watch a match by the Armenian National Football Team?</u>
 - B: Yes I would. They are my favorite.



PEAKING Work in pairs/groups. (p. 37)

Students' answers



Individual work (p. 37)

Write a short paragraph. Decide which sports in Activity 5 are popular in your community (village, town, city) and why. Which one would you like to try, and why?

The students interview people in their community (village, town, city) to collect information about the popular sports there and why people like those sports. They write a short paragraph about their findings and which of those sports they would like to try, and why? The objective of this task is for the students to improve their interviewing skills and their ability to compile and transform information, as well as to express their opinions and provide reasons to support them.

9. Write *do, play, or go, and decide in* what season people can do the activities. (p. 38)

play golfplay soccergo skatingplay volleyballdo athleticsplay table tennisgo skiinggo swimmingplay basketballdo karateplay badmintonplay computerdo gymnasticsplay tennisgames

go running *go* cycling

10. Fill in the blanks with go, play, do and the name of the sports. (p. 38)

- 1. Alex wants to *do boxing* professionally one day.
- 2. Do you want to go bowling with us on friday?
- 3. These children *go cycling* every weekend.
- 4. Narek would like to go surfing with his friend.
- 5. My friend likes to *play hockey* on the ice rink.
- 6. Susan and Ani always <u>do karate</u> together.
- 11. Make up a dialogue with the expressions in Activity 9 and 'would like to...' and share with your peers? (p. 39)

Students' answers

12. Do you think the sports in Activity 9 are for boys, girls, or both? Look at these scenario cards and decide what is wrong about them.(p. 39)

Students' answers

13. SPEAKING

Discuss the questions in pairs/groups. (p. 39)

Students' answers

14. Write about what sports the girls or boys like *doing* and what games they like *playing* in their village/town/city. (p. 39)

The students interview some girls and boys in their village/town/city on what sports they like doing and what games they like playing. The objective of the task is to provide the students with the opportunity to improve their interviewing, and research skills. As well as to check their ability to use the related vocabulary and structures to write about their peers' sports preferences.

Unit 2.3 Listening

<u>Subunit objective</u>: The students will be able to identify the key information in a conversation and talk about the benefits of playing sports.



Discuss the questions in pairs/groups. (p. 40)

Students' answers

2.Match the pictures with the words in the box. Make up sentences using those words and adverbs of frequency. (p. 40)

1. do exercises

2. watch sports on TV

3. play board games

4. play chess

5. go to the playground

6. play tennis

Students write sentences with these phrases.

3. (p. 41) 2.5 Listen to Mari and Paul and answer the questions.

| Where did Mari and Paul meet? | Mari and Paul met in the playground. |
|---|---|
| What does Paul do in his free time? | Paul watches TV very often but only sports programs. He often plays board games or goes to the playground. He sometimes goes to their school's chess club. |
| What does Mari do in her free time? | She usually watches TV in her free time. |
| What similar/different activities do they do? | They both watch TV very often. Paul often plays board games or goes to the playground. He sometimes goes to their school's chess club. He lifts weights for an hour every day and then goes swimming. He exercises like this five times a week. Mari hardly ever exercises. |

4. 2.5 Listen again and fill in the missing words. (p. 41)

Paul: I always get up early and *lift weights* for an hour.

Mari: How often do you *exercise* like that?

Paul: I also watch TV often but only *sports programs*.

Paul: I often play *board games*.

Paul: I also watch TV.

Paul: I like *playing chess*.



SPEAKING

Discuss the questions in pairs/groups. (p. 41)

The students interview their students on how often they do sports and report their findings to the class.



Make a presentation on all the activities you do when you are free.

(p. 41)

The students prepare a short presentation on all their free time activities. They reflect on what activities they do and why using the related vocabulary and structures.



Discuss the questions in pairs/groups. (p. 41)

Students' answers

8. Match the words with the correct pictures. (p. 42)

- a. swimming 6
- b. pool 4
- c. adult 3
- d. children 2
- e. steps 5
- f. lifeguard 1

9. (p. 42) 2.6 Listen to the announcement and write the activities you can and cannot do at the swimming pool in the table below. (p. 42)

More answers are possible

| At the swimming pool, you can | At the swimming pool, you cannot |
|--|--|
| You can swim in the pool from 8 am to 10 pm on Mondays. You can swim in the pool from 9 am to 5 pm on Sundays. You can use the steps to go to the pool. You can listen to the lifeguard. | You cannot dive. You cannot run around the pool, eat or drink. |

- 10. 2.6 Listen again and choose true (T) or false (F). (p. 42)
- 1. F
- 2. F
- 3. F
- 4. F
- 5. T
- 6. T

11. SPEAKING

Discuss the questions in pairs/groups. (p. 43)

Students' answers

12. Read the text and say what it is about in one sentence. (p. 43)

Students' answers

The following is a possible answer, but the students may provide their own answers as well.

Kelly could not run very fast at first, but her PE teacher encouraged her to practice hard and she could reach the finish line first in the weekly race in gym class.

- 13. Read the text again and choose the correct answer. (p. 43)
- 1. c) PE classes
- 2. a) has trouble jumping
- 3. b) helps her improve
- 4. c) her peers cheered her
- 5. a) I can do it.

14. (p. 44)

The following are possible answers, but the students may provide their own answers as well.

1. What could Mr. Burns do to help Kelly? Why?

Answer: Mr. Burns always encouraged Kelly saying that she could do better.

2. How did Kelly feel after the race? Why?

Answer: Kelly felt more confident and was not afraid to fail anymore, because she could win the race.

3. How do you feel about Kelly's story? Why?

Answer: Kelly's story teaches us not to be afraid to fail. Because she could not do very well at first, but she worked hard and could do better and better every day, and finally she won the race.

15. When do you say the following phrases: Well done, wow, thanks, come on, oh no, be careful, great, ouch, look out? Write the phrases in the correct column. You can use them more than once. (p. 44)

| to praise | well done, great |
|----------------------------------|----------------------|
| to encourage | come on |
| to warn | be careful, look out |
| to say that something goes wrong | oh no, ouch |
| to show surprise | wow |
| to say that you are thankful | thanks |



Discuss the questions in pairs/groups. (p. 44)

Students' answers

17. Read about Arevik, and prepare a presentation about a friend of yours who is good at sports. (p. 44)

The students read the text about Arevik and prepare a presentation about one of their friends who is good at sports. They get ready to tell the class what sport/s their friend plays or does, how often and how hard s/he exercises, what achievements s/he has and what other goals s/he wants to achieve. They may include more information if they wish to. The objective of the task is to check the

students' ability to identify the key information in the text and value the benefits of playing sports.

Unit 2.4 Grammar

<u>Subunit objective</u>: The students will be able to talk about their favorite football player using the present tense form and 'Wh' questions.



Discuss the questions in pairs/groups. (p. 45)

Students' answers

- 2. Read the text and answer the questions below. (p. 45)
- 1. Lionel Messi was born in Argentina.
- 2. When Messi was five, he started to play football for a team in Argentina.
- 3. They wanted the money to buy special hormones for Messi, because he was very small, and needed those hormones to become bigger.
- 4. The bosses of FC Barcelona knew about Messi's talent, and they invited Messi to play for FC Barcelona for money. Messi and his father moved to Spain, and Messi started playing for Barcelona's junior team.
- 3. Fill in the correct auxiliary to complete the questions. (p. 46)
 - 1. Where *does* Messi's family come from?
 - 2. What kind of player *is* Messi?
 - 3. What <u>do</u> people say about Messi?
 - 4. What <u>does</u> Messi say?
 - 5. Why *is* Messi Happy?
- 4. What other questions would you ask to find out more about Messi? (p. 46) Students' answers
- 5. (p. 46)
 2.8 Listen to the interview with Lionel Messi and fill in the blanks. (p. 46)
 Pablo: Hello Messi! I am Pablo. Tell your <u>fans</u> more about your day.

Messi: Hello, Pablo. I usually *get up* at 6 o'clock. Then I have breakfast.

Pablo: What do you eat for breakfast?

Messi: My first meal of the day consists of fresh fruit and vegetables, whole grains,

and orange juice.

Pablo: And ... When do you practice?

Messi: After breakfast I get dressed then I go out for <u>training</u>. I do various exercises.

Pablo: What do you do in the midday?

Messi: I come home and we enjoy a healthy family lunch. Then I relax and take a nap at 2 o'clock. After my nap I spend time with my three sons. Then I go back to do some more training.

Pablo: How do you spend your evenings?

Messi: In the evening when I am not playing a <u>match</u>, I have a team training at 5 o'clock, which can last for several hours and we do different <u>activities</u>. Then I come home and have a family dinner at 8 pm.

Pablo: Thank you for sharing your time with us.

Messi: I am happy to share it with my fans.

6. (p. 47) 2.8 Listen to the interview again and answer the questions. (p. 47)

- 1. Lionel Messi has fresh fruit and vegetables, whole grains, and orange juice for breakfast.
- 2. After breakfast he gets dressed then goes out for <u>training</u>. He does various exercises.
- 3. He takes a nap at 2 o'clock.
- 4. Messi has a team training session at 5 o'clock in the evening.
- 5. In the evening when he is not playing a <u>match</u>, he has a team training at 5 o'clock, which can last for several hours and they do different <u>activities</u>. Then he comes home and has a family dinner at 8 pm.



SPEAKING

Work in pairs/groups. (p. 47)

Students' answers may vary.

Possible answer: Because he gets up very early, at 6 am, and needs to have energy to exercise during the day.

8. Imagine you meet your favorite football player and you have a chance to interview him/her. Ask as many questions as you want. (p. 47)

Students prepare questions to interview their favorite football player using the related vocabulary and structures. The objective of the task is to check the student's knowledge on the present tense form and 'wh' questions and to improve the students' creativity, as they are free to ask their favorite player as many questions as they want.

Unit 2.5 Reading

<u>Subunit objective</u>: The students will be able to identify the key information in an article and discuss the importance of taking care of their peers.

1. SPEAKING

Discuss the question in pairs/groups. (p. 48)

Students' answers

2. Read about Brydi Saul and decide what she is famous for. (p. 48)

Brydi is a wheelchair racing champion.

- 3. Read the text again and decide if the sentences are true (T) or false (F). (p. 49)
- 1. T
- 2. F
- 3. F
- 4. T
- 5. T
- 6. F
- 4. Complete the sentences with the given words. (p. 49)
- 1. My favorite thing about wheelchair racing is that I can go super fast.
- 2. Having a *disability* can sometimes make it hard for kids at school.
- 3. My biggest goal is to go to Paris for the *Paralympics* in 2024.
- 4. I'm training really hard with my coach.
- 5. I want to *compete* in the 100m, 200m and 10km races.
- 6. I'm going to *achieve* big things.



SPEAKING Discuss the questions in pairs/groups. (p. 49)

Students' answers

6. Read the story about a person with special needs. Think of someone with similar needs. Write about how you could support them. (p. 49)

The students read the text about a person with special needs and write about someone with similar needs they know. The objective of this task is for the students to form the culture and value of accepting diversity and respecting people regardless of their physical status, and to take care of their peers.



Discuss the question in pairs/groups.(p. 50)

- 8. Read the text and learn more about the olympic games. Choose the best option to answer the questions below. (p. 50)
- 1. c) every four years
- 2. c) cheering for their favorite athletes
- 3. c) skateboarding
- 4. c) first place
- 5. b) bicycling
- 6. b) to support their favorite athletes



SPEAKING

Discuss the questions in pairs/groups. (p. 51)

Students' answers

- 10. Look at the pictures, match them with the information in the box and answer the questions.(p. 51
- 1. In the top left picture we can see Artur Davtyan, in the top right picture Hripsime Khurshudyan, in the bottom left picture Arsen Julfalakyan and in the bottom right picture Artur Aleksanyan.
- 2. Artur Davtyan took part in the Gymnastics competitions, Hripsime Khurshudyan in the weight lifting competitions, Arsen Julfalakyan and Artur Aleksanyanin the wrestling competitions, Artur Aleksanyan in 2023 European Championship and the 2022 World Championship.
- 3. Artur Davtyan became a champion in the 2021 Tokyo Olympics, Hripsime Khurshudyan in 2013 Olympic Games, Arsen Julfalakyan in 2012 Olympic Games, Artur Aleksanyan in 2023 European Championship and the 2022 World Championship.
- 4. Answers may vary.
- 11. Surf the Internet and prepare a 2-minute presentation on your favorite Olympic champion. (p. 51)

The students surf the internet for information and make a 2-minute presentation about their favorite Olympic champion. The objective of the task is to provide the

students with the opportunity to do research on their own and to decide what aspect of the champion's life and achievements to present to the class.

Unit 2.6 English in Use

<u>Subunit objective</u>: The students will be able to use sports related words and comment on a match.



Discuss the question in pairs/groups. (p. 52)

Students' answers

2.Match the words 1-6 with their definitions a-f. (p. 52)

1. corner flag c) a piece of colorful cloth to show the corners of the pitch

2. whistle f) a metal/plastic tube you blow through to make a sound

3. goalpost b) net at each end of the football pitch

4. pitch a) the grass where a football game is played

5. referee e) the person who makes sure the players don't break the rules

6. score d) to win points

Adapted from: Oxford Advanced American Dictionary for Learners of English

3. Match the words with the pictures. (p. 52)

Picture 1: Kick the ball

Picture 2: score

Picture 3: Pass the ball

Picture 4: draw

Picture 5: comment on

4. (p. 52) Listen to Ben talk about yesterday's football match and decide which team won the match and what the score was. (p. 52)

The other high school team in town won the match and the score was 4-3.



Work in pairs/groups. (p. 52)

Students' answers



Write a short story about "How important is football in school?" (p. 52)

The students write a short story about "How important is football in school?". They may express their ideas on the importance of playing football at school and describe why they think so. The objective of the task is to check the students ability to use the sports related vocabulary, collocations and structures to write about a certain type of sport, and to encourage the students' reasoning and critical thinking on the importance of team sports. Also to form the culture and value of playing team sports at schools to improve collaboration among students.

Unit 2.7 Writing

<u>Subunit objective</u>: The students will be able to write a simple description of a sports event.



Discuss the questions in pairs/groups. (p. 54)

Students' answers

2. Write the correct word for each definition.(p. 54)

raise money to collect money for a particular purpose to help people

<u>dress up</u> to put on special clothes

<u>speed</u> how fast sb / sth is going

<u>reach</u> arrive at a place

charity an organization that helps people in need

<u>costume</u> clothes to wear to look like a different person or a thing

<u>finish line</u> a line marking the end of a race

Adapted from: Oxford Advanced American Dictionary for Learners of English

3. Read Sevak's blog and decide if he raised any money for the charity. (p. 54) Sevak could raise 10,000 AMD for the charity.

4. Complete the sentences with the words in pink from the text. (p. 55)

A Description of an Event

The beginning

1. <u>At first</u>, it was impossible to run fast.

The middle

- 2. After half an hour there was nobody around me.
- 3. Suddenly I saw my friend and his family...
- 4. *From that moment* I concentrated on finishing the marathon.

The ending

5. *Finally*, I did not win the race but I was so happy I could raise 10,000 AMD for the charity.

5. Read the statements and decide whether they are true (T) or false (F). Correct the false ones. (p. 55)

1. F

The charity run started at 9 am. (incorrect)

The charity run started at 10 a.m. (correct)

2. T

Sevak participated in a marathon to raise money.

3. F

At the beginning of the race, it was easy for Sevak to run fast. (incorrect)

At the beginning of the race, it was almost impossible for Sevak to run fast. (correct)

4. F

Sevak drank water every ten minutes during the race. (incorrect)

Sevak drank water every fifteen minutes during the race. (correct)

5. F

Sevak won the race. (incorrect)

Sevak didn't win the race. (correct)

6. T

Sevak raised 10,000 AMD for the charity.



6. SPEAKING

Work in pairs/groups.

Brainstorm ideas on why it is important to participate in charity runs and similar events. Reflect on what you canlearn and if any of you would like to have a similar experience. Explain why? (p. 55)

Students' answers



Individual work (p. 55)

The students write a 50-word letter to a friend and describe a charity event they would like to participate in and why? They are encouraged to express their opinion about charity events and explain why they think that way. The objective of the task is to form the culture and value of supporting people with special needs.

Unit 2.8 Speaking

<u>Subunit objective</u>: The students will be able to talk more about sports and its benefits, giving evidence to prove it.



Discuss the questions in pairs/groups. (p. 56)

Student answers

2. Read the text and write down the benefits of playing sports for a child. (p. 56) Sports help children develop both physically and mentally.

Doing any kind of sport from an early age helps children in many ways, for example, group activities improve relationships.

Sports activities help children to learn about their abilities, collaborate with and respect other children, understand and respect rules.

Sports can also help us rest.

3. Match the phrases in columns A and B to make statements. Explain your statements. (p. 56)

1. Sports help me c) to develop physically.

2. Playing sports help a) to improve my mental health.

3. Group activities help d) to improve relationships.

4. Playing sports can help f) to relax.

5. Sports activities help b) to learn about my abilities.

6. Sports give a chance e) to connect with other children.

4. Complete the sentences using your own ideas and compare your ideas with others in class. (p. 56)

Student answers



Discuss the question in pairs/groups. (p. 56)

Student answers

6. Write a paragraph: 'What sports and games would you like to have during PE lessons? Why? (p. 56)

The students write a paragraph on what sports and games they would like to have during PE lessons and why. They are encouraged to write about the advantages and disadvantages of different types of sports to support the types they want to have in school. The objective of the task is to improve the students' critical thinking and reasoning.

Unit Review

Vocabulary and Reading

1. Fill in the blanks with do / play / go. (p. 58)

Don't study at night. You learn better when you are not tired. Try to have a healthy lifestyle. A healthy breakfast is the first thing that gives you energy for the whole day. Exercise is important. You are never too busy to <u>go</u> jogging or swimming. If you don't have time to <u>play</u> tennis or football, walk or cycle to school. Or <u>go</u> to the gym for an hour. If there isn't a gym near your house, <u>do</u> exercises for ten minutes every morning. And take regular breaks when you are studying.

2. Based on Activity 1 write two things you already do and two things you would like to do, (p. 58)

Students' answers

- 3. Complete the sentences with the words in the box. (p. 58)
- 1. Jane plays <u>table tennis</u>, <u>volleyball</u> and <u>basketball</u>.
- 2. Jane often goes *ice skating*, *skiing* and *rafting*.
- 3. She also does *yoga* and *karate*.
- 4. Complete the sentences with the words in the box. (p. 58)
- 1. Winter Olympic games <u>take</u> place two years after each Olympic Games.
- 2. The very best athletes from all over the world *compete* in the Olympics.
- 3. Do you think Ben can win a medal?
- 4. Hike wants to *take* part in a competition next week.
- 5. What do you do to *keep* fit?
- 6. We would like to <u>raise</u> money for charity for the children in need.
 - 5. Do the quiz to test your knowledge about the Olympics then compare your answers with your peers.(p. 59)
 - 1. b. Greece
 - 2. a. five
 - 3. b. bronze

- 4. b. four
- 5. a. from Mount Olympia in Greece

Unit 3: Lifestyle Choices Unit 3.1

Vocabulary

<u>Subunit objective</u>: The students will be able to speak about lifestyle choices and explain the benefits of a healthy lifestyle.



Discuss the questions in pairs/groups. (p. 61)

Students' answers

- 2. Match the two halves of the phrases. Write a-f next to the numbers (1-6). (p. 61)
- 1) follow f) parents' advice
- 2) spend b) time with family
- 3) get a) 7-8 hours of sleep
- 4) avoid c) eating fatty food
- 5) have e) a healthy lifestyle
- 6) keep d) fit
- 3. Fill in the blanks with the verbs from the box. (p. 61)
- 1. I always *follow* my mother's advice and eat healthy food.
- 2. Students should *avoid* using their phones when they do homework.
- 3. I feel really happy when I spend time with my family.
- 4. You should *get* 7-8 hours of sleep to be active and energetic in the morning.
- 5. If you want to do well at school, you should <u>have</u> a healthy lifestyle.
- 6. You should exercise regularly to keep fit.
- 4. Read the article and match the tips 1-6 with the pictures a-f. (p. 61)
 - a. 6
- b. 2
- c. 3
- d. 4
- e. 1
- f. 5
- 5. 3.1 Listen to Marie and Aren and decide what the matter is with Aren and why.(p. 62)

Aren looks sleepy because he didn't get enough sleep last night. He was playing games on his mobile phone and went to bed around 3 am.

6. (p. 63) 3.1 Listen again and complete the sentences with the adjectives from the box. (p. 63)

- 1. Hey, Aren. You look kinda sleepy today. What's up?
- 2. You should be more *careful* with your sleep.
- 3. Your diet sounds kinda *unbalanced*. Any sports or physical activity?
- 4. Got it. You seem pretty <u>inactive</u> with some <u>unhealthy</u> habits. If you keep this up, you might harm your health.

7. Match the adjectives 1-6 with the definitions a-f. (p. 63)

- 1. active d. doing a lot of different activities
- 2. energetic b. lively and rarely tired
- 3. inactive a. not doing anything
- 4. stressful c. making you feel nervous and worried
- 5. unhealthy f. not good for the person
- 6. quiet e. relaxed and calm

Adapted from: Oxford Advanced American Dictionary for Learners of English

8. Choose the adjective from the box that best describes the underlined part.

(p. 64)

- 1. inactive 2. energetic 3. stressful
- 4. healthy 5. quiet 6. busy

9. (3) 3.2 Listen to Seda talk about her dream lifestyle. Complete the chart with two adjectives that describe her dream lifestyle and two that best describe your lifestyle. Share your answer with peers.(p. 64)

Possible answers

| Seda's dream lifestyle Your lifest | yle |
|------------------------------------|-----|
|------------------------------------|-----|

| active | Student answers may vary |
|-------------|--------------------------|
| happy | |
| stress-free | |
| adventurous | |

10. ■)) 3.2 Listen again and fill in the missing words. (p. 64)

Everyone chooses their (1) lifestyle.

My idea of a good lifestyle is being happy at school, not having (2) <u>stressful</u> days with a lot of homework, going to the (3) <u>gym</u> or going out after school, and spending the weekends with friends, doing things or visiting places.

In my dream lifestyle I (4) travel to other countries,

I hope we will have a skating (5) <u>rink</u> in our town soon.

11. SPEAKING Work in pairs/groups.

Read the article in activity 4 again and number the tips from 1-6 according to their importance. Explain your choices. (p. 64)

Students' answers

12. Read the blog about Angelina and write about your lifestyle. (p. 64)

The students read Angelina's blog about her lifestyle and write about their own lifestyle, using the related vocabulary. The objective of the task is for the students to reflect on their lifestyle habits and think whether they are healthy or unhealthy, and in this way to raise awareness about the benefits of a healthy lifestyle. The task can improve the students critical thinking and form the culture and value of holding a healthy lifestyle.

Unit 3.2

Grammar

<u>Subunit objective</u>: The students will be able to speak about healthy and unhealthy habits using the present simple tense, and to give and take advice on a healthy lifestyle using 'should' and 'shouldn't'.



Discuss the questions in pairs/groups. (p. 65)

Students' answers

- 2.Match the phrases 1-10 with the pictures (a-j). (p. 65)
- 1. <u>h</u> do exercise
- 2. <u>e</u> stop smoking
- 3. <u>i</u> use the stairs to get fit
- 4.<u>a</u> feel sick
- 5. *i* drink soft drinks
- 6. c lose weight
- 7. <u>d</u> get stressed
- 8. <u>b</u>go to the gym
- 9. *a*_eat fried food
- 10.f_high / low fat food
- 3. 3.3 Listen to Erik speak about his and his friends' lifestyle habits and routines, and decide who has the healthiest lifestyle. (p. 66)

Erik's classmate Edgar has the healthiest lifestyle.

4. (p. 66) 3.3 Listen again and complete the sentences from the listening with the phrases from the box. (p. 66)

Some of my friends don't have *healthy habits*.

They don't get <u>enough sleep</u> and usually feel <u>sleepy</u> in the morning.

For dinner, they often eat <u>fried food</u> and drink <u>soft drinks</u>.

Besides, they don't do *exercises* or play sports.

Most of the time they play *phone games*.

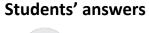
But my friend Edgar has a very healthy lifestyle.

He doesn't go to bed *late* and always sleeps 7-8 hours a day.

I try to eat healthy food and do exercises, walk to school and back home.

Edgar and I want to join the school football team and exercise *regularly*.

5. Read the tips on having a healthy lifestyle and number them in the order of importance for you. Give reasons to explain your answer. (p. 66)



6. AB

SPEAKING Work in pairs/groups.

How often do you do the things stated in Activity 5? Tick under the correct column. Give reasons to explain your answers. (p. 67)

Students' answers

7. Write a short text to sum up your answers to Activity 6. (p. 67) Students' answers

8.Read the note and discuss it in pairs. What are your tips for a healthy heart? (p. 68) The students discuss the tips and add their own ones.



SPEAKING

Discuss the questions in pairs/groups. (p. 69)

Students' answers

10.Complete the ideas with should or shouldn't.(p. 69)

- 1. You should do some exercise every day to be healthy.
- 2. You shouldn't eat too much fried food.
- 3. You *shouldn't* go to bed late.
- 4. You *shouldn't* eat too many sweets.
- 5. You *should* go to the gym to stay fit.
- 6. You *shouldn't* play video games all day.

11. Read the sentences. Give each one a number from 1 to 5 (1 = doesn't help to be healthy and 5 = helps a lot to be healthy). Discuss your choices with a partner. (p. 69)

The students rank the statements based on their significance for health and discuss their answers with a partner.

12 SPEAKING

Discuss the questions in pairs/groups. (p. 69)

Students' answers

13. Think of a family member/neighbor/relative who you think doesn't have a healthy lifestyle. Write about their unhealthy habits and what they should do to have a healthier lifestyle. (p. 69)

The students analyze the lifestyle habits of a family member/neighbor/relative who they think has an unhealthy lifestyle and provide reasons to explain why they think so. They identify the person's unhealthy habits and provide some advice to the person to improve their lifestyle habits using should/shouldn't. The objective of the task is to check the students' ability to use the correct structure to give advice (should/shouldn't + base form of the verb) and to form the culture of caring for people around us and helping them to have a more healthy lifestyle.

Unit 3.3

Listening

<u>Subunit objective</u>: The students will be able to name different food items and talk about a healthy and well-balanced diet.

- 1. C
 - SPEAKING Discuss the questions in pairs/groups. (p. 71)

Student answers

- 2. (3) 3.4 Listen to the pronunciation of the words in the box and repeat. The students practice the new vocabulary by listening to their pronunciation and repeating them. (p. 71)
- 3. Write the words in the box from Activity 2 under the correct column. Add one item of your own under each category. (p. 71)

| Dairy | Vegetable | Meat | Drink | Fish | Fruit | Other |
|-------|-----------|-----------|-----------------------------|------|------------|--|
| | carrot | hamburger | coke soft drink juice | tuna | strawberry | chocolate donut bread whole wheat |

The students also add one item to each category.

4. Write the food and drink items in Activity 2 under the correct category: healthy or unhealthy. (p. 71)

| healthy | unhealthy |
|-------------|------------|
| carrot | hamburger |
| juice | coke |
| tuna | soft drink |
| strawberry | chocolate |
| bread | donut |
| whole wheat | |

5. (p. 71) 3.5 Listen to the advice on healthy eating habits. Use the words in the box to fill in the blanks. (p. 71)

Food and drinks that contain too much sugar, fat or salt, such as (1) **sweets**, (2) **chocolate**, (3) **chips** and (4) **soft drinks** are unhealthy. One (7) **can of coke** contains 10 teaspoons of sugar. But doctors advise to have only 6 teaspoons of sugar daily. So you should have very little of such food or drinks.

(4) **Fruit** and (5) **vegetables** contain vitamins and minerals that help you grow strong and healthy and avoid many serious diseases.

Your body needs (8) **calcium** to keep your bones and teeth healthy. For this you should eat lots of low-fat dairy food, fish, beans and low-fat meat.

6. Write sentences on how much and how often you eat/drink the food or drinks given in Activity 5. Explain why. (p. 72)
Students' answers

7. SPEAKING Discuss the questions in pairs/groups. (p. 72) Students' answers

8. Study the food containers and quantities, and write the name of the food for each picture.(p. 72)

a bunch of <u>bananas</u>
a box of <u>chocolate</u>
a bowl of <u>cereal</u>
a cup of <u>coffee</u>
a loaf of <u>bread</u>
a piece of <u>pizza</u>
a box of <u>chocolate</u>
a slice of <u>cheese</u>
a bottle of <u>water</u>
a bag of <u>flour</u>
a glass of <u>water</u>
a jar of jam

Adapted from: Oxford Advanced American Dictionary for Learners of English

9. (3.6 Listen to the conversation and complete it with a word showing some quantity or a container. Sometimes you need to use the plural forms.(p. 73) Cathy and her friends are going to have a party and they are talking about what food to buy and how much.

Cathy: Let's order some pizza. I think everybody will eat at least two <u>pieces</u> of pizza. And drink some <u>cans</u> of coke.

Nellie: I don't think it's a good idea to buy coke. Soft drinks are bad for our health. We should buy some water. I think ten *bottles* would be enough.

Emma: Yes, you are right. And I can make a vegetable salad. If we want to be healthy, we should eat lots of vegetables.

Billy: And we should buy some fruit because it is also healthy. Let's buy a <u>bunch</u> of bananas, some apples, oranges, and pears. And we should also buy a <u>box</u> of chocolates.

Andy: I can make a cake for dessert. So, I will need a <u>bag</u> of flour, a <u>carton</u> of milk, some sugar, a few eggs, a <u>bar</u> of chocolate and a <u>jar</u> of cherry jam.

Nellie: But we shouldn't eat much cake or too many chocolates, just a little. Eating too much sugary food is bad for health.

Emma: And we shouldn't forget to buy some <u>loaves</u> of brown bread and some <u>slices</u> of low-fat cheese. They are both very healthy.

Billy: Ok then. Our shopping list is ready. Let's go to the supermarket.



You are going to organize a party together with your friends. In your groups decide who will prepare what food and what ingredients they need for that. Make a shopping list using the words and phrases from Activity 7, and present your shopping list to the class.(p. 73)

Students' answers

11.Read Max's and Bethy's eating habits and decide how healthy they are. Give reasons to explain your answer.(p. 73)

Students' answers may vary. The following are possible answers based on the texts.

Max doesn't have healthy eating habits because he likes eating burgers, pizza, chips and hotdogs for lunch. He doesn't like vegetables and never eats fish.

He loves fizzy drinks. But he has some healthy habits. He walks to school every day and goes swimming twice a week. He also rides his bike in the park on weekends.

Bethy has healthy eating habits because she eats lots of fruit and vegetables. She usually has chicken or fish with rice and salad for lunch. She also drinks lots of milk because it keeps her bones and teeth strong. But she has some unhealthy habits too. She doesn't like water very much, so she often drinks fizzy drinks. She can't ride a bike so her mom drives her to school and back every day.



Tell your partner about your eating habits. (p. 74) Students' answers

13. Write a 50-word paragraph about eating habits in your family.(p. 74)

The students write a 50-word paragraph about the eating habits in their family using the related vocabulary and structures. They should reflect on their and their family members' eating habits, decide whether they are healthy or unhealthy and give reasons to explain why they think so. The objective of the activity is to help students question their lifestyle habits and to form the culture and value of having and encouraging a healthy lifestyle.

Unit 3.4

Grammar

<u>Subunit objective</u>: The students will be able to use different forms of 'have to' to express obligation and 'be able to' to express ability.

1. AB

SPEAKING Discuss the questions in pairs/groups. (p. 75)

Students' answers

2. Match the two halves of the sentences. Write a-g next to the first halves. (p. 75)

1. I want to focus on my homework e. so I have to avoid using my phone.

2. Does your brother Sam have to f. exercise regularly to keep fit?

3. My friend Kate has to eat very little b. chocolate because it's bad for her

health.

4. My school is near my home, so c. I don't have to take the bus.

5. Children have to avoid eating junk d. food to be healthy.

6. You have to eat food that contains a. calcium to keep your bones healthy.

3. Read the text and decide what David should do to become stronger. (p. 75)

Davit should follow David of Sassoun's advice and exercise a lot. He should go for long walks in the mountains and valleys of his land. He should eat healthy herbs, vegetables and fruit that grow in his village and drink fresh spring water. He should do his best to help his father on the farm as much as he can. Also, he should go to bed early and wake up early in the morning. He should study well at school and not play games on his phone for long hours. He should advise his friends to do all those things too.

4. Read the text again and choose T (true) or F (false). (p. 75)

1. F 2. T

3. F 4. F

5. T

5. Read the text in Activity 3 again and complete the sentences. (p. 77)

- 1. Davit thinks that he has to do something to help the people in his village.
- 2. David of Sassoun advises Davit to become stronger to be able to help his folks.

- 3. Davit's father doesn't have to do all the work on the farm alone.
- 4. Davit should try to follow the advice of David of Sassoun.

6. Complete the sentences with have to/has to or don't have to/doesn't have to. (p. 77)

- 1. I know that I have to try hard to stay healthy.
- 2. My sister is feeling better now. She <u>doesn't have to</u> stay in bed.
- 3. Jack has some heart problems, so he *has to* eat low-fat food.
- 4. We <u>don't have to</u> make sandwiches for the picnic. We bought some yesterday.
- 5. You *have to* practice a lot and eat healthy food to become a professional dancer.
- 6. Anne is slim and fit. She doesn't have to lose weight.

7. Write the words in the correct order to make sentences. (p. 77)

- 1. We have to get up early to feel fresh.
- 2. I have to remember to take my lunch.
- 3. You don't have to pay to use the gym.
- 4. Ben has to give up smoking
- 5. I have to drink enough water to be healthy.
- 6. You have to get a new trainer.



Discuss the questions in pairs/groups.(p. 78)

Students' answers

9. Match the two halves of the sentences. Write the letter next to the first half. (p. 78)

1. I am able to focus on my lessons d. better when I avoid using my phone.

2. My friend Ani is able to keep e. fit because she eats healthy food.

3. If you are able to spend some time with b. family or friends, you may feel happier.

4. Some people aren't able to stop a. smoking and put their health at risk.

5. Are you able to keep healthy c. if you drink a lot of soft drinks?

10. Match each word with its definition. (p. 79)

- 1. delicious f) having a very pleasant taste
- 2. healthy d) not sick; helping to make or keep you well
- 3. physical a) connected with a person's body
- 4. importante) being necessary and having great value
- 5. screen time c) time people spend watching something on a screen
- 6. cut down on b) to do or use less of something

Adapted from: Oxford Advanced American Dictionary for Learners of English

11. ■3) 3.7 Listen to Ani and Karen talk about how to have a healthy lifestyle. What does Karen have to do? (p. 79)

The students listen to the conversation and give the main idea of the text.

Karen has to change his lifestyle.

- 12. 3.7 Listen again and decide whether the statements are T (true) or F (false). (p. 79)
- 1. F
- 2. T
- 3. F
- 4. T
- 5. T
- 13. **SPEAKING** Discuss the question in pairs/groups.(76)

Students' answers (p. 79)

14. Write a short text about your own lifestyle. The following questions will help you. (p. 79)

The students write a short text about their lifestyle using 'have to' and 'be able to'. The objective of the task is to check whether the students have learnt the structure used with these verbs.

Unit 3.5

Reading

<u>Subunit objective</u>: The students will be able to identify healthy breakfast food items and discuss the importance of having breakfast.



Discuss the questions in pairs/groups. (p. 81)

Students answers

2. Read the text 'Do you skip breakfast?' and match the highlighted expressions with the definitions in the box. (p. 81)

have a healthy snack - <u>eat a small, quick meal</u>

feel bad-tempered - become angry easily

put your learning and thinking abilities at risk - put in a dangerous situation

power your morning - give energy

skip breakfast - not eat breakfast

do mental work - use your brain to solve problems and understand things

Adapted from: https://www.esleschool.com/a2-dont-skip-breakfast/

3. Read the article again and answer the questions below.(p. 81)

1. c

2. a

3. b

4. c

5. b

4. (a) 3.8 Listen to Ben describe his breakfast habits. Decide if it is healthy or unhealthy. Give reasons to explain your answer. (p. 82)

The following is a possible answer, but the students' answers may vary.

In my opinion, Ben's breakfast habits are healthy. Because he has eggs, vegetables, bread and butter, and a cup of tea or a glass of milk for breakfast. But he has some unhealthy breakfast habits too. On weekends, he sometimes eats pizza, fried potatoes, grilled chicken, and his favorite chocolate cake. These food items are fatty or sweet and they are not very healthy.

5. (p. 82)

1. F

2. F

3. T

4. F

5. T

6. (9) 3.8 Listen again and fill in the table below. What do you do similarly and what do you do differently from Ben? (p. 82)

Students' answers

7. Read the article and decide if people have more healthy breakfast habits now than in the past. (p. 82)

According to the text, people had healthier breakfast habits in old times.

In old times people ate a healthy breakfast made from the food they grew themselves. They ate their homemade dairy food, the fresh bread they baked from whole wheat, the meat, chicken and eggs from their farms, the fish from the rivers or lakes near their homes, and the fruit and vegetables grown in their fields and gardens. In old times people ate healthy food and didn't have to worry about their lifestyle much.

Nowadays people living in big cities rarely have breakfast. They usually drink tea or coffee and have a sweet snack. Some people may have some food left over from the day before.

Doctors say that breakfast is perhaps the most important meal of the day because it gives you energy for work or study. Also, you gain weight because you use the glucose that you get from breakfast food by working or studying. So, to have enough energy for the morning you should have a balanced breakfast of dairy food, eggs or cereal, some vegetables or fruit and drink milk or juice. Having breakfast will help you feel active the whole morning.

8. Read the article again. Tick ✓ the correct sentences and correct the wrong ones. (p. 83)

- 1. In old times people bought their food from supermarkets. (incorrect) In old times people made their own food. (correct)
- 2. People caught fish from rivers or lakes. ($\sqrt{}$)
- 3. People worried about their lifestyle in old times. (incorrect)

People didn't worry about their lifestyle in old times. (correct)

- 4. Most people skip breakfast nowadays. ($\sqrt{}$)
- 5. You gain weight if you have breakfast. (incorrect)

You don't gain weight if you have breakfast because you use the glucose that you get from breakfast food by working or studying. (correct)

6. Eating breakfast doesn't affect your ability to work or study. (incorrect)

9. Work in pairs. Go through the reading passage in Activity 7 again and complete the table below. (p. 83)

| Breakfast in old times | In old times people ate a healthy breakfast made from the food they grew themselves. They ate their homemade dairy food, the fresh bread they baked from whole wheat, the meat, chicken and eggs from their farms, the fish from the rivers or lakes near their homes, and the fruit and vegetables grown in their fields and gardens. |
|------------------------------|--|
| Breakfast in big cities now | Nowadays people living in big cities rarely have breakfast. They usually drink tea or coffee and have a sweet snack. Some people may have some food left over from the day before. |
| Food for a healthy breakfast | dairy food, eggs or cereal, some vegetables or fruit and drink milk or juice |



Discuss In pairs/groups. (p. 83)

Students' answers

11. Interview your family members or classmates on their breakfast habits.

Make a short presentation on the answers they give to the questions below. (p. 83)

The students interview their family members or classmates on their breakfast habits using the provided questions. The objective of the task is to improve the students interviewing skills as well as the ability to collect information and to present it in another format. It will also help to form the culture of eating a healthy and balanced breakfast to be able to work and study more efficiently during the day.

Unit 3.6 English in Use

<u>Subunit objective</u>: The students will be able to describe their typical day, using health related word-collocations and phrasal verbs with 'look'.

1. SPEAKING Discuss the questions in pairs/groups.(p. 84) Students' answers

2. Match the expressions 1-8 with the pictures. Write the number under the pictures.(p. 84)

avoid fast food take care of oneself look out for healthy choices get enough vitamins have a healthy diet cut down on screen time keep a healthy weight put your health at risk

3. (3) 3.9 Listen to Gohar, Tigran, Nare, and Gagik talk about the effects of unhealthy habits on our health and how to avoid them, and fill in the blanks with phrases from Activity 2. (p. 85)

We spend a lot of time looking at our phones or watching TV, but we should try to <u>cut</u> <u>down on screen time</u> not to harm our eyes and brains.

But our body needs to use the energy it gets from food and to <u>keep a healthy weight</u>. We should look after ourselves and <u>have a healthy diet</u> that helps us <u>get enough vitamins</u>.

- 4. (p. 85) 3.9 Listen again and fill in the blanks with phrasal verbs with the verb <u>to</u>
- 1. should *look out for* healthy choices like healthy food and exercise.
- 2. I always *look forward to* my swimming class.
- 3. We should <u>look after</u> ourselves and have a healthy diet that helps us to get enough vitamins.
- 4. I usually <u>look up</u> healthy recipes on the internet and help my mum make them.

5. (p. 85) 3.10 Listen to Peter talk about himself and decide if he has a healthy lifestyle. Give reasons to explain your answer. (p. 85)

Peter has a healthy lifestyle because in his free time he sits in the park and listens to music or goes out with his friends. In good weather they go for a picnic in the park or play football in the playground. In bad weather they go to the gym or go to watch a movie. Only sometimes they play computer games or watch YouTube movies.

- 6. (F).(p. 85)
 - 1. F 2. T 3. T
- 7. 3.11 Listen to Peter's sister, Sue talk about herself and decide if she has a healthy lifestyle. Give reasons to explain your answer.(p. 86)

 The following is a possible answer. The students may provide varied answers.

4. F

Sue doesn't have a very healthy lifestyle, because she usually sits and reads books, articles or other interesting things on the Internet. She doesn't do much exercise, walk or ride a bike. The good thing about her lifestyle is that she spends a lot of time with her friends and they do fun things together. Spending time with family or friends makes you feel happier.

- 8. (p. 86) 3.11 Listen to Sue again and match the two halves of the sentences.
- 1. I read books, articles or other things <u>c.</u> on the Internet.
- 2. Also I like to look <u>e.</u> after my plants.
- 3. Sometimes my friends come <u>a.</u> over in the afternoon.
- 4. We usually look up interesting recipes <u>b.</u> on the internet and try to make them.
- 5. My brother Peter <u>d.</u> spends most of his time being out with friends.

9. ■ 3.10/11 Listen to Peter and Sue again. Complete the table below for Peter, Sue and yourself. Tick ✓ next to the correct phrase for each person. (p. 86)

| | Peter | Sue | Both | You |
|------------------------------|-------|-----|------|----------------------|
| 1. go out with friends | ✓ | | | Answers may vary for |
| 2. go to the park/movies/gym | ✓ | | | the students. |
| 3. have a picnic | ✓ | | | |
| 4. listen to music | | | ✓ | |
| 5. play computer games | | | ✓ | |
| 6. play the guitar | | ✓ | | |
| 7. watch YouTube movies | | 1 | ✓ | |
| 8. look after plants | | 1 | | |
| 9. look up recipes | | ✓ | | |

10. SPEAKING Work in pairs/groups.(p. 86)
Answers may vary for the students.

11. Write a paragraph and express your views about how watching TV shows, reading books and magazines, or visiting websites on a healthy lifestyle can have a positive effect on your own health. (p. 86)

The students write a short paragraph about how watching TV shows, reading books and magazines, or visiting websites on a healthy lifestyle can have a positive effect on their own health. The objective of the task is to check the students' knowledge of health related word-collocations and phrasal verbs with 'look'. Also, to provide the students with the opportunity to do research on the topic and improve their study skills. In addition, the information they get will raise their awareness about the benefits of a healthy lifestyle and the harms of an unhealthy lifestyle and form the culture and value of holding a healthy lifestyle.

Unit 3.7 Writing

<u>Subunit objective</u>: The students will be able to write an informal email to a friend and tell him/her about their lifestyle habits and free time activities.



Discuss the questions in pairs/groups. (p. 88)

Student answers

2.Read Ani's email to Alex. What are some unhealthy habits that Ani has? (p. 88)

She usually doesn't get enough sleep because she texts her friends till late at night, so she is always sleepy all day. She eats chips and drinks coke when texting. She doesn't eat breakfast. She goes for walks with her friends sometimes, but not regularly. And she is too lazy to go to the gym or swimming pool.

3. Read Alex's answer to Ani. Fill in the blanks with the phrases in the box. (p. 88)

Hey Ani,

I'm so sorry you feel upset, but you'll <u>cheer up</u> if you <u>follow my tips</u>. You see sleep is super important, and eating breakfast, or at least a <u>healthy snack</u> of fruit muffin and juice or milk is a good start. Veggies, fruits, and healthy foods are a must; cut down on the fatty and sugary things. Don't forget to <u>move around</u> - play sports or do exercises.

Spending time with family and friends and *growing tomatoes* are things that make you feel happier. One of my strategies to stay happy and healthy is to grow my own vegetables. I'm growing tomatoes at our school greenhouse. It's so cool watching them grow!

Let me know how everything goes soon!

Take care, Alex

4.Read Alex's email to Ani again and complete the table below. Add two more tips. (p. 89)

| Alex's Tips | Your tips |
|--|-----------------------------|
| Sleep Eating breakfast, or at least a healthy snack of fruit muffin and juice or milk Eating veggies, fruits, and healthy foods Cutting down on the fatty and sugary things Moving around - playing sports or doing exercises Spending time with family and friends and growing tomatoes | Students' answers may vary. |

5. Write a similar email to a friend and tell him/her about your lifestyle habits. (p. 89)

Students' answers

6. 3.12 Listen to some students talk about their free time activities. Match the speaker with his/her favorite free time activity. (p. 89)

| Tom | collecting bottle caps | Emma | collecting mushrooms in the forest | Mike | listening to grandpa's stories |
|------|---------------------------|------|--|------|-----------------------------------|
| Kate | collecting autographs | Anna | lying and looking at the clouds | Kim | doing homework |

7. Read the sentences and decide which of the students in Activity 6 is saying each of these things. (p. 89)

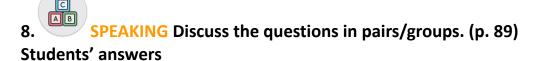
Can you write your name in my book? <u>Kate</u>

Sorry, I can't come to the park. I must finish my Math. Kim

That one is like a horse. <u>Anna</u>

Tell me more, please. Mike

Do you like nature? *Emma*



9. Write a letter to a friend and tell him/her about your hobby and how you feel doing it. These questions can help you.(p. 89)

The students write an email to a friend telling him/her about their hobby. The objective of the task is for the students to reflect on their favorite activities and decide whether they have a positive effect on their life. This will help the students know their interests better and raise awareness about the benefits of doing things that one likes.

Unit 3.8

Speaking

<u>Subunit objective</u>: The students will be able to talk about different habits that keep people healthy, using the related vocabulary.



Discuss the questions in pairs/groups. (p. 90)

Students' answers

2. Match the phrases with the pictures. Write the phrase under the correct picture.(p. 90)

Picture 1: play the drums

Picture 2: play computer games

Picture 3: play the guitar Picture 4: go for a picnic

Picture 5: go shopping

3. (p. 90) 3.13 Listen to Edgar, Mariam and Emil talk about their free time activities and complete the sentences with *go, have* or *play*.(p. 90)

Edgar, aged 12: Hey there! I like going to the park with my friends. We play the guitar there. Sometimes, we <u>go</u> for a picnic. We always <u>have</u> a good time. Aram and Tigran <u>play</u> the drums- African drums. They're really cool.

Mariam, aged 11: Hi, I have some free time on Saturdays and I <u>go</u> shopping with my parents. We always <u>have</u> lunch at a food court in the shopping center.

Emil, aged 13: I'm very busy with my lessons. But I have some free time on Sundays and I <u>play</u> table tennis with my friends. It's a great game. I never <u>play</u> computer games on Sundays.

4.Complete the sentences using *go, have* or *play* and the words from the box. (p. 90)

- 1. I love music but I don't often *go to concerts* because bands don't come to my town.
- 2. Lisa and Mark <u>go</u> to the <u>movies</u> every Friday. They love watching films together.
- 3. Mick can <u>play</u> the <u>piano</u>. He goes to lessons at the local music school.

- 4. I sometimes *play chess* with my grandfather but I never win. He always takes my queen quickly!
- 5. We always have breakfast before we go to school. We have whole wheat bread, natural honey, dairy food and nuts, because they help us to have strong bones and do well at school.
- 6. My brother wants to go to the local youth club with me but he's only 12 and it's for 14-19 year olds. party

5. Form the correct collocation. Say how often you do the activity and give reasons for that. (p. 91)

- 1. read books
- 2. visit friends
- 3. read magazines
- 4. spend time alone
- 5. write a blog
- 6. make videos

Students' sentences with the collocations above

- 6. Match the questions 1-6 to the answers A-F. (p. 91)
- 1. B
- 2. C
- 3. E
- 4. F
- 5. A
- 6. D



SPEAKING Discuss the questions in pairs/groups.c (p. 91)

Students' answers



Make a presentation about what you do to stay active and happy. (p. 91)

The students make a presentation on what they do to stay active and happy using the related vocabulary. The objective of the task is to check the students' knowledge of the relevant vocabulary and give them the opportunity to improve their presentation skills. They reflect on their activities and make judgments about their benefits or harms, thus improving their critical thinking and reasoning.

Unit Review

VOCABULARY AND READING

- 1. Read the text and choose the correct option. (p. 93)
- 1. c. at around 8:00 am
- 2. b. 60 minutes
- 3. c. usually
- 4. a. reading
- 5. a. listen to music

LISTENING

2. 3.14 Listen to four people talk about their plans for the weekend. Who does what? Write the activities next to the person's name. (p. 93)

| Jason | play video games | Sandra | meeting a friend see a film |
|-------|--|--------|--------------------------------|
| Fred | going to a party visit grandparents | Graham | study this weekend |

- 3. Complete the sentences with the verbs from the box. Some verbs can be used more than once. (p. 94)
- 1. You *listen* to a lot of music. Is this a good CD?
- 2. My mum and dad watch an old film every Friday.
- 3. We <u>read</u> four books a year in English.
- 4. Jill: Are you alone? Jim: Yes, my parents *go* to work on Saturdays.
- 5. We *have* an English test every Monday morning.
- 6. Jack's aunt and uncle *listen* to the radio all the time.

GRAMMAR

- 4. Complete the sentences using should shouldn't have to has to don't have to doesn't have to. (p. 94)
- 1. Tom <u>shouldn't</u> eat so many lollipops. It's bad for his teeth.
- 2. <u>Should</u> I drink orange juice if I have a sore throat? Yes, you <u>should</u>.
- 3. I *have to* get up early tomorrow morning to walk to school.
- 4. The doctor said: "You don't have to stay in bed any more, you can go to school.

- 5. My friend Mary *has to* eat vitamins to grow better.
- 6. You <u>should</u> drink fruit juice and a lot of water. You <u>shouldn't</u> drink too much soft drink.
- 5. SPEAKING Discuss the questions in pairs / groups. (p. 94)

Students' answers

Unit 4: Holidays Unit 4.1 Vocabulary

<u>Subunit objective</u>: The students will be able to identify different holidays and talk about what people do to celebrate them.

1. SPEAKING

Discuss the questions in pairs/groups. (p. 96)

Students' answers

2. Look at these holidays, decide which season they are celebrated in and write them in the correct column. (p. 96)

| Spring | Summer | Fall | Winter |
|----------------|----------|-----------|------------------------------|
| Holi Easter | Vardavar | Halloween | Valentine's Day Christmas |

3. 4.1 Listen to the information about the holidays from Activity 2 and check your answers. (p. 96)

The students listen and check their answers.

4. (p. 96) 4.2 Listen to the pronunciation of the new words from Activity 2 and mark the stressed syllable. (p. 96)

Val-en-tine's Daybap-tismcel</u>-e-bratedec-o-ratebe-liefpourscar-ytrick-or-treatbon-firepump-kinpow-derroastHo-li

5. Match the words with their definitions. (p. 96)

1. scary c. making you feel afraid

2. to roast e. cook in an oven or over a fire

3. belief g. a strong feeling that something is true or real

4. to celebrate a. to do something to show you are happy, because it is a special day

5. to pour d. to make liquid flow out of a cup or pitcher

6. baptism b. ceremony to make a person christian

Adapted from: Oxford Advanced American Dictionary for Learners of English

- 6. 4.1 Listen again and complete the sentences. (p. 97)
- 1. People <u>decorate</u> their homes with lights, put up a Christmas tree and give each other gifts.
- 2. They show their love for their family members, friends and classmates by sending them Valentine's cards and giving gifts like chocolates, flowers, and <u>teddy bears</u>.
- 3. It celebrates the start of spring and is a time for a new beginning, <u>forgiving</u> each other, and resolving relationships.
- 4. In Armenia it is a popular Easter *tradition* to give colored eggs to kids as a gift.
- 5. On this day, kids and teens playfully *pour* water on people in the streets.
- 6. During Halloween celebrations people wear <u>costumes</u>, cut and shape pumpkins, go trick-or-treating for candy, and enjoy scary movies.
- 7. 4.1 Listen again and decide if the statements are true (T) or false (F).(p. 97)
- 1. F
- 2. T
- 3. T
- 4. F
- 5. F
- 6. T



Discuss the questions in pairs/groups. (p. 97)

Student answers

9. 4.3 Listen to the pronunciation of the words in the box and write them under the correct column. (p. 97)

| • | •• | ••• | ••• |
|---------------|---|----------------|-----------|
| reach wear | firework yummy noodle midnight temple welcome | New Year's Eve | tradition |

- 10. Read the text on New Year celebrations in different countries. Write the name of the holiday under the correct picture. (p. 97)
 - 1. Omisoka
- 2. New Year's Eve
- 3. Chūnjié



SPEAKING

Discuss in pairs/groups. (p. 98)

Work with a partner and decide when people do these activities. Write the name of the holiday next to the activity.

| Clean their homes | Omisoka |
|---|----------------|
| Give red envelopes with money to wish for happiness and success | Chūnjié |
| Eat long noodles to wish for a long life | Omisoka |
| Have parties and fireworks | New Year's Eve |
| Decorate their homes in red and gold | Chūnjié |
| Make promises to reach a goal during the new year. | New Year's Eve |

12. Interview two of your classmates to find out what they do to celebrate the New Year. Present it to the class. (p. 98)

Students' answers

13. Write a short paragraph about a special holiday from around the world and describe how it is celebrated.(p. 98)

The students do research and write about a special holiday from around the world using the related vocabulary. The objective of the task is to check the students' ability to identify different holidays and talk about how they are celebrated. Also to raise awareness about the importance of holidays for people around the world and to form the culture and value of respecting diversity.

Unit 4.2 Grammar <u>Subunit objective</u>: The students will be able to speak about their last holiday using the past simple and past continuous tense forms.

1. SPEAKING

Discuss the questions in pairs/groups. (p. 99)

Students' answers

2. Match the words/phrases with the pictures. Write a-f under the pictures. (p. 99)

Picture 1: d) cranberry sauce

Picture 2: c) to boil

Picture 3: a) to prepare for a meal

Picture 4: e) mashed potatoes

Picture 5: f) memories

Picture 6: b) to set the table

3. 4.4 Listen to Kate speak about her family's Thanksgiving celebration in the USA. What did she like most about the day? (p. 99)

During her family's celebration of Thanksgiving last year Kate liked talking about sweet Thanksgiving memories of their big family most of all.

4. 4.4 Listen again and number the sentences from the text in the order you hear them. Write 1-6 next to the sentences. (p. 99)

- <u>3</u> When we finished making the meal, I helped mom set the table.
- 1 Thanksgiving is a big holiday for my family, and we prepare for it very well.
- <u>4</u> My uncle David said that we should be thankful for all the good things that happened to our family during the year.
- 2 We didn't buy cranberry sauce, because my mom prepared it herself.
- <u>5</u> After the meal we watched our favorite basketball team's match and played board games.
- $\underline{\hspace{1.5cm} 1}$ A few days before the holiday my dad and I went shopping.

5. ■ 4.4 Listen to Kate again and write the verbs from the listening text under the correct column. (p. 100)

| Regular verbs | Irregular verbs |
|---------------|-----------------|
| celebrated | had |
| invited | went |
| prepared | didn't buy |
| finished | bought |
| helped | got up |
| started | was |
| enjoyed | were |
| talked | said |
| liked | did |
| happened | |
| watched | |
| played | |



Discuss the questions in pairs/groups. (p. 100)

Students' answers

7. Match the words with their definitions. (p. 100)

- 1. feast e) a large special meal
- 2. dried c) having all the water taken out of it
- 3. greeting a) friendly words
- 4. folk f) typical of a particular group or country
- 5. separate d) different
- 6. ever b) at any time

Adapted from: Oxford Advanced American Dictionary for Learners of English

8. Read the text about how Ani's school celebrated the Armenian holiday of Barekendan. Fill in the blanks with verbs from the box. (p. 101)

Hi I'm Ani from Yerevan. I want to talk about one of my favorite Armenian holidays, Barekendan and how we celebrated it at our school last year.

Barekendan is one of the oldest and happiest Armenian holidays. The word Barekendan has two words in it – "bari" which means "good" and the short form of the word "kendanutyun" which means "life". In old Armenian it meant "joy" and <u>showed</u> the start of a new life, because it is always at the beginning of spring. It is a day of feast. On this

day Armenians eat fatty food, nuts, fresh and dried fruit, Armenian desserts halva and gata, and other tasty foods. In old times people <u>wore</u> scary masks at the festival to frighten away evil. Also, they played traditional games, sang songs, and danced.

Last year, on Barekendan celebration at our school we <u>weren't</u> having any classes. The event was like a big show. Each class <u>entered</u> the festival with some words of greeting.

All the students and teachers <u>were</u> singing Armenian folk songs and dancing Armenian folk dances together. I <u>was</u> singing and dancing too. And of course, I was taking photos. Some classes <u>performed</u> separate dances, songs, or role plays. Most of the students and teachers <u>were</u> wearing Armenian traditional costumes. Everybody was having fun. They <u>said</u> that it <u>was</u> one of the happiest events in our school ever.

9. Read the text in Activity 8 again and choose T (true) or F (false). (p. 102)

1. F

2. F

3. T

4. T

5. F

6. T



Discuss the questions in pairs/groups.(p. 102)

Students' answers

11. Work on a group project. Do research about a holiday celebrated in one of the marzes of Armenia. Present the results of your research in one of the following formats:(p. 102)

The students do research on a holiday celebrated in one of the marzes of Armenia and present the results either in the form of a PowerPoint presentation or a performance/role play of the holiday with the participation of their peers. The activity has a number of objectives. First to improve the students research and presentation skills. Then, to check their knowledge of the holiday related vocabulary and the past simple and past continuous tenses. Next, to encourage collaboration among the students and finally, to form the culture and value of celebrating Armenian holidays as part of the students' identity.

Unit 4.3 Listening

<u>Subunit objective</u>: The students will be able to identify different food items that people prepare and/or eat on different holidays.

1. SPEAKING Discuss the questions in pairs/groups. (p. 103)

Students' answers

2. 4.5 Listen to the pronunciation of the words/expressions in the box and repeat. (p. 103)

The students listen to the pronunciation of the words and repeat.

3. Match the verbs with the pictures. Write the verb under the correct picture. (p. 103)

Picture 1: grate

Picture 2: dice

Picture 3: cut into rings

Picture 4: peel

Picture 5: chop

4. Match the food items with their definitions. Write the word under the correct picture. (p. 103)

Match the food items with their definitions. Write the word under the correct picture. 4

1. log e) a thick, round piece of wood from a tree

2. tart d) a small pie with something sweet on top

3. raisin h) a dried grape

4. spices c) a plant powder or seed that gives food a strong taste

5. currants f) small black, red, or white berries

6. stem g) the long, tin bottom part of a plant

7. pickled a) when food is kept in vinegar

8. beet b) a round dark red vegetable

Adapted from: Oxford Advanced American Dictionary for Learners of English

Picture 1: log Picture 2: stem Picture 3: tart Picture 4: beet

Picture 5: raisin Picture 6:spices Picture 7: pickles Picture 8: currants

5. 4.6 Listen to the description of some Christmas dishes. What country is each dish made in? Write the country's name under the correct picture.(p. 104)

Bûche de Noël - France

Shuba - Russia

Mince pie - England

Butter tarts - Canada

Christmas cake - around the world

Adapted from: https://www.healthline.com/nutrition/holiday-foods

6. 4.6 Listen to the descriptions again and say which dessert you would like to prepare or taste? Why/Why not? (p. 104)

Students' answers

7. 4.7 Listen to Anahit speak about how she helped her family prepare Christmas dishes. Did she enjoy preparing for Christmas? Give reasons to explain your answer.

The following is a possible answer, but the students' answers may vary. (p. 104)

I think Anahit enjoyed preparing for Christmas, because she says in the text that she enjoyed helping in the kitchen. She thinks that everything seemed tastier because she also participated in preparing the Christmas dishes.

- 8. 4.7 Listen to Anahit again and fill in the blanks with the words in the box. (p. 104)
- .The teacher should draw the students' attention to the structure for presenting a recipe and the vocabulary used for that purpose.

I first cut the <u>stems</u> off the mallow, washed it, <u>chopped</u> it, and put it in a large <u>bowl</u>. Then I cut the onion into rings, <u>diced</u> the tomato, and added them on top of the mallow. Finally, I added salt and <u>pomegranate juice</u>, and mixed everything with olive oil.

9. SPEAKING Discuss the questions in pairs/groups. (p. 104)

Students' answers

10. Present a video or a picture of a dish that your family always prepares for Christmas. Name the ingredients and explain the steps to prepare the dish. (p. 104)

The students are assigned to present a video or a picture of a dish that their family always prepares for Christmas. They should name the ingredients and explain the steps to prepare the dish. The objective of the task is to check the students' knowledge of the related vocabulary and the structure for presenting the steps of making a dish.

Unit 4.4

Grammar

Subunit objective: The students will be able to use the present continuous tense and indefinite pronouns to speak about future holiday plans.

SPEAKING Discuss the questions in pairs/groups. (p. 105)

Students' answers

- 2. (p. 105) The students listen to the pronunciation of the words and repeat.
- 3. 4.9 Listen to Artak speak about his family's holiday plans for Easter. Where and with whom are they spending their holiday?(p. 105)

It is Easter next week and this year Artak and his family are spending their Easter holidays with his aunt's family in the Town of Berd.

- 4. 4.9 Listen to Artak again and decide if the statements below are true (T) or false (F).(p. 105)
- 1. F
- 2. T
- 3. F
- 4. F
- 5. T
- 6. T



SPEAKING Discuss the questions in pairs/groups. (p. 105)

Students' answers

6. 4.10 Listen to Amy and Lily speak about a holiday they're celebrating soon. Write speaker 1 or speaker 2 next to the person's name. (p. 106)

Amy, 11: *Speaker 2*

Lily, 13: Speaker 1

7. 4.10 Listen again and write Amy or Lily next to the activity in the table below. (p. 106)

| Activity | Name |
|---|------|
| spending the holiday in Aparan | Lily |
| going to the beach | Amy |
| skiing in Aparan ski resort and playing snowballs | Lily |
| enjoying Granny's tasty dishes | Lily |
| leaving for Sevan next Saturday morning | Amy |
| visiting Sevanavank Monastery on Saturday afternoon | Amy |
| going to Surb Khach (Holy Cross) Church | Lily |
| making a fire in uncle's backyard | Amy |
| going to pour water on cousins and friends | Amy |
| staying at uncle's home | Amy |

8. Which of the activities above do you usually do when celebrating a holiday? What other things do you do? (p.106)

Students' answers

9. Read the text on where Aram and his friends like to celebrate holidays. Underline the correct pronoun for each blank space. (p. 106)

| My name is Aram. I am from Yerevan. Today I would like to share with you how my |
|---|
| friends and I like to celebrate holidays. Holidays are very important for any |
| (any/some) culture. Most people celebrate big holidays like Christmas, Easter and |
| New Year at home. But (<u>some</u> /every) people like to celebrate holidays |
| (something/somewhere) else. I, myself, like celebrating holidays in |
| different regions of Armenia because I learn more about the traditions in those |
| regions. My friend Narek likes spending all holidays in Yerevan. He says that there |
| is always (everything/something) interesting happening during holidays |
| in Yerevan, especially in the city center. So, you can always enjoy yourself there. |
| My classmate Mary prefers celebrating holidays in other countries |

| (Some/Any) new places celebrate different holidays and Mary likes to learn about |
|--|
| new traditions and try (<u>some</u> /any) new dishes. |
| She also likes meeting people from different parts of the world |
| (Everybody/Everything) celebrates holidays in a different way and in a place that is |
| pleasant for them. The most important thing is to feel happy and to enjoy yourself. |

10. Read the text in Activity 9 again and decide which of the following can be the best title for it. Give reasons to describe your choice. (p. 107)

The students' answers may vary.

Possible answer.

I think the best title for the text above is "<u>Celebrating holidays in different ways</u>", because the text has information about different people who like celebrating holidays in Yerevan, different regions of Armenia and other countries and in different ways.

11. Choose the correct verb and indefinite pronoun in each line to make a phrase and write sentences to say how you/your friends usually celebrate/spend holidays. (p. 1047

The following are the possible phrases for each line but the students' sentences may vary.

1. decorate with something red

Example: My friend Hasmik always decorates her house with something red for Christmas.

- travel to somewhere interesting make something interesting do something interesting
- 3. give something beautiful go somewhere beautiful
- 4. invite everybody in my class
- 5. bake something tasty
- 6. pack everything in a bag

12. Prepare some interview questions related to plans for an upcoming holiday. Include questions on decorations, dishes, gifts, travel plans, traditions and other holiday-related activities. Interview your classmates and present the results to the class. (p. 108)

The students are assigned to prepare some interview questions on the plans that their classmates may have related to the celebration of an upcoming holiday. The questions should be on decorations, dishes, gifts, travel plans, traditions and other holiday-related activities. After writing the questions the students should conduct the interviews and present the results to the class. The task has a number of objectives. The main objective of the task is to check the students' knowledge of the vocabulary related to holidays, the use of the present continuous for future plans and arrangements, and the use of the indefinite pronouns. But it can also help the students improve their interviewing skills and the ability to collect and present information in different formats.

Unit 4.5 Reading

<u>Subunit objective</u>: The students will be able to identify different holiday decorations using the related vocabulary.

1. SPEAKING

Discuss the questions in pairs/groups. (p. 109)

Students' answers

2. 4.11 Listen to the pronunciation of the words in the box and repeat.(p. 109)

The students listen to the pronunciation of the words and repeat.

3. Match the words from Activity 2 with the pictures. Write the words under the correct pictures. (p. 109)

Picture 1: snowflake

Picture 7: bunny

Picture 2: mistletoe

Picture 8: Halloween wreath

Picture 9: ghost figures

Picture 4: Easter egg stand

Picture 10: scarecrow

Picture 5: Witch's Hat and Broom

Picture 11: Santa's sleigh

Picture 6: Christmas wreath

Picture 12: Jack-o'-Lantern

4. Write the words from Activity 2 under the correct column. Which decoration do people use on all three holidays? (p. 109)

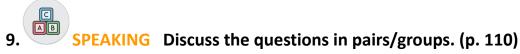
| Christmas Decorations | Easter Decorations | Halloween Decorations |
|--|--|--|
| snowflake mistletoe Santa's sleigh Christmas wreath | bunny Easter wreath Easter egg stand | Halloween wreath ghost figures scarecrow Witch's Hat and Broom Jack-o'-Lantern |

- 5. 4.12 Listen to two people speak about their last holiday decorations. What holiday were they celebrating? Complete the sentences with the holiday names. (p. 109)
- 1. The last holiday our family celebrated was *Halloween*.
- 2. It was *Easter* a few weeks ago and I decided to decorate our house for the holiday.
- 6. ◄ 4.12 Listen again and fill in the blanks with words from Activity 2.(p. 110)
- 1. We bought a few pumpkins, some *ghost figures*, a *Witch's Hat and Broom* and a *Halloween wreath*.
- 2. We made a *scarecrow* ourselves and put it in the backyard.
- 3. We decorated the living room with ghost figures, the <u>Witch's Hat and Broom</u> and the Halloween wreath.
- 4. We bought some chicks, chocolate bunnies and <u>bunny</u> candies, an <u>Easter wreath</u>, and an <u>Easter egg stand</u>.
- 7. Which of the decorations in Activity 3 do you use at home/school on holidays? What other decorations do you use? (p. 110)
 Students' answers may vary.
- 8. Number the paragraphs in the text correctly to learn how the students in Nellie's school decorated it for Christmas. (p. 110)

 6 The school looks awesome and during the breaks you can hear Christmas songs all through the school. It's so amazing!
 3 We put Christmas trees around the school and hung our handmade paper angels and snowflakes from the ceiling.
 4 Also, we stuck our handmade paper figures of Santa and his sleigh, stars and snowflakes, snowmen, hollies and mistletoes and Christmas stockings on the windows.
 1 Hi I'm Nellie. I'm from Artashat in Armenia. I am in the 6-th grade at a public school in Artashat. We always celebrate Christmas at our school and the students themselves decorate the school for the holiday.
 5 We put lights on the Christmas trees and on the walls. Some classes hung Christmas wreaths on their classroom doors.

2 It's Armenian Christmas soon, so, a few days ago we decorated our school's

classrooms and corridors.



Students' answers

10. Do some research and prepare a presentation on Armenian ornaments and decorations for various celebrations. In groups of four, make some of those decorations and ornaments. (p. 110)

The students are assigned to do some research and prepare a presentation on Armenian ornaments and decorations for various celebrations. They are required to make some of those decorations and ornaments in groups of four and show them to the class during the presentations. The main objective of the task is to check the students' knowledge of the vocabulary on holiday decorations and ornaments. In addition, it aims to improve the students' presentation skills and form the culture and values related to reviving Armenian traditional ornaments and decorations as elements of the Armenian identity.

Unit 4.6 English in Use

Subunit objective: The students will be able to speak about holiday shopping using the related vocabulary.



SPEAKING Discuss the questions in pairs/groups. (p. 111)

Students' answers

2. Match the words and phrases with their definitions. (p. 111)

- 1. to pay f. to give money to buy something
- e. things that people buy or sell 2. goods
- 3. crowded b. full of people
- 4. discount a. lower price than usual, a sale
- 5. cheap d. costing little money
- c. to put on clothes/shoes to see if they fit 6. try on

Adapted from: Oxford Advanced American Dictionary for Learners of English

3. 4.13 Listen to Nare speak about shopping during different holidays and decide who she usually goes shopping with. (p. 111)

She usually goes shopping for holidays with her mom. But sometimes, especially when she wants to buy gifts for her classmates or things for a school event. she goes shopping with her friends.

4. 4.13 Listen to Nare again and fill in the blanks. (p. 111)

- 1. You need different *goods* like food and drinks, clothes, decorations, and gifts to celebrate.
- 2. Some people like shopping in small stores, but I like shopping in big malls because you can buy all you need there.
- 3. The bad thing was that the mall was very *crowded* and we stood in line for a long time to pay for the goods or to try on the clothes we wanted to buy.
- 4. There were *discounts* on the goods and we bought almost everything *cheaper* than usual.

5. Compare your shopping habits with that of Nare's. What is similar and what is different? Complete the table below. (p. 111)

Students' answers may vary.



Students' answers

7. Match the words with the pictures. Write the words under the pictures. (p. 112)

Picture 1: picture frame

Picture 2: scarf

Picture 3: bracelet

Picture 4: gloves

Picture 5: sweater

8. (4) 4.14 Listen to Narek, Ani and Mary speak about their shopping for gifts. What kind of shopping did they do? Write the person's name next to the shopping type. (p. 112)

At a fair <u>Mary</u> Online <u>Narek</u> At a mall <u>Ani</u>

- 9. 4.14 Listen to Narek, Ani and Mary again and complete the missing information. Write the missing items and the people's names. (p. 112)
- 1. Narek bought a <u>book</u> for Mariam, a pair of <u>gloves</u> for Aram, a cup for <u>Davit</u> and a sweater for himself.
- 2. Ani bought a scarf for <u>her mom</u>, a <u>teddy bear</u> for her little cousin Arev and some picture frames for her friend *Seda*.
- 3. Mary bought her friend Hasmik a <u>bracelet</u>, her classmate <u>Edgar</u> a nice cap and her cousin Anahit a cute <u>bag</u>.
- 10. 4.14 Listen to Narek, Ani and Mary again and fill in the blanks with words ending in -self/-selves. (p. 112)
- 1. In the end, I bought a sweater for myself.

- 2. She taught *herself* to take photos last year.
- 3. We bought gifts for others and got ourselves some nice things too.

11. Match the two halves of the sentences. (p. 113)

- 1. My friend Lina made <u>e)</u> herself a witch's hat and broom for Halloween.
- 2. My cousin Anahit and I bought c) ourselves chocolate bunnies for Easter.
- 3. Our neighbors Mr. and Mrs. Brown b) made themselves turkey for Thanksgiving.
- 4. My classmate Edgar drew <u>a)</u> himself some ghost figures on Halloween.
- 5. I bought d) myself and my sister heart chocolates on Valentine's Day.

12 What was the last thing you/your friend made for yourself/himself/herself on a holiday? Describe what you or your friend did. (p. 113)

Students' answers

13. Write a short paragraph on the last shopping you did for a holiday. Did you buy any gifts? (p. 113)

The students are assigned to write a short paragraph on the last shopping they did for a holiday. They are required to write whether they bought anything or not, and if yes, what it was. If they didn't buy anything, they should write about why they didn't. The objective of the task is to check the students' ability to use the related vocabulary to describe their shopping habits for holidays.

Unit 4.7 Writing

Subunit objective: The students will be able to make cards for their friends and family members and write holiday greetings and wishes for them.

SPEAKING Discuss the questions in pairs/groups. (p. 114)

Students' answers

2. Match the two halves of the sentences to make greetings and wishes. (p. 114)

1. Wishing you all the c) love. Have a happy Valentine's!

<u>d)</u> you as my friend. Wishing you a wonderful 2. This Thanksgiving, I'm thankful to have

3. Wishing you a Happy New Year filled a) with new learning, love, happiness and sm

4. Have a Christmas as fun e) and wonderful as your favorite books!

5. May your Easter basket be filled with b) joy, happiness, and peace, now and always

3. What holiday are each of the greetings/wishes for? Write the names of the holidays. (p. 114)

- 1. Valentine's Day
- 2. Thanksgiving
- 3. *New Year*
- 4. Christmas
- 5. *Easter*

4. Complete the greetings and wishes with the words/expressions below.(p. 114) (2x) May (2x)

- 1. Happy Easter! Enjoy the love and happiness with your family!
- 2. May the new year bring lots of happiness and smiles. Happy New Year!
- 3. Wishing the best Valentine's day to the best friend ever!
- 4. Merry Christmas! May your day be filled with fairy tale magic and wonder.
- 5. May Santa bring you toys, happiness, and the magic of Christmas. Merry

Christmas!

6. Wishing you a holiday season full of adventures and sweet surprises!

5. Match the words/phrases with their definitions. (p. 115)

- 1. dried flowers \underline{d} flowers that have no water in them
- 2. cardboard <u>e)</u> very thick paper
- 3. to glue \underline{a} to join together with something sticky
- 4. shiny <u>c)</u> bright
- 5. golden \underline{b} with the color of gold

Adapted from: Oxford Advanced American Dictionary for Learners of English

6. Read the text on how Nellie, Tigran and Mane made holiday cards and fill in the blanks with the words in the box. (p. 115)

Nellie 12: I want to tell you about the holiday cards I prepared for my friends last year. It was spring, so I collected some spring flowers from the fields in our village and dried them. I took some <u>cardboard</u> and cut it into small cards. Then I drew green grass and baskets with eggs and <u>bunnies</u> in them on the cards. In the end I <u>glued</u> the <u>dried</u> flowers and wrote my greetings on the card and gave them to my friends.

Tigran 11: I like giving cards to people on holidays and this year I decided to make funny cards for my classmates myself. I had some orange cardboard at home, so I cut it into small cards. I bought some pictures of Jack-o'-Lanterns, <u>scarecrows</u>, Witches Hats and Brooms, and <u>ghost figures</u>, and stuck them on the cards. I wrote some funny greetings on the cards and gave them to my friends. They had a lot of fun reading the greetings.

Mane 12: I love drawing and whenever I want to give someone a holiday card I make it myself and draw pictures on it. This year I prepared cards for my cousins. On one card I drew a big tree decorated with lights, <u>shiny</u> and colorful balls and big golden flowers. On the second card I drew Santa on his <u>sleigh</u> riding through the snow. On a third card I drew a big clock showing 12 a.m. with shiny <u>fireworks</u> around it. When I finished drawing, I wrote my greetings and glued the cards to my cousins' gifts.

7. Read the text again and decide what holiday each person's card was for. (p. 115)

Nellie's card: <u>Faster</u> Tigran's card: <u>Halloween</u> Mane's card: <u>New Year</u>

8. Read the greetings below and decide who from Activity 6 wrote them. Write the person's name next to the greeting. (p. 115)

Happy Halloween! May the monsters appear and the candy disappear! <u>Tigran</u>

Hoping your Easter is filled with the sweetest things! <u>Nellie</u>

Sending you lots of love and warm wishes this New Year. May you find greater success and joys in the coming year.

Mane

9.

SPEAKING Work in pairs/groups. (p. 116)

The students work in pairs/groups and make a card for one of their friends on an upcoming holiday. The teacher provides the students with the necessary items or asks the students to have the items on that day. They make the card and present the making process to the class using the related vocabulary. This activity aims to highlight the idea that what you make for someone is of great value.

10.

Make a Christmas/New Year/Easter card with a greeting in it. (p. 116)

The students are assigned to make a Christmas/New Year/Easter card and write a holiday greeting/wish in it using the related vocabulary. The objective of the task is to check the students' ability to use the relevant vocabulary and to foster their creativity.

Unit 4.8 Speaking

<u>Subunit objective</u>: The students will be able to talk about their preferred weather for celebrating holidays and how the weather may affect holidays/celebrations using the related vocabulary.

1. AB

SPEAKING Discuss the questions in pairs/groups. (p. 117)

Student answers

2. (p. 117) 4.15 Listen to the pronunciation of the words in the box and repeat.

The students listen to the pronunciation of the words and repeat.

- 3. Match the words with their definitions. Write a-g next to the words. (p.117)
- 1. foggy d. gray weather because of fog
- 2. mild f. not very cold, pleasant weather
- 3. freezing g. very cold
- 4. clear b. sky with no clouds
- 5. humid c. warm and wet weather
- 6. dry a. with no rain
- 7. thunderstorm e. storm with thunder and lightning and usually heavy rain

Adapted from: Oxford Advanced American Dictionary for Learners of English

4. 4.16 Listen to Artak and Lily speak about their holiday celebrations. What holidays were each of them celebrating?(p. 117)

Artak was celebrating Vardavar.

Lily was celebrating Barekendan.

1. T 2. F 3. F 4. T 5. T 6. F 7. T

5. SPEAKING Work in pairs/groups. (p.117)

Students' answers

6. Write a short text on a time when the weather made you change your holiday celebration plans. What did you do to use the weather change as an opportunity to have more fun? (p. 118)

The students are assigned to use the related vocabulary to write a short text on a time when the weather made them change their holiday celebration plans. They should describe the situation and say what they did to use the weather change as an opportunity to have more fun. If they haven't had such an experience, they may write about such an experience in their friend's relative's life or just create an imaginary story about such an experience. The objective of the task is to check the students' ability to use the weather related vocabulary and to help the students improve their critical thinking and problem-solving abilities.

Unit Review

Vocabulary and Reading

- 1. Read the text and choose the correct option. (p. 119)
- 1. b) plan
- 2. b) celebration
- 3. a) decorate
- 4. c) cards

LISTENING

- 2. 4.17 Listen to Lucy talk about her New Year's Eve celebration in Republic Square in Yerevan and fill in the blanks with the words from the box. (p. 120)
- 1. Last Year I celebrated the *New Year* in Yerevan with my relatives.
- 2. On New Year's *Eve* we went to Republic Square in the city center.
- 3. The square was decorated with colorful *lights*.
- 4. Suddenly the big clock on the square showed twelve and there were *fireworks*.
- 5. All the people were giving each other hugs and expressing good wishes.

GRAMMAR

- 3.Fill in the blanks with <u>some</u>, <u>any</u>, <u>no</u>, <u>every</u> or words formed by them. (p. 120) Possible answers
- 1. My classmate Davit writes <u>some/no</u> funny wishes in Thanksgiving cards.
- 2. My friend Sona's class gathers at *some* place to celebrate a holiday.
- 3. When there is a holiday at our school *everybody/everyone* makes a dish.
- 4. <u>Some</u> of my friends like to travel to other countries on holidays.
- 5. We ate all the food at our Easter celebration. There was <u>nothing</u> on the tables after it.



SPEAKING Work in pairs/groups. (p. 120)

Students' answers

Unit 5: Birthplace/Homeland

Unit 5.1

Vocabulary

Subunit objective: The students will be able to identify different symbols of Armenia and describe them.

SPEAKING Discuss the questions in pairs/groups. (p. 122)

Students' answers

- 2. (p. 122) Students listen to the pronunciation of the words and repeat.
- 3. Match the words and phrases in the box with the pictures. (p. 122)
- 1. a national flag
- 2. a national symbol
- 3. a state coat of arms

- 4. a national currency
- 5. a monument
- 6. a capital
- 4. Fill in the blanks with the words in the box. (p. 122)
- 1. "Mer Hayrenik" is the national anthem of Armenia.
- 2. You can see Mount Ararat on Armenia's coat of arms.
- 3. Armenia's *currency* is called the Armenian Dram.
- 4. Yerevan is the *capital* of Armenia.
- 5. A country's symbols are its emblems.
- 5. Read the text and decide what symbol of Armenia it describes. (p. 123) It describes Armenia's national flag.

6. 5.2 Listen to the pronunciation of the words. Write them under the correct

column. (p. 123)

| • | •• | •• | ••• | •••• |
|-----------------------------------|---------------------|------------------|-----------|--------------|
| faith dough reed stretch | highland freedom | adopt cushion | existence | independence |

7. Match the highlighted words from the text with the definitions 1-5.(p. 123)

1. to start using officially <u>to adopt</u>

2. a strong religious belief/trust in God <u>faith</u>

3. being free <u>freedom</u>

4. an area with hills and mountains <u>highland</u>

5. being free from another person, thing, or country <u>independence</u>

Adapted from: Oxford Advanced American Dictionary for Learners of English

8. Read the text again and choose true (T) or false (F).(p. 123)

1. F 2. T 3. T 4. T 5. F

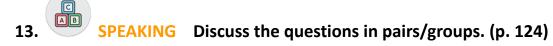
- 9. Match the words 1-5 with the pictures a-e. (p. 124)
- 1. dough e
- 2. cushion b
- 3. tonir d
- 4. reed a
- 5. wedding c
- 10. (5.3 Listen to texts about Armenian symbols. Fill in the blanks with the words from Activity 9. (p. 124)
- 1. They mix wheat flour and water to prepare a simple *dough*.
- 2. They stretch it over a special *cushion* and stick it to the wall of a *tonir*.
- 3. The <u>reed</u> is the part you blow into.
- 4. It is used in traditional songs and dances, and events like *weddings*.

11. ■ 5.3 Listen again and write Lavash or Duduk next to the sentences. (p. 124)

- 1. It is the Armenian National Musical instrument. *Duduk*
- 2. It is the Armenian National bread. Lavash
- 3. Women make it in a tonir. *Lavash*
- 4. You eat it with greens, cheese or meat. *Lavash*
- 5. People have played it since the days of Tigranes the Great. <u>Duduk</u>
- 6. Making it helps families and communities stay close. *Lavash*

12. Answer the questions about Lavash and Duduk. (p. 124)

- 1. Armenians often eat lavash with local cheeses, greens, or meats.
- 2. In weddings, they put it on the shoulders of the bride and groom to bring good luck.
- 3. (Possible answer. Student answers may vary.) I have participated in making Lavash, but I have not made it myself. I have only watched the women who were making it.
- 4. People usually play Armenian folk music with the Duduk.
- 5. (Possible answer. Student answers may vary.) People play the Duduk during events like weddings, traditional festivals, folk music and dance events.



Students' answers

14. Choose an Armenian national symbol and present it in class. (p. 124)

The students are assigned to present an Armenian national symbol in class. The task has a number of objectives. First, to check the students ability to use the vocabulary related to national symbols properly. Next, to provide the students with the opportunity to improve their research and presentation skills. Then to raise awareness among the students about knowing their national symbols and finally to form the culture and value that Armenian national symbols are part of any Armenian's identity.

Unit 5.2

Grammar

<u>Subunit objective</u>: The students will be able to speak more about different sites in Armenia using the present perfect tense form.



SPEAKING Dis

Discuss the questions in pairs/groups. (p. 125)

Students' answers

2. (p. 125) 5.4 Listen to the pronunciation of the words and mark the stressed syllable.

geo-gra-phic

to **be sit**-u-a-ted

to **bor**-der

ac-cord-ing to

eth-nic

mo-ther tongue

- 3. Choose the correct option to fill in the blanks. (p. 125)
- 1. c. geographic
- 2. a. situated
- 3. c. borders
- 4. c. according
- 5. c. ethnic
- 6. b. mother
- 4. 5.5 Listen to Tigran and Aram talk about their project about Armenia and fill in the blanks. (p. 125)
- 1. I have done research and found some <u>geographic</u> facts about Armenia: 'Armenia <u>situated</u> in western Asia, in the northeastern part of the Armenian Highland. Its area is 29743 km2.'
- 2. To the north, Armenia <u>borders</u> Georgia, to the east Azerbaijan, to the southeast Iran and to the west Turkey.

- 3. <u>According to</u> the information from January 1, 2023, Armenia's population is 2.976.800 people.
- 4. Other ethnic groups that live in Armenia speak their *mother tongue*.
- 5. I have one more thing to add and it's about Armenia' s *currency*, the Armenian Dram.

5. 5.5 Listen to Tigran and Aram again. Match the two halves of the sentences. (p. 126)

1. We have already done c) projects and we can do this too.

2. We haven't done d) a project like this in English.

3. We have learned e) many things about Armenia during our Geography lessons.

4. I have looked up f) some geographic information about Armenia.

5. I have found a) information about the countries around Armenia.

6. Have you found b) any information about Armenia's population yet?

6. 5.5 Listen again and complete the table with the correct information. (p. 127)

| Armenia's location | Official language | Other languages | Capital city |
|--|---------------------|--|------------------|
| western Asia, in the northeastern part of the Armenian Highland | Armenian | Russian English French German | Yerevan |
| | | | |
| Armenia's population | Armenia's neighbors | Armenia's currency | Number of marzes |

7. Complete the sentences with have/haven't/has/hasn't. (p. 127)

- 1. Our teacher *has* asked us to learn the Armenian National anthem.
- 2. My Facebook friend Jane <u>hasn't</u> visited Armenia yet.
- 3. Has your cousin Armen visited Matenadaran?
- 4. Some of my classmates *have* done a project on the symbols of Armenia.
- 5. *Has* your school celebrated Independence Day yet?
- 6. I *haven't* been to Lori yet. My friends say it's very beautiful.



Discuss the questions in pairs/groups. (p. 127)

Students' answers

9. Match the places 1-6 in the box with the pictures a-f. (p. 127)

- 1. Armenian Genocide Memorial c
- 2. Yerevan Opera Theater b
- 3. Haghtanak Park e
- 4. Yerevan Republic Square f
- 5. Echmiadzin Cathedral a
- 6. Matenadaran d

10. Read the text and say what it is about in one sentence. (p.128)

Possible answer. Students' answers may vary.

Ani's classmate Nelly is an Armenian from Lebanon, who has come to live in Yerevan for three years, and she has visited some sites in Armenia, because she wants to know Armenia better, but she hasn't visited many other places, so Ani's teacher has planned to take them to different sites while Nelly is in Armenia.

11. Read the text again, underline all the verbs in the present perfect tense and write their base form. (p. 128)

Hi, I'm Ani and I want to tell you about my new classmate, Nelly. She is an Armenian from Lebanon. Recently, Nelly's father <u>has found</u> a job in Yerevan, and they <u>have moved</u> to live in Armenia for three years. Nelly <u>has never been</u> to Armenia before, and she is very excited to be here. So far, Nelly and her family <u>have been</u> to Republic Square in Yerevan and <u>enjoyed</u> the singing fountains. They

<u>have visited</u> the Matenadaran, the Armenian Genocide Memorial, Yerevan Zoo and Haghtanak (Victory) Park. They <u>have gone</u> to Echmiadzin Cathedral, too. Nelly says their family <u>has planned</u> to travel to different regions of Armenia. Besides, our History teacher wants to take us to different historic sites while Nelly is here. I think Nelly will enjoy these trips because she will learn a lot about our homeland, culture and history. And I will get to see them, too!

has found - to find have moved - to move has been - to be have been - to be have enjoyed - to enjoy have visited - to visit have gone - to go has planned to plan

12. Read the text again and decide if the sentences below are true (T) or false (F).(p. 128)

1. F

2. T

3. T

4. T

5. F

6. T



SPEAKING Work in pairs/groups.

Role-Play: In groups, students take a specific role based on the characters or situations in the text, discuss and act it out. (p. 128)

Students' answers

14. Do research on a historical and/or cultural site in Armenia. Prepare a presentation about the site and explain why people should visit it.(p. 128)

The students are assigned to do research on a historical and/or cultural site in Armenia and prepare a presentation about the site and explain why people should visit it. The objective is to improve the students research skills, and also to raise awareness about the importance of knowing one's homeland and valuing its cultural heritage.

Unit 5.3 Listening

<u>Subunit objective</u>: The students will be able to identify Armenian Memorial days/National holidays and the ways people mark and/or celebrate them.

1. AB

SPEAKING Discuss the questions in pairs/groups.(p. 130)

Students' answers

- 2. Match the words 1-4 with the pictures a-d. Find out the date for each. (p. 130)
- 1. Genocide Remembrance Day b April 24
- 2. Independence Day d September 21
- 3. Republic Day c May 28
- 4. Victory Day a May 9
- 3. What are some other Armenian National holidays and/or Memorial days? (p. 130)

Students' answers may vary.

Possible answers

Armenian Army Day January 28

Armenian Constitution Day July 5

4. 5.6 Listen to Artak and Nare talk about Independence Day. How are they going to celebrate the holiday? (p. 130)

Artak's class is going to do a group presentation to mark Independence Day.

- 5. (p.130)
- 1. Our group is going to present facts about the <u>independence</u>, and speak about the <u>symbols</u> of Armenia, such as our national flag, our anthem, and our Coat of Arms.
- 2. What you say means that you want independence and <u>freedom</u> to make <u>decisions</u> about yourself.

3. This makes me feel very *proud*. But it's important to understand that independence also comes with responsibility, and that this is our *homeland* and we must take care of it.

6. ■ 5.6 Listen again and answer the questions below. (p. 130)

1. How does Artak feel about Armenia's independence?

Answer: Artak feels very proud that Armenia is independent and can make decisions about itself alone. But he also understands that independence comes with responsibility and that Armenians should take care of their homeland themselves.

2. Do you have the same feeling? Why/Why not?

Students' answers may vary.



Students' answers

The students make their own plan to celebrate an Armenian national holiday. They decide what they will do, where they will celebrate the holiday, who will join, and any other important details for a great celebration.

8. Do research on an Armenian national holiday or memorial day. Prepare a 3-minute presentation about it and present it to the class. (p. 130)

The students are assigned to do research on an Armenian national holiday or memorial day, prepare a 3-minute presentation about it and present it to the class. Any answer that includes information about the holiday is acceptable. The objective of the task is to help the students improve their research skills, their ability to include relevant and supporting facts and their presentation skills. It also implies that the students will learn to value their national holidays and memorial days as part of their identity.

Unit 5.4 Grammar

Subunit objective: The students will be able to identify cultural heritage sites in Armenia and talk about them using the present perfect tense form.



SPEAKING Discuss the questions in pairs/groups. (p. 131)

Students' answers

2. Match the pictures with the cultural heritage sites in Armenia. (p. 131)

- Picture 1 3. Erebuni Fortress
- Picture 2 4. Remains of Zvartnots Church
- Picture 3 5. Geghard Monastery
- Picture 4 6. Temple of Garni
- Picture 5 1. Monasteries of Haghpat and Sanahin
- Picture 6 2. Echmiadzin Cathedral
- 3. (p.131) 5.7 Listen to the pronunciation of the words in the box and repeat. (p.131) The students listen to the pronunciation of the words and repeat.
- 4. Match the words from Activity 3 with their definitions. (p.131)
- f. a stone structure or underground place where someone is buried 1. tomb
- 2. destroy a. damage so badly that only parts remain
- 3. religious d. connected with religion
- 4. carving b. a shape or pattern cut into wood or stone
- 5. architecture e. the art and study of designing buildings
- 6. earthquake c. shaking of the ground

Adapted from: Oxford Advanced American Dictionary for Learners of English

- 5. 5.8 Listen to the conversation between Ani and Nelly and fill in the blanks with words from Activity 4. (p. 132)
- 1. Geghard Monastery consists of some churches and tombs built into the rock.

- 2. One of the most important items found in the monastery has been the <u>spear</u> that wounded Christ.
- 3. Zvartnots is a 7th century church and people think it is a *masterpiece*.
- 4. There is a plan to rebuild it based on a stone church found during <u>diggings</u> in Ani.
- 5. The *carvings* in Zvartnots show scenes from religious and everyday life.

6. (p. 132)

Example: <u>have got</u>

Example: have got

have found have surfed

has sent

Have been

haven't visited

7. (p. 132) 5.8 Listen again and complete the table. Compare your answers with a peer. (p. 132)

| Cultural site name | Location | Date of building | Important facts about the site |
|----------------------|--|------------------|--|
| Geghard Monastery | Azat Valley in Kotayk Marz | | St. Gregory the Illuminator started building it after Armenians became Christian. |
| Echmiadzin Cathedral | City of Etchmiadzin in Armavir Marz | | It is the religious center of the Armenian people. According to many experts, Echmiadzin Cathedral is the oldest cathedral in Armenia and the oldest Christian cathedral in the world. |
| Zvartnots Church | | 7th century | An earthquake destroyed the Church in the 10th century, |

| | | but there is a plan to rebuild it. The carvings in Zvartnots show religious and everyday life. Zvartnots church also shows the highest level of Armenian architecture's Golden Age. |
|---------------------------------------|-----------|---|
| Monasteries of Haghpat and Sanahin | Lori Marz | They played a very important role in learning during the 10th to the 13th century. These monasteries show the highest level of Armenian religious architecture. |

The teacher can assign the students to do research and find the information that is missing in the text and fill in the relevant cells in the table.

8. SPEAKING

SPEAKING Discuss the questions in pairs/groups. (p. 133)

Students' answers

9. Read the passage and decide how many cultural sites it talks about. (p. 133)

The text is about two cultural sites: the Temple of Garni and the Fortress of Erebuni.

10. Match the highlighted words from the text to match the definitions. (p. 133)

1. people who study old places, people and items <u>archeologists</u>

2. a large strong building to protect a place <u>fortress</u>

3. a building to pray to gods <u>temple</u>

4. exciting <u>impressive</u>

Adapted from: Oxford Advanced American Dictionary for Learners of English

11 Read the text again and decide if these sentences are true (T) or false (F) (p. 133)

1. T 2. F 3. T 4. T 5. T

12. Prepare a presentation about one of the cultural sites in your town/region. (p. 133)

The students are assigned to prepare a presentation about one of the cultural sites in their town/region. They are required to do research and find the relevant information about the site. They are encouraged to find pictures/videos of the site to make the presentation more interesting. Any information about the site is acceptable. The objective of the task is to check the students' knowledge of the related vocabulary and structure and to improve their research skills and their ability to collect, organize and present information.

Unit 5.5 Reading

<u>Subunit objective</u>: The students will be able to identify Armenia's wildlife and natural sites and talk about their importance.

CAB

SPEAKING Discuss the questions in pairs/groups. (p. 135)

Students' answers

- 2. 5.9 Listen to the pronunciation of the words and repeat. (p. 135) The students listen to the pronunciation of the words and repeat.
- 3. Match the pictures with the animal names from Activity 2. (p. 135)

Picture 1: Brown Bear

Picture 2: Caucasian Red Deer

Picture 3: Caucasian Leopard

Picture 4: Bezoar Goat

Picture 5: Eurasian Lynx

Picture 6: Armenian Mouflon

- 4. Read the conversation between Aram and Tigran about the wildlife in Armenia and try to guess the meanings of the highlighted words. Students guess the meanings, then do exercise 5 and check their guessing. (p.135)
- 5. Read the text again and write the highlighted words next to the correct definitions. (p. 136)

1. to stop existing <u>disappear</u>

2. in danger of stopping to be around <u>endangered</u>

3. any living thing that can move around <u>creature</u>

4. kinds or types <u>species</u>

5. all living things in a natural environment <u>wildlife</u>

6. to try to catch and kill animals as a sport or for food <u>hunt</u>

6. Read the text again and correct the sentences. (p. 136)

1. There are only big animals in Armenia's mountains. (incorrect)

There are different types of animals, from big ones that hunt and eat other animals to small creatures in Armenia's mountains. (correct) **OR**

Armenia's mountains are home to many different types of animals, from big ones that hunt and eat other animals to small creatures. (correct)

2. Armenian Mouflon and Brown Bear are endangered because of Armenia's climate. (incorrect)

Armenian Mouflon and Brown Bear are endangered because people have hunted them, or there hasn't been enough food for them, and they have disappeared. (correct)

- 3. You could never see Caucasian Red Deer in Armenia's forests. (incorrect)
 In the past you could often see Caucasian Red Deer in Armenia's forests. (correct)
- 4. Taking care of our homeland's wildlife is not important. (incorrect)

Protecting animals and their homes is super important to help them live, have babies, and grow in number. (correct)

(There are more possible answers)



Discuss the questions in pairs/groups. (p. 136)

Students' answers

- 8. Match the words with their definitions. (p. 136)
 - 1. freshwater d. water that is not salty
 - 2. toxic b. harmful
 - 3. reserve c. something that you keep to use later
 - 4. stream a. a small river

Adapted from: Oxford Advanced American Dictionary for Learners of English

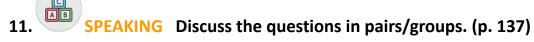
9. 5.10 Listen to the text on Armenia's water resources and name those resources. (p. 137)

Lake Sevan

Lake Arpi

10. $(\sqrt{})$ 5.10 Listen to the text again and tick $(\sqrt{})$ the correct box. (p. 137)

| | Lake Sevan | Lake Arpi |
|--|------------|-----------|
| It is one of the largest freshwater lakes in the world. | V | |
| It is in Shirak Marz and is the second biggest lake in Armenia. | | V |
| It is the second highest lake with freshwater in the world. | $\sqrt{}$ | |
| It is the biggest lake in the South Caucasus and about 1900 meters above sea level. | V | |
| The waters of Yeghnajour River and mountain streams flow into this lake. | | V |
| It is special not only for its water, but also the plants and animals that live there. | V | |



Students' answers

12. Prepare a 3-minute presentation about one of Armenia's natural forests and the wildlife.(p. 137)

The students are assigned to prepare a 3-minute presentation about one of Armenia's natural forests and the wildlife using the related vocabulary. They are required to do some research on the topic, compile information, differentiate between the more important and not so important information and present the ones that they think are the most important. The students should be encouraged to use any visuals, like pictures or videos that may make the presentation more interesting. The activity has a number of objectives such as checking the students ability to use the relevant vocabulary and structure, improving their research and presentation skills as well as their creativity. It also aims to form the culture and value of protecting nature in one's homeland as a means to protect the people and the Earth in general.

Unit 5.6 English in Use

<u>Subunit objective</u>: The students will be able to identify Armenian arts and crafts and speak about them using the related vocabulary.

1. SPEAK

SPEAKING Discuss the questions in pairs/groups. (p. 138)

Students' answers

2. Match the handicrafts with the pictures. (p. 138)

Picture 1: pottery

Picture 2: Khachkar

Picture 3: Taraz

Picture 4: carpet

3. (p. 138)

4. Write the correct word from Activity 3 next to each definition. (p. 138)

1. a way of putting shapes and colors together <u>pattern</u>

2. to give someone hope or help for doing something encourage

3. a person who makes beautiful things by hand <u>craftsman</u>

4. to cut wood or stone to make a picture or shape <u>to carve</u>

5. a very holy person for the Christian church <u>saint</u>

5. 5.12 Listen to Taron and Gevorg talk about Armenian Khachkar (Cross Stone). Decide who wants to learn the craft. (p. 138)

Gevorg wants to learn the craft of carving Khachkars.

6. ■ 5.12 Listen again and choose the best answer. (p. 138)

- 1. c. khachkars
- 2. b. 1.5

- 3. a. Armenian Eternity Sign
- 4. a. 50,000
- 5. c. patterns



SPEAKING Discuss the questions in pairs/groups. (p. 139)

Students' answers

8. Match the words and phrases with the pictures. (p. 139)

Picture 1: fur coat

Picture 2: embroidery

Picture 3: thread

Picture 4: jewelry

Picture 5: belt

9. Read the text and fill in the blanks with words from Activity 8. (p. 139)

Hi, I'm Anahit. Today I will talk about Taraz, the Armenian traditional costume, as a symbol of Armenian art and handicraft. Taraz has been an important part of Armenian culture. It has helped us to keep our national image during history. We have a rich variety of Tarazes because different regions have different types of Tarazes.

There were Tarazes both for men and women. Men wore a shirt, a jacket, <u>fur coat</u>, pants, and a <u>belt</u>. Women wore dresses and jackets made of satin, silk, or velvet. They often decorated their clothes with <u>embroidery</u>. Women of rich families used gold and silver <u>thread</u> to decorate their clothes. They also wore special <u>jewelry</u> that their families passed from one generation to the next.

Today, many Armenian fashion designers use Taraz elements in their designs, showing Armenian people's rich history and culture. Also, folk and national dance groups wear Taraz during their performances and present Armenian history and culture to the world.

10. Read the text again and answer the questions. (p. 140)

1. Why is Taraz important for the Armenian people?

Answer: The Armenian traditional costume Taraz is a symbol of Armenian art and handicraft. It has been an important part of Armenian culture. It has helped us to keep our national image during history.

2. What did Taraz style say about the people that wore it?

Answer: The Taraz styles that people wore showed their region, status and how rich they were.

3. What type of Tarazes did men wear?

Answer: Men wore a shirt, a jacket, fur coat, pants, and a belt.

4. What type of Tarazes did women wear?

Answer: Women wore dresses and jackets made of satin, silk, or velvet.

5. How do the designers use Tarazes nowadays?

Answer: Today, many Armenian fashion designers use Taraz elements in their designs, showing Armenian people's rich history and culture.

11. SPEAKING Work in pairs/groups.

Think of an event during which you or your friends wore Armenian Taraz. Prepare a 3-minute presentation where you should mention what event it was, what kind of Taraz you and your friends wore, and how you felt about wearing it.

(p. 140)

Students' answers may vary.

The students work in pairs/groups. They are given time to think of an event during which they or their friends wore Armenian Taraz. They are assigned to prepare a 3-minute presentation where they should mention what event it was, what kind of Taraz they and their friends wore, and describe their feelings about wearing it.

12. Do some research on an Armenian traditional craft/art and prepare a presentation about it. (p. 140)

The students are assigned to do some research on an Armenian traditional craft/art and prepare a presentation about it using the related vocabulary. They are encouraged to meet masters of that craft/art, do interviews with them, present pictures or videos of the craft/art or bring sample works of that craft/art to the classroom. The activity aims to improve the students' research, interviewing and presentation skills as well as to raise awareness about the importance of traditional Armenian crafts and arts for Armenian culture and identity.

Unit 5.7 Writing

<u>Subunit objective</u>: The students will be able to write an informal email to a friend and tell him/her about the Armenian cultural/art festivals.



SPEAKING Discuss the questions in pairs/groups. (p. 141)

Students' answers

2. (p. 141) 5.13 Listen to the pronunciation of the words and mark the stressed syllable.

ex-hi-**bi**-tion

mix-ture

ex-press

prize

ru-ral

per-for-mance

3. Match the words with their definitions. (p. 141)

1. to express f. to say or show how you think or feel

2. exhibition d. a collection of things that are shown to people

3. mixture a. the act of mixing two or more things together

4. prize e. something that you give to a person who wins a game, race, etc.

5. performance b. the act of performing a play, concert

6. rural c. connected with the country, not the city

Adapted from: Oxford Advanced American Dictionary for Learners of English

4. 5.14 Listen to the texts on two festivals in Yerevan and write their names.

(p. 141)

Text 1: TARAZFest Text 2: Rural Life and Traditions Festival

5. 5.14 Listen to the texts again and decide where you can do what. Write the correct festival name next to the sentence/phrase. (p. 141)

| You can | |
|--|------------------------------------|
| learn about the Armenian Traditional Costume | TARAZFest |
| see different ethnic groups | TARAZFest |
| buy food products | Rural Life and Traditions Festival |
| see farmers and companies | Rural Life and Traditions Festival |
| see traditional clothes from different countries | TARAZFest |
| traditional concert of folk singers, musicians, and groups | Rural Life and Traditions Festival |
| listen to ethno-style music and dancing | TARAZFest |
| buy handcrafted products | Rural Life and Traditions Festival |



SPEAKING Discuss the question in pairs/groups. (p. 142)

Students' answers

7. Read Ani's email to her friend Kate from Boston and decide what festival Ani wrote about in her email. (p. 142)

Ani wrote to Kate about the Armenian traditional festival of Tsaghkazard, which means "decorated with flowers."

8. Read Ani's email again and decide if the sentences are true (T) or false (F). (p. 142)

- 1. F
- 2. T
- 3. T
- 4. F
- 5. F



SPEAKING Discuss the questions in pairs/groups. (p. 142)

Students' answers

10. Write a short email to a friend/relative in another country and tell him/her about an Armenian festival. (p. 142)

The students are assigned to write a short email to a friend/relative in another country and tell him/her about an Armenian festival. The students are encouraged to do some research to be able to provide accurate information about the festival, thus improving their research skills. They are required to use the related vocabulary to build and present their work. The activity aims to improve the students' linguistic knowledge and skills and to suggest the importance of knowing the Armenian culture and traditions and being able to introduce them to people around the world.

Unit 5.8 Speaking

<u>Subunit objective</u>: The students will be able to identify famous Armenians and talk about their work using the related vocabulary.

1.

SPEAKING Discuss the questions in pairs/groups. (p. 143)

Students' answers

2. (p. 143) 5.15 Listen to the pronunciation of the words and repeat. (p. 143) The students listen to the pronunciation of the words and repeat.

3. Write the correct word from Activity 2 next to the definitions below. (p. 143)

1. to reach more people or cover a larger area <u>spread</u>

2. to create something new <u>to invent</u>

3. more than two but not many <u>several</u>

4. to help or encourage someone <u>to support</u>

5. a person from or the language of Greece <u>Greek</u>

6. the holy book of the Christians <u>Bible</u>

4. Read the text and fill in the blanks with words from Activity 2. (p. 143)

Saint Mesrop Mashtots was born in 360 CE in Hatsik village of Taron Province in the Kingdom of Armenia. He <u>invented</u> the Armenian alphabet in 405 and played a big role in creating Armenia's golden age of Christian literature. He is a saint in <u>several</u> churches.

Mesrop <u>spread</u> Christianity in all parts of Armenia. King Vramshapuh <u>supported</u> him in creating the 36 letters of the Armenian alphabet. He used this alphabet to translate the first Armenian <u>Bible</u>, the "Mesropian" Bible, from <u>Greek</u> in 410 CE.

Later, he translated more parts of the Bible. He died on February 17, 440 CE. Mashtots and his students created great works in Christian Literature that are now part of world cultural heritage.

5. Read the text again and write the things that Mesrop Mashtots has done in the order of importance for you. Explain. (p. 143)

Students' answers



SPEAKING Discuss the questions in pairs/groups. (p. 143)

Students' answers

7. Match the words with their definitions. (p. 144)

1. ancestor d. a family member from long ago

2. diplomat c. a country's representative in a foreign city

3. ambassador f. a person whose job is to live in a foreign country and represent

their own country

4. charming e. very pleasant or attractive

5. to impress b. to make someone like and respect you

6. vote a. choose by writing or raising hand

8. 5.16 Listen to a text about an important Armenian and decide if it was a man or woman. (p. 144)

The text is about a woman named Diana Abgar.

9. 5.16 Listen to the text again and match the two halves of the sentences. (p. 144)

1. Diana Abgar was born in Rangoon, e. Burma on 17 October 1859.

2. Diana's ancestors were d. Armenians from New Julfa

3. She was the Ambassador of the First f. Republic of Armenia to Japan and the Far

East in 1919-20.

4. She was very charming and impressed b. everybody wherever she went.

5. She started presenting herself as Diana c. Abgar after getting married to Michael

Abgarian.

6. Diana Abgar wrote many important books, poems,

a. and letters about the sufferings of the Armenian people.



SPEAKING Discuss the questions in pairs/groups. (p. 144)

Students' answers

11. Do some research about a world famous Armenian artist, scientist or sportsperson who has done something important in their field. Present their works to the class. (p. 144)

The students are assigned to do some research about a world famous Armenian artist, scientist or sportsperson who has done something important in their field and present their works to the class. The students are required to use the related vocabulary to make their presentation and can use any visuals that they think will be necessary to present their work. The objective of the task is to improve the students' linguistic and research abilities and skills as well as to suggest the idea that it is important to know the Armenians who have done something important for their nation and the world.

Unit Review

Vocabulary and Reading

- 1. Read the dialogue and decide if the statements below are true (T) or false (F). (p. 146)
- 1. T
- 2. F
- 3. T
- 4. F
- 5. T
- 2. Choose the correct form of the verb. (p. 147)
- 1. b. have done
- 2. c. has been
- 3. a. have ... dreamed
- 4. b. have created
- 5. a. has lost



SPEAKING Discuss the questions in pairs/groups. (p. 147)

Unit 6: Exploring English Across English-Speaking Lands Unit 6.1 Vocabulary

<u>Subunit objective</u>: The students will be able to identify the symbols of the largest speaking countries and say what they show.



Discuss the questions in pairs/groups. (p. 149)

Students' answers.

- 2. (p.149) 6.1 Listen to the names of the largest English speaking countries and repeat. The students listen to the pronunciation of the names of the countries and repeat. (p.149)
- 3. Write the names of the countries from Activity 2 under the correct flag. (p 149)
- 1. Canada
- 2. The United States of America
- 3. Australia
- 4. The United Kingdom
- 5. New Zealand
- 4. (a) 6.2 Listen to Hasmik and Sona talk about how popular English is around the world and decide what they think they should do. (p.149) Students' answers

They think they should improve their English skills and gain knowledge about English-speaking countries.

- 5. 6.2 Listen again and write the correct phrase from the box next to the definitions below. (p. 149)
 - 1.b
- 2.c
- 3.a
- 6. (p.150) 6.2 Listen again and complete the table with the correct information.

- 1. How many countries do people speak English in? More than 85 countries
- 2.What percentage speak English as their first language? -26 %
- 3. What percentage speak English as their second language? -74%
- 4. What language are more and more schools teaching as a foreign language? English
- 5. What are the largest countries where people speak English as their first language?
- -United States of America, the United Kingdom, Canada, Australia, and New Zealand
- 7. 6.2 Listen again. Tick () if the statement is correct and correct the wrong ones. (p.150)
- 1. Around 1.5 million people speak English in the world. (Incorrect)

Around 1.46 billion people speak English in the world.

- 2. English is only the language of technology. (Incorrect)
- English is the language of science, technology, business, and many other fields.
- 3. Sona wants to learn English better to communicate with people of her age from around the world. (Correct)
- 4. The United States of America, the United Kingdom, Canada, Australia, and New Zealand are the largest English speaking countries. (Correct)
- 5. Hasmik thinks there is no need to learn about English speaking countries. (Incorrect) She has decided to ask her English teacher to teach them more about those countries.



Discuss the questions in pairs/groups. (p.150)

Students' answers

9. Match the names of the symbols with the pictures below and write the name of the countries. (p.150)

The Statue of Liberty - The United States of America Silver Fern - New Zealand Ice Hockey - Canada A koala - Australia Big Ben - The United Kingdom

10. Match the words with their definitions. (p. 151)

- 1. A harbor e) a place where ships can stay safely in the water near the coast
- 2. A story f) a level of a building, floor
- 3. A step a) an area you put your foot to go up or down
- 4. A pond d) a small area of water, usually in parks
- 5. A gum tree b) a tree in Australia that produces oil with a strong smell
- 6. A sign c) a mark or symbol used to show something

11. Read the texts and fill in the blanks with the words from Activity 10. Write the name of the symbol for each text. (p.151)

Statue of Liberty

It was a gift from France to the USA for its 100th birthday. It's really tall, like a 15-<u>story</u> building. They finished it in 21 years, and in 1886, they put it up in New York <u>harbor</u>. Since then, it has welcomed many immigrants to the United States.

B. Big Ben

It is in the clock tower of the Parliament building in London. The tower is a well-known place, and the clock is always on time. The tower is also called the Elizabeth Tower and it's very tall with lots of <u>steps</u>. The British Parliament named it after Queen Elizabeth II because she served the country for more than 69 years.

c. *Ice Hockey*

It is Canada's favorite winter game. It started in Montreal in the end of the 1800s and became famous all over Canada. It's fast and fun to watch. Canadians of all ages play it indoors and on frozen *ponds*. It's even on the Canadian 5-dollar. It is a big part of Canada's history and brings people together.

d. Koala

It is a famous symbol of Australia. Everybody in the world knows their soft gray fur and relaxed lifestyle. In Australia you can see it in a *gum tree* eating leaves. They have been very important for native Australians for thousands of years. But the Europeans who came to live in Australia only understood their importance for the country's environment 150 years later.

e. Silver Fern

It has been a famous symbol of New Zealand since the 1880s. For Maori people, who were the first to come to live in New Zealand, it is <u>a sign</u> of power. For those who came from Europe it is a symbol of connection to their homeland. You can find it only in New Zealand, and you can see it on many official things like the \$1 coin and the country's coat of arms.



Discuss the questions in pairs/groups. (p.152)

13. Do some research on other symbols of the English speaking countries above and write a short text on a symbol. (p.152)

The students are assigned to do some research on other symbols of the English speaking countries above and write a short text on a symbol. Any information is acceptable as long as it is about symbols and their significance. An example is provided, the aim of this activity is to guide the students to do research and find key information, as well as to better differentiate the main idea of any text.

Unit 6.2 Grammar

<u>Subunit objective</u>: The students will be able to speak about the largest English speaking countries using the Present Perfect.



Discuss the questions in pairs/groups. (p.153)

Students' answers

2. (p.153) 6.3 Listen to Anna and Mariam talk about their English class and decide what they are going to discuss at their next lesson. (p.153)

The students are going to discuss the largest English speaking countries.

- 3. (6.3 Listen to Anna and Mariam again, and fill in the blanks with the words in the box. (p.153)
- 1. We have had English *since* Grade 3.
- 2. Have you found anything about those countries yet?
- 3. I have <u>already</u> read about the US and written down some important facts about this country.
- 4. I have <u>just</u> found some information that says people spoke English in the US about four centuries ago.
- 5. I haven't read anything about the UK vet.
- 6. I haven't done anything *for* the past few days.

Grammar Reference

We often use **already** and **just** with the present perfect tense form to talk about things that happened in the past and we have present results.

Already and just come after have/has.

We use **yet at the end of questions and negative sentences** in the present perfect tense form.

We use **since** and **for** with the present perfect tense form to talk about something that started in the past and continues in the present.

Since and for come before the adverb of time.

4. (p.154) 6.4 Listen to the pronunciation of the words in the following sentences and practice. (p.154)

The students listen to the pronunciation of the words and repeat.

5. Match the words with their definitions. (p.154)

- 1. pound sterling d. the currency that people use in the UK
- 2. region e. a part of a country or of the world
- 3. whole b. complete
- 4. continent a. one of the 7 parts of the world, such as Europe, Asia, Antarctica, etc.
- 5. island c. a piece of land with water all around it

6. (F). (p.154)

- The capital of the USA is New York.
 People speak only English in the United kingdom.
 The money people use in Canada is the U.S. dollar.
 The population of Australia is very large.
 People speak English and French in New Zealand.
- 7. (p. 154)
- 1. How long have people spoken English in the USA?

People have spoken English in the USA for about four centuries.

2. Since when has Northern Ireland been part of the UK?

Northern Ireland joined Great Britain in 1801.

3. How long have people spoken English in the UK?

People have spoken English there since the 5th century.

4. How long have people spoken English in Canada?

People have spoken English in Canada since the 17th century.

5. How long have people spoken English in Australia?

People have spoken it for more than 200 years.

6. Since when have people spoken English in New Zealand?

People have spoken English in New Zealand since the 19th century.

8. (p.155) 6.5 Listen to the texts again and fill in the table with the correct information.

1. The country with the largest/smallest area The US 9,826,630 km²

2. The country with the largest/smallest population.

330 million in the US/ New Zealand 4.5 million

3. The country where people have spoken English the longest/shortest.

The UK (since 5th century)/Australia(200 years)

4. The country/ies where people speak two or more languages.

Canada (English and French)

The United Kingdom (English, Gaelic, Welsh, Irish)

5. The country/ies that is/are famous for beautiful wildlife and friendly people

Australia (known for kangaroos, koalas, and friendly people)

New Zealand (known for beautiful natural sites and friendly people)



Discuss the questions in pairs/groups. (p.155)

Students' answers

10. Arrange the words correctly to make up sentences about English speaking countries. (p.155)

- 1. America hasn't had a lady president yet.
- 2. America has been a big leader in movies for a long time.
- 3. The UK has been famous for movies and music for many years.
- 4. The USA has just turned 248 years old in 2024!
- 5. Canada has already celebrated its 155th birthday!

11. Find information about a recent event in one of the countries in Activity 10. Make a poster and present it in class. (p.155)

Students are assigned to find information about a recent event in one of the countries in Activity 10. Make a poster and present it in class. The objective of this task is to push them to individual/group work where they meet the deadlines and the use of the Present Perfect tense is very much appreciated.

Unit 6.3

Listening

<u>Subunit objective</u>: The students will be able to listen to detailed information and identify some cultural sites in the USA.

1. SPEAKING

Discuss the questions in pairs/groups. (p.156)

Students' answers

2. (p.156) 6.6 Listen to the pronunciation of the words and mark the stressed syllable. (p.156)

con-sti-tu-tion mound stat-ue huge

gorge deep rock dec-la-ra-tion

3. Match the words with their definitions. (p.156)

mound - e) a small hill

- 1. constitution f) a set of rules that says how a country is run
- 2. a statue a) a figure of a person or an animal that is of stone, metal, wood, etc.
- 3. huge c) very big
- 4. to sign b) to write your name on a document, letter, etc.
- 5. declaration d) saying something officially

4. ■ 6.7 Listen to three conversations about sites in the US and decide what site each conversation is about. (p.156)

- 1. Cahokia Mounds
- 2. Independence Hall in Philadelphia.
- 3. Lincoln Memorial in Washington

5. • 6.7 Listen again and fill in the blanks with the words from Activity 3. Make any necessary changes (p.156)

- 1. Have you heard about the Cahokia Mounds?
- 2. There was this <u>huge</u> hill called Monks Mound.
- 3. In 1776 they <u>signed</u> the Declaration of Independence and in 1787, the <u>Constitution</u> of the United States.
- 4. It has a huge statue of Lincoln sitting on a big chair.

6. ■ 6.7 Listen again and number the statements in the order you hear the information. (p.157)

- <u>3</u> American leaders signed important papers at Independence Hall in Philadelphia.
- _5_ Lincoln Memorial in Washington, D.C. was made in the memory of Abraham Lincoln
- <u>1</u> Cahokia Mounds are at an ancient place near St. Louis, Missouri.
- <u>4</u> Many countries around the world have used those papers to make their own laws.
- <u>6</u> Martin Luther King, an activist for equal rights, gave a famous speech at Lincoln Memorial.
- 2 When the place was really busy, around 10,000 to 20,000 people lived there.
- 7. SPEAKING Discuss the questions in pairs/groups. (p.157)
- 8. Write the name of the site under the correct picture. (p.157)
 - 1. Redwood National Park

- 2. Grand canyon National Park
- 3. Olympic National Park
- 9. (p.157) 6.8 Listen to the information about three natural sites in the US and check your answers to Activity 8. (p.157) Students' answers
- 10. Match the words in the box with the pictures. (p.158)
 - 1. Brown pelican
 - 2. Gorge
 - 3. Sea lion
 - 4. Bald eagle
 - 5. Rock
 - 6. Owl
- 11. (p.158)
- 1. b. gorge
- 2. c. rocks
- 3. a. owls
- 4. b. sea lions ... brown pelicans
- b) Students' answers



Discuss the questions in pairs/groups. (p.158)

13. Do some research on a site in the US and write a story on your imaginary trip to that site. (p.158)

Students are assigned to do some research on a site in the US and write a story on their imaginary trip to that site. The objective of this activity is to expand their knowledge on the US sites and further develop their listening and speaking skills, as well as to foster their creativity.

Unit 6.4 Grammar

<u>Subunit objective</u>: The students will be able to talk about the sites in the UK and Canada using connecting words.



SPEAKING Discuss the questions in pairs/groups. (p. 159)

Students' answers

2. (p.159)

3. Match the words with their definitions. (p.159)

| 1. a conqueror | c. someone who takes control of a country or city and its people by force |
|----------------|---|
| 2. to defeat | d. to win against someone in a fight or game |
| 3. a battle | e. a fight between armies in a war |
| 4. a castle | b. a large building built long ago to keep people safe from attack |
| 5. a palace | f. the official home of a king or queen |
| 6. a prison | a. place where criminals must stay as a punishment |

4. • 6.10 Listen to Davit and Gohar talk about the Tower of London and fill in the blanks with the words from Activity 2. (p. 159)

- 1. Isn't that a big *castle* in England?
- 2. In 1066, after William the <u>Conqueror</u> defeated the English King Harold Godwinson at the <u>Battle</u> of Hastings, he built the Tower of London.
- 3. In fact, it served as a *palace* and now it's a museum.
- 4. Didn't they use it as a prison too?

5. • 6.10 Listen to Davit and Gohar again and connect the two halves of the sentences. (p.159)

- 1. He built the Tower of London so that he could control the area better.
- 2. It's a popular place for tourists because everyone wants to see the Tower of London.

- 3. It served as a palace and now it's a museum.
- 6. (a) 6.10 Listen to Davit and Gohar again. Imagine what the tower of London looked/looks like as a palace, prison, or museum, and write a short text about it. Use linking words to connect your ideas. (p.160)

Students' answers



SPEAKING Discuss the questions in pairs/groups. (p.160)

Students' answers

8. Read the text on Niagara Falls and replace the highlighted words/phrases with the following words. (p.160)

Niagara Falls is in the heart of North America and one of the amazing wonders of the world. It is a group of many waterfalls next to each other on the Niagara River, which flows between New York in the United States and Ontario in Canada.

Goat Island divides the falls into two main parts. The biggest part of the falls, Horseshoe Falls, is in Canada. It got its name because it's **curved** like a horseshoe. On the other side of the border is the smaller American Falls.

Every minute, thousands of tons of water from the powerful Niagara River fall over the cliffs of Niagara Falls. The flow of water can vary throughout the day and the year. Some of the river's water goes into big tunnels. These tunnels go to the **power plants**. They use the power of the water to make electricity for nearby places. The United States and Canada both take care of the Niagara River and the falls. Niagara Falls stands as a special symbol of nature's beauty and human creativity. It attracts visitors with its majestic beauty and is a reminder of the friendly relationship between nature and humanity.

9. Read the text again. Tick () the sentences that are correct and correct the wrong ones. (p.161)

- 1. Niagara Falls is between Canada and Greenland. the United States
- 2. Very little water from Niagara River flows over the cliffs of Niagara Falls.

It is a group of many waterfalls next to each other on the Niagara River.

- 3. The Horseshoe Falls is in Canada. *Correct*
- 4. The water flows equally during different times of day and the year.

The flow of water can vary throughout the day and the year.

5. People use the water from the falls to make electricity. *Correct*

6. Only Canada takes care of Niagara Falls.

The United States and Canada both take care of the Niagara River and the falls.

10.Read the text again and decide why Niagara Falls is an important site for the world. Give reasons to explain your answer. (p.161)

Read the text again and decide why Niagara Falls is an important site for the world. Give reasons to explain your answer.

Students' answers

Possible answers would include:

- 1. Natural Wonder
- 2. Hydroelectric Power Generator
- 3. Cultural and symbolic significance.

11. SPEAKING Discuss the questions in pairs/groups. (p.161) Students' answers

12. Do some research on famous waterfalls in Armenia and compare one with Niagara Falls. Present your findings to the class. (p.161)

Students are assigned to do some research on famous waterfalls in Armenia and compare one with Niagara Falls. The aim of this activity is to expand their knowledge not only about the sites of the UK and Canada but also to find information and study about their national natural wonders. They can find information about "Shaki waterfall" and compare it with Niagara waterfall.

Unit 6.5 Reading

<u>Subunit objective</u>: The students will be able to talk about the cultural sites in Australia and New Zealand.



SPEAKING Discuss the questions in pairs/groups. (p.162)

Students' answers

- 2. Write the words from the box next to the ones below to make phrases.(p.162)
- 1. sing out of tune
- 2. sea shells
- 3. a boat with sails

- 4. *low temperature*
- 5. *Vivid colors*
- 6. <u>highly inspired</u>
- 3. (p.162) 6.11 Listen to an audio tour of the Sydney Opera House and fill in the blanks with the words from Activity 2. (p.162)
- 1. The building looks like big white *sails*.
- 2. But some people say that bird wings, *shells*, or clouds *inspired* him.
- 3. Inside the Opera House, it's always the same <u>temperature</u> so that the instruments don't get <u>out of tune</u>
- 4. Have you heard of *vivid* Sydney?
- 4. (p.162)
- 1. What makes the Sydney Opera House a special building?
- It looks like big white sails, and it's the symbol of the city.
- 2. Who was the designer of the Sydney Opera House and did he finish building it in time?

It was Danish architect Jorn Utzon, no he didn't.

- 4. How many people visit the Sydney Opera House every year?
- Over 8 million.
- 5. Is the Sydney Opera House the biggest opera house in the world?
- It's the second largest opera house in the world, after the Metropolitan Opera House in New York.
- 6. Why is the temperature in the Sydney Opera House always the same?
- it's always the same temperature (22.5 degrees Celsius) so that the instruments don't get out of tune.
- 7. What is Vivid Sydney?

It's a festival of music and lights.

5. There are different ideas about what the Sydney Opera House designer Jorn Utzon wanted it to look like, for example sailing boats, bird wings, shells, or clouds. Look at the Sydney Opera House picture and say what it looks like to you. Explain.(p.162)



- 7. Match the words from the box with the pictures. (p.163)
 - 1. hiking
- 2. luge
- 3. rafting
- 4. gondola
- 8. (9) 6.12 Listen to Gagik, Sona and Marie talk about what they're going to do in New Zealand with their whole family during their summer vacation and complete the table with the correct information about Queenstown. (p.163)

| Places to see | Things to do | Things to learn |
|--|---|---|
| Queenstown Lake Wakatipu Bird Park | Ride a jet boat Go rafting Ride a fast boat Raft down a river Try a gondola ride Slide down on a luge Watch birds Try a famous burger | Learn about history Gold mining history |

- 9. (p.163) 6.12 Listen to Gagik, Sona and Marie again and decide whether the statements are true (T) or false (F). (p.163)
 - 1. F
- 2. T
- 3. T
- 4. T
- 5. F

11. Choose one cultural site in Australia and one in New Zealand. Do some research on those sites and write an imaginary tour of each site. (p.163) Students' answers

Include the following:

Students are assigned to do research on one cultural site in Australia and one in New Zealand and write an imaginary tour of each site. Include the following:

- How can you travel there?
- Where can you stay?
- What can you see?
- What can you do?

The aim of this activity is to boost imagination and creativity as well as develop individual work.

Unit 6.6 English in Use

<u>Subunit objective</u>: The students will be able to distinguish between British and American English and use phrasal verbs with "go"

C AB

SPEAKING Discuss the questions in pairs/groups. (p.164)

Students' answers

2. (a) 6.13 Listen to the pronunciation of the words and repeat.

Students listen to the pronunciation and repeat. (p.164)

- 3. Match the words with their definitions. (p.164)
- 1. to burn-d-to be on fire
- 3. defense-c-the act of protecting someone or something
- 4. license-a-a document that shows you can do or have something
- 5. catalog -b-a list of things you can buy or see

4. (p.164) 6.14 Listen to Nare and Aram talk about the differences in British and American English grammar and fill in the blanks. (p.164)

- 1. Americans often use the *past simple* tense in situations where the British use the present perfect.
- 2. In British English, people often use the verb "have" with nouns related to activities like washing or resting. In American English, they use the verb "take".
- 3. In American English, the past tense of "learn" is <u>"learned."</u> But in British English, you can say "learned" or "learnt."
- 4. In the past participle form of the verb "get", Americans use both "got" and "gotten".

5. (p.164)

| burn burned/burnt burned | | burned |
|--------------------------|----------------|---------|
| dream | dreamed/dreamt | dreamed |

| get | got | got/gotten |
|-------|----------------|------------|
| learn | learned/learnt | learned |
| smell | smelled/smelt | smelled |

6. Fill in the blanks on some spelling differences between British and American English. (p.165)

a١

| u | |
|----------------------|----------------|
| British | US |
| organize or organise | organize |
| b) | |
| British | us |
| analyse | <u>analyze</u> |

c)

| British | us |
|----------------|----------------|
| defence | <u>defense</u> |
| <u>licence</u> | license |

d)

| British | us |
|-----------------|-----------------------------|
| catalogue | catalog or <u>catalogue</u> |
| <u>dialogue</u> | dialog or dialogue |

7. (6.15 Listen to Hasmik and Gevorg talk about some differences in British and American English and decide what language aspect they are talking about. (p.165) Students' answers

Hasmik and Gevorg are discussing vocabulary differences between British English and American English, which is an aspect of lexical variation in English. They are comparing words used in everyday language in Britain and America, such as "chips" vs. "french fries," "elevator" vs. "lift," "cookie" vs. "biscuit," and so on. They also briefly touch upon grammatical differences, particularly in the usage of collective nouns, such as "team are" in British English compared to "team is" in American English. Overall, they are discussing lexical and grammatical variation between different varieties of English.

8. • 6.15 Listen to Hasmik and Gevorg again and write the correct American or British English word in the blank spaces. (p. 165)

| English Word in the Slank Spaces. (p. 103) | | |
|--|------------------|--|
| British English | American English | |
| chips | French fries | |
| <u>lift</u> | elevator | |
| biscuit | <u>cookie</u> | |
| garden | yard | |
| sweets | <u>candies</u> | |
| jumper | <u>sweater</u> | |
| <u>flat</u> | apartment | |
| petrol | <u>gasoline</u> | |
| <u>crisps</u> | potato chips | |
| jam | jelly | |
| <u>holiday</u> | vacation | |
| cinema | movie theater | |
| | 1 | |

- 9. 6.15 Listen to Hasmik and Gevorg again and fill in the blanks with phrasal verbs with the verb "go". Can you guess their meanings? (p.165)
- 1. I was going through an article on such differences and was really surprised.
- 2. Will you please go on and tell me about other differences?
- 3. I should write them down to *go over* a few times a day to remember.
- 4. Let's <u>go out</u> to dinner with Tim, our school's English teacher from New York, and ask him for more details on this topic.
- 5. Can we *go back* and practice the words again?
- 10. Compare your guesses on the phrasal verbs with the information in the box below. (p.166)

Students' answers



SPEAKING Discuss the questions in pairs/groups. (p.166)

Students' answers

Possible answers:

1. Usage of certain prepositions and conjunctions: For example, British English tends to use "at the weekend" whereas American English uses "on the weekend."

Date formats: In Britain, the date format is usually day/month/year (e.g., 31/12/2023), while in the US, it is typically month/day/year (e.g., 12/31/2023).

Measurement units: British English uses the metric system (e.g., meters, liters), while American English often uses the imperial system (e.g., feet, gallons).

2. Possible answers can be.

Communication: Knowing the differences helps in effective communication between speakers of British and American English. This is especially crucial in situations such as international business, education, travel, and online communication, where individuals from different English-speaking countries interact regularly.

Cultural awareness: Language is closely tied to culture, and differences in vocabulary, pronunciation, and grammar often reflect cultural nuances and norms. Understanding these distinctions fosters cultural awareness and sensitivity, which is essential in today's interconnected world.

12. Do some research on other differences in British and American English spelling besides the ones in Activity 5. Make a short presentation on those differences and present it to class. (p.166)

The students are assigned to do some research on other differences in British and American English spelling besides the ones in Activity 5. They should make a short presentation on those differences and present it to class. The answers provided in exercise 11 can be a helpful hint to further research the points. The objective of the task is to help the students improve their research skills.

Unit 6.7 Writing

Subunit objective: The students will be able to write an informal email to an English speaking penpal to learn more about their country.

SPEAKING Discuss the questions in pairs/groups. (p.167)

Students' answers

- 2. Match the place names with the pictures. (p.167)
- 1. Disney World Florida
- 2. Central Park in New York
- 3. The Golden Gate Bridge in San Francisco
- 3. Match the definitions below with the following words: to explore, a penpal, and *curious.* (p.167)

1. a friend you write letters to

penpal

2. to travel to or around any place to learn more about it

to explore

3. having a strong desire to know about something

curious

4. (4.) 6.16 Listen to Sona talk about her pen pal from the USA and decide what she likes most about having an English speaking pen pal.(p.167)

She has improved her English skills. She has also made her really curious about the United States.

- 5. (T) 6.16 Listen to Sona again and decide if the statements below are true (T) or false (F). (p.167)
 - 1. F
- 2. F
- 3. F
- 4. T
- 5. F

6. Arrange the words in Sona's email to Sarah in the correct order. (p.168)

Hey Sarah!

Hope you're doing awesome! $\stackrel{\smile}{\smile}$

I've got a cool project at school. I have to make a presentation about Walt Disney Studios. Could you please tell me some interesting facts about its history? Also, what fun activities can people do there? I want to make my presentation super interesting!

You have been there, right? Thanks a lot! Sona

- 7. Read the email again and answer the questions. (p.168)
- 1. What does Sona have to do at school?

Sona has to make a presentation at school.

2. What is Sona's presentation about?

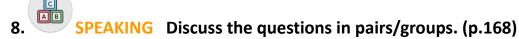
Sona's presentation is about Walt Disney Studios.

3. What does Sona ask Sarah to tell her about?

Sona asks Sarah to tell her some interesting facts about the history of Walt Disney Studios.

4. Why does Sona want to have some interesting information?

Sona wants to have some interesting information to make her presentation more engaging and captivating.



Students' answers



Do some research on Walt Disney Studios and write Sarah's reply to Sona.

(p.168)

Student answers

Possible answer:

Hey Sona,

I hope you're doing well! \odot It's great to hear about your project at school, and I'd be happy to help you with your presentation on Walt Disney Studios.

Walt Disney Studios is such an iconic place, and there's so much fascinating history behind it. Here are some interesting facts that might add some sparkle to your presentation:

Walt Disney Studios was founded by Walt Disney and his brother Roy O. Disney in 1923. It all started in a small office in Los Angeles, California.

First Feature-Length Animated Film: In 1937, Walt Disney Studios released "Snow White and the Seven Dwarfs," which became the first full-length animated feature film ever made.

Beyond its film production, Walt Disney Studios is famous for its theme parks. The first Disneyland park opened in Anaheim, California, in 1955, followed by Walt Disney World Resort in Florida in 1971.

Walt Disney Studios has been a pioneer in animation and entertainment. They introduced groundbreaking techniques like Technicolor, synchronized sound, and later, computer-generated imagery (CGI).

Over the years, Walt Disney Studios has produced numerous beloved films, including classics like "Cinderella," "The Lion King," "Beauty and the Beast," and modern hits like "Frozen" and "Moana."

As for fun activities at Walt Disney Studios, there's plenty to do! Visitors can explore themed attractions, go on thrilling rides, meet beloved characters, and even take behind-the-scenes tours to learn more about the magic of Disney filmmaking.

I hope these facts help you craft a fantastic presentation! Let me know if you need more information or assistance. You've got this!

Best, Sarah

Unit 6.8 Speaking

<u>Subunit objective:</u> The students will be able to speak about the daily activities and interests of their peers in English speaking countries.

1. AB SPE

SPEAKING Discuss the questions in pairs/groups. (p.169)

Students' answers

2. (p.169) 6.17 Listen to the pronunciation of the words and mark the stressed syllable. (p.169)

drama prom homecoming depend on mind to refresh

3. Match the words from Activity 2 with their definitions. (p.169)

drama - c. the study of plays and acting

- 1. prom e. end of the year dance party at American high schools
- 2. depend on c. be decided by
- 3. homecoming <u>b.</u> a yearly party at a high school for former students to get together.
- 4. mind <u>a.</u> ability to think

4. (a) 6.18 Listen to Peter from the US and Tom from the UK talk about their daily activities and decide if they are similar or not. (p.169)

Similarities:

Both Peter and Tom wake up early for school.

Both attend classes throughout the day, covering subjects like math, English, and science.

Both have lunchtime during the day, although the timing may vary slightly.

Both have options for extracurricular activities like art, music, and languages.

Differences:

Peter mentions longer class periods and a greater emphasis on sports activities in US middle schools compared to what Tom describes for UK middle schools.

Peter discusses special events like proms and homecomings, which are not part of Tom's description of UK middle school life.

Tom mentions shorter breaks during the day compared to what Peter describes for US middle schools.

Tom mentions that after school, many students head straight home to relax or do homework, while Peter mentions hanging out with friends at favorite places.

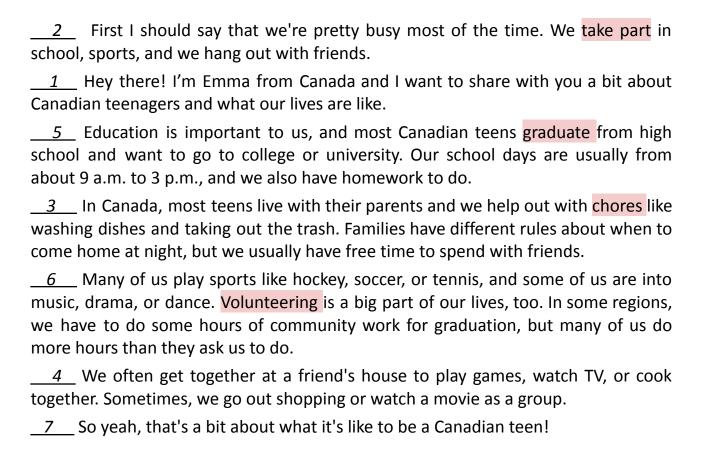
Overall, while there are some similarities in the daily activities of middle school students in the US and the UK, there are also notable differences in terms of class schedules, extracurricular activities, and special events.

5. • 6.18 Listen again and write Peter or Tom next to the information if they are true for them. (p.169)

| Activity | |
|--|-------|
| 1. Waking up and getting ready for school at 6 a.m. | Peter |
| 2. Starting the school day around 8 or 9 a.m. | Tom |
| 3. Choosing classes like art, music, foreign languages, and computer science | Peter |
| 4. Visiting the library during breaks to refresh minds | Tom |
| 5. Hanging out with friends at their favorite places | |
| 6. Starting the day with a meeting | Tom |
| 7. Attending exciting events like proms and homecomings | Peter |
| 8. Participating in 7 or 8 periods/classes during the day | Peter |
| 9. Engaging in sports like basketball, netball, and football | Tom |
| 10. Participating in clubs such as drama, art, reading, and computer | Tom |

6. Which of the things in Activity 5 do you and other Armenian teenagers do? Explain. (p.170)

7. Emma talks about the daily activities and interests of Canadian teenagers. Arrange the paragraphs in the correct order by numbering them. (p.170)



8. Read the text again and write the highlighted words next to the correct definition below. (p.170)

doing something that you don't have to and without payment volunteering tasks that you do regularly chores to finish your studies at a school, college, or university graduate to do something together with other people take part



10. Project Work: Research what teens in Australia and New Zealand do and like. Interview your friends about their interests and daily routines. Compare what you found in your research with your friends' answers. Make a vlog to share your findings on how teens in the two countries are similar or different. (p. 170)

Students are assigned to research what teens in Australia and New Zealand do and like. Interview their friends about their interests and daily routines. Compare their research findings with their friends' answers. Make a vlog to share their findings on how teens in the two countries are similar or different.

The task involves creating a vlog to share the research findings with others. By presenting the similarities and differences between Australian and New Zealand teenagers, the vlog aims to provide insights into the cultural and social dynamics of these two countries, particularly as experienced by young people. Overall, the task promotes cross-cultural understanding and appreciation by exploring how teenagers in different regions lead their lives.

Unit Review

Vocabulary and Reading

1. Read the conversation between Daniel and Anahit about language. Tick (✔) if the statement is correct and correct the wrong ones. (p.172)

Daniel says that language helps us pass on stories and traditions to others. \checkmark

Anahit says when we talk about our cultures, we keep them alive. \checkmark

Daniel thinks that language can't bring people closer together. X

Corrected: Daniel actually says, "Language is like a powerful force that brings people closer together."

Anahit wants to learn Russian.

Corrected: Anahit already knows Russian; she mentions she's going to start learning Spanish soon.

Daniel wants to learn Italian. 🗸

2. Match the two halves of the sentences. (p.173)

- 1. The students had a break, after which they went on reading a text about New Zealand.
- 2. As we learn English, we learn many things about the US too
- 3. My friend Ani went through the text and found the words with different spelling in British and American English.
- 4. In our English lesson we went over some vocabulary differences between British and American English.
- 5. My classmate Aram studies Canadian English, because his family is going to live in Canada for a few years.



Discuss the questions in pairs / groups. (p.173)

LESSON PLANS

LESSON PLAN №1

pp. 4-5 (Unit 1.1- part 1)

| Name: | Level: 6th grade | Lesson Focus: Vocabulary |
|--|--------------------------------|---|
| Date: | Time allocated : 45 minutes | |
| Abbreviations: teacher Group work (GW) | (T), students (Ss), Whole clas | s (WC), Individual work (IW), Pair work (PW), |

SWBAT (Students will be able to...):

- practice and improve personality and appearance related vocabulary
- practice speaking/writing in the context of describing friends, family members, neighbors

| Stage Time | Interaction Pattern | Task/ Activity | Procedure | Purpose/Aim |
|---------------|------------------------|---------------------------|---|--|
| Warm up 5 min | WC | Yes, No, Stand up game | How to play: The T tells the students that answering 'yes' means stand up and answering 'no' means sit down. The T asks the following Yes/No questions to the students: 'Do you have friends at school?' 'Do you have friends in your neighborhood?' 'Do you play games with your friends?' 'Do you know your friend's favorite type of food?' 'Do you know what your friend likes reading?' Does your friend know what you like doing?' 'Do you spend a lot of time with your friend' 'Are friends important for us' The T asks the questions one by one, if the answer is true for the students, they stand up. If not, they remain in their seats. | To engage the Ss and create motivation To set the tone for the new lesson in a fun and engaging way |

| | | | https://www.youtube.com/watch? v=G0HoUDhRpKA | |
|------------------|----|--------------------------------|--|--|
| Lead-in 7 min | GW | Speaking (Activity 1, p. 4) | T writes the phrase "People around us" on top of the Board and tells the Ss that it is the topic of the unit. | To brainstorm ideas on making friends To elicit vocabulary to |
| | | | T divides the class into groups of 3 or 4 and asks them to discuss the questions in two minutes and get ready to present their answers. When time is up, one S from each group should come to the board, tick the relevant column (for Question 1). Another S should write the words that describe the kind of people they make friends with, and the other S/Ss explain why they choose such people as friends (Question 2). | describe people |
| | | | Meanwhile T writes the phrase "making friends" on the board under the main topic of the unit and draws a table with two columns under it. In one column s/he writes "easily" and in the other one "not easily". | |
| | | | Ss come to the board, present their answers. | |
| | | | Ss provide peer feedback | |
| | | | T provides feedback to each pair / to the whole class | |
| | | | <u>ICQs</u> | |
| | | | "How long do you have to discuss the questions" | |
| | | | "What kind of words should you use to answer question 2?" | |
| | | | "Who should present your answer?" | |
| | | | Differentiation: | |
| | | | The <u>lower-level</u> Ss can be asked to give one or two descriptive words for question 2 and write them in their copybooks before coming to | |

| | | | the board, the <u>higher-level</u> ones | |
|--------------|----|--------------------|--|--------------------------------|
| | | | can be asked to provide several | |
| | | | words and elaborate on the | |
| | | | question. | |
| | | | Peer feedback | |
| | | | WC feedback by T | |
| Presentation | WC | Pronunciation | Ss listen to some words related to | To introduce the |
| 4 min | | (Activity 2, p. 4) | people's personality and | topic related |
| | | | appearance and repeat them. | vocabulary |
| | | | <u>Differentiation:</u> | |
| | | | The recording can be played twice | |
| | | | for the Ss of all levels to be able to | |
| | | | grasp the pronunciation. | |
| Presentation | WC | Pronunciation | T asks the Ss to draw a table like | To reinforce the |
| 6 min | PW | (Activity 3, p. 4) | the one in the book with the | new vocabulary |
| | | | stress patterns. Ss listen to the words again and write them under | and check the Ss ability to |
| | | | the correct column in their | identify the |
| | | | copybooks. | stressed syllable |
| | | | Differentiation: | , |
| | | | The <u>lower-level</u> Ss can be | |
| | | | instructed to write only one word | |
| | | | under each column and the | |
| | | | <u>higher-level</u> ones to complete the | |
| | | | whole table. Or T can ask the Ss to | |
| | | | write as many words as they can in the specified time. Also, the | |
| | | | recording can be played twice for | |
| | | | the Ss of all levels to manage to do | |
| | | | the task. | |
| | | | SS peer check their answers and | |
| | | | then come and write on the board | |
| | | | T gives WC feedback (If the school | |
| | | | has the relevant equipment T can | |
| | | | show the answers on the projector | |
| | | | as a WC feedback) | |

| | | | 1 | |
|--|----------------|---|---|---|
| Presentation Controlled practice 6 min | WC PW | Grouping Words (Activity 4, p. 4) | T discusses the new vocabulary with the whole class to elicit definitions, because some words may be familiar to the Ss. Then s/he provides hints, synonyms, antonyms, definitions or L1 versions to help the Ss grasp their meaning. Then T asks the Ss to draw a table in their copybooks like the one in the book and write the words under the correct column (personality or appearance) Ss peer check and share their answers on the board T provides feedback Differentiation: The lower-level Ss can be instructed to provide up to 5 words for each column and the higher-level ones to complete the entire table. Or T can ask the Ss to write as many words as they can in the specified time. | To activate the Ss' background knowledge on personality and appearance vocabulary To present new vocabulary on the topic To boost the Ss' ability to categorize words |
| Controlled Practice 5 min | IW PW | Filling in the blanks (Activity 5 p. 5) | Ss are instructed to choose the correct word for each blank space from the ones provided and write them in their copybooks. Then they role play the completed dialogues with a peer to check the answers. T gives whole class Feedback | To practice the new vocabulary in context |
| Free Practice / Application 6 min | WC PW GW | Speaking (Activity 6, p. 5) | Ss use the new vocabulary to describe a friend/neighbor and give reasons to explain their answers. Differentiation: The lower-level Ss can be instructed to provide one or two sentences describing a friend or neighbor and the higher-level ones to elaborate on the personalities and appearances of their friends | To provide the Ss with the opportunity to practice the new vocabulary in context |

| | | | or neighbors and give reasons to explain their answers. | |
|------------------|----|---|---|--|
| Assessment 3 min | WC | Recap 3-2-1 technique | The T tells the Ss to close their books and copybooks. The T writes on the board: 3 things you learnt today. 2 things you liked about the lesson. 1 question you still have. The T gives the students two minutes to think and write their answers on a sticky note. Once they finish, they hand in their notes to the teacher, who will review the information at home. | To assess the lesson outcome To allow SS to reflect on what they have learnt To allow SS have a feeling of accomplishment when leaving the class |
| Homework 3 min | WC | Writing/speakin g (Activity 10 p. 6 – ques. 1-4). | Ss are instructed to write a text describing one of their neighbors using the following questions: 1. What is his/her name and where is s/he from? 2. How old is s/he? 3. What does s/he look like? 4. What clothing style does s/he have? Differentiation: The lower-level Ss can be instructed to write up to 4 sentences about their neighbor and to read them in class, while the higher-level ones to elaborate on the personalities and appearances of their neighbors and get ready to speak in class. | To revise the content taught during the lesson To encourage autonomous learning |

LESSON PLAN № 2 pp. 5-6 (Unit 1.1- part 2)

| Name: | Level: 6th grade | Lesson Focus: Vocabulary |
|-------|------------------|--------------------------|
|-------|------------------|--------------------------|

Date: _____ Time allocated: 45 minutes

Abbreviations: teacher (T), students (Ss), Whole Class (WC), Individual Work (IW), Pair Work (PW), Group Work (GW)

- practice reading and speaking in the context of describing people's appearance and personality
- practice using "should"/"shouldn't" to give people advice on keeping positive relations
- practice speaking on the factors that are important in making friends

| Stage Time | Interaction Pattern | Task/ Activity | Procedure | Purpose/Aim |
|-------------------------------|------------------------|--|---|---|
| Warm up Homework 13 min | WC | Mingling (Activity 10 p. 6 – ques. 1-4). | The Ss take their copybooks, mingle around the class, find a partner and present the information about their neighbors to each other. The Ss talk to at least 5-6 classmates. While the Ss are presenting their information to each other, the T mingles, listens, and helps if necessary. | To check the homework in a fun and engaging way To set the tune for the new lesson |
| Lead in 7 min | IW PW GW | Reading (Activity 7, p. 5) | T asks the Ss to read the texts individually focusing on appearance and personality adjectives and then decide who they would like to have as a classmate and/or neighbor and be ready to explain their choice. When they finish reading T asks the Ss to join a peer and get ready to present their joint decision. | To revise appearance and personality adjectives To provide the Ss with the opportunity to make judgements / decisions and present them |
| | | | ICQs: "Are you going to read the texts individually or in pairs?" | |

| | | | Illumination and the second | 1 |
|--------------------|----------|-------------------|---|---|
| | | | "What words should you focus on in the reading text?" | |
| | | | "When should you join a peer?" | |
| | | | <u>Differentiation:</u> | |
| | | | The <u>lower-level</u> Ss can be instructed to give one reason and the <u>higher-level</u> ones to speak in detail giving several reasons. | |
| Free practice | IW | Reading | Part a) Ss draw a table in their | ● To practice |
| Application 10 min | PW GW | (Activity 8 p. 6) | copybooks like the one in the book. T pairs the Ss and gives them 4 minutes to read the texts again and complete the table with the information about Nelly and Andy. When time is up each pair comes to the board and adds one word or phrase for each category to complete the table that T has drawn on the board. | categorizing information and transform it from one format (text) to another (table) • To use the structure "should/shouldn't + base form of the verb" to give advice |
| | | | Part b) T revises the structure "should/shouldn't + base form of the verb" to give advice together with the whole class. Then the pairs are given 3 more minutes to write a few sentences using "should" / "shouldn't" to advise Nelly and Andy what to do and what not to do. When time is up each pair reads one sentence with should and one with shouldn't. | |
| | | | Ss give peer feedback | |
| | | | T gives whole class feedback | |
| | | | Differentiation: | |
| | | | The <u>lower-level</u> Ss may be asked to choose one or two categories (of the 5 provided for part (a)) and write words/phrases on those, | |

| | | | while the <u>higher-level</u> ones should be encouraged to provide as many words/phrases as possible for all categories. | |
|-----------------------|----------------|---|--|---|
| | | | As for part (b), the Ss can be asked to write as many sentences as they manage in the specified time. So the lower-level Ss will have a chance to write fewer sentences and the higher-level ones as many as possible. Ss peer check and feedback | |
| Application 10 min | WC PW GW | Speaking- Discuss the questions (Activity 9, p. 7) | T gives whole class feedback T asks the Ss to think about the statements individually in one minute, then to discuss with a peer in one minute whether they agree or | To practice using the new vocabulary to express their ideas on the factors affecting friendship |
| | | | disagree with the statements and get ready to share their results with the class in one minute. After finishing the task each pair comes to the board and presents their views on the statements in one minute. | To Shape the value that personality is significant to keeping friendship |
| | | | ICQs 'How long should you think | |
| | | | about the statements?' 'What should you do with a peer? | |
| | | | 'What should you present to the class?' | |
| | | | The <u>lower-level</u> Ss can be asked to choose one statement and speak about that, whereas the <u>higher-level</u> Ss should be asked to speak about both statements. | |

| Assessment 3 min | WC | Feedback and exit ticket | T provides the Ss with small pieces of paper with the sentence "To keep good relations with friends or neighbors you should be" and asks them to use adjectives to complete the sentence. T collects the Ss answers to assess them and give feedback. | To check whether the Ss can use the new vocabulary in context For T to get feedback on their teaching |
|---------------------|----|--|--|--|
| | | | Differentiation: The task is an open one, so lower-level Ss may be asked to write only one sentence and higher-level Ss as many as they can. | |
| Homework 2 min | IW | Writing/Speaking (Activity 10 p. 6 – ques. 5-6). | T assigns the Ss to expand on the text about their neighbor they had done as homework for the previous lesson, adding information about the person's likes/dislikes, hobbies, and his/her personality. CCQs "Are hobbies things that we must do to get good marks?" "Should you add information in your text about that person's looks? | To sum up the subunit To encourage autonomous learning |
| | | | Differentiation: The lower-level Ss can be asked to write one sentence on each piece of information, the average-level Ss up to 3 sentences and the higher-level Ss to provide detailed information. | |

pp. 13-14 (Unit 1.3)

| Name: | Level: 6th grade | Lesson Focus: Listening |
|--------------------------------------|----------------------------------|-------------------------------|
| Date: | Time allocated: 45 minutes | |
| Abbreviations: teacher (T), students | (Ss), Whole class (WC), Individu | ıal work (IW), Pair work (PW) |
| Group work (GW) | | |

- practice and improve environment related vocabulary
- practice gist and detailed listening to identify key environmental problems
- practice speaking on how people can save or harm the environment

| Stage Time | Interaction Pattern | Task/ Activity | Procedure | Purpose/Aim |
|------------------|------------------------|---------------------|--|--|
| Warm up 3 min | wc | Short discussion | T greets the Ss and asks them to collect all the trash they see in the classroom. When they finish, s/he asks the Ss why they think she gave that task. Ss provide answers, T gives feedback respectively. | To set the tone for the new lesson Create expectation about what the topic of the lesson may be |

| Lead-in | wc | Speaking | T tells the Ss that they are | • To brainstorm ideas on |
|---------|----|--------------|--|---|
| 6 min | PW | (Activity 1, | going to discuss how people | keeping the |
| | GW | p. 13) | can protect or harm the environment. S/he asks the Ss to think about and answer questions 1 and 2 individually in two minutes. When time is up they should discuss their answers with a peer, combine them and present it to class. | environment clean ■ To elicit environment related vocabulary |
| | | | (e.g. Q 1- put in bag / Q 2 - paper cups, as plastic is dangerous for environment) | |
| | | | Ss provide peer feedback | |
| | | | T provides whole class feedback | |
| | | | <u>ICQs</u> | |
| | | | "Should you start the activity with a peer?" | |
| | | | "How long should you use to prepare your answer to both questions?" | |
| | | | "Should you write your answer?" | |
| | | | Optional: If there is time or the class is a higher-level one, the Ss can continue discussing the presented answers, categorize them as useful or harmful for the environment and write them on the board in two columns respectively. This can be an opportunity to raise awareness about how our actions affect the environment. Differentiation: The lower-level Ss can be instructed to answer the questions with a word/phrase and the higher-level Ss to give full contains a growers providing. | |
| | | | full-sentence answers providing reasons and/or explain their answers. | |

| Presentation | PW | Matching | T asks a S to read the | ● To check the Ss |
|---------------------------|-------|---|--|---|
| 5 min | WC WC | Matching (Activity 2, p. 13) | words/phrases out loud and others to say the first thing that comes to their mind when hearing them (association). Then T asks the Ss to match the given words with the pictures and write the answers in their notebooks. Ss compare their answers with a peer, give each other feedback. | To check the SS background knowledge on the environment related vocabulary To introduce the topic related vocabulary |
| | | | T gives whole-class feedback. Differentiation: The lower-level Ss may be instructed to answer the question briefly and the higher-level Ss to give a detailed answer, so as to engage Ss of all levels in the activity. | |
| Controlled practice 5 min | WC | Gist Listening (Activity 3, p. 13) | Ss listen to the text about Amy and answer the question. Differentiation: The lower-level Ss may be instructed to answer the question briefly and the higher-level Ss to give a detailed answer, so as to engage Ss of all levels in the activity. | To reinforce the new vocabulary To boost the Ss ability to identify the main idea of the listening text |

| Controlled practice 5 min | IW PW GW | Filling in the blanks (Activity 4, p. 13) | Ss work in pairs to fill in the blanks with the provided words/phrases, listen to the text again and check their answers. T answers the Ss questions on the activity if any. Differentiation: T can take up to 3 sentences from the text with the respective vocabulary and ask the lower-level Ss to complete those 3. The higher-level Ss do the whole task. T should observe the process to make sure that everybody works and facilitate Ss if needed. | To practice using the topic related vocabulary in context To boost the Ss listening skills |
|---------------------------|----------------|---|---|--|
| Controlled practice 5 min | IW PW | Listening for details (Activity 5 p. 14) | Ss listen to the text again, choose T/F and write the answers in their notebooks. Then each S checks the work of the S next to them and gives feedback. T observes the Ss work and gives whole class feedback. Differentiation: The lower-level Ss may need to listen to the recording twice or three times, while the higher-level ones will be able to do the task immediately. | To improve the Ss ability to identify the details of the listening text |
| Controlled practice 7 min | IW PW GW | Matching (Activity 6, p. 14) | Ss use the new vocabulary and the structures they have learned to join the sentence halves and write them in their notebooks. Differentiation: This activity can be assigned to Ss of all levels and even lower-level Ss can do it successfully. The higher-level Ss may finish this activity quickly. In that case they may be asked | To provide the Ss with the opportunity to practice the new vocabulary in context To boost the value of taking care of the environment |

| | | | to pass on to the next activity and prepare detailed answers | |
|------------------|----------|--------------------------------|---|--|
| Free practice | WC | Speaking | to the questions. Ss are instructed to analyze the | ● To improve the Ss |
| 5 min | PW GW | (Activity 7, p. 14) | statements in the previous activity and express their agreement or disagreement with them, providing reasons to explain their answers. | critical thinking and the ability to ground their point |
| | | | CCQs | |
| | | | "Does as many as mean one or two?" | |
| | | | "Is there little or a lot of water in an ocean?" | |
| | | | "Is pollution about being clean or dirty?" | |
| | | | <u>Differentiation:</u> | |
| | | | Lower-level Ss may be asked to choose one statement that they agree/disagree with and explain why. The average-level Ss may be asked to provide three statements that they agree/disagree with and why. Higher-level Ss should be asked to elaborate on all the statements. | |
| Assessment 2 min | IW | Feedback and exit ticket | T distributes pieces of paper and asks the Ss to write at least 4 environment related words/phrases and at least one sentence on what people do to protect or harm the environment. Once completed, students hand in their papers to the teacher, who will read them at home. Differentiation: | To assess the lesson outcome To allow SS to reflect on what they have learnt To allow SS have a feeling of accomplishment when leaving the class |
| | | | As the tasks are open they allow the students of all levels to complete them to some extent. | |

| | | | * This is an opportunity to integrate natural science skills in an English class. | |
|----------------|---------|----------------------------------|---|--|
| Homework 2 min | WC work | Presentation (Activity 8, p. 14) | T asks the Ss to think about the environmental problems in their surroundings and instructs them to prepare a two-minute presentation using the provided questions and hints. T encourages the Ss to make posters, use pictures, slides, videos, if the school has the relevant equipment. Differentiation: Lower-level Ss may be asked to speak about some of the activities provided in the task. Average level Ss may be asked to speak about all the activities provided and the higher-level Ss may be asked to the ones provided and speak about all of them in detail. | To encourage autonomous learning To help the Ss shape the culture and value of protecting the environment |

pp. 32-34 (Unit 2.2 - part 1)

| Name: | Level: 6th grade | Lesson Focus: Grammar |
|----------------------|--|-------------------------------------|
| Date: | Time allocated: 45 minutes | |
| Abbreviations: teach | er (T), students (Ss), Whole class (WC), Ind | dividual work (IW), Pair work (PW), |
| Group work (GW) | | |

- practice sports-related vocabulary
- practice listening and speaking about people's sports-related interests and preferences using Wh-questions.
- practice speaking in the context of using "I like doing / I would like to do"

| Stage Time | Interactio n Pattern | Task/ Activity | Procedure | Purpose/Aim |
|--|-------------------------|-------------------------------|---|---|
| Warm-up Homework check 7 min. | PW | Interview (Act. 13, p. 39) | The T greets the Ss warmly and asks how they are. Small classes: T pairs up the Ss using a concentric circle, and asks him/her to present their peer the information. | To set the tune for the lesson To check the homework in a fun and engaging way |
| | | | Large classes: Ss turn to a partner and tell him/her what they have found out about their friend or family member. | |
| | | | The T walks around, and listens to their reports and helps the Ss if necessary. | |
| | | | Optional: Ss may choose to make a short video and present it to the class. (if the school has the relevant equipment) | |
| | | | Differentiation: When assigning the home task, the lower-level Ss may have been instructed to prepare a short interview and get ready with a peer to role-play it, average level students to interview one person and report on it while higher-level Ss may have been instructed to | |

| | | | take up to 3 interviews and report on them. | |
|-----------------------|----|---|--|---|
| Lead -in 4 min. | PW | Speaking (Act. 1 p. 35) | T asks the Ss to answer the questions in pairs and report their results to class. 1. What sport do you play now? Why? 2. What sport would you like to try in the future? Why? Peer feedback Whole class T feedback Optional: Depending on the class size, Ss' interests and needs, the T may choose to use any of the questions suggested in the subunit as a lead activity. Differentiation: The lower-level Ss may be instructed to answer the questions briefly, only naming the sports they play and the ones they would like to try in the future, while the higher-level ones can be asked to go into details providing reasons for their answers. | To recycle the sports related vocabulary from the previous lesson To activate Ss schemata/back ground knowledge and set the tone for the new lesson To improve the Ss 'critical thinking and reasoning skills |
| Presentation 2 min | WC | Pre-listening (Activity 2, p. 35) | T writes the words and expressions from the listening text that may be unfamiliar to the Ss (running, skating-rink, bowling, football match, gym, cycling) T elicits some definitions, teaches the new ones by providing definitions, synonyms, antonyms, examples, etc. | ● To elicit / introduce the vocabulary in the listening text |

| Presentation | IW | Listening for | T asks the Ss to listen to the | To improve the |
|----------------------------|----------|---|---|---|
| 3 min | | specific information (Activity 2, p. 35) | conversation between Arevik and David on their favorite activities and tell the class where they both decide to go. The Ss are advised to listen attentively for some activity that David and Arevik both like. T Replays the recording if needed. Ss answer the question, receive feedback from their peers and/or T. | Ss listening skills To improve the Ss ability to listen and identify specific information |
| | | | <u>ICQs</u> | |
| | | | "Should you speak when listening?" | |
| | | | "What should you do?" | |
| | | | "Should you tell the class about the activities that David likes?" | |
| | | | <u>Differentiation:</u> | |
| | | | This task is suitable for Ss of all levels, and even the <u>lower-level</u> Ss can complete it successfully, so it will be a good idea to give the <u>lower-level</u> Ss the chance to answer the question in this activity. | |
| Controlled practice 5 min. | IW PW | Listening for details (Act. 3, p. 35) | T asks the Ss to draw a table like the one in the book in their copybooks. Then the T instructs them to listen to the conversation between Arevik and David again and arrange their favorite activities under the correct column (Arevik/David/Both) in their copybook. When they finish the task T pairs the Ss and asks to exchange and check each other's work. T gives whole class feedback Differentiation: The Ss may be instructed to complete the table with as many words/phrases as they can, so that | To improve the Ss ability to identify the details of the listening text To practice arranging information from a text in a table |

| | | | the answers by <u>lower-level</u> Ss (possibly fewer) and those by <u>higher-level</u> Ss (possibly greater in number) will be acceptable. | |
|-----------------------|----------|---|--|--|
| Presentation 7 min | WC PW | Speaking / Writing (Activity 4, p. 36) | T asks the Ss to walk around the class and ask other Ss the question: "What do you like doing?" Ss write as many answers as they can get in 1 minute. Then T asks the Ss to take their seats and read out all the activities ending in -ing that they have collected. T writes them on the board and describes the relevant spelling rule for each word, adding explanation on all cases presented in the "Spelling Rules" section on p. 32. Meanwhile Ss look at the board and check the "verb + ing" words they have. Then T asks the Ss to work in pairs and write the -ing form of the verbs in Activity 4 (p. 33) and check each other's work using "Spelling Rules" section on p. 32 Optional: If there is time or the class is a high-level one T asks the Ss to share with the class what their friends like doing using the | To engage all the Ss in learning process To practice asking Wh-questions To boost S-S interaction To practice the spelling of the -ing form of the verb |
| | | | structure: "like + base form of the verb + ing" | |
| | | | Differentiation: | |
| | | | The <u>lower-level</u> Ss may be asked to write only the first column of the verbs and the <u>higher-level</u> Ss to write all the verbs. | |
| | | | T observes the Ss, provides whole class feedback, Ss provide each other feedback | |

| Controlled practice 3 min | PW IW | Speaking (Activity 5, p. 36) | T asks the Ss to make pairs/small groups. Then s/he instructs them to use the structure "like + base form of the verb + ing" and the given pictures to say what people like doing. T observes the Ss and facilitates them if needed. | To practice speaking about people's sports-related preferences. |
|---------------------------|----------|------------------------------------|--|---|
| | | | When they finish the task, they read their sentences out loud. Ss give each other peer feedback. T gives whole class feedback. | |
| | | | Differentiation: The <u>lower-level</u> Ss may be asked to form 3 phrases using the structure and the <u>higher-level</u> Ss to complete the whole task. | |

| | | [| | |
|--|----|---|---|--|
| Presentation Controlled practice 7 min | PW | Make invitations and respond to invitations (Activity 6, p. 36) | T writes the structure: "Would like + to + verb" on the board and asks several Ss questions like: "Would you like to play darts this evening?", "Would you like to play checkers after classes?", s/he listens to the Ss' answers and provides feedback. | To practice using the structure "would like/love (to)" |
| | | | T tells the Ss that the structure "Would you like to + an activity" is used to invite people to do things together. (e.g. Would you like to go for a walk tomorrow? | |
| | | | Would you like to play tennis this afternoon?, etc.) and the answer is usually <u>I'd like/love to, or I'd love to, but and some reason for not being able to accept the invitation</u>) | |
| | | | Then s/he pairs the Ss and asks them to respond to the invitations given in Activity 6 and write invitations for the provided responses in their copybooks. | |
| | | | T observes the Ss, answers their questions, and assists them if needed. | |
| | | | The Ss check each other's work, provide feedback. T provides whole class feedback. | |
| | | | "Does making an invitation mean asking someone to do something together or agreeing to do something together?" | |
| | | | "What "What structure do you use to make invitations?" | |
| | | | Differentiation: | |
| | | | The <u>lower-level</u> Ss may be asked to complete one invitation and one | |

| | | | response and the <u>higher-level</u> ones to complete the whole task. | |
|--------------------------------|----------|---|---|--|
| Free practice Assessment 3 min | PW GW | Making conversation Feedback and exit ticket (Activity 7 p. 37) | response and the higher-level ones to complete the whole task. T gives the Ss paper and asks them to work in pairs / small groups and make a conversation using the structure "Would you like to?" and the questions given to invite a friend to do three things together. e. g. A: Would you like to watch a football match with me tomorrow? B: Yes, I'd love to. Where is it? A: It's in Urartu Stadium. B: What time does the match start? A: At 4 pm. B: And when does it end? A: At about 6 pm. B: Great! Let's meet at the stadium at 5:45. A: Would you like to have ice cream before the match. B: Yes, I would. A: And would you like to walk in the park after the match. B: I'd love to, but I must hurry home and do my homework after the match. A: Okay then, see you tomorrow! B: See you! Differentiation: The lower-level Ss may be asked to make a short conversation on one invitation and the higher-level ones to make a detailed conversation, and if possible 2 detailed conversations. | To practice making invitations with "Would you like to?" To boost Ss' speaking skills |
| | | | | |

| | 1 | | | |
|----------------|----|--|---|---|
| Homework 2 min | WC | Writing (Presentation) (Activity 8, p. 37) | T asks the Ss to write a short paragraph on sports in Activity 5 that are popular in their community (village, town, city) using the structure "like + base form of the verb + ing" and why they are popular. Also to indicate which sport from the activity they would like to try and why, using the structure "would like/love (to)". Optional: If possible, the Ss may be encouraged to prepare a short PowerPoint presentation on the task, showing the videos of their interviews with the people in their community to find out about their sports preferences, presenting their findings and what sport from the list they would like to try themselves. | To recycle the sports related vocabulary To revise the spelling rules and structures presented during the lesson To boost autonomous learning |
| | | | Differentiation: The lower-level Ss may be asked to write up to 3 sentences about the sports that are popular in their community and the one that they would like to try. The average level Ss may be asked to indicate the popular sports and the ones they would like to try, but provide reasons only for their choices. The higher-level Ss may be asked to write about the popular sports and the ones that they would like to try in detail, providing reasons both for the popularity of the sports and their choices. | |

pp. 35-39 (Unit 2.2 - part 2)

| Name: | Level: 6th grade | Lesson Focus: Grammar |
|--|---------------------------------------|--------------------------------|
| Date: | Time allocated: 45 minutes | |
| Abbreviations: teacher (T), stu Group work (GW) | dents (Ss), Whole class (WC), Individ | dual work (IW), Pair work (PW) |

- practice sports-related vocabulary.
- practice speaking in the context of using sports collocations with the verbs 'play', 'do', 'go'
- practice writing and speaking using the structure 'would like to + base form of the verb'

| Stage Time | Interaction Pattern | Task/ Activity | Procedure | Purpose/Aim |
|---------------------------------|------------------------|------------------------------------|---|---|
| Warm-up Homework checking 9 min | PW | Mingling (Activity 8, p. 34) | Ss mingle, find a partner to read/present his/her information on the popular sports in their community (village, town, city) and the sport types they would like to try. Ss changes their partners at least 3-4 times. The teacher mingles, listens and helps if necessary. | To set the tune for the new lesson To check the homework in a fun and engaging way |

| | 1 | 1 | | |
|----------------|----------|--|---|---|
| Lead -in 5 min | PW GW | Presentation of sports collocations with play, do and go | T divides the class into three groups and assigns each group a verb (play, do, go) and asks them to get ready in 2 minutes to tell the class what sports go with that verb. Meanwhile s/he divides the board into three columns and writes the verbs play, do, go on top of each column. When time is up one S from each group presents the sport types that go with their verb. Another S from that group writes their description on the board. Other Ss from the group give examples of collocations with that verb. The Ss continue this until the sports collocations with all three verbs have been presented. Ss give their peers feedback. | To teach sports collocations with play, do and go To recycle the sports related vocabulary To boost the Ss speaking skills To improve the Ss presentation skills |
| | | | T observes the Ss and provides feedback. | |
| | | | <u>Differentiation:</u> | |
| | | | The <u>higher-level</u> Ss can act as presenters, the <u>average-level</u> ones as transcribers on the board and the <u>lower-level</u> ones as those who provide examples using the textbook. | |
| | | | Optional: In higher-level classes, the 'Useful Grammar' part can be mixed with the next activity. The three groups of Ss will be assigned to get ready to present the relevant verbs and apply the rules they have learned to the next activity, i.e. give examples using the sports and activities in Activity 9, p. 35 and say what season they are played. In this | |
| | | | case a bit more time will be | |

| | | | allocated to this presentation task. | |
|---------------------------|----------------|---|---|--|
| Controlled practice 3 min | IW PW GW | Making sports collocations with play, do, go (Activity 9 p. 35) | T pairs the Ss and asks them to use the correct verb (play/do/go) and a sport type to make sports collocations (words that we usually use together) and say what season people can do the activities or play the sports. When they finish the task, one S from each pair comes to the board and writes a collocation under the relevant column of the table from the previous activity and the other S says what season people can do the activity or play the sport. They continue this until all the activities and sports have been used. Ss give their peers feedback, T observes the Ss' work and provides whole class feedback. ICQs and CCQs "What are collocations?" "Are you going to add -ing to the verbs to make collocations?" "Are you going to add -ing to the verbs to make collocations?" Differentiation: The lower-level Ss can make collocations only for the activities and sports in one column, the average-level Ss for the ones in two columns and the higher-level Ss for all the activities and sports. | To practice using sports collocations To make judgements about the season when each type of activity is done or a sport is played |

| Controlled practice 2 min | PW GW | Filling in the blanks (Activity 10, p. 35) | T asks the Ss to work in pairs/small groups and fill in the blanks with play/do/go and the sport shown in the picture. Ss Peer check and feedback T observes and provides whole class feedback Differentiation: This is an easy activity and even lower-level Ss can manage to finish it in time using the explanations in 'Useful Language' part and answers to | To practice using sports collocations in context To recycle the sports related vocabulary with the help of pictures |
|---------------------------|----------|--|--|--|
| | | | Language' part and answers to Activity 9. | |

| Free practice 6 min GW Speaking (Activity 11, p. 36), Speaking (Speaking (Internity 10, p. 34), Speaking (Internity 10, p. 34), |
|--|
| detailed conversation. |

| Practice | PW | Speaking | T asks the Ss to think of an | ● To boost S-S |
|----------|----|--|--|--|
| 8 min | GW | Think, pair, share (Activity 12, p. 36), | answer to the question 'Do you think the sports in Activity 9 are for boys, girls, or both?' in one minute. Then discuss their answer with a peer in one minute and share the results with the class. T observes the Ss, provides whole class feedback, Ss provide each other feedback Then the Ss work on the given texts in pairs/small groups and present their opinion to the class. Differentiation: The lower-level Ss may be asked to choose only one text get ready to speak about it, the average-level ones two texts and the higher-level ones all three texts. Peer feedback T whole class feedback | interaction To boost critical thinking To provide the students with the opportunity to make judgements and draw conclusions |
| Practice | PW | Speaking | T gives the Ss 3 minutes to | ● To revise the |
| 6 min | GW | (Activity 13, p. 36) | discuss the given questions in pairs/groups and get ready to present their answers to the class. Differentiation: The lower-level Ss may be asked to speak only on the first question briefly (like the example provided) and the higher-level Ss to elaborate on both questions. | sports-related vocabulary and collocations • To boost the Ss ability to make choices based on their preferences • To boost critical thinking |

| Homework 2 min | WC | Writing (Activity 14, p. 36) | T asks the Ss to do some research in their village/town/city and write about what sports the girls or boys like doing and what games they like playing. Differentiation: The lower-level Ss may be asked to write about one sport that boys like doing and one that girls like doing and also one game that is very popular in their village / town / city. Average-level Ss may be asked to write about two favorite sports for girls and boys and two popular sports in their community. Higher-level Ss can elaborate on a number of popular sports with boys, girls and in their community. | To revise the sports-related vocabulary and collocations To boost autonomous learning To improve the Ss research skills |
|-----------------------|----|------------------------------|--|---|
| Self-assessment 2 min | IW | Self-reflection (p. 36) | T provides the Ss with self-assessment sheets and asks them to tick ($$) the box that accurately describes their skills. | To boost the Ss ability to reflect on their learning For T to reflect on her teaching |

pp. 48 - 51 (Unit 2.5)

| Name: | Level: 6th grade | Lesson Focus: Reading |
|---|--|--|
| Date: | | |
| Time allocated : 45 m | inutes (with low-level classes this le | esson can be split into 1.5) |
| Abbreviations: teach Group work (GW) | er (T), students (Ss), Whole class (W | /C), Individual work (IW), Pair work (PW), |
| | | |

- practice gist and detailed reading to identify key information in a text about a young wheelchair racing champion
- practice speaking on the importance of taking care of their peers
- practice speaking on taking care of people with special needs

| Stage Time | Interaction Pattern | Task/ Activity | Procedure | Purpose/Aim |
|---------------|------------------------|---|--|---|
| Warm up 2 min | T-S/S-S T-S/S-T | Throwing a ball and answering the Wh-questions related to sport | The T brings a ball to the class. Ss make a circle, big enough to play the game. The T throws a ball to one of the Ss and aska Wh-question related to sport. For example, 'What's your favorite sport?' The S who gets the ball should answer the question in a full sentence. 'My favorite sport is' Then the S who answers the question, should choose another S from the circle and ask another question. Optional: LA: The T throws the ball to all students one by one asking Wh-questions related to sport. The possible questions are: What's your favorite sport? When do you do sports? How often do you exercise? Do you prefer playing or watching sports? What famous sportsmen do you know? Etc. | To set the tune for the new lesson To recall the vocabulary and the topic covered in the last lesson |

| | | | Who is your favorite sportsman? Why? Etc. | |
|------------------|----------------|------------------------------|---|---|
| Lead-in 4 min | WC PW GW | Speaking (Activity 1, p. 48) | 'Who do you usually take care of?'. If needed s/he provides hints for the students to understand the phrases 'care for'/'take care of'. Ss give answers, T provides feedback respectively and says that today's lesson is about taking care of our friends, family, and people who need it. Ss are instructed to discuss the questions in pairs/small groups in 2 minutes and present their answers to the class. While Ss are discussing T writes the phrase 'show care for others' on the board. When time is up Ss come to the board, tell the class why it is important to care for others and write the activities they do to take care of others. Ss provide peer feedback T provides whole class feedback Differentiation: The lower-level Ss can be asked to name one thing that they do to care for others, the average-level Ss can be asked to give one reason and name some activities that they do, and the higher-level Ss to give some reasons and name some activities that they do. | To brainstorm reasons for taking care of others and the activities that people do in this regard To shape the value and culture of taking care of people around us |

| | | | | 1 |
|--------------------|----------------|--------------------------------------|--|--|
| Presentation 3 min | WC PW GW | Reading (Activity 2, p. 48) | T asks the Ss to go through the text quickly and decide what Brydi is famous for. Ss provide answers. T gives whole-class feedback. Differentiation: The lower-level Ss can be asked to name one thing for which Brydi is famous, the average-level Ss can be asked to name two things, and the higher-level Ss to name all the things indicated in the text. | To improve Ss reading for specific information |
| Practice 5 min | WC PW GW | Detailed reading (Activity 3, p. 49) | T asks the students to read the text and decide whether the statements given are true or false. They are encouraged to use different strategies which T has taught them (skimming, scanning, guessing from context). When time is up a volunteer S comes to the board and writes down the answers provided by the Ss. T observes the Ss, answers their questions, facilitates them if necessary. Ss provide peer feedback T provides whole class feedback Differentiation: The lower-level Ss may be instructed to work in groups of three, where each S will be responsible for answering 2 questions, but in the end they sum up their answers, so as to learn the whole content of the text. The higher-level Ss do the text in pairs working together to answer all the questions. | To improve the Ss reading skills To form the value and culture of treating everybody equally To boost inclusive attitude |

| Practice 4 min | WC PW GW | Gap-fill Reading for specific information (Activity 4, p. 49) | T asks the Ss to fill in the blanks with the provided words/phrases, reminding them that they need to use scanning. When time is up, T goes through the provided words/phrases to make sure the Ss know them or have grasped their meaning from the reading text. Provides hints, definitions, synonyms, antonyms, other word forms to help the Ss learn the meanings of the words if needed. | To practice scanning To improve guessing from context To revise the new vocabulary |
|----------------|----------------|---|---|--|
| | | | The whole class checks the activity, receives feedback from peers and/or T | |
| | | | Differentiation: | |
| | | | This is an easy task and even the <u>lower-level</u> Ss can complete it with little or no help. | |

| Practice 4 min | PW GW | Speaking (Activity 5 p. 49) | Ss are given 2 minutes to work in pairs/small groups and discuss the questions. Tobserves, assists the Ss if needed. When time is up a S from each pair/group comes to the board and writes one challenge for people with disabilities on the board. When all the Ss write their answers, Tasks the Ss to go through the challenges written on the board in their pairs/groups in one minute and suggest one thing that they can do to help people with special needs overcome those challenges. | To boost S-S interaction To improve speaking skills To boost critical thinking To show an example of being caring about lower-level Ss To shape the culture and value of taking care of people who need it |
|----------------|----------|-----------------------------|---|--|
| | | | Ss give peer feedback | |
| | | | T gives whole class feedback | |
| | | | <u>Differentiation:</u> | |
| | | | The concept discussed in this activity is a bit tough, therefore lower-level Ss may need some help, that's why it is better to involve them in small groups with at least one higher-level S. However T should observe the Ss to make sure everybody works. Also lower-level Ss can be asked to name one or two challenges that people with disabilities face and one thing that they do to be caring. The higher-level Ss may be asked to add to their peers' answers and provide details on why people with disabilities face challenges. | |

| Practice | IW | Reading/writing | This activity can be divided into | • To improve |
|------------------------------|----------|------------------------------|--|---|
| 5 min | PW GW | (Activity 6, p. 49) | 3 phases. I. T asks the Ss to read the text about Aram (who has special needs) individually and write down the challenges that he faces. II. Ss think of someone with similar needs and write his/her name. | reading skills (reading for specific information) To boost the culture and value of supporting people who need it |
| | | | III. T pairs the Ss and asks them to discuss and decide on some activities to support the person they have in mind. | |
| | | | All the Ss get a chance to come to the board and write one challenge that Aram faces. | |
| | | | In addition, the higher-level Ss present the activities to support people with special needs. | |
| | | | Ss provide peer feedback | |
| | | | T provides whole class feedback | |
| | | | <u>Differentiation:</u> | |
| | | | The <u>lower-level</u> Ss can be assigned to do the two phases of the task, naming only two challenges that Aram faces. The <u>higher-level</u> Ss complete the whole task. | |
| Diagnostic check 2 min | WC | Speaking (Activity 7, p. 50) | T asks the Ss what they know about the Olympic games, elicits some responses, T/a volunteer S writes them on board, T provides whole class feedback. Differentiation: All the Ss even the Lower-level ones will probably come up | To engage all the Ss To activate the Ss' background knowledge To boost motivation |
| | | | with some answer. | |

| _ | | | | |
|--------------------|----------------|--|--|--|
| Presentation 5 min | WC | Detailed Reading / Multiple choice (Activity 8, p. 50) | T goes through the vocabulary in the text, elicits some vocabulary, asks the Ss to try to guess the ones they don't know from the context and defines the ones that are unfamiliar to the whole class. Then s/he asks the Ss to read the text out loud in turn. At this point T pairs the Ss and asks them to do the multiple-choice task. Differentiation: The pre-reading vocabulary elicitation / introduction activity is done to help the lower-level Ss complete the task more easily. The higher-level Ss will probably provide some vocabulary definitions, be able to guess some words from the context and do the multiple choice successfully. | To activate the Ss' background knowledge To boost the Ss' ability to guess the words from context To practice detailed reading |
| Practice 4 min | WC PW GW | Speaking (Activity 9, p. 51) | T asks the Ss to work in pairs/groups and prepare answers for the questions in 2 minutes. When time is up, Ss present their responses orally. Ss provide peer feedback T gives whole class feedback Differentiation: This task is suitable for Ss of all levels and everybody will probably complete it | To activate the Ss' background knowledge To boost speaking To boost S-S interaction |

| Wrap up 5 min | WC PW GW | 3-2-1 technique | Ss should say Three things they learned Two things they liked about the lesson One question they still have | To assess the lesson outcome To allow SS to reflect on what they have learnt To allow SS have a feeling of accomplish ment when leaving the class |
|-------------------|----------------|--------------------------------------|---|---|
| Homework 2 min | WC | Presentation (Activity 11, p. 51) | T asks the Ss to prepare a 2-minute presentation about their favorite Olympic champion. The Ss are encouraged to make posters/slides/ videos. They can also work in pairs/groups. Differentiation: Lower-level Ss may be asked to write a few sentences about their favorite Olympic champion and read them in class. Higher-level Ss may be asked to prepare detailed information about their favorite Olympic champion and present their work orally. | To encourage autonomous learning To boost research skills To boost presentation skills |

pp. 84-86 (Unit 3.6)

| Name: | Level: 6th grade | Lesson Focus: Language in Use |
|---|-----------------------------------|------------------------------------|
| Date: | Time allocated : 45 minutes | |
| Abbreviations: teacher (T), st Group work (GW) | udents (Ss), Whole class (WC), In | dividual work (IW), Pair work (PW) |

SWBAT (Students will be able to...):

- practice speaking about their typical day and healthy and unhealthy habits
- practice listening and speaking in the context of daily routines using health related collocations and phrasal verbs with the verb 'look'

| Stage Time | Interaction Pattern | Task/ Activity | Procedure | Purpose/Aim |
|------------------|------------------------|-----------------|--|---|
| Warm up 2 min | T-S/S-S | Stand up if you | -take care of yourself -avoid fast food -exercise every day -keep a healthy lifestyle -spend time with your family and friends -if you don't play computer games , etc. The T uses any collocation the Ss learnt from their previous lesson in the sentence. The T says the sentences one by one and If the information is true for the Ss they stand up. If not, they remain in their seats. Optional: HA: The T models first and then assigns the Ss to come up with their own sentences using the 'stand up if you' structure. | To set the tone for the new lesson To liven up the class |

| Lead-in 6 min | WC PW | Speaking (Activity 1, p. | Ss are instructed to discuss the questions in pairs/small groups in 2 minutes and present their | · To brainstorm ideas on a typical day of a young |
|-------------------------|----------|--------------------------|--|--|
| | GW | 84) | answers to the class. While Ss are discussing s/he writes the phrase 'things to change' on the board. When time is up Ss come to the board in turn, speak briefly about the typical day of their pair/group and things they would like to change, then write two things they would like to change on the board. Ss provide peer feedback T provides whole class feedback Differentiation: The lower-level Ss can be asked to speak about one part of the day (morning / afternoon / evening) and name one thing they would like to change, and the higher-level Ss to fulfil the whole task. | teenager · To practice speaking about daily routines using health related collocations · To reflect on one's daily activities and make decisions about their benefits and harms. |

| Presentation 3 min | WC PW GW | Pre-listening matching (Activity 2, p. 84) | T asks the Ss to work in pairs/small groups and match the given phrases with the pictures and write them in their copybooks. | · To activate the Ss background knowledge on healthy and unhealthy habits · To elicit |
|--------------------|----------------|---|--|--|
| | | | Whole class checking and defining of the words/phrases Peer feedback T whole class feedback Differentiation: | vocabulary on healthy and unhealthy habits • To introduce new vocabulary on healthy and unhealthy habits |
| | | | This is an easy task and Ss of all levels can do it. However, the lower-level Ss may need some help with the vocabulary. T observes the class and helps such Ss or asks higher-level Ss in the pairs/groups to help their friends. | |

| Controlled Practice 5 min | WC PW GW | Listening and filling in the blanks (Activity 3, p. 85) | Ss listen to four teenagers speak about the effects of unhealthy habits on people's health and how to avoid them and write the words for the blank spaces in their copybooks. T observes the Ss, replays the recording if needed, facilitates the Ss if necessary. Whole class check, peer feedback T provides whole class feedback Differentiation: T may provide the missing words for the lower-level Ss, so that they will only need to insert them in the correct blank spaces as they listen. They may also need to listen to the text several times. The higher-level Ss can do the task easily. | · To use the new vocabulary in context · To improve the Ss listening skills · To form the value and culture of having healthy habits |
|---------------------------|----------------|---|--|--|
|---------------------------|----------------|---|--|--|

| Presentation Controlled practice 5 min | WC PW GW | Listening for specific information (Activity 4, p. 85) | T describes phrasal verbs briefly, giving examples of phrasal verbs that Ss know (e.g. get up, sit down, stand up, etc.). Then s/he asks the Ss to listen to the recording again and write the correct phrasal verbs with 'to look' for each blank space in their copybooks. | · To practice listening for specific information · To improve guessing from context · To revise the new vocabulary · To present phrasal verbs with 'to look' |
|--|----------------|--|---|--|
| | | | Whole class checking and feedback. | |
| | | | Then T goes through all the phrasal verbs with 'to look' in the listening text and the box after Activity 4, elicits definitions from the Ss and defines those that are new to the whole class, gives examples with these verbs. Then T pairs the Ss, gives them two verbs from the box and asks them to write two sentences with them. Ss read their sentences, receive feedback from their peers and T Differentiation: T may provide the missing phrasal verbs for the lower-level Ss, so that they will only need to insert them in the correct blank spaces as they listen. They may also need to listen to the text several times. The higher-level Ss can do the task easily. | |

| Free practice 3 min | WC | Gist listening (Activity 5 p. 85) | Ss listen to Peter talk about himself, decide if he has a healthy lifestyle and give reasons to explain their answers. Ss give peer feedback | · To improve listening for the main idea of the text · To boost critical thinking |
|---------------------------|----------|--|---|--|
| | | | T gives whole class feedback Differentiation: | |
| | | | The <u>lower-level</u> Ss may be asked to say whether Peter has a healthy lifestyle or not and give one reason for that. The <u>higher-level</u> Ss should be asked to provide a detailed answer, giving several reasons. | |
| Controlled practice 3 min | IW PW | Detailed listening (Activity 6 p. 85) | Ss listen to Peter again and decide whether the statements are true or false and write their answers in their copybooks. Then they check their answers with a peer. Ss provide peer feedback T provides whole class feedback Differentiation: This is an easy task and even lower-level Ss can do it easily, but they may need replaying the recording. | · To improve listening for details · To practice listening and speaking about daily routines |

| Free practice 2 min | IW PW | Gist listening (Activity 7, p. 86) | Ss listen to Sue talk about herself, decide if she has a healthy lifestyle and give reasons to explain their answers. Ss give peer feedback T gives whole class feedback | · To improve listening for the main idea of the text · To boost critical thinking |
|---------------------------|----------|---|--|--|
| | | | Differentiation: The lower-level Ss may be asked to say whether Sue has a healthy lifestyle or not and give one reason for that. The higher-level Ss should be asked to provide a detailed answer, | |
| Controlled practice 3 min | WC | Detailed Reading / matching (Activity 8, p. 86) | giving several reasons. Ss listen to Sue again and match the two halves of the sentences, writing them in their copybooks. Ss provide peer feedback T provides whole class feedback Differentiation: This is an easy task and even lower-level Ss can do it easily, but they may need replaying the recording. | · To improve listening for details · To practice listening and speaking about daily routines |

| pairs the Ss and asks them to exchange their works and check them. Ss provide peer feedback. The T gives whole class feedback. Differentiation: This task is suitable for Ss of all levels and everybody will probably complete it successfully with no or little help from peers or T. Differentiation: The higher-level Ss may be asked to provide one or two examples to show their or their peer's difference from or similarity with Sue or Peter, whereas higher-level Ss can be asked to give a number of examples. T provides the Ss with pieces of paper and asks them to write 1. about one of their healthy habits and one that they think is unhealthy, and what they are going to do about it. 2. at least 2 phrasal verbs that they learned during the lesson. The T collect these as Ss leave the class * This is an opportunity to | Controlled practice Free practice 10 min | IW PW GW | Detailed Listening (Activity 9, p. 86) | T asks the Ss to draw a table in their copybooks like the one in the book. Then the Ss listen to Peter and Sue again and tick the relevant boxes for them. After that the Ss tick the boxes that are true for themselves. T | To practicelistening for detailsTo boost S-Sinteraction |
|--|--|----------------|---|---|--|
| This task is suitable for Ss of all levels and everybody will probably complete it successfully with no or little help from peers or T. Differentiation: The higher-level Ss may be asked to provide one or two examples to show their or their peer's difference from or similarity with Sue or Peter, whereas higher-level Ss can be asked to give a number of examples. TS Feedback and exit ticket To assess the lesson outcome To allow SS to reflect on what they are going to do about it. 2. at least 2 phrasal verbs that they learned during the lesson. The T collect these as Ss leave the class | | | | exchange their works and check them. Ss provide peer feedback. The T gives whole | |
| The higher-level Ss may be asked to provide one or two examples to show their or their peer's difference from or similarity with Sue or Peter, whereas higher-level Ss can be asked to give a number of examples. Trovides the Ss with pieces of paper and asks them to write 1. about one of their healthy habits and one that they think is unhealthy, and what they are going to do about it. 2. at least 2 phrasal verbs that they learned during the lesson. The T collect these as Ss leave the class The higher-level Ss may be asked to provide one or two examples. To assess the lesson outcome To allow SS to reflect on what they are going to do about it. 2. at least 2 phrasal verbs that they learned during the lesson. To allow SS have a feeling of | | | | This task is suitable for Ss of all levels and everybody will probably complete it successfully with no or little | |
| Assessment 2 min TS IW Feedback and exit ticket 1. about one of their healthy habits and one that they think is unhealthy, and what they are going to do about it. 2. at least 2 phrasal verbs that they learned during the lesson. The T collect these as Ss leave the class To allow SS have a feeling of | | | | The <u>higher-level</u> Ss may be asked to provide one or two examples to show their or their peer's difference from or similarity with Sue or Peter, whereas higher-level Ss can be asked to give a number of | |
| integrate PE and healthy ment when | | | | paper and asks them to write 1. about one of their healthy habits and one that they think is unhealthy, and what they are going to do about it. 2. at least 2 phrasal verbs that they learned during the lesson. The T collect these as Ss leave the class * This is an opportunity to | the lesson outcome To allow SS to reflect on what they have learnt To allow SS have a feeling of accomplish |

| | | | lifestyle skills in an English | leaving the |
|----------|------|------------------|--|-----------------|
| | | | class. | class |
| Homework | WC | Meiting | ➤ T asks the Ss to write a | ➤ To encourage |
| | l wc | Writing | paragraph and express their | autonomous |
| 2 min | | (Activity 11, p. | views about how watching | learning |
| | | 86) | TV shows, reading books | ➤ To boost |
| | | | and magazines, or visiting | research skills |
| | | | websites on a healthy | ➤ To boost |
| | | | lifestyle can have a positive | presentation |
| | | | effect on their own health. | skills |
| | | | <u>Differentiation:</u> | |
| | | | <u>Lower-level</u> Ss may be asked to | |
| | | | write only about the effects of | |
| | | | watching TV shows on a healthy | |
| | | | lifestyle on their health. | |
| | | | <u>Higher-level</u> Ss may be asked to | |
| | | | elaborate on the effects of all | |
| | | | the factors given. | |

pp. 90-91 (Unit 3.8)

| Name: | Level: 6th grade | Lesson Focus: Speaking |
|---|--|---|
| Date: | Time allocated: 45 minutes | s |
| Abbreviations: teach Group work (GW) | ner (T), students (Ss), Whole class (W | C), Individual work (IW), Pair work (PW), |
| SWBAT (Students w | ill be able to): | |

- practice speaking on what people do to take care of themselves and feel relaxed
- practice speaking about hobbies using collocations with go/have/play
- practice speaking on what people can do to cheer up or feel active

| Stage | Interaction | Task/ Activity | Procedure | Purpose/Aim |
|-------|-------------|----------------|-----------|-------------|
| Time | Pattern | | | |

| | | | _ | | |
|------------------------|---|----------------|------------------------|---|--|
| Warn 2 min | - | TS | Brain Gym | The T greets the Ss and starts the lessons with an energizer. The T and the Ss watch the video and repeat the actions. https://www.youtube.com/watch?v=DJt6ORwxKmE | To liven up the class To set the tune for the lesson |
| Home check 5 min | | IW PW GW | Homework peer-checking | Then the T asks the Ss to exchange their homework (a letter to a friend on their hobby) with the S next to them and peer check it using the checklist that she gives them. | To check the Ss' homework quickly |
| | | | | Checklist for written homework peer-check 1. Ideas - Is the main idea clear? Yes / No 2. Beginning, Middle, End - Does the story have a beginning, middle, and end? Yes / No 3. Vocabulary - Are there some interesting words? Yes / No 4. Sentences - Are the sentences easy to understand? Yes / No 5. Spelling and Punctuation - Are most words spelled correctly? Yes / No - Are there periods and commas? Yes / No Instructions for Peer Check 1. Read your partner's work. | |
| | | | | | 225 |

| | | | 1 | |
|---------|----|-----------------|---|--|
| | | | 2. Answer Yes or No for each question. | |
| | | | 3. Tell your partner one thing you liked. | |
| | | | 4. Tell your partner one way to make it better. | |
| | | | Differentiation: | |
| | | | LL Ss may be asked to work with a higher level S, so that the HL S helps the LL S do the checking. | |
| Lead-in | WC | Speaking | T divides the class into | To brainstorm ideas on |
| 6 min | PW | (Activity 1, p. | groups of 4, asks them to | how people take care |
| | GW | 90) | discuss the questions for two minutes, write down | of themselves or what they do to feel relaxed |
| | | | their ideas and present them to class in one minute. | To practice speaking To reflect on one's |
| | | | T observes the SS, provides assistance if needed | self-care activities To boost S-S interaction |
| | | | Ss give peer feedback | |
| | | | T gives whole-class feedback | |
| | | | Optional: | |
| | | | Depending on the class | |
| | | | size, Ss' interests and needs, the T may choose to use any of the questions | |
| | | | suggested in the subunit as a lead activity. | |
| | | | Differentiation: | |
| | | | The T can form groups that have both <u>lower-level</u> and <u>higher-level</u> Ss, and give the Ss roles (leader, note-taker, summarizer, time-keeper, presenter) so | |
| | | | that everyone works. | |

| Presentation Controlled practice 3 min | IW WC | Pre-listening matching (Activity 2, p. 90) | The T asks the Ss to match the collocations with the pictures in one minute, drawing the Ss' attention on the verbs that are used in the collocations. Whole class checking Peer feedback T whole class feedback | To activate Ss schemata/background knowledge and set the tone for the new lesson To elicit vocabulary on hobbies/free-time activities To introduce collocations with go/have/play to speak about hobbies |
|--|----------|---|--|--|
| Controlled practice 3 min | IW PW | Listening and filling in the blanks (Activity 3, p. 90) | Ss listen to three young people speak about their hobbies and write the verbs go/play/have in the texts in their copybooks. T observes the Ss, replays the recording if needed, facilitates the Ss if necessary. The Ss exchange their copybooks, check each other's work and provide peer feedback T provides whole class feedback Optional: If there is time the Ss may be instructed to discuss the free time activities of the people in the listening text and decide which of them they also do/like doing Differentiation: This is an easy task and a great opportunity for the lower-level Ss to display their linguistic abilities. | To use the new collocations in context To improve the Ss listening skills To shape the value and culture of taking care of oneself |

| Less controlled practice 5 min | WC PW GW | Making collocations and filling in the blanks (Activity 4, p. 90) | T asks the Ss to work in pairs to make collocations with a verb (go/have/play) and one of the given phrases and fill in the blanks with those collocations. | To practice making collocations with go/have/play To boost S-S interaction |
|---|----------------|---|---|--|
| | | | "What is a collocation?" "Are you going to fill in the blanks with the given words only?" "What verbs do you need to use to make the collocations" | |
| | | | Differentiation: Lower-level Ss may be asked to choose any three sentences from the activity and do only those. Higher-level Ss can do the whole task easily. | |

| Less | PW | Makina | Tacks the Sate wark in | To reinferee making |
|---------------------|----|------------------------------|--|--|
| controlled practice | GW | Making collocations Speaking | T asks the Ss to work in pairs/small groups of 3 and gives them 2 minutes | To reinforce making collocations with go/have/play |
| Free practice 7 min | | (Activity 5 p. 91) | to make collocations | To practice speaking about free-time activities |
| | | | When time is up they do whole-class checking. | To boost the Ss ability to ground their point |
| | | | Ss give peer feedback | To boost the Ss |
| | | | T gives whole-class feedback | presentation skills · To boost S-S |
| | | | Then T asks the pairs/groups to discuss their ideas on the collocations they just made in 2 minutes and get ready to tell the class how often they do those activities and why. | interaction |
| | | | When time is up one S from each pair/group presents their results | |
| | | | Ss give peer feedback | |
| | | | T gives whole class feedback | |
| | | | Differentiation: | |
| | | | The lower-level Ss may be asked to choose only 1 activity that they do and speak about it briefly. The higher-level Ss should be asked to provide detailed answers on all activities that they do, giving several reasons. | |

| Free practice 5 min | IW PW | Matching questions with answers (Activity 6 p. 91) | T asks the Ss to match the questions with the answers individually and check their answers with a peer. Ss provide peer feedback T provides whole class feedback | To practice the use of collocations for hobbies and free-time activities To improve the Ss ability to analyze and link ideas |
|------------------------|----------------|--|---|---|
| Free practice 5 min | IW PW GW | Speaking Think, pair, share (Activity 7, p. 91) | T asks the Ss to think about and write down their answers to the questions in one minute, then discuss their answers with a peer in one minute and get ready to share their joint answers with the class in one minute. Ss give peer feedback T gives whole class feedback Differentiation: The lower-level Ss may be asked to speak briefly about a few activities they do, providing only one reason. The higher-level Ss should provide a detailed answer, naming several activities and giving reasons for doing them. | To improve speaking about activities that help people feel better To boost S-S interaction To boost critical thinking |
| Assessment 2 min | WC | Self-assessme nt (page 92) | T provides the Ss with self-assessment sheets and asks them to tick (√) the box that accurately describes their skills. | To assess the lesson outcome To allow SS to reflect on what they have learnt |

| Homework 2 min | WC | Presentation / Speaking (Activity 8, p. 91) | T asks the Ss to make a presentation on what activities they do to stay active and happy and with whom they prefer to do those activities. | To encourage autonomous learning To boost self-reflection skills To boost presentation skills |
|-------------------|----|---|--|---|
| | | | <u>Optional</u> | SKIIIS |
| | | | The Ss may be asked to also speak about how those activities help them do better at school and be encouraged to use posters, pictures, videos, etc. to make their presentation more impressive. | |
| | | | Differentiation: | |
| | | | Lower-level Ss may be asked to speak about a few activities that they do and the higher-level ones to elaborate on all the activities, saying with whom they like doing those activities and why | |

pp. 114-116 (Unit 4.7 Writing)

| Name: | Level: 6th grade | Lesson Focus: Writing |
|-------|------------------|-----------------------|
|-------|------------------|-----------------------|

Date: _____ Time allocated : 45 minutes

Abbreviations: teacher (T), students (Ss), Whole class (WC), Individual work (IW), Pair work (PW),

Group work (GW)

Lesson Duration: 45 minutes SWBAT (SS will be able to...):

• practice creating cards for friends and family members

• practice writing holiday greetings and wishes for them

| Stage | Interactio n Pattern | Task/Activity | Procedure | Purpose/Aim |
|--------------------------------|-------------------------|-------------------|--|--|
| Warm up (5 min) | IW PW WC | | The T begins by asking Ss to think about a memorable holiday greeting or wish they've received from a friend or family member. In pairs, Ss take turns sharing the holiday greeting they remember | To stimulate students' reflection on past experiences with holiday greetings or wishes To engage Ss and set a |
| | | | and why it stood out to them. They can discuss aspects such as the wording, the occasion it was for. | context for the upcoming lesson activities |
| Lead in Speaking (4 min) | PW | (Act. 1 p.114) | The T asks the Ss to read the questions and talk to their peers, sharing their answers. The T states that there are not any | ➤ To encourage them to express their opinions and thoughts on a given topic |
| | | | right or wrong answers. Differentiation: LL Ss can state their ideas by providing short answers. HL Ss elaborate their answers providing details. | ➤ To foster meaningful dialogue, promote critical thinking, and enhance communication skills within the classroom |

| Presentatio | Iw | (Act. 2 p. | ➤ The T asks Ss to write the exercise | > To promote active learning |
|---------------|-----|------------|--|------------------------------|
| | IVV | 114) | | and retention |
| n (2 maim) | | 114) | in their copy-books. The Ss match the two halves of the sentences to | and retention |
| (3 min) | | | | To anhance Se' |
| | | | make greetings and wishes. | ➤ To enhance Ss' |
| | | | ➤ The T asks the Ss to compare their | understanding of the |
| | | | answers with their peers and does | structure and components |
| | | | WC feedback. | of holiday greetings and |
| | | | Optional for LL Ss. | wishes |
| | | | Create Puzzle Pieces: Write or print | |
| | | | greetings and wishes on card stock, then | |
| | | | cut each one into two parts in a puzzle | |
| | | | shape (e.g., jigsaw pieces, zigzag lines). | |
| | | | Prepare Envelopes: Place a mixed set of | |
| | | | puzzle pieces into envelopes. Each | |
| | | | envelope should contain all the sentences. | |
| | | | > Answers: 1. C; 2.D; 3. A; 4. E; 5. B; | |
| Controlled | IW | (Act. 3 p. | The T asks one of the Ss to read | To encourage students to |
| Practice | wc | 114) | the task and asks the Ss to write | consider the context and |
| (4 min) | | | the activity in their copy-books | themes of each |
| | | | In order to check the | greeting/wish to make their |
| | | | understanding of the instructions | decisions |
| | | | the T asks some ICQs- | |
| | | | 1. What are you going to do | |
| | | | with each greeting/wish? | To cater to diverse |
| | | | Expected answer: Match it | proficiency levels, thereby |
| | | | to the holiday it is most | fostering an inclusive |
| | | | appropriate for. | learning environment |
| | | | 2. Are you going to write the | |
| | | | name of the holiday next | |
| | | | to each greeting/wish? | To promote independent |
| | | | Expected answer: Yes. | thinking and collaborative |
| | | | The Ss work individually, then compare | learning |
| | | | their answers in pairs. | |
| | | | The T reviews the answers as a | |
| | | | class and discusses any differences | |
| | | | in interpretations. | |
| | | | Differentiation: | |
| | | | ➤ HL Ss are not given the holiday | |
| | | | names, they are to come up on | |
| | | | their own. | |
| | | | ➤ For LL Ss the T provides a list of | |
| | | | holidays on the board or on a | |
| | | | handout. | |
| | | | 1. Valentine's Day | |
| | | • | | |

| | | | Thanksgiving New Year Christmas Easter | |
|--|----------|-----------------|---|---|
| Controlled practice (4 min) | PW | (Act 4. p. 114) | The T divides the class into small groups of 3-4 students each. Then the T provides each group with a set of the incomplete greetings and wishes, along with the words/expressions (Happy, Wishing, Merry, May) written on separate cards or slips of paper. The T instructs the groups to work together to complete the greetings and wishes using the provided words/expressions and copy them in their copy-books. Differentiation: The T encourages the HL Ss to not only fill in the blanks but also to add details or elements to enhance the greetings and wishes. Answers: 1. Happy; 2. May; 3. Wishing; 4. Marry; | To implicitly learn writing greeting cards To foster collaboration among Ss while practicing language skills through completing incomplete greetings and wishes. |
| Presentatio n Pre-readin g 6 min | IW PW | (Act. 5 p.115) | 5. May; 6. Wishing The T prepares large cards with each word/phrase written clearly on one card and the corresponding definition written on the other card. The cards are put in mixed order. The T sets up stations around the classroom or outdoor area, with each station containing one set of cards. Then the T divides the class into teams of equal size. The T explains to the students that they will participate in a relay race to match the words/phrases with their definitions. | To enhance vocabulary retention To develop Ss' communication and cooperation skills as they strive towards a common goal. To help energize Ss and make the learning experience more enjoyable. To foster a competitive spirit: The relay race format adds an element of excitement and motivation, |

| 1 | | | | 1 |
|-------------|----|---------|---|-------------------------------|
| | | | The T assigns each team a starting | encouraging students to |
| | | | point and assigns one member | participate enthusiastically. |
| | | | from each team as the "runner." | |
| | | | When the race begins, the first | To Improve cognitive skills: |
| | | | runner from each team runs to the | The quick decision-making |
| | | | first station, flips over the cards, | required during the relay |
| | | | and matches the words/phrases | helps enhance students' |
| | | | with their definitions. Each runner | cognitive abilities, such as |
| | | | matches one word. | problem-solving and quick |
| | | | Once the runner has made the | thinking. |
| | | | correct matches, they run back to | |
| | | | their team taking with them the | |
| | | | word and definition match and tag | |
| | | | the next runner, who then repeats | |
| | | | the process at the next station. | |
| | | | The race continues until all stations | |
| | | | have been completed and all | |
| | | | matches have been made. | |
| | | | The first team to successfully | |
| | | | match all the words/phrases with | |
| | | | their definitions wins the relay | |
| | | | race. | |
| | | | Answers: 1.D; 2.E; 3.A; 4.C; 5.B | |
| Controlled | GW | (Act. 6 | The T explains the task to the Ss, | ➤ To improve Ss' |
| Practice | wc | p.115) | emphasizing that they will be | understanding of context |
| Reading for | | | reading about how Nellie, Tigran, | and vocabulary |
| details | | | and Mane made their holiday | |
| (6 min) | | | cards. | |
| | | | The T divides the Ss into small | To enhance learning |
| | | | groups of 3-4. | through peer interaction |
| | | | ➤ The T gives 3 minutes to read the | |
| | | | passage together and discuss | |
| | | | which words might fit in the | > To strengthen confidence |
| | | | blanks. The Ss write their | and clarity in |
| | | | responses in the copy-books. | communication |
| | | | The T asks the groups to swap their | |
| | | | answers and the Ss check in their | |
| | | | groups whether the other group | |
| | | | made a correct guess. In case of | |
| | | | mistakes the group provides | |
| | | | justification to their corrected | |
| | | | answer. | |
| | | ī | | |
| | | | Then the T gives WC feedback. | |

| | 1 | | 10 11 10 5 10 | |
|-------------|----|----------|--|--|
| | | | Answers: 1. Cardboard; 2. Bunnies; 3. | |
| | | | Glued; 4. Dried; 5. Scarecrows; 6. Ghost | |
| | | | figures 7. Shiny 8. Sleigh; 9. Fireworks. | |
| Controlled | IW | (Act. 7 | The T asks the Ss to read the text | To review the |
| practice | PW | p.115) | again and decide what holiday | understanding of the |
| Post-readin | | | each person's card was for. | reading passage |
| g | | | <u>Differentiation:</u> | |
| (6 min 3 | | | LL Ss write the holiday names. | To revisit the passage for |
| min each) | | | HL Ss give justifications to their answers. | detailed information |
| | | | | |
| | | | Answers: Nellie's card: <i>Easter</i> Tigran's card: | To enhance their ability to |
| | | | <u>Halloween</u> Mane's card: <u>New Year</u> | comprehend and interpret |
| | | | | written material. |
| | | (Act. 8 | The T asks the Ss to read the greetings and | |
| | | p.115) | decide who wrote them. | |
| | | | Answers: 1. Tigran; 2. Nellie; 3. Mane | |
| Free | IW | Speaking | > The T asks the students to reflect | To apply their knowledge |
| practice | PW | | on their making of the greeting | |
| 4 min | | | cards using some key sentences | To encourage Ss to express |
| | | | from the text such as: "I want to | themselves using |
| | | | tell you about the holiday cards I | descriptive language and |
| | | | prepared." "I like giving cards to | provide examples to |
| | | | people on holidays." "I love | support their reflections. |
| | | | drawing and whenever I want to | |
| | | | give someone a holiday card I | |
| | | | make it myself " | |
| Application | GW | (Act. 9 | · | To practice writing coherent |
| 5 min | | p.116) | The T divides the students into | and meaningful sentences |
| | | <u> </u> | pairs or small groups. | To encourage clear |
| | | | The T provides each group with a | communication and |
| | | | set of blank holiday cards (you can | articulation of ideas |
| | | | use cardstock or folded paper). | To encourage creativity in |
| | | | On the board or on handouts, The | combining visual and |
| | | | T provides a list of holidays (e.g., | textual elements. |
| | | | Christmas, Thanksgiving, New Year, | To encourage Ss personal |
| | | | Valentine's Day, Easter) along with | touch and individuality in |
| | | | some common greetings or wishes | each card, enhancing |
| | | | associated with each holiday. | engagement. sense of |
| | | | ➤ The T asks each group to choose | community and goodwill |
| | | | one holiday from the list and | To appreciate artistic and |
| | | | brainstorm a greeting or wish | creative Skills |
| | | | appropriate for that holiday. They | Cicative Skiiis |
| | | | can use the provided list as | |
| | | | can use the provided list as | |

| | | | inspiration or come up with their own. Once they have chosen a greeting or wish, they should write it inside their blank holiday card, along with any additional decorations or illustrations they'd like to include. After the cards are completed, each group shares their card with the class, explaining the holiday they chose and why they chose the particular greeting or wish. The T encourages other students to provide feedback or suggestions for improvement. The T displays the holiday cards around the classroom or sends them to friends/other classes as holiday greetings. | |
|-------------------------|----|-------|--|--|
| Assessme nt 1 min | TS | Recap | ➤ The Ss say one new thing they learned from the lesson | To assess the lesson outcome To allow SS to reflect on what they have learnt To allow SS have a feeling of accomplishment when leaving the class |

Homework suggestion: SS make a Christmas/ New Year/ Easter Card with a greeting in it. The Ss design and write the card on their own.

pp. 131-134(Unit 5.4 Grammar(1))

| Name: | Level: 6th grade | Lesson Focus: Grammar |
|--|----------------------------------|--|
| Date: | Time allocated : 45 minutes | |
| Abbreviations: teacher (T) Group work (GW) | , students (Ss), Whole class (WC | C), Individual work (IW), Pair work (PW) |

Lesson Duration: 45 minutes

SWBAT (SS will be able to...):

- Identify, describe and discuss cultural heritage sites in Armenia
- Practice talking about the sites using Present Perfect tense

| Stage | Interactio n Pattern | Task/Activity | Procedure | Purpose/Aim |
|-------------------------------|-------------------------|------------------|--|---|
| Warm-up Lead-in (4 min) | WC | (Act.1 p.131) | ➤ T greets the Ss and asks questions "What are some Armenian cultural and world heritage sites?" "Have you been to any cultural and world heritage sites in Armenia? What was it?" | To engage the Ss and create motivation To brainstorm ideas about Armenian cultural heritage sites and activate prior knowledge |

| | | ı | <u></u> | | |
|---|----------|------------------|--|---|--|
| Presentati on (5 min) | IW WC | (Act.2 p.131) | T asks the Ss to match the pictures with the names of the sites and the Ss do a pair check-up and the T gives a WC feedback. Different ways the activity can be done. Option 1.QR Code Scavenger Hunt: Create a scavenger hunt using QR codes. Place QR codes around your presentation space or in different locations. When participants scan a QR code, they are directed to a webpage or digital platform where | | To educate and raise awareness about Armenia's rich historical and cultural heritage To highlight significant sites and their unique attributes |
| | | | they can match the scanned image with the correct cultural heritage site. Option 2.Create a Drag-and-Drop Activity: Design a digital platform where users can see images of the cultural heritage sites on one side and the names or descriptions of the sites on the other side. Users can then drag the images and drop them | | |
| | | | onto the correct corresponding name or description. Answers: | | |
| | | | Picture 1 - 3. Erebuni Fortress | | |
| | | | Picture 2 - 4.Remains of Zvartnots Church | | |
| | | | Picture 3 - 5. Geghard Monastery | | |
| | | | Picture 4 - 6. Temple of Garni | | |
| | | | Picture 5 - 1. Monasteries of Haghpat and Sanahin | | |
| | | | Picture 6 - 2. Echmiadzin Cathedral | | |
| Pronuncia tion practice Pre-listeni ng (2 min) | WC | (Act.3 p131) | T turns on the audio player and pauses after each word and the Ss repeat. Differentiation: The recording can be played twice for the Ss of all levels to be able to grasp the pronunciation. | A | To reinforce understanding and recognition of vocabulary related to the sites of Armenia |

| Controlle | WC, PW | (Act. 4 | Ss match the vocabulary words with | > | To test comprehension |
|------------|--------|---------|---|------------------|---------------------------|
| d Practice | | p.131) | their definitions, check in pairs and | | of vocabulary related to |
| (4 min) | | | share their answers with the class. T | | the sites |
| | | | provides feedback. | | |
| | | | Answers: 1f 2a 3d 4b 5e 6c | \triangleright | To reinforce |
| | | | | | understanding and aid |
| | | | <u>Differentiation:</u> | | vocabulary acquisition |
| | | | For this matching exercise, lower-level | | |
| | | | students can match the words. | | |
| | | | Higher-level students can also complete the | | |
| | | | matching task but with an added challenge | | |
| | | | of explaining the reasoning behind each | | |
| | | | match in detail. | | |
| Controlle | IW WC | (Act 5. | The T asks the Ss to listen to the | A | To recall specific |
| d practice | | p.132) | audio material and fill in the blanks | | vocabulary words |
| Listening | | | with the words. After the instruction | | related to the historical |
| for | | | the teacher asks ICQs to check | | and religious sites |
| details. | | | whether they are on the same page | | discussed in the audio |
| (5 min) | | | or not. | | material |
| | | | 1. Are we writing down every word or | | |
| | | | just the specific ones? | | |
| | | | 2. Are you looking for specific | | |
| | | | information or general ideas? | | |
| | | | | | |
| | | | Answers: 1.tombs 2.spear.3 masterpiece. | | |
| | | | 4.diggings. 5.carvings | | |

| | _ | _ | | |
|--|----------|-------------|--|---|
| Presentati on (11 min) | WC | (Use p.132) | ➤ The T gives handouts with sentences taken out from the audio material that are in Present Perfect and asks the students to come up with the ideas of how this tense is used. The T gives feedback. Modeling: 1. I have also surfed the internet and found some info about Echmiatsin Cathedral. CCQs: Do you see any time period in this sentence? -When did Nelly search for the info? What is the present result? ➤ The T also asks the Ss to come up with the form of the tense. Through modeling with a sentence the teacher guides students in understanding that the Present Perfect tense indicates an action that occurred at an unspecified time in the past but has relevance to the present moment. ➤ The T also writes the same sentence using time expressions and asks the Ss to find the difference in those two sentences. I surfed the internet yesterday and found some info about Echmiatsin Cathedral. ➤ The T elicits the answer from the students. | To encourage students to analyze the sentences, identify the tense, and infer its usage |
| Listening | IW | (Act.6 | ➤ Ss listen to a conversation and | > To enhance Ss' |
| for details Controlle d practice (2 min) | PW WC | p.132) | identify the present perfect verbs. The Ss compare their answers with their peers and the T provides WC feedback. | listening skills and reinforce the identifying the present perfect tense |
| | | | Answers: | |
| | | | Have got, have found, have surfed , has sent, | |
| | | | have been, haven't visited. | |
| | | | <u>Differentiation:</u> | |
| | | | The recording can be played twice for the Ss | |
| | | | of all levels to be able to complete the task. | |

| Less-Cont | PW | | The T plays the audio material again | > | To facilitate effective |
|-----------|-------|-------------|---|------------------|---|
| rolled | GW | (Act. 7 p. | and asks the Ss to complete the | | listening, information |
| Practice | | 132) | table.They compare the answers and | | retention, and |
| (6 min) | | | the T gives a WC feedback. | | collaborative learning |
| | | | <u>Differentiation: for activities 6 and 7 page</u> | | |
| | | | <u>129:</u> | \triangleright | To assess and improve |
| | | | For these tasks, lower-level students can | | students' listening |
| | | | listen to the conversation again and write | | skills, comprehension |
| | | | down the verbs that are in the present | | abilities, and ability to |
| | | | perfect tense. Higher-level students can | | extract specific |
| | | | complete the table based on the information | | information from |
| | | | provided in the conversation and then | | spoken dialogue |
| | | | compare their answers with a peer. | | |
| Formative | IW PW | Exit ticket | Identifying Cultural Sites: For Lower | > | To retain information |
| assessme | | | Level Ss- Write down at least three | | from the unit |
| nt | | | Armenian cultural heritage sites | | |
| | | | you've learned about in this unit. | > | To use this grammatical |
| | | | Personal Experience: Have you | | structure accurately |
| | | | visited any cultural heritage sites in | | |
| | | | Armenia? Share your experiences in | | To reflect on their own |
| | | | two sentences using the present | | experiences and apply |
| | | | perfect tense. | | the language learned in |
| | | | Grammar Exercise: Present Perfect Tense: | | real-life contexts |
| | | | Complete the following sentences using the | > | To engage Ss in peer |
| | | | present perfect tense: | | interaction, promoting collaborative learning |
| | | | 1. I (never / visit) | | and further reinforcing |
| | | | Geghard Monastery. | | their understanding of |
| | | | 2. My family (already / | | the material |
| | | | explore) Echmiatsin Cathedral. | | and material |
| | | | 3. Have you (ever / hear) | | |
| | | | about Zvartnots Church? | | |
| | | | 4. We (not / see) the | | |
| | | | Monasteries of Haghpat and Sanahin | | |
| | | | уе | | |
| | | | Peer Comparison: | | |
| | | | Ss can exchange their completed exit | | |
| | | | tickets with a partner. Review each | | |
| | | | other's responses and discuss any | | |
| | | | differences or similarities. | | |

<u>Homework suggestion:</u> SS may choose one of the sites and research some information and make a presentation. Present their presentation to the class.

pp. 131-133 (Unit 5.4 Grammar (2)

| Name: | Level: 6th grade | Lesson Focus: Grammar |
|-------|------------------|-----------------------|

Date: _____ Time allocated : 45 minutes

Abbreviations: teacher (T), students (Ss), Whole class (WC), Individual work (IW), Pair work (PW),

Group work (GW)

Lesson Duration: 45 minutes SWBAT (SS will be able to...):

• Identify, describe and discuss cultural heritage sites in Armenia

• Practice talking about the sites using Present Perfect tense

| Stage | Interact | Task | Procedure | Purpose/Aim |
|---------|----------|-----------|----------------------------------|------------------------------------|
| | ion | Activity | | |
| | Pattern | | | |
| Warm up | PW | Mystery | ➤ The T Display small objects or | To engage students in a |
| (5 min) | GW | Artifacts | pictures of artifacts related | hands-on, interactive learning |
| | | | to cultural heritage sites | experience that stimulates |
| | | | (e.g., a miniature model of | curiosity and critical thinking |
| | | | the Temple of Garni, a replica | about cultural heritage and |
| | | | of an ancient tool, or a | history |
| | | | picture of an ancient wall | To practice presenting their ideas |
| | | | carving). | clearly and confidently to the |
| | | | The T divides the students | class |
| | | | into small groups and gives | To foster speaking skills and the |
| | | | each group one object or | ability to express thoughts in a |
| | | | picture. | structured manner |
| | | | The T asks them to discuss | |
| | | | what they think the object is, | |
| | | | where it might be from, and | |
| | | | what it was used for. | |
| | | | After a few minutes, have | |
| | | | each group present their | |
| | | | guesses to the class. | |

| Lead in (2 min) | PW WC | Speaking (Act. 8 p. 133) | The T asks students to discuss the questions In pairs or small groups. Which cultural heritage sites have you visited recently? Which sites would you like to visit? Why? The T asks random Ss to share their ideas giving long and detailed answers. | To practice speaking skills To practice expressing their thoughts, listening to others, and engaging in meaningful conversations To promote critical thinking by encouraging them to think about why they want to visit certain sites as they consider the significance, history, and cultural value of these places |
|--|----------------|-----------------------------|---|--|
| Pre-reading Reading for gist (2 min) | IW PW WC | (Act. 9 p. 133) | The T asks the students to scan the reading passage and state how many cultural sites it talks about. Answer: The text is about two cultural sites: the Temple of Garni and the Fortress of Erebuni. | To practice reading for gist To practice scanning skills |
| Pre-reading Vocabulary learning (8 min) | IW PW WC | (Act. 10 p. 133) | The T Introduces key vocabulary terms related to the passage about the Temple of Garni and the Fortress of Erebuni using flashcards. The flashcards have the definitions and the words, the Ss work in pairs and match the words with their definitions. The T gives WC feedback. Archeologists people who study old places, people and items. Fortress large strong building to protect a. place. Temple a building to pray to gods. Impressive exciting Find out to discover or learn something new by searching for information. Historians People who study and write about the past, particularly events, people, and societies. | ➤ To enhance students' comprehension and retention of the text ➤ To familiarize themselves with key vocabulary terms related to the passage |

| | | | Optional. The T can also make a | |
|------------|------|----------------|---------------------------------------|---------------------------------|
| | | | Quizlet teaching and testing exercise | |
| | | | and/or Kahoot exercise of matching | |
| | | | | |
| Controlled | 1347 | Decilie Co. | the words and having a WC check-up. | > To a series and the feedbacks |
| Controlled | IW | Reading for | ➤ The T asks the Ss to read the | To practice reading for details |
| Practice | PW | details | text and gives handouts with | I II G |
| (10 min.) | | (Act. 9 p.133) | some questions on them. | ➤ To enhance the Ss' |
| | | | ➤ The T allows Ss time to read | comprehension skills |
| | | | the passage silently. | |
| | | | ➤ The T encourages them to | To improve their ability to |
| | | | copy out the key information | locate specific details within |
| | | | in their copy-books that may | the text to support their |
| | | | help them answer the | answers |
| | | | comprehension questions | |
| | | | ➤ The T asks the SS to refer | |
| | | | back to the passage to find | |
| | | | specific details and evidence | |
| | | | to support their answers. | |
| | | | 1. Where is the Temple of Garni | |
| | | | located? | |
| | | | 2. When was the Temple of Garni | |
| | | | originally built? | |
| | | | 3. What makes the Temple of | |
| | | | Garni unique in Armenia? | |
| | | | 4. Where was the Fortress of | |
| | | | Erebuni located? | |
| | | | 5. Who built the Fortress of | |
| | | | Erebuni, and during which time | |
| | | | period? | |
| | | | Answers: | |
| | | | 1. The Temple of Garni is located | |
| | | | in Garni village, Kotayk | |
| | | | Province. | |
| | | | 2. The Temple of Garni was | |
| | | | originally built in the 1st | |
| | | | century CE. | |
| | | | 3. The Temple of Garni is unique | |
| | | | in Armenia because it is the | |
| | | | only Greco-Roman building in | |
| | | | the country. | |
| | | | 4. The Fortress of Erebuni was | |
| | | | located between the Nor Aresh | |
| | | | and Vardashen Districts of | |
| | | 1 | | |

| | | | today's Yerevan, on top of Arin Berd hill. 5. The Fortress of Erebuni was built by the Urartians in 782 BCE, during the reign of King Argishti I. | |
|--|----------------|--|--|---|
| Controlled practice (3 min) | IW PW GW | (Act. 11 p. 133) | The T asks the Ss to read the statements and decide whether the sentences are true or false. The Ss compare their answers with their peers and then the T gives a WC feedback. 1. T 2. F 3. T 4. T 5. T HL students justify their answers. | To practice reading for details To engage Ss reinforcing their understanding of the historical information |
| Free Practice exercise (10 min) Formative assessment | IW PW | Exit Ticket | ➤ The T gives the students the assignment. It reads: "Imagine you are an archaeologist exploring the Temple of Garni or the Fortress of Erebuni for the first time. Write a small descriptive passage detailing your discoveries, impressions, about the site, its history and significance. Use both present Perfect and Past Simple Tenses". ➤ After working for 7 minutes and finishing their work the T asks the Ss to get into pairs and read each other's passage. ➤ The T asks to give a short overview of what their friend included in their writing. | ➤ To encourage Ss to use their imagination and creativity to envision themselves as archaeologists exploring historical sites ➤ To encourage peer work ➤ To develop critical thinking |
| Self-assessme nt | IW | Self-reflection (Activity on p. 134) | The Ss work individually and write their responses in their copy books. | To self-reflect To assess their knowledge based on their own perception/understanding |

pp. 143-144 (Unit 5.8 Speaking)

| Name: | Level: 6th grade | Lesson Focus: Speaking |
|---|-----------------------------------|-------------------------------------|
| Date: | Time allocated : 45 minutes | |
| Abbreviations: teacher (T), st Group work (GW) | udents (Ss), Whole class (WC), In | dividual work (IW), Pair work (PW), |
| C. C | | |

Lesson Duration: 45 minutes

SWBAT (SS will be able to...):

- Identify famous Armenians
- Practice speaking about famous Armenians' work using related vocabulary

| Stage | Interactio | Task | Procedure | Purpose/Aim |
|-----------------------|------------|------------------|---|--|
| | n Pattern | Activity | | |
| Warm up (4 min) | PW GW | (Act.1 p.143) | The T introduces the topic of famous Armenians and explains the lesson's objectives. The T asks Ss to quickly name any famous Armenians they know. The T writes their names on the board for reference. | To enhance Ss' understanding and appreciation of Armenian culture and heritage through the study of famous Armenians |
| | | | The T divides students into pairs or small groups and gives them questions: 1. What famous Armenians do you know? Explain. 2. Do you think this person has done anything important for the world? | ➤ To provide Ss with a historical perspective on the achievements and contributions of Armenians in various fields |
| | | | ➤ The T asks a few groups to share their discussions with the class. | To strengthen Ss' communication and presentation skills as they discuss and share their ideas with peers |

| Present | IW | (Act.2;3 | | \triangleright | To help Ss accurately |
|---------|----|----------|--|------------------|---------------------------|
| ation | CW | p.143) | The T writes the vocabulary words | | pronounce new |
| (6 min) | | | on the board: to invent, to support, | | vocabulary words by |
| | | | Greek, Bible, several, to spread. | | listening to audio |
| | | | The T plays the audio (5.15) for the | | examples and |
| | | | pronunciation of the words. | | practicing together |
| | | | Ss listen carefully to the | | |
| | | | pronunciation, after each word, the | \triangleright | To ensure Ss |
| | | | teacher pauses the audio and leads | | understand and |
| | | | the class in repeating the word | | remember the |
| | | | together. | | meanings of new |
| | | | The T asks students to pair up and | | vocabulary words |
| | | | practice saying the words to each | | through repetition and |
| | | | other. One S says the word, and the | | application in a fun |
| | | | other student listens and provides | | game format |
| | | | feedback based on the audio they | | |
| | | | heard. | \triangleright | To develop Ss' ability |
| | | | Ss switch roles after each word. | | to listen carefully to |
| | | | The T explains the rules of | | pronunciation and |
| | | | Vocabulary Bingo and how it will | | definitions, aiding their |
| | | | help reinforce the vocabulary words | | overall language |
| | | | and their definitions. | | comprehension |
| | | | Each student receives a bingo card | | P |
| | | | that has the vocabulary words | > | To encourage Ss to |
| | | | randomly placed in the squares. | | work collaboratively, |
| | | | The T distributes bingo cards and | | providing and |
| | | | markers to each S. | | receiving constructive |
| | | | The T calls out definitions of the | | feedback on |
| | | | vocabulary words one by one. | | pronunciation |
| | | | Ss listen to the definition and mark | | |
| | | | the corresponding word on their | \triangleright | To use engaging |
| | | | bingo card if they have it. | | methods like |
| | | | The T ensures to mix up the order of | | Vocabulary Bingo to |
| | | | definitions to keep the game | | make learning |
| | | | challenging. | | vocabulary enjoyable |
| | | | The first student to mark a full row, | | and memorable |
| | | | column, or diagonal shouts "Bingo!" | | |
| | | | The T verifies the S's marked words | | |
| | | | by asking them to read the words | | |
| | | | aloud and match them with the | | |
| | | | correct definitions. | | |
| | | | If the words are correct, the S gets a | | |
| | | | point for their team. | | |

| | | | The T may continue playing another round if time permits, or review any words and definitions that were challenging for students. The T encourages students to use the vocabulary words in sentences as a quick review. Answers: 1. Spread 2. To invent 3.several 4.to support 5.Greek 6. Bible | |
|--|----|------------------|---|---|
| Pre-rea ding activity (2 min) | WC | (Act.4 p.143) | ➤ The T asks the Ss to brainstorm the ideas that come to their minds when they hear Mesrop Mashtots's name. ➤ The T writes the ideas on the board. Translator Alphabet Mesrop Mashtots Armenian | ➢ To activate the Ss knowledge ➢ To engage the Ss in the topic |

| Controll | PW WC | (Act.4 | | > To expand Ss' |
|----------|-------|----------|---|--------------------------|
| ed | | p.143) | The T Introduces the activity by | vocabulary related to |
| practice | | , ´ | explaining that students will read a | the topic of the |
| (8 min) | | | short passage about Saint Mesrop | passage and general |
| | | | Mashtots and fill in the blanks with | language proficiency |
| | | | appropriate words from a given list. | , |
| | | | The T asks ICQs to check the Ss | To develop critical |
| | | | understanding of the task. | thinking skills |
| | | | 1. What will you do with the | necessary for deducing |
| | | | text? | the appropriate word |
| | | | Expected Answer: "We will | for each blank |
| | | | read the short passage | |
| | | | about Saint Mesrop | To reinforce Ss' |
| | | | Mashtots and write the | understanding of the |
| | | | correct word in our | material and |
| | | | copy-books." | consolidate their |
| | | | 2. "What should you do if | learning |
| | | | you're unsure about which | S |
| | | | word to use?" | > To improve Ss' ability |
| | | | Expected Answer: "We can | to express their |
| | | | refer back to the list of | reasoning and justify |
| | | | words and try to understand | their answers, |
| | | | the sentence better to make | promoting effective |
| | | | the best choice." | communication skills |
| | | | Then the T emphasizes the | |
| | | | importance of context clues to | |
| | | | determine the correct word for each | |
| | | | blank. | |
| | | | Note: Sometimes, words or phrases that | |
| | | | contrast with the missing word can provide | |
| | | | clues to its meaning.Analyze the structure of | |
| | | | the sentence and the parts of speech of | |
| | | | surrounding words to deduce the most | |
| | | | appropriate word for the blank. | |
| | | | ➤ The T instructs the Ss to do the | |
| | | | activity in their copy books. | |
| | | | ➤ The T allows students to read the | |
| | | | passage individually | |
| | | | passage individually The T reminds them to refer back to | |
| | | | | |
| | | | the list as needed to ensure they use each word correctly. | |
| | | <u> </u> | each word correctly. | |

| | | | Once students have completed filling in the blanks, go over the answers as a class. The T asks volunteers to read each sentence with the filled-in word and explain why they chose that word. Answers:1. invented; 2. Several 3.spread; 4. Supported; 5. Bible; 6. Greek | |
|---------------------------|----------------|------------------|--|--|
| Free practice 6 min | IW PW WC | (Act.5 p.143) | The T asks the Ss to read the text again and write the things that Mesrop Mashtots has done in the order of importance for them. The T forms small groups of 4-6 students. Each group should create a consolidated list of Mashtots' achievements in order of | ➤ To deepen students' understanding of Mesrop Mashtots' achievements by critically analyzing their significance ➤ To strengthen |
| | | | importance, combining the different perspectives from individual members. The group should reach a consensus through discussion and compromise, and write the list. Modeling: 1. Creation of the Armenian | collaboration and consensus-building skills among students through group discussion and compromise |
| | | | Alphabet Explanation: The creation of the Armenian alphabet is considered the most important achievement because it had a profound and lasting impact on Armenian culture and identity 2 Establishment of Schools Explanation: Establishing schools for the teaching of the new alphabet and the | To encourage students to prioritize and organize information by creating a consolidated list of Mashtots' achievements in order of importance |
| | | | promotion of education comes next. These schools were vital in spreading literacy and educating the Armenian population, etc. Optional: The T may ask the Ss to create a timeline and write Mesrop mashtots's achievements in the order of importance for them. | To promote critical thinking by evaluating and justifying the importance of each achievement based on its impact on Armenian culture and society |

| | | | | To enhance students' historical understanding by creating a timeline of Mesrop Mashtots' achievements, further reinforcing their comprehension of his contributions. |
|-----------------------------|----------|-------------------------------|--|--|
| Free Practice (3 min) | PW WC | Speaking (Act.6 p. 143) | The T asks the Ss to discuss the questions in pairs. Who are some Armenian | To consolidate what the students have studied |
| | | | activists who have changed the world? 2. What have they done? Explain. | To cultivate effective communication skills by expressing ideas, providing |
| | | | Note: Ensure students understand the meaning of "activist" and provide examples if necessary. | explanations, and offering examples to support opinions during pair discussions |
| | | | The T encourages each student to take turns sharing their ideas and opinions. The T reminds students to provide explanations and examples for their answers. The T circulates around the classroom to monitor discussions and offer assistance if needed. After the discussion the T randomly selects pairs/groups to share their discussions with the class. | ➤ To promote active engagement and collaboration |
| Present ation (4 min) | IW WC | (Act.7 p. 144) | The T asks the Ss to work individually and match the words with their definitions. | To pre-teach the necessary vocabulary |
| | | | Then the T asks the Ss to compare their answers with their peers and gives WC feedback. | To activate the Ss engagement |
| | | | Answers: 1. D; 2. C; 3. F; 4. E; 5. B; 6. A | |

| Dua liata | | /A at 0 | | |
|--|----------|--------------------|---|--|
| Pre-liste ning activity (2 min) | PW | (Act. 8 p.144) | The T reads the task and asks the Ss to listen to the audio material attentively and decide whether it was a man or a woman Answer: The text is about a woman named Dia Abgar. | To practice listening for gist |
| Controll ed Practice (5 min) | IW PW | (Act. 9p.144) | The T asks the Ss to listen carefully and match the two halves of the sentences on their own in their copy books by writing the numbers and corresponding letters. Then the T asks the Ss to compare their answers with their peers and gives WC feedback. | To effectively engage Ss in the Listening To practice listening for details |
| | | | Answers: 1. E; 2. D; 3. F; 4. B; 5. C; 6. A; | |
| Applicat ion (3 min) | PW | (Act. 10 p.144) | The T asks the Ss to get into pairs and discuss the questions. The T encourages to find all the necessary information that would facilitate answering the questions. The T encourages each student to take turns sharing their ideas and opinions. The T reminds students to provide explanations for their answers. The T circulates around the classroom to monitor discussions and offer assistance if needed. | ➤ To consolidate the knowledge gained from the class ➤ To practice speaking about famous Armenian people ➤ To encourage collaboration, interaction |

| Formati ve Assess ment 3 min Exit ticket The T asks the Ss to write down the name of one famous Armenian they learned about during the lesson and briefly describe their main contribution. This allows you to gauge individual comprehension. Optional: The T prepares a set of short-answer questions that require students to recall specific information about famous Armenians discussed in the lesson. For example: 1. Who is known as the inventor of the Armenian alphabet? 2. Name one famous Armenian artist and describe their major works. 3. What contributions did the Armenian activist Diana artist and describe their major works. Optional: Create a short online survey with multiple-choice or open-ended questions related to the lesson. Students can quickly complete the survey on their devices before leaving the classroom, providing you with valuable feedback on their understanding and engagement. | | | | | |
|---|----------------------|----|-------------|---|--|
| | ve Assess ment | IW | Exit ticket | name of one famous Armenian they learned about during the lesson and briefly describe their main contribution. This allows you to gauge individual comprehension. Optional: The T prepares a set of short-answer questions that require students to recall specific information about famous Armenians discussed in the lesson. For example: 1. Who is known as the inventor of the Armenian alphabet? 2. Name one famous Armenian artist and describe their major works. 3. What contributions did the Armenian activist Diana Optional: Create a short online survey with multiple-choice or open-ended questions related to the lesson. Students can quickly complete the survey on their devices before leaving the classroom, providing you with valuable feedback on their understanding | comprehension of the lesson by identifying and briefly describing the main contribution of one famous Armenian figure To have feedback on their understanding and engagement with the lesson through a short online survey, contributing to the assessment of learning outcomes and instructional |
| | | | | | |

<u>Homework suggestion:</u> Do some research about a world famous Armenian artist, scientist or sportsperson who has done something important in their field. Present their works to the class.

1. Research Phase:

- > Students select an Armenian individual, conduct their own research.
- > They gather information about the person's background, achievements, and impact on their respective field.

2. Presentation Preparation:

- > Students prepare a multimedia presentation (e.g., PowerPoint, Google Slides, video) to showcase their chosen individual.
- They organize their presentation logically, including sections on early life, major achievements, contributions, and legacy.

3. Presentation Delivery:

- ➤ Each student presents their findings to the class, using speaking and vocabulary skills practiced throughout the unit.
- > Presentations should be clear, engaging, and well-paced, with appropriate use of visuals and speaking techniques.

4. Q&A Session:

- > Following each presentation, the class engages in a brief question and answer session.
- > Students ask clarifying questions and demonstrate their understanding of the presented material.

5. Reflection and Self-Assessment:

- > After completing their presentation, students reflect on their performance and learning process.
- > They assess their strengths, areas for improvement, and insights gained from researching and presenting about their chosen individual.

Assessment Criteria:

1. Content Knowledge:

- > Accuracy and depth of information about the chosen Armenian individual.
- > Understanding of their contributions and significance in their respective field.

2. Presentation Skills:

- Clarity and organization of the presentation structure.
- > Effective use of vocabulary and speaking techniques demonstrated throughout the unit.

3. Engagement and Delivery:

- > Engagement with the audience through eye contact, enthusiasm, and interactive elements.
- Ability to convey information clearly and cohesively.

LESSON PLAN № 13

pp. 162-163 Unit 6.5 Reading (1)

| Name: | Level: 6th grade | Lesson Focus: Reading |
|---|------------------------------------|-------------------------------------|
| Date: | Time allocated : 45 minutes | |
| Abbreviations: teacher (T), st Group work (GW) | tudents (Ss), Whole class (WC), In | dividual work (IW), Pair work (PW), |

Lesson Duration: 45 minutes

SWBAT (SS will be able to...):

- Identify the cultural sites in Australia
- Practice talking about those places

| Stage | Interacti | Task/Activit | Procedure | Purpose/Aim |
|-------|-----------|--------------|--|-------------------------|
| | on | у | | |
| | Pattern | | | |
| Warm | PW | Warm up | ➤ The T asks the Ss to read the questions | ➤ To engage Ss in the |
| up | GW | (Act.1 | and talk to their peers, sharing their | topic of the lesson |
| (3-10 | | p.162) | answers. | |
| min) | | | The T states that there are not any right or | To encourage them to |
| | | | wrong answers. | express their opinions |
| | | | <u>Differentiation:</u> | and thoughts on a given |
| | | | LL Ss can state their ideas by providing | topic |
| | | | short answers. | |
| | | | HL Ss elaborate their answers providing | To foster meaningful |
| | | | details. | dialogue, promote |
| | | | | critical thinking, and |
| | | | Note: (10 min)The Ss may not know anything | enhance |
| | | | about Australia and its sites and that's natural. In | communication skills |
| | | | this case the T should quickly form groups of 3-5 | within the classroom |
| | | | members. The T can give handouts about Australia | |
| | | | or if the Ss are competent enough they can do | |
| | | | their research using the Internet. The T can also | |
| | | | assign roles: Each member will take on a specific | |
| | | | role: | |
| | | | Researcher: Find information | |
| | | | | |
| | | | about Australia's landmarks, | |
| | | | culture, and history. (3 min) | |

| 2. Note-taker: Record important findings and details during the research sprint. (2 min) 3. Presenter: Prepare to share the group's discoveries during the speaking task. (4 min) 4. Timekeeper: Keep the group on track, ensuring that research is completed within the five-minute timeframe. Rapid Research: With the clock ticking, start researching Australia and its iconic sites using available resources. Focus on finding key facts and interesting tidbits that will captivate the audience. Collaboration: Work together efficiently, sharing information and ideas to maximize research efforts. Presentation Preparation: As you gather information, the presenter should begin structuring a brief presentation outline. Highlight the most compelling findings and prepare to deliver them succinctly during the speaking task. Review and Refinement: Take a quick moment to review your findings and presentation outline. Make any necessary refinements to ensure clarity and coherence. Presenta PW GW (Act.2 p.162) The T divides the class into pairs or small groups. > Then the T distributes the handouts or refers students to the board. > Instruct each pair/group to discuss and fill in the blanks with the appropriate words from the word bank. > The T encourages them to consider why a particular word fits best in each phrase. > After pairs/groups have completed the | | | | |
|--|------|-------|--|--|
| tion (4 min) The T divides the class into pairs or small groups. Then the T distributes the handouts or refers students to the board. Instruct each pair/group to discuss and fill in the blanks with the appropriate words from the word bank. The T encourages them to consider why a particular word fits best in each phrase. After pair (proves best each pairs or groups,) | | | findings and details during the research sprint. (2 min) 3. Presenter: Prepare to share the group's discoveries during the speaking task. (4 min) 4. Timekeeper: Keep the group on track, ensuring that research is completed within the five-minute timeframe. Rapid Research: With the clock ticking, start researching Australia and its iconic sites using available resources. Focus on finding key facts and interesting tidbits that will captivate the audience. Collaboration: Work together efficiently, sharing information and ideas to maximize research efforts. Presentation Preparation: As you gather information, the presenter should begin structuring a brief presentation outline. Highlight the most compelling findings and prepare to deliver them succinctly during the speaking task. Review and Refinement: Take a quick moment to review your findings and presentation outline. Make any necessary refinements to ensure clarity | |
| particular word fits best in each phrase. pairs or groups, | tion | PW GW | groups. Then the T distributes the handouts or refers students to the board. Instruct each pair/group to discuss and fill in the blanks with the appropriate words | new words, expanding their vocabulary To improve Ss' ability to choose words that fit |
| task the T brings the class back together. The T invite representatives from each communication skills | | | particular word fits best in each phrase. After pairs/groups have completed the task the T brings the class back together. The T invite representatives from each | pairs or groups, fostering teamwork and communication skills |
| 10 discuss and reason | 1 | | reasoning. | |

| | | | ➤ Then discuss any discrepancies and | the best fit for each |
|-----------|-------|--------|--|--|
| | | | explain the correct usage if needed. | phrase |
| | | | Note: If the Ss do not know the words the T can do pre-teaching of the words to enhance their understanding. Answers: 1. Sing out of tune 2. Sea shells 3. A boat with sails 4. Low temperature 5. Vivid colors 6. Highly inspired Differentiation: The T asks HL Ss to write a short story or a few sentences using at least three of the completed phrases. | (For HL Ss)To apply the completed phrases in creative writing To reinforce their understanding and usage of the vocabulary in context. |
| Controlle | IW PW | (Act.3 | | > To engage Ss in the |
| d | wc | p.162) | ➤ The T asks the Ss to look at the picture of | topic |
| practice | | (Act.5 | Sydney Opera House in Activity 5 and | To practice listening for |
| (7 min) | | p.162) | decide what it is for. The T encourages the | details |
| | | | Ss to describe the Opera House. Then the | |
| | | | T asks the Ss to read the task of Activity 5 | To enhance Ss' ability to |
| | | | and give their responses. ➤ The T asks the Ss to listen to the audio | understand and retain |
| | | | material and fill in the blanks with the | information from an |
| | | | words from activity 2. | audio source |
| | | | ➤ The T, allows pairs/groups to discuss their | · c |
| | | | answers after listening to the audio | > To reinforce the |
| | | | material. | comprehension of complex details through |
| | | | ➤ The T invites representatives from each | auditory learning. |
| | | | group to share their completed phrases | additory learning. |
| | | | and reasoning. | To develop skills in |
| | | | ➤ The T and the Ss discuss any discrepancies | identifying key details |
| | | | and explain the correct usage of words if | and main ideas from |
| | | | needed. | spoken content |
| | | | Answers: | |
| | | | 1. The building looks like big white sails . | |
| | | | 2. But some people say that bird wings, | |
| | | | shelles , or clouds inspired him. | |
| | | | 3. Inside the Opera House, it's always the | |
| | | | same temperature so that the instruments | |
| | | | don't get out of tune . | |

| | | | 4. Have you heard of vivid Sydney? | |
|-----------|-------|--------|---|-----------------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Controlle | IW PW | (Act.4 | | > To practice listening for |
| d | | p.162) | The T asks the Ss to listen to the audio | details |
| Practice | | | material again and answer the questions. | |
| 10 min | | | ➤ The T states that Ss will listen to the audio | > To enhance Ss' ability to |
| | | | material twice to ensure they can get all | understand and retain |
| | | | the necessary information. | information from an |
| | | | Before playing the audio material the T | audio source |
| | | | asks the Ss to read the questions. | |
| | | | The T plays the audio material once. | Improve the ability to |
| | | | The T Instructs Ss to listen carefully and | extract relevant |
| | | | take brief notes if needed but not to worry | information from |
| | | | if they don't catch everything. The T can | contextually rich audio |
| | | | ask ICQs. | material |
| | | | What should you do while | |
| | | | listening? | > To reinforce the |
| | | | 2. Expected Answer: Listen carefully | comprehension of |
| | | | and take brief notes if needed. | complex details through |
| | | | 3. Is it okay if you don't catch | auditory learning. |
| | | | everything? | > To provide Ss with |
| | | | 4. Expected Answer: Yes, it's okay if | knowledge about the |
| | | | we don't catch everything. | Sydney Opera House, |
| | | | 5. S hould you write down everything | including its |
| | | | you hear? | architecture, history, |
| | | | 6. Expected Answer: No, just take | and significance |
| | | | brief notes if needed. | > To foster collaboration |
| | | | 7. What is the main focus while | by discussing answers in |
| | | | listening? Expected | pairs or small groups |
| | | | Answer: The main focus is to | To encourage students |
| | | | listen carefully. | to share their |
| | | | 8. Will you be penalized if you miss | understanding and learn |
| | | | some information? Expected | from peers |
| | | | Answer: No, I won't be penalized | To improve memory |
| | | | if I miss some information. | retention by repeatedly |
| | | | ➤ The T asks Ss to discuss their initial | listening to the audio |
| | | | answers in pairs or small groups. | and answering specific |
| | | | ➤ The T plays the audio material again. This | questions |
| | | | time, students should focus on questions. | |

| | | | The T instructs the Ss to answer the questions individually. Then the Ss compare their answers with their peers and the T gives WC feedback. | |
|---------------------------|----------|---|---|--|
| | | | Answers: | |
| | | | What makes the Sydney Opera House a special building? It looks like big white sails, and it's the sym | |
| | | | the city. | |
| | | | 2. Who was the designer of the Sydney Opera and did he finish building it in time? | |
| | | | It was Danish architect Jorn Utzon, no he didn't. | |
| | | | How many people visit the Sydney Opera House every year? Over 8 million | |
| | | | 4. Is the Sydney Opera House the biggest opera house in the world? It's the second largest opera house in the w | |
| | | | after the | |
| | | | Metropolitan Opera House in New York. 5. Why is the temperature in the Sydney Opera House always the same? it's always the same temperature (22.5 deg | |
| | | | Celsius) so that the instruments don't get out of tune. 6. What is Vivid Sydney? It's a festival of music and lights. | |
| | | | Differentiation: | |
| | | | The LL SS can answer three of the questions but HL Ss are to answer all the questions The T can ask HL Ss to write a short essay or a detailed paragraph summarizing what they learned about the Sydney Opera House from the audio tour. | |
| Applicati on 14 min | PW WC | | The T divides the class into groups and tells them to imagine they are journalists reporting on the Opera House. The groups should come up with the format they will present their knowledge about The Sydney Opera House. | ➤ To consolidate the information the Ss have gained from the listening ➤ To encourage working collaboratively ➤ To revise the vocabulary studied |
| | · | I | | L |

| | The Ss work in groups and prepare a | |
|--|---|--|
| | poster and/ or a dialogue and/or an | |
| | interview about the Sydney Opera House. | |
| | | |
| | | |
| | | |

Homework suggestion: Do some research about an English speaking country and present it to the class.

LESSON PLAN № 14

pp. 162-163 Unit 6.5 Reading (2)

| Name: | Level: 6th grade | Lesson Focus: Reading |
|-----------------------------|------------------------------------|--------------------------------------|
| Date: | Time allocated: 45 minutes | |
| , ,, | tudents (Ss), Whole class (WC), II | ndividual work (IW), Pair work (PW), |
| Group work (GW) | | |
| Lesson Duration: 45 minutes | 5 | |
| SWBAT (SS will be able to) | : | |

- Identify the cultural sites in New Zealand
- Practice talking about those places

| Stage | Interact ion | Task/Activit y | Procedure | Purpose/Aim |
|---------------------|-----------------|----------------------|--|--|
| | Pattern | У | | |
| Warm up 7 min | GW | Homework check-up | The T asks the Ss to present their homework and sets a time limit for each presentation. | To do reinforcement of the prior knowledge To engage Ss |
| Lead in 15 min | | (Act.6 p.163) | ➤ The T asks students Ss to read the questions provided and think about their answers: What are some of New Zealand's cultural sites? Is there anything that makes New Zealand special? Explain. | To engage Ss in the topic of the lesson To encourage them to express their opinions and thoughts on a given topic |

- ➤ T emphasizes that there are no right or wrong answers, encouraging open discussion.
- Ss pair up or form small groups to discuss the questions.
- The T circulates to monitor and support discussions, ensuring all Ss are participating.

To foster meaningful dialogue, promote critical thinking, and enhance communication skills within the classroom

Differentiation:

The lower-Level Ss Can share short, simple answers. The Higher-Level Ss Should elaborate on their answers, providing details and examples.

Note: (10 min)The Ss may not know anything about New Zealand and its sites and that's natural. In this case the T should quickly form groups of 3-5 members. The T can give handouts about New Zealand or if the Ss are competent enough they can do their research using the Internet.Groups conduct quick research on New Zealand using handouts provided by T or internet resources (if available and Ss are competent).

Pre-Activity Task: New Zealand Passport Creation

- Before the class, the T asks students to create their own "New Zealand Passport" using colorful paper, markers, and stickers.
- Each student should personalize their passport with their name, photo, and space to collect stamps or stickers during the activity.

Introduction and Passport Stamping

➤ The T begins the class by introducing the concept of a "journey" through New Zealand's cultural landscape.

- As students enter the classroom, the T provides them with a special stamp or sticker to mark the beginning of their journey in their passports.
- ➤ The T divides students into groups and assigns each group a specific theme related to New Zealand (e.g., Maori culture, natural wonders, adventure sports).
- ➤ The T encourages creativity and imagination in interpreting their assigned theme.
- ➤ In their groups, Ss brainstorm ideas and plan their "journey" based on their assigned themes.
- They can use a combination of online resources, handouts, and creative materials (e.g., craft supplies, posters) to gather information.
- ➤ Each group sets up a "station" representing their theme around the classroom.
- Students rotate through the stations, experiencing and participating in interactive activities related to each theme.
- For example, the Maori culture station might feature traditional dances, crafts, and storytelling, while the natural wonders station could include virtual tours and sensory experiences.
- At each station, Ss receive a special stamp or sticker in their passports to mark their visit.
- Groups may also provide small souvenirs or keepsakes related to their theme for students to collect.
- After completing the journey, each group reflects on their favorite experiences and insights gained from the journey.

| Presenta | IW | (Act.7 | > T asks the Ss to match the pictures with | > | To reinforce |
|-----------|----------|--------|--|-------------|--|
| tion | WC | p.163) | the words, the Ss do a pair check-up | | vocabulary by having |
| (3 min) | | , | and the T gives WC feedback. | | students match |
| , , | | | The Ss explain their choices. | | pictures with |
| | | | | | corresponding words, |
| | | | Answers: Picture 1 - Hiking | | aiding word |
| | | | Picture 2 - Luge | | association and |
| | | | Picture 3 - Rafting | | retention. |
| | | | Picture 4 - Gondola | > | To foster collaborative |
| | | | | | learning through pair |
| | | | | | assessment, allowing |
| | | | | | students to discuss |
| | | | | | choices and provide |
| | | | | | support to each other |
| | | | | | |
| | | | | > | To develop speaking |
| | | | | | skills as students |
| | | | | | explain their choices, |
| | | | | | encouraging verbal |
| | | | | | expression and |
| | | | | | communication |
| Controlle | IW | (Act.8 | Before turning on the audio material | > | To ensure students |
| d | PW | p.163) | the T does pre-teaching of the | | are familiar with key |
| Practice | wc | | vocabulary | | vocabulary related to |
| 10 min | | | The T asks the Ss to listen to the audio | | Queenstown before |
| | | | material carefully and fill in the blanks | | listening to the audio |
| | | | in their copy books. | | material, aiding |
| | | | The T asks the Ss to get into groups, | | comprehension. |
| | | | compare their answers and make a | | |
| | | | brochure | | To develop listening |
| | | | Brochure Design: | | skills by having |
| | | | The T provides each group with | | students fill in blanks |
| | | | materials such as colored paper, | | in their copybooks |
| | | | markers, magazines for collage, and | | based on the audio |
| | | | access to computers for graphic design | | content, promoting attentive listening |
| | | | (if available).➤ The T Instructs students to design a | | and detail extraction. |
| | | | creative brochure layout that includes | | and detail extraction. |
| | | | sections for places to see, things to do, | > | To encourage |
| | | | and things to learn in Queenstown | | teamwork and |
| | | | emphasizing creativity in design, layout, | | creativity |
| | | | and presentation. | | |
| | | | Answers: | | |
| | <u> </u> | L | - | | |

| | | | Places to see Queenstown ake Wakatipu ird Park | Things to do Ride a jet boat Go rafting Ride a fast boat Raft down a river Try a gondola ride Slide down on a luge Watch birds Try a famous burger | Things to learn Learn about history Gold mining history | To provide opportunities for students to present their brochures to the class |
|---------------------------------------|----------|-------------------|--|--|---|---|
| Controlle d practice (5 min) | PW WC | (Act.9 p.163) | state the a decid F. The write The 1 their T give Clarif | Tasks Ss to read the truments and get ready to udio material once against the whether the statement of the activity in their conference answers with their peeds WC feedback. Ty any misconceptions actional information about the enstown's attractions as | o listen to nin and ents are T or they should py-books. compare ers, then the and provide | To improve comprehension To practice listening for details To provide feedback to address misconceptions and offer additional insights about Queenstown's attractions |
| Applicati on (5 min) | PW WC | (Act.10 p.163) | discu The 1 nece facilit The 1 turns The 1 expla The 1 to pr | Tasks the Ss to get into ass the questions. Tencourages to find all ssary information that tate answering the questions are sharing their ideas and reminds students to panations for their answer names random students to penations for their answer their responses. To circulates around the conitor discussions and stance if needed. | the would estions. ent to take d opinions. erovide eers. ents and asks | To consolidate the knowledge gained from the class To practice speaking about famous Armenian people To encourage collaboration, interaction |

<u>Homework suggestion:</u> Choose one cultural site in Australia and one in New Zealand. Do some research on those sites and write an imaginary tour of each site. Include the following:

- How can you travel there?
- Where can you stay?
- What can you see?
- What can you do?

OTHER RESOURCES

Unit 1: People Around Us

- **1. Adjective Song or Rap:** Collaboratively create a song or rap that includes the personality and appearance adjectives. This can help students memorize the adjectives while having fun with rhythm and rhyme.
- **2. Vocabulary game:** Match the card with an adjective with the one containing its definition: SS are distributed cards bearing an adjective or its definition. They walk around the class and find their match. The ones who find their match get another card until all the cards are used. (The cards are prepared by the teacher beforehand, on half of the cards the adjectives are written and on the other half the definitions.)

| Adjective | Definition |
|-------------|--|
| rude | not wanting to work, move, or do anything |
| curly | hair in the form of waves |
| friendly | not showing wisdom or understanding |
| brave | having twisted hair |
| wavy | showing disrespectful behavior |
| calm | causing harm, injury, risk |
| foolish | not having hair on the head |
| dangerous | thinking only about one's own interests, needs, and |
| straight | wishes |
| lazy | not fearful; willing to face challenges |
| tall | not curved, bent, or twisted |
| interesting | fat |
| bald | being kind and showing a pleasant and warm attitude toward |
| plump | others |
| careful | peaceful and quiet |
| selfish | attracting the interest of others |
| slim | having above-average height |
| | trying not to make mistakes or have accidents |

| small | thin in an attractive way |
|--------------|---|
| smart | not large in size |
| nice | being pleasant, kind, friendly and positive |
| helpful | clever; having the ability to think and understand things effectively |
| noisy | not showing respect for others |
| impolite | giving support, or help; reacting positively to others' needs |
| nasty | creating a lot of noise |
| cruel | not showing friendliness or warmth |
| unfriendly | wanting to cause pain or suffering to others; lacking kindness |
| good-humored | unpleasant in nature; acting in an evil way |
| well-dressed | Behaving in a friendly and happy way |
| good-natured | wearing attractive and stylish clothes |
| | Friendly and welcoming toward other people |

3. Let's sing a song about the environment. (p. 175)

The teacher prepares the lyrics beforehand and distributes it among the students. The students listen to the song several times and learn it.

https://www.youtube.com/watch?v=tUHZsEtJXdk

Unit 2: Sports

- 1. **SPEAKING** Discuss the questions in pairs/groups.
 - 1. Is there a sports center near your home?
 - 2. What sports can you do there?
- 2. Put the dialogue in the correct order and act it out in pairs.
 - I am not sure. I can't play very well.
 - ____ Ok, cool. Let's do that.
 - ____ I agree, any ideas?
 - _1__Let's do something fun.
 - ____ No, problem. I can teach you.
 - ____ We can play football.
- 3. Look at the pictures below and explain what is wrong with the first bus.





4. Read the text and answer the questions.

A TEENAGE GENIUS

- 1. Who is the text about?
- 1. Do you agree with what Ivan's father says?

Ivan Mirsky was born in Russia but now lives in the USA with his father, Vadim. They live in a flat in Brooklyn. Ivan doesn't go to school and his father doesn't have a job. They solve chess problems all day long.

Ivan was different from a very young age: he could ride a bike when he was eighteen months old and read before he was two. He could play cards at three and the piano at



four. His father can't speak English and can't play chess. Ivan translates for him. Vadim says, 'I know that I can't play chess, but I can still help Ivan. He and I don't have any friends - we don't want any friends. Other teenagers are boring! We don't like playing sports or watching TV. We live for chess!'

Retrieved from: https://znanija.com/task/38356738

| 5. Complete the questions with an auxiliary and answe | er them. |
|---|----------|
|---|----------|

| $1.~How~old~_$ | Ivan ? |
|-----------------|-----------------------|
| 2. Where | he live now? |
| 3. Who | he live with? |
| 4. What | his father do? |
| 5. What | he do in the evening? |
| 6. Why | he have any friends? |

6. Use the words in the box to complete the questions. Match the questions and answers.

| How | What time | Do | Where | Why | What | How often |
|-----|-----------|----|-------|-----|------|-----------|
| | | | | | | |

| Questions | Answers |
|------------------------------------|---------------------------------------|
| 1.What time do you start your day? | A. Yes, I do. |
| 2 you do sports? | B. I do boxing. |
| 3 sports do you do? | C. I practice after school every day. |
| 4 do you do boxing? | D. At 7 o'clock every day. |
| 5 do you practice? | E. I usually walk there. |
| 6 do you go for your training? | F. I enjoy it. |
| 7 do you go to the Sports Center? | G. I go to the Sports Center. |

Unit 3: Lifestyle Choices

1. **SPEAKING** Work in pairs/groups.

Write questions about lifestyle on the table below and interview at least three peers.

| Position | | | | | |
|--|-----------|-----------|-----------|--|--|
| | STUDENT 1 | STUDENT 2 | STUDENT 3 | | |
| Q.1. What is a healthy lifestyle for you? | | | | | |
| Q.2. | | | | | |
| Q.3. | | | | | |
| Q.4. | | | | | |
| Q.5. | | | | | |

2. Questionnaire: How active are you?

Complete the questionnaire to find out how active you are. Put a tick under the correct column. Compare your answers with your peers.

| 1. How often do you walk more than a kilometer? | | | | | | | |
|--|----------------|-------------------------|----------------|-------|--|--|--|
| Every day | Once a week | Twice a week | Very rarely | Never | | | |
| | | | | | | | |
| 2. When was | the last time | you did any physical ex | ercise? | | | | |
| Yesterday Last week Last month A long time ago Can't remember | | | | | | | |
| | | | | | | | |
| 3. Tick any of the following activities that you do regularly. | | | | | | | |

| Cycling | Watching TV | Playing team games (frugby) | ootball, | Watching team games | | |
|----------------|----------------|---|----------------|------------------------|--|--|
| | | | | | | |
| Playing comp | outer games | Surfing the net | Walking in | the countryside | | |
| | | | | | | |
| Listening to r | music in your | Playing outside / in the garden / in the street | Going to a gym | Messaging your friends | | |
| | | | | | | |

3. Fill in the blanks with the words in the box.

| playing sports | watching TV | walk to school | try ice skating | |
|-----------------|-------------|-----------------|-----------------|--|
| playing compute | r games r | egular exercise | go swimming | |

| (1) | or (2) | _ doesn't help | you to stay fit. | (3) | will keep you fit. |
|--------------|--------------|----------------|------------------|----------------|--------------------|
| You can also | (4) | (5), | or (6) | _ if you don't | like team sports. |
| (7) | gives you mo | re energy. | | | |

4. Read the conversation between Justin and his dad and decide what Justin should start eating more now.

Dad: Hey, how's the food?

Justin: Delicious!

Dad: I'm happy you liked it. It's a very healthy dish for people who play sports.

Justin: Ah, do you mean the tomato pieces?

Dad: Yeah, what's wrong with it?

Justin: I don't really like tomatoes, and you know it.

Dad: Well, I think you should start eating tomatoes more on the days you go swimming.

Justin: Dad, they don't taste good. But what is healthy about them?

Dad: Well, they taste quite okay, and they are very nutritious. Also, they have vitamin C and are rich in antioxidants. Anyways, why are you eating so late? You have to finish your meal at least two hours before doing sports so that you can play better.

Justin: Oh, yeah! I still remember what happened last Tuesday when I ate lunch just 15 minutes before my swimming class.

Dad: Yes, son! You have to understand that it's very important to have some kind of discipline when you play sports and do physical activity.

Justin: That's very true. Thank you for your advice, Dad.

Dad: You are always welcome! Now, finish your food before you are late for your sports lesson.

5. Look at the food pyramid and advise Justin what to eat.



Food Pyramid for Kids

6. Read the text and reflect on which of the things you already do, and which you should.

Make Your Bed and Change the World!

Do you want to change your life and change the world to make it a better place? Willam McRaven is an admiral in the United States navy and he has some good ideas about how to do this. He says 'Don't be afraid to try new things that are difficult. And never give up when something is difficult.' Many people agree that these are very good ideas.

But, Admiral McRaven also has another idea. His idea is very different. He says that you must make your bed every morning to change the world. First, after you make your bed you will want to do more work, and then more work.

This is important because you must do lots of work when you want to change the world. Second, sometimes work or school is not easy and you will feel bad - but when you come home and see a beautiful bed, you will feel happy. Then, when you are happy, you will not be afraid to try difficult things. Tomorrow, you will go back to work or school and feel great. Make your bed every day. says Admiral McRaven, and you can change your life and change the word!

7. Work with a partner and find out which activities in Activity 6 you both do.

8. Look at the activities listed below and tell your partner which things you do in your free time.

I take photos

I surf the internet

I play on a swing

I play a musical instrument

I sing karaoke

I do crosswords

I do jigsaw puzzles

I feed the birds

I play rock, paper, scissors



| | 9. | Compl | ete | the | dial | ogue | with | have | to, | has | to, | don' | t have | to, | or (| doesn' | t | have | to. |
|--|----|-------|-----|-----|------|------|------|------|-----|-----|-----|------|--------|-----|------|--------|---|------|-----|
|--|----|-------|-----|-----|------|------|------|------|-----|-----|-----|------|--------|-----|------|--------|---|------|-----|

| Alex: Hurry up! We (1) have to get ready to leave. |
|--|
| Laura: Leave? Where are we going? |
| Alex: To the shopping mall. Don't you remember? We (2) buy a present for Jim You really (3) be more attentive, you always forget things. |
| Laura: You are right. Sorry! Is Emma coming with us? |
| Alex: Not today, she (4) do her lessons. I did my lessons yesterday so I (5) do anything. |
| Laura: Oh, right! I also (6) buy something. Please don't tell Jim I forgot his birthday. He (7) know. |

Alex: OK, let's go!, or we'll be late.

10. Read Mr. Taylor's conversation with the doctor. Do you think he is healthy? Why/Why not?

Doctor: Hello, Mr Taylor! Come in please. Mr. Taylor: Hello, doctor! How are you?

Doctor: I'm good Mr. Taylor. What about you? Are you feeling well?

Mr. Taylor: Er... I think so.

Doctor: Good. First let's check your weight. Over here, please.

Mr. Taylor: How much do I weigh?

Doctor: 93 kilos. Mr. Taylor: Really?

Doctor: Yes. Do you exercise much?

Mr. Taylor: Er... no, not really. I go swimming about once a month, that's all.

Doctor: And what do you usually eat?

Mr. Taylor: I eat a lot of meat and vegetables. I also have salads. And, we eat a lot of

pizzas at home.

Doctor: And do you usually eat red meat, chicken, or fish?

Mr. Taylor: Oh, I suppose I eat red meat about 4 times a week. And we usually have

chicken on Sundays.

Doctor: Do you smoke?

Mr. Taylor: No, I don't. I gave it up 2 years ago.

Doctor: That's good. And what about alcohol? Do you drink a lot?

Mr. Taylor: No, not much.

Doctor: Do you drink every day?

Mr. Taylor: Er, yes, but only 1 or 2 bottles of beer. And maybe a glass of wine with a

meal.

Doctor: Hmm. Well, your diet's not too bad, but you shouldn't eat so much red meat. You should have more chicken or fish, it's better for you. And I'm not sure about all

those pizzas!

Mr. Taylor: OK

Doctor: Also you should do more exercise, maybe 3 times a week.

Mr. Taylor: Er, alright . I'll try.

Doctor: Great! Let's listen to your heart.

11. Read the conversation again and answer the questions.

- 1. How much does Mr. Taylor weigh?
- 2. How often does he exercise?
- 3. How often does he eat red meat?
- 4. Did Mr. Taylor have any unhealthy habits in the past? If so, what were they?
- 5. Does he have any unhealthy habits now? If so, what are they?
- 6. What advice does the doctor give him?

12. **SPEAKING** Work in pairs/groups.

Read the sentences below and put a tick next to the ones that are true for Mr. Taylor. Write your advice to Mr. Taylor for the sentences you have chosen.

| | Your advice |
|---|-------------|
| 1. He is overweight. | |
| 2. He doesn't exercise much. | |
| 3. He doesn't eat vegetables. | |
| 4. He eats too much red meat. | |
| 5. He drinks a lot of beer or wine every day. | |
| 6. He eats pizza very often. | |
| 7. He eats very little chicken and fish. | |

13. Read the review and answer the question.

What Do Robots Do?

I bought the Sunny Star robot two weeks ago. It does everything for me in the morning. I don't have to do anything. It wakes me up with a nice song. I don't have to get out of bed myself. It helps me to get out of bed and carries me to the shower. Then it washes my face and brushes my teeth. It makes my bed and packs my bag for school. But you should be careful! You mustn't use it on rainy days. Sunny Star gets very angry when it rains. Then it only turns the cold water on when it puts you in the shower!



14. Read the review again and answer the questions below.

- 1 What's the first thing that Sunny Star does for you in the morning?
- 2 When does Sunny Star create problems?
- 3 What does Sunny Star do when it's angry?

15. Read the text and answer the questions.



Smart Bed That Can Fly You Wherever You Want

Do you like visiting other countries? Why? Then this invention is perfect for you. You don't have to have a lot of money. And you don't have to get up in the morning. It looks like a bed and it has got a computer.

You only have to type the name of a city on the computer, and it flies you there. You can stay in bed, and you can have breakfast too. But don't tell your teachers! They would take it away from you! Oh, and there's one more thing you should know. You mustn't forget to switch **TravelPlus* off at night**. Do you know why? Because it wants to travel day and night. It waits until you're sleeping and then it starts traveling. Then you might wake up at the North Pole or in the middle of the ocean!

1 What don't you have to do when you use Travel Plus?

- 2 Why don't you have to get up in the morning?
- 3 What mustn't you forget when you use Travel Plus?

*TravelPlus platform that works for everyone to give information travelers have to know.

16. Read the text below and say what statements you agree and which you disagree with. Explain why.

Changing bodies

A long time ago, people were very different. For example, if you find a really old house somewhere, you'll see that the doors are usually much lower than they are today. Why? Because hundreds of years ago, people were shorter. Over time, the human body changes to adapt to a new way of life.

Can we expect the human body to change in the future? For sure. And the main reason is that we have more and more technology, and it is changing how we live. What kind of changes can we expect? Well, no one can be sure, but here are some possibilities.

- 1. Humans are now ten centimeters taller than 150 years ago. Most of us now have much better food than people in the past, so we have more vitamins and nutrients for our bones to grow. So, in the future when we know even more about how to make our bodies stronger, people will probably be even taller.
- 2. We will get weaker. The most important thing is that our muscles will not be as strong as they are now because we won't do as much physical work as we used to when machines are able to do most things for us.
- **3.** We are already using our feet less, and our hands more (think about computers and tablets and so on). So we can expect that our legs will get shorter and our feet smaller, and at the same time, our fingers will get longer because they'll have to do more work together.
- **4.** Now, what about the mouth? It may get smaller, because technological improvements will mean that we don't need to talk as much.

Unit 4: Holidays

The following link provides topic related additional material:

https://www.weareteachers.com/holidays-around-the-world/

Unit 5: Birthplace/Homeland

1. Read the text and answer the questions using the present perfect tense.

Hi, I'm Ani and I want to tell you about my new classmate, Nelly. She is an Armenian from Lebanon. Recently, Nelly's father has found a job in Yerevan, and they have moved to live in Armenia for three years. Nelly has never been to Armenia before, and she is very excited to be here. So far, Nelly and her family have been to Republic Square in Yerevan and enjoyed the singing fountains. They have visited the Matenadaran, the Armenian Genocide Memorial, Yerevan Zoo and Haghtanak (Victory) Park. They have gone to Echmiatsin Cathedral, too. Nelly says their family has planned to travel to different regions of Armenia. Besides, our History teacher wants to take us to different historic sites while Nelly is here. I think Nelly will enjoy these trips because she will learn a lot about our homeland, culture and history. And I will get to see them, too!

- 1. Why has Nelly's family moved to Armenia?
- 2. Has Nelly been to Armenia before?
- 3. Where in Armenia have Nelly and her family been to so far?
- 4. Where has Nelly's family planned to travel?
- 5. What has Ani and Nelly's History teacher planned to do?

2. Watch the UNESCO video on Echmiadzin and answer the questions below.

https://www.youtube.com/watch?v=uTz3Eayl1mY

- 1. Where is Echmiadzin situated?
- 2. Why is the cathedral called Echmiadzin?
- 3. On what holiday do people in Armenia gather in Echmiadzin?

Unit 6: Exploring English Across English-Speaking Lands

| are jumbled. Number the paragraphs correctly to have the text. |
|---|
| So, they wrote down their ideas in a special paper called the Declaration of |
| Independence. It was like a letter saying, "We're not going to be ruled by you anymore, |
| Great Britain, and here's why!" |
| <u>1</u> Once upon a time, in the heart of America, there were some very brave men. |
| One of them was Thomas Jefferson, and he was very smart. He could write words that |
| were as powerful as swords! |
| On a hot, sunny day, the 4th of July, they all signed their names on the paper. I |
| was a big risk because they could get in trouble for going against the king of England. But |
| they were brave and believed in freedom. And this was how a new country was born – |
| the United States of America! Since that day, America has proudly declared itself a free |
| nation, where everyone could follow their dreams and be happy. |
| These brave men got together in the year 1776. They had an important idea: |
| they wanted America to be independent, free from the rule of the British Empire. |
| They wrote this Declaration to the British king because they had to pay him |
| money in taxes but couldn't vote. There wasn't anyone to speak for them in Great Britain |
| who knew what it was like in America. For these reasons, the Americans wanted their |
| own government. |
| 2. Read the text again and write the correct highlighted word next to each definition. |
| 1. to feel sure that something is true <u>to believe</u> |
| 2. a weapon that looks like a very long, sharp knife |
| 3. an official statement |
| 4. to write your name on a document, letter, book, etc. |
| Adapted from: Oxford Advanced American Dictionary for Learners of English |

The text below is about how the USA became independent, but the paragraphs

3. Read the text again and write the reasons the American people wanted to have independence.

4. **SPEAKING** Work in pairs/groups.

Debate: In two groups, students take roles and debate for or against US independence

Group A: The brave men who supported the Declaration of Independence.

Group B: Those who were against independence

5. Read about an important event in the history of one of the largest English speaking countries. Write a role-play on the event, give your classmates roles and perform the event in class.

AUDIO TRANSCRIPTS

Unit 1: People Around Us

1.1 Listen to the pronunciation of the words below and repeat.

rude dangerous well-dressed careful good-natured curly slim neat selfish wonderful brave straight plump unfriendly different good-humored noisy naughty creative unhappy foolish cruel nasty fashionable awesome

- 1.1 Listen again and write the words under the correct column.
- 1.2 Listen to Anna speak about her friends. Decide what adjectives she uses to describe herself and her friends. Write the adjective next to the person's name.
- 1.2 Listen again and answer the following questions.

My name is Anna. I am 12 years old and I'm in the 6-th grade. I am one of the **luckiest** people in the world, because I have **many** friends from my school and my neighborhood. We do a lot of things together. We play games, go for walks, visit different places, organize different events and study together.

My friends and I have a lot of similarities, but we have differences too. Most of my friends are **kind**, **honest**, **calm**, **helpful**, **smart**, **hard-working** and **polite**. Some of them are sometimes a bit **noisy** or can be **naughty**, but I don't mind, because they are my friends and I like them all. This doesn't mean that we never argue. If there is a conflict in our friendship, we discuss it and try to resolve it.

My friend Sona is very relaxed; in fact, she is the quietest student in our class. She never gets angry and if there is a conflict in class, she is the best to resolve it. Armen and Allan are both very **friendly**. They are very **polite** and **caring**; they always listen to people and try to help them if there is a need for it. Arev is the **most interesting** and **most creative** person among my friends. Whenever we want to have a party or event, we ask her for advice to make the event **more fun and enjoyable**. David is our school hero. He is the most **sporty** person in our school. He is the **strongest** and **bravest** too. When there is a sports competition among schools in the neighborhood, he always wins first place. We are all very **proud** of him.

I think making friends is very **important**, but it is **more important** to remain friends. For that we should be **caring**, **honest** and **reliable**, and, **most important** of all, help a friend in need.

- 1.3 Listen to Narek and Anush speak about their neighborhoods and decide whose playground is better. Explain why.
- **1.3** Listen again and decide who says what. Check ($\sqrt{)}$ under the correct column.

1.3 Listen again and answer the questions below.

Hi! My name is Narek. I live in a house in a neighborhood in north Yerevan. There are more apartment buildings and houses in my neighborhood than in any other part of the city. Some of the buildings have a backyard with a beautiful playground for children, and a nice pavilion for adults to gather for a chat or a game of chess or backgammon.

There are some schools, different kinds of shops, drugstores, supermarkets, some offices and banks, a clinic, a hospital, and a post office. There are no libraries, concert halls, art galleries or museums. There are also some cafes and restaurants as well as fast food stalls. The hotels, the gym, and the movie theater here are smaller than the ones in the city center.

There is no subway station in our neighborhood, but there are big buses, mini-buses and taxi cabs, which you can take to travel to different parts of the city.

The playground near my home is my friends' and my favorite place. It is the prettiest in the neighborhood. There are many tall trees and beautiful flowers there. There is also a fountain and some comfortable benches. It is here that my friends and I get together to play different games or just chat about the events of the day.

What I like most about my neighborhood is that there is less traffic than in the city center. It is one of the quietest and cleanest areas in the city. This makes it a lovely place for taking walks. I love my neighborhood and enjoy spending time with my neighbors and friends there.

Hello. My name is Anush. I live in an apartment building in the center of Yerevan. Our neighborhood is livelier than the rest of the city. You can find many kinds of houses and apartment buildings, businesses, or entertainment places here. There are schools, offices, clinics, hospitals, theaters, galleries, hotels, museums, parks, gyms, cafes, restaurants, and more. Most of the buildings are new, but there are some very old historical buildings as well.

People take the subway and other means of transport, such as buses, mini-buses, trolleybuses, and taxi cabs or their own cars to travel around the city. That is why the traffic is the heaviest in my neighborhood and the air is becoming more polluted day by day.

The heart of my neighborhood is Republic Square, where you can see many tourists from all over the world all year round.

Unfortunately, the playground near our building is very small and there aren't many green spaces or comfortable benches for my friends and me to play or to sit and talk. But, there are nice walking and cycling areas a bit farther from our building, where we can spend time with our family and friends, have a chat or ride our bikes, especially on summer evenings, when there is a pleasant breeze.

Some people say my neighborhood is too noisy, but for me it is the best place in the world.

- 1.4 Listen to the text and decide what Amy is interested in.
- 1.4 Complete the sentences using the words and phrases from the box. Listen again and check.
- 1.4 Listen to the text once more and choose true (T) or false (F).

Amy is a middle school student, and she is a young **environmental** activist. She never throws **trash** in the street or any **public place**, and asks her friends and family members to do the same. Amy and her family members try not to use **plastic** cups, plates or bags. Besides this, they sort the **trash** and give it to a **recycling** company. They think that using trash to make new goods is a great help to the environment, because trash is one of the biggest environmental problems at present.

Amy participates in different **cleaning** activities and tree planting events in her **neighborhood**. She thinks that people all around the world should do their best to protect our **planet** Earth and make it a cleaner and greener place.

- 1.5 Listen to Daniel and Mary speak about their daily activities. Where do they live?
- 1.5 Listen again and write the correct information under each column.

My name is Daniel. I live in a farmhouse in a beautiful village called Aygehovit, in Tavush region. My day starts at 7 am, when I get up, wash my hands and face, brush my teeth, get dressed, and have breakfast. At 8 am I walk to school. We have six lessons every day. I return home at about 2 pm, have lunch and do my homework. Then I go to help my parents because there is a lot of work to do on the farm. I normally pick persimmons or apples. In the evenings, if I'm not too tired, I play hide

and seek or tennis with my friends. Sometimes, I watch TV and play games on my phone. Usually, I go to bed at about 11 pm.

There is a music school in our village, where I take cello lessons twice a week. We don't have much entertainment in our village, but we enjoy going to Aghstev river where we can swim during the summer and play football or volleyball in the field near the river. In winter, when the hills in our village are covered with snow, we go skiing there. I like our village very much because all my friends and family live there. Besides, I breathe fresh air, drink clean spring water, and eat fresh food straight from our farm. My friends and I often do trash collecting and tree planting activities on the weekends to keep our village beautiful and make it a more beautiful place and most important of all to protect the environment.

My name is Mary. I live in an apartment building in Ijevan. I usually get up at 7 am, wash my hands and face, brush my teeth, have breakfast, and get ready to go to school in my father's car. We usually leave at 8:00. We have six or seven lessons a day. I always have lunch in our school cafeteria. I return home at about 2:30, have a snack and run to my after-school classes. My afternoons are really busy. I go to my piano lessons three times a week and to my English lessons twice a week. I usually get back home at about 6:30, have dinner with my family and then do my homework. If I have time, I meet my friends outside in good weather. We often go for a walk together or play games. I sometimes watch TV or read a book and go to bed at about 11 pm. On the weekend we usually go to see my grandparents in the country. But sometimes we do trash collection in our neighborhood, after which we sort the trash in special trash cans. From there the trash goes to a trash recycling factory. I think this can be a great help to our environment. On Saturday or Sunday evenings we usually go to the cinema or an amusement park or watch a movie at home. I love my town, because it's really beautiful and I do my best to make it a cleaner and better place.

1.6 Listen to the pronunciation of the words below and repeat.

| trust | to create | solution | to blame | to avoid | to respect |
|---------|-----------|----------|------------|----------|------------|
| relaxed | perfect | shared | to forgive | honest | quiet |

1.6 Listen again and mark the stressed syllable.

Example: trust

1.7 Listen to Blogger Artak interviewing people in his neighborhood. Write the name of the person who gives the tip.

Interview 1:

Hi, I'm Artak from Artak Blog and today I want to find out what people think about being a good neighbor. Let's ask this young man.

Artak: Hi, could you please tell me your name?

Tigran: Hi, sure. I'm Tigran.

Artak: Tigran, how well do you get along with your neighbors?

Tigran: Well, I think I get along with them quite well. I have no conflicts with my neighbors and I am on good terms with them.

Artak: What do you think makes a good neighbor, Tigran?

Tigran: I think a good neighbor tries to respect their neighbor's opinion and help them any time they need it.

Artak: Thank you for your opinion and time.

Tigran: Thank you too!

Interview 2:

Artak: Hi ma'am. I'm Artak and I'm a blogger. I am interviewing people to find out what people think about good neighbors. May I know your name?

Shushan: Sure! I'm Shushan.

Artak: Shushan, what is important to be a good neighbor?

Shushan: I think *getting together* and doing shared activities, being honest and making people feel safe and happy are all really important.

Artak: Thanks a lot. Have a great day!

Shushan: You too, thanks.

Interview 3:

Artak: Excuse me young man! I'm Artak, and today, I am interviewing different people to find out what they think about good neighbors. What's your name?

David: I'm David.

Artak: Hi David. Could you tell me what people should do to avoid conflicts with their neighbors?

David: Oh, well! I think, first of all, they should stay relaxed and talk to each other about the problem. Also, they should avoid blaming each other and be able to forgive each other.

Artak: Thank you so much.

David: Thank you too.

Interview 4:

Artak: Let's talk to one last person. Hello! I'm Artak, and I am interviewing different people to find out what they think about good neighbors. Would you like to participate in a short interview?

Linda: Hi! I am Linda, and I'll be happy to answer your questions.

Artak: What do you think a good neighbor should do?

Linda: Well, a good neighbor should know that nobody is perfect, and that we should respect people's differences in ideas, tastes, habits, etc. to live peacefully with each other.

Artak: Thank you. Do you have anything to add?

Linda: Yes, we should also be thankful for our neighbors' good actions to create a friendly relationship.

Artak: Thanks again and good-bye.

Linda: Thank you, too. Bye!

Artak:

Dear followers,

We are done for the day! Thank you for listening and I'll see you in our next program!"

1.7 Listen again and complete the sentences from the interviews with phrasal verbs with the verb 'get'.

| Artak: Tigran, how well do you | with your neighbors? |
|--|---|
| Tigran: Well, I think I get along with the | m quite well. I have no conflicts with my |
| neighbors and I am on good terms with the | m. |

Artak: Shushan, what is important to be a good neighbor?

Shushan: I think and doing shared activities, being honest and making people feel safe and happy are all really important.

1.8 Listen to the pronunciation of the words below and repeat.

equipment staff guest path cozy condition librarian to attend secondary school

1.8 Listen again and mark the stress.

Example: e-quip-ment

1.9 Listen to Lina speak about her school and fill in the blanks with the words below.

decorate librarian cozy staff attend equipment condition guest experiments

Hi, my name is Lina. I **attend** a secondary school in the Armavir region of Armenia. It is a large old school with about 800 students. We have a library, a gym, a hall, a laboratory, and a cafeteria.

Our school building was built more than 40 years ago. Because of this the classrooms are not in good **condition**. The chairs and desks in the classrooms are also old and not very comfortable.

Our library is old too, but it is a very good one. There are a lot of books there and our **librarian** is a kind and smart person, who helps us to choose books.

Our school hall is very large, but again in a bad condition. During the school events the students and teachers work hard to **decorate** the hall to look beautiful. But we have great events in this hall and our parents and the **guests** who attend those events enjoy watching them a lot.

We do not use our school laboratory very often, because we don't have most of the things that we need to do **experiments** and the things we do have don't work. The good news is that our school is going to be repaired soon and we hope our classrooms, library, laboratory, and the whole school will be in better condition.

Although the conditions in our school are not very good, the students and teachers have their favorite places there. My friend Anahit's favorite place is our gym. It was repaired a few years ago and lots of sports **equipment** was added. We really enjoy our P.E. lessons in the repaired gym.

Another popular place is the school yard with its playground, a fruit garden and a greenhouse, nice paths and cozy benches. The students love doing P.E. lessons in the playground when it's warm. Our garden and greenhouse are fantastic. We have a gardener, but the students and teachers also help grow the fruits, vegetables, and plants. Later we put the plants in different places around the school, and the fruits and vegetables are used in the school cafeteria, another favorite place for many students and teachers.

The most amazing thing about my school is that we are like a big family. The students love and respect our principal, the teachers, and the whole **staff**, who really care about the students and always support them. The relationships in our school are warm and friendly. We are all happy to be a member of this community and do our best to make it happier and more successful.

- 1.9 Listen again and match the two halves of the sentences.
- 1.9 Listen to the text once more and choose the correct option.

Unit 2: Sport

2.1 Listen and mark the stressed syllable in each word.

volleyball karate cycling tennis parachuting wrestling swimming rafting badminton boxing soccer/football

2.2 Listen to children speak about different types of sports and write what they like and what they don't like.

David: I really love soccer. I am a member of our school soccer team and I play four times a week. I also like rafting a lot, especially in summer. I don't like table tennis. I think it's boring.

Mary: I don't like sports at school very much, but I like going fishing with my uncle. It's really exciting and a lot of fun.

Anush: I don't like gymnastics. What I like best is swimming because I am very good at it. I can swim a hundred meters faster than the other children in my class. I also like badminton.

Lucy: My favorite sport is karate. I also like tennis very much, but we don't play it in my school. I am not very good at swimming and I don't like it.

Narek: I have one favorite sport and it is cycling. I don't like the sports we do at school. We play football and basketball. I think they are boring.

Karineh: I think basketball is great. I would like to be a professional basketball player when I grow up. It's really exciting and interesting. My two brothers are on a basketball team and they teach me a lot. I don't like volleyball or soccer.

- 2.2 Listen again and choose true (T) or false (F). Explain.
- 2.3 Listen to the passage and decide why people play sports.

Playing Sports is Fun

There are different kinds of sports that many people like playing. Some people <u>have a career</u> in sports, many people <u>play a sport</u> as a hobby, and others play sports <u>to stay fit</u> and have fun. Some people go to a gym or use public playgrounds to play sports. People who are active in sports are usually healthier and sleep better than people who do not <u>practice</u> any sport.

People say that playing sports helps you <u>make friends</u>. It brings teens together from different schools, families, and communities. Sports also teach people how <u>to play in teams</u>. Sports give your parents a chance to play with you and spend time together with you. Also, it is always nice to see how <u>fans</u>, friends, and parents <u>support</u> you. And it helps you <u>feel good about yourself</u>.

2.3 Listen to the passage again and fill in the correct words.

2.4 Listen to Arevik and Davit. Where do they both decide to go?

Arevik: Hi, David.

David: Hi, Arevik. How are you? **Arevik**: I'm good! And you?

David: I am good too, thanks. Are you doing anything tomorrow?

Arevik: Not really.

David: Great! Arevik, would you like to go running tomorrow morning?

Arevik: Mmmm. I don't really like running.

David: Well, what do you like doing?

Arevik: What about cycling?

David: I don't like cycling. What about going to a football match in the afternoon?

Arevik: I don't like football. It's noisy and boring. Hey, why don't we go to the

skating-rink?

David: Skating-rink? I don't like skating. I always hurt my feet. What about going to the gym?

Arevik: Oh, no. They are always full and I can't exercise.

David: Well, you don't like going running, and you're not interested in watching football ...

Arevik: hahaha, that's true. I am a little picky. In fact, you **don't like cycling and** you **don't like skating**. You just **want to** go to a football match or to the gym.

David: hahaha, that's true!

Arevik: How about bowling? I think we can both enjoy it.

David: Bowling? I love bowling! Great idea!

Arevik: Let's go then!

2.4 Listen to Arevik and David again and arrange their favorite activities in the correct column.

2.5 Listen to Mari and Paul and answer the questions.

Mari: Oh, hi Paul! So, good to see you here!

Paul: Hi, Mari! Good to see you too! **How often** do you come to the playground? **Mari:** Not very often. I usually come on Tuesdays and Fridays. You are really fit, Paul.

Do you exercise a lot?

Paul: Well, I always get up early and lift weights for an hour.

Mari: Seriously?

Paul: Sure, and then I go swimming.

Mari: How often do you exercise like that?

Paul: About five times a week. What about you?

Mari: I hardly ever exercise. I usually just watch TV in my free time. I guess I am a real

couch potato. What about you? What do you do in your free time?

Paul: I also watch TV very **often** but only sports programs. I **often** play board games or go to the playground. We have a chess club in our school and I **sometimes** go there. I like playing chess.

Mari: I see you are a very organized person.

| Where did Mari and Paul meet? | |
|---|--|
| What does Paul do in his free time? | |
| What does Mari do in her free time? | |
| What similar/different activities do they do? | |

2.5 Listen again and fill in the missing words.

2.6 Listen to the announcement and write the activities you can and cannot do at the swimming pool in the table below.

The swimming pool is open on Mondays, Saturdays and Sundays. On Mondays and Saturdays it is open from 8 am to 10 pm. And on Sundays it is open from 9 am to 5 pm. There are several rules you should follow. Here you cannot dive, you should use

the steps to go to the pool. You cannot run around the pool, eat or drink. Children should come with their parents, elder sisters or brothers. Children should also listen to the lifeguard.

2.6 Listen again and choose True or False.

2.7 Listen to the recording and answer the questions.

Mr. Burns: Good job! You really tried hard!

Kelly: Thank you Mr. Burns.

Mr. Burns: But Kelly, YOU ran the race not me.

Kelly: Yes, but you always said I could do it. Thanks to you I have become confident and now I am not afraid to fail.

Mr. Burns: Thank you Kelly for the nice words.

- 1. What could Mr. Burns do to help Kelly? Why?
- 2. How did Kelly feel after the race? Why?
- 3. How do you feel about Kelly's story? Why?

2.8 Listen to the interview with Lionel Messi and fill in the blanks.

Pablo: Hello Messi! I am Pablo. Tell your <u>fans</u> more about your day.

Messi: Hello, Pablo. I usually get up at 6 o'clock. Then I have breakfast.

Pablo: What do you eat for breakfast?

Messi: My first meal of the day consists of fresh fruit and vegetables, whole grains, and orange juice.

Pablo: And When do you practice?

Messi: After breakfast I get dressed then I go out for training. I do various exercises.

Pablo: What do you do in the midday?

Messi: I come home and we enjoy a healthy family lunch. Then I relax and take a nap at 2 o'clock. After my nap I spend time with my three sons. Then I go back to do some more training.

Pablo: How do you spend your evenings?

Messi: In the evening when I am not playing a <u>match</u>, I have a team training at 5 o'clock, which can last for several hours and we do different <u>activities</u>. Then I come home and have a family dinner at 8 pm.

Pablo: Thank you for sharing your time with us.

Adapted from: https://learnenglishkids.britishcouncil.org/video-zone/bmx-world-champion

- 2.8 Listen to the interview again and answer the questions.
- 2.9 Listen to Ben talk about yesterday's football match and decide which team won the match and what the score was.

Ben: Yesterday our school team played a match against the other high school team in town. The referee blew the whistle and the match started. At first our team played really well and in the first half our team scored two points. In the second half the other high school players started to try harder and scored four points. At the last minute our best player Bryan ran towards the goal with the ball but suddenly he slipped and fell. Our coach was upset. We couldn't believe it. In the end they won 4-3.

Unit 3: Lifestyle Choices

- 3.1 Listen to Marie and Aren and decide what the matter is with Aren and why.
- 3.1 Listen again and complete the sentences with the adjectives from the box.

unbalanced unhealthy careful sleepy inactive

Marie: Hey, Aren. You look kinda **sleepy** today. What's up?

Aren: Yeah, I didn't get much sleep last night.

Marie: Seriously? That's not good, you know. You should be more **careful** with your sleep.

Aren: Yeah, I know. I was playing my favorite online game and didn't notice how much time passed. I went to bed around 3 am.

Marie: How did you even manage to wake up this morning? Did you at least have some breakfast?

Aren: Nah, got up late, got dressed in a rush, and went straight to school.

Marie: Gotcha. How many hours do you usually spend on those phone games?

Aren: About 2-3 hours a day, I guess.

Marie: That's too much, don't you think? And what snacks and drinks do you have when you're playing games?

Aren: I eat chips or hotdogs, and drink some soft drinks.

Marie: No veggies or fruit?

Aren: Maybe some fruit occasionally, but veggies not so much.

Marie: Your diet sounds very unbalanced. Do you do any sports or physical activity?

Aren: Not really. I bike around sometimes, but that's all.

Marie: Got it. You seem pretty **inactive** with **unhealthy** habits. If you keep this up, you might harm your health. Eat healthier snacks, go for a walk sometimes, and use your phone less at night.

Aren: Thanks, Marie. I hear you. First thing on my list today is giving the phone games a break.

Marie: Awesome! Take care of yourself, Aren!

Aren: You too, Marie!

3.2 Listen to Seda talk about her dream lifestyle. Complete the chart below with two adjectives that describe her dream lifestyle and two that describe your lifestyle. Share your answer with peers.

3.2 Listen again and fill in the missing words.

Hi, my name is Seda. I am from the town of Yeghegnadzor in Armenia. I will talk about lifestyle choices and my dream lifestyle today. Everyone chooses their lifestyle and thinks that is the best way to live. My idea of a good lifestyle is being happy at school, not having stressful days with a lot of homework, going to the gym or going out after school, and spending the weekends with friends, doing things or visiting places. In my dream lifestyle I travel to other countries, because I love knowing about other people and places. I am also a huge fan of figure skating and I hope we will have a skating rink in our town soon so that I can practice there. This is how I imagine my lifestyle. What about you?

3.3 Listen to Erik speak about his and his friends' lifestyle habits and routines, and decide who has the healthiest lifestyle.

3.3 Listen again and complete the sentences from the listening with the phrases from the box.

| ĺ | exercises | enough sleep | phone games | sleepy | walk |
|---|------------|----------------|-------------|-----------|------|
| Į | fried food | healthy habits | soft drinks | regularly | late |

Hi, I'm Erik. Today I will tell you about my friends' and my lifestyle habits. Some of my friends do not have **healthy habits**. They do not get **enough sleep** and usually feel **sleepy** in the morning. Also, they rarely have breakfast, and bring chips or chocolate as snacks to school. For dinner, they often eat **fried food** and drink **soft drinks**. They sometimes eat fruits but do not like vegetables and do not eat them regularly. Besides, they do not do **exercises** or play sports. Most of the time they play **phone games**.

But my friend Edgar has a very healthy lifestyle. He does not go to bed **late** and always sleeps 7-8 hours a day. Also, he always gets up early, does exercises, and has a healthy breakfast of eggs or cereal, whole wheat bread, and low-fat cheese, and drinks fruit tea, or juice. At school, he eats some fruit and drinks lots of water. For dinner, he eats vegetable soup or fish with rice. Edgar often takes long walks or rides his bike in the park. He does not like playing games on his phone very much and plays only a little.

I also want to have a healthy lifestyle. I try to eat healthy food and do exercises, walk to school and back home. Edgar and I want to join the school football team and exercise regularly.

3.4 Listen to the pronunciation of the words below and repeat.

tuna strawberry sausages coke chocolate hamburger carrot donut soft drink juice bread whole wheat

3.5 Listen to the advice on healthy eating habits. Use the words below to fill in the blanks.

vegetables sweets chips calcium can of coke soft drinks chocolate fruit

Food and drinks that contain too much sugar, fat or salt, such as (1) **sweets**, (2) **chocolate**, (3) **chips** and (4) **soft drinks** are unhealthy. One (7) **can of coke** contains 10 teaspoons of sugar. But doctors advise to have only 6 teaspoons of sugar daily. So you should have very little of such food or drinks.

(4) **Fruit** and (5) **vegetables** contain vitamins and minerals that help you grow strong and healthy and avoid many serious diseases.

Your body needs (8) **calcium** to keep your bones and teeth healthy. For this you should eat lots of low-fat dairy food, fish, beans and low-fat meat.

3.6 Listen to the conversation and complete it with a word showing some quantity or a container. Sometimes you need to use the plural forms.

Cathy and her friends are going to have a party and they are talking about what food to buy and how much.

Cathy: Let's order some pizza. I think everybody will eat at least two **pieces** of pizza. And drink some **cans** of coke.

Nellie: I don't think it's a good idea to buy coke. Soft drinks are bad for our health. We should buy some water. I think ten **bottles** would be enough.

Emma: Yes, you are right. And I can make a vegetable salad. If we want to be healthy, we should eat lots of vegetables.

Billy: And we should buy some fruit because it is also healthy. Let's buy a **bunch** of bananas, some apples, oranges, and pears. And we should also buy a **box** of chocolates.

Andy: I can make a cake for dessert. So, I will need a **bag** of flour, a **carton** of milk, some sugar, a few eggs, a **bar** of chocolate and a **jar** of cherry jam.

Nellie: But we shouldn't eat much cake or too many chocolates, just a little. Eating too much sugary food is bad for health.

Emma: And we shouldn't forget to buy some **loaves** of whole wheat bread and some **slices** of low-fat cheese. They are both very healthy.

Billy: Ok then. Our shopping list is ready. Let's go to the supermarket.

3.7 Listen to Ani and Karen talk about how to have a healthy lifestyle. What does Karen have to do?

| s are T (true) or F (false). |
|------------------------------|
| F |
| |
| |
| |
| |
| |

Ani: Karen, what do you think about your lifestyle? Do you think it's healthy?

Karen: Not really. I don't eat much healthy food and I don't exercise regularly.

I think I have to change my lifestyle.

Ani: Okay then, let's think of some ways to help you. The first thing you have to do is to eat food that is rich in vitamins and minerals, I mean fruit and vegetables, and drink a lot of water. Do you eat many sweet snacks?

Karen: I guess so. I always bring them to school.

Ani: I know they are delicious but you have to cut down on them. Also you should do some physical activity. I don't mean you have to be a sports star, but you should be able to play and exercise regularly. Perhaps go jogging with friends or ride your bike. I really like dancing and I dance almost every day, which is very good exercise. What about your sleeping habits? Do you get enough sleep every day?

Karen: Well, I try to, but sometimes I watch videos on my phone and go to bed very late.

Ani: Sleep is super important. You have to get 7-8 hours of sleep every day so that your body is able to rest and have energy for the next day. Also you have to cut down on your screen hours. Too much screen time isn't good for our eyes or our brains.

Karen: Thanks for your tips Ani. Let's see if I am able to do what you advise.

- 3.8 Listen to Ben describe his breakfast habits. Decide if it is healthy or unhealthy. Give reasons to explain your answer.
- ■3) 3.8 Listen again and choose T (true) or F (false).
- 3.8 Listen again and fill in the table below. What do you do similarly and what do you do differently from Ben?

| Similar | Different |
|---------|-----------|
| | |

Breakfast is the first and I think the most important meal of the day because it helps you start your day with a lot of energy . People usually have different breakfast habits. For example, I like to have breakfast at 8 am. I usually have eggs, vegetables, bread and butter, and a cup of tea or a glass of milk for breakfast. I don't like rice or oatmeal in the morning.

On weekends, I often have a late breakfast because I sleep longer and get up late in the morning. I sometimes eat my favorite food: pizza, fried potatoes, grilled chicken, and my favorite chocolate cake.

3.9 Listen to Gohar, Tigran, Nare, and Gagik talk about the effects of unhealthy habits on our health and how to avoid them and fill in the blanks with phrases from Activity 2.

3.9 Listen again and fill in the blanks with phrasal verbs with the verb <u>to look</u>.

Gohar: Having a healthy lifestyle is very important nowadays. People say that children are born with a gadget under their arm now. It means that they are born in a world of technology. We spend a lot of time looking at our phones or watching TV, but we should try to **cut down on screen time** not to harm our eyes and brains.

Tigran: Yes, machines and technology do almost everything now. People don't move much or work with their hands. But our body needs to use the energy it gets from food and to **keep a healthy weight**. So we should look out for healthy choices like healthy food and exercise. I always look forward to my swimming class.

Nare: You are right. We should look after ourselves and have a healthy diet that helps us get enough vitamins. I usually look up healthy recipes on the internet and help my mum make them. I try to find recipes that are healthy and delicious. I also think that it is very important to know how much we should eat. If we eat too little, we will not have enough energy and if we eat too much, we will get overweight. We should be able to balance our diet to stay healthy.

Gagik: For me the most important thing in a healthy lifestyle is getting enough sleep. I look forward to sleeping every night. If I don't get enough sleep, I feel awful the next day; I am not able to focus on my lessons at school and I get bad marks. So, I try to get 7-8 hours of sleep every day.

- 3.10 Listen to Peter talk about himself and decide if he has a healthy lifestyle. Give reasons to explain your answer.
- 3.10 Listen to Peter again and choose T (true) or F (false).

In my free time I sit in the park and listen to music or go out with my friends. In good weather we go for a picnic in the park or play football in the playground. In bad weather we go to the gym or go to watch a movie. Sometimes we play computer games or watch YouTube movies. I love spending time with my friends and always look forward to seeing them — we always have fun. My sister Sue has a different lifestyle. She enjoys spending time at home.

- 3.11 Listen to Peter's sister, Sue talk about herself and decide if she has a healthy lifestyle. Give reasons to explain your answer.
- 3.11 Listen to Sue again and match the two halves of the sentences.

When I 'm not at school, I visit my friends or stay at home. I spend a lot of time in my room. I read books, articles or other interesting things on the Internet. I listen to

music or play the guitar. Also, I like to look after my plants. I water them, change their soil or play the guitar for them. People say that music is good for plants.

Sometimes my friends come over in the afternoon and we watch movies on YouTube or play computer games. We talk about different things — for example, books and movies. We usually look up interesting recipes on the internet and try to make them. We usually have a good time. My brother Peter's lifestyle is different; he spends most of his time being out with friends.

3.10/11 Listen to Peter and Sue again. Complete the table below for Peter, Sue and yourself. Tick ✓ next to the correct phrase for each person.

3.12 Listen to some students talk about their free time activities. Match the speaker with his/her favorite free time activity.

KATE

Hello, I am Kate. I am ten. In my free time I love collecting autographs of my friends and family. Now I want to get some from famous people I watch on YouTube.

ANNA

Hello, I am Anna. I am eleven. In my free time I enjoy lying on my back and looking at the clouds. I try to find different shapes in them. It's really relaxing and I occasionally fall asleep doing it.

MIKE

Hello, I am Mike. I am twelve. Once a week my granddad takes me out for a milkshake. I love listening to his stories. They're the best.

KIM

Hello, I am Kim. I am ten. I like doing my homework as soon as I get home from school. I know it might sound funny to do homework in my free time, but I love learning!

EMMA

Hello, I am Emma. I am twelve. In my free time I really like gathering mushrooms in the forest near our house. There's always something interesting to learn and I never get bored.

TOM

Hello, I am Tom. I am thirteen. I collect bottle caps. I always take one home every time I go to a restaurant and then I give them to a recycling company to make wheelchairs.

3.13 Listen to Edgar, Mariam and Emil talk about their free time activities and complete the sentences with *go, have* or *play*.

Edgar, aged 12

Hey there! I like going to the park with my friends. We **play** the guitar there. Sometimes, we **go** for a picnic. We always **have** a good time. Aram and Tigran **play** the drums- African drums. They're really cool.

Mariam, aged 11

Hi, I have some free time on Saturdays and I **go** shopping with my parents. We always **have** lunch at a food court in the shopping center.

Emil, aged 13

I'm very busy with my lessons. But I have some free time on Sundays and I *play* table tennis with my friends. It's a great game. I never *play* computer games on Sundays.

3.14 Listen to four people talk about their plans for the weekend. Who does what? Write the activities next to the person's name.

Jason: Hello! I am Jason. This week was so busy and I am really tired. So tomorrow I am going to spend all morning in bed. And in the afternoon I will watch TV or play video games. I will do the same on Sunday. My friends invited me to the movies but I told them that I don't want to go.

Fred: Hello! I am Fred. I really need to study. I have to finish a project by next Friday but I only started it two days ago. And I must visit my grandparents. It's my aunt's birthday and she will be at their place too. I don't really want to go but I have to.

Sandra: Hello! I am Sandra. My friend Monika called me last night. She lives in the country. She is coming to Yerevan. She wants to see me and I want to see her, but I have a test on Monday. I have to study for the test. Monika wants to go for a walk with me but I don't have much time. I agreed to go to the movies with her on Saturday night. We will have fun.

Graham: Hello! I am Graham. Last week was a holiday so I went to see my cousin in town and spent time with him. We went to a football match, played tennis and went to the movies. It was great. But I didn't do any lessons at all, and I need to do my lessons, so I'm going to be at my desk all weekend!

Unit 4: Holidays

4.1 Listen to the information about the holidays from Activity 2 and check your answers.

Christmas

December 25 is Christmas day in many countries. It is a time when Christians remember and celebrate the birth of Jesus Christ. Armenians celebrate Christmas on January 6. On this day they celebrate the birth and baptism of Jesus Christ. People decorate their homes with lights, put up a Christmas tree and give each other gifts.

Valentine's Day

Valentine's Day is the day of love. People celebrate it on February 14. They show their love for their family members, friends and classmates by sending them Valentine's cards and giving gifts like chocolates, flowers, and teddy bears. These gifts often have love hearts on them. Red and pink are popular colors for Valentine's Day.

Holi

Holi is a popular Hindu celebration. People also call it the Festival of Spring, Festival of Colors, and Festival of Love. It celebrates the start of spring and is a time for a new beginning, forgiving each other, and resolving conflicts. People celebrate it by lighting bonfires, roasting corn, playing drums, and throwing colorful powder on each other.

Easter

Easter is a special day for Christians. On Easter, Christians celebrate their belief in Jesus's coming back to life after his death. It's always on a Sunday between March 22 and April 25. In Armenia it is a popular Easter tradition to give colored eggs to kids as a gift. In the USA parents decorate eggs and hide them, and children try to find them. The kids race to see who can find the most eggs.

Vardavar

Vardavar is an old Armenian celebration that continues up to now. It is generally 14 weeks after Easter, around the middle of summer. On this day, kids and teens carry buckets to playfully pour water on people in towns and villages. People pour water on each other as a symbol of cleanness. No matter how old you are, everyone can join the fun during Vardavar in Armenia!

Halloween

People celebrate Halloween on October 31. It is very popular all over the world. During Halloween celebrations people wear costumes, cut and shape pumpkins, go trick-or-treating for candy, and enjoy scary movies.

Adapted from: https://www.weareteachers.com/holidays-around-the-world/

https://armeniaholidays.com/vardavar-in-armenia/

4.2 Listen to the pronunciation of the new words from Activity 2 and mark the stressed syllable.

Valentine's Day baptism celebrate decorate belief pour scary trick-or-treat bonfire pumpkin powder roast Holi

Example: baptism

4.1 Listen again and complete the sentences.

- 1. People **decorate** their homes with lights, put up a Christmas tree and give each other Christmas gifts.
- 2. They show their love for their family members, friends and classmates by sending them Valentine's cards and giving gifts like chocolates, flowers, and **teddy bears**.
- 3. It celebrates the start of spring and is a time for a new beginning, **forgiving** each other, and resolving conflicts.
- 4. In Armenia it is a popular Easter **tradition** to give colored eggs to kids as a gift. On this day, kids and teens playfully pour water on people in towns and villages.
- 5. During Halloween celebrations people wear **costumes**, cut and shape pumpkins, go trick-or-treating for candy, and enjoy scary movies.

4.1 Listen again and decide if the statements are true (T) or false (F).

- 1. Armenians celebrate Christmas on December 25. T/F
- 2. On Valentine's Day people give gifts with love hearts on them. T/F
- 3. Holi is a time for a new beginning, forgiving, and fixing relationships. T/F
- 4. In Armenia people give chocolate bunnies to kids as a gift on Easter. T/F
- 5. People pour color powder on each other on Vardavar Day.
- 6. During Halloween celebrations people wear costumes. <u>T</u>/F

4.3 Listen to the pronunciation of the words below and write them under the correct column.

firework yummy noodle reach midnight temple welcome New Year's Eve wear tradition

| | •• | ••• | ••• |
|---------------|--|----------------|-----------|
| reach wear | firework yummy noodle midnight temple welcome | New Year's Eve | tradition |

- 4.4 Listen to Kate speak about her family's Thanksgiving celebration in the USA. What did she like most about the day?
- 4.4 Listen again and number the sentences from the text in the order you hear them. Write 1-6 next to the sentences.
- 4.4 Listen to Kate again and write the verbs from the listening text under the correct column.

Hi I'm Kate. Today I want to tell you about how my family **celebrated** Thanksgiving last year. Thanksgiving is a big holiday for my family, and we prepare for it very well.

Last year we **invited** my uncle Kevin's family to celebrate Thanksgiving with us, so we **had** a lot of work to do. A few days before the holiday my dad and I **went** shopping. We **bought** many things but we **didn't buy** cranberry sauce, because my mom **prepared** it herself.

On Thanksgiving Day, we all **got up** early. While my mom **was** preparing the roast turkey and I **was** making mashed potatoes, my brother and dad **were** making a pumpkin pie. When we **finished** preparing the meals, I **helped** Mom set the table.

At about 3pm my uncle, aunt and cousins were at our place and we started the celebration. We all enjoyed the delicious food and talked about sweet Thanksgiving memories of our big family. I liked this most of all. My uncle David said that we should be thankful for all the good things that happened to our family during the year. After the meal we watched our favorite basketball team's match and played board games. We had a wonderful time together. Did you celebrate Thanksgiving with your relatives last year? Was it fun?

4.5 Listen to the pronunciation of the words and expressions below and repeat.

log cocoa powder currant cream spice peel dice tart grated beet pickled onion raisin stem

4.6 Listen to the description of some Christmas dishes. What country is each dish made in? Write the country's name under the correct picture.

Bûche de Noël (France)

Yule log or bûche de Noël is a sweet dessert served in France during the Christmas season. People make it with heavy cream, cocoa powder, eggs, sugar, and vanilla powder and decorate it with powdered sugar and fruit.

Shuba (Russia)

Shuba is a popular Christmas dish in Russia. Its main ingredients are small pickled fish, hard-boiled eggs, mayonnaise, and grated vegetables like carrots, beets, potatoes, and onions.

Mince pie (England)

Mince pie or Christmas pie is a very popular and traditional holiday dessert. The ingredients are raisins, currants, brandy, lemon juice, chopped animal fat, dark brown sugar, chopped mixed fruit skin and grated apple.

Butter tarts (Canada)

Butter tarts are a Canadian dessert popular during many holidays, but mostly during Thanksgiving and Christmas. The ingredients are brown sugar, butter, eggs, raisins and chopped walnuts, and cream.

Christmas cake (Global)

Christmas cake is a popular dessert around the world. It's a type of fruit cake made of flour, eggs, sugar, spices, cherries cooked in sweet syrup, and dried fruit.

Adapted from: https://www.healthline.com/nutrition/holiday-foods

- 4.6 Listen to the descriptions again and say which dessert you would like to prepare or taste? Why/Why not?
- 4.7 Listen to Anahit speak about how she helped her family prepare Christmas dishes. Did she enjoy preparing for Christmas? Give reasons to explain your answer.

outdoor trip journey arrive at pack ceremony return souvenir can't wait

Hi, I'm Anahit from Ashtarak in Armenia. A few days ago, we were celebrating Christmas, which is on January 6 in Armenia. My whole family was very busy preparing the Christmas dishes. I was helping with the dishes too. I decided to make mallow salad. It is simple but very tasty and healthy. To make this salad I used these ingredients:

mallow - 300 grams

onion - 0.5 head

tomato - 1 piece

salt, pomegranate juice, olive oil

To make the salad I first cut the stems off the mallow, washed it, chopped it, and put it in a large bowl. Then I cut the onion into rings, diced the tomato, and added them on top of the mallow. Finally, I added salt and pomegranate juice, and mixed them all with olive oil. My salad was ready to serve. I waited for everyone to finish their work and after some time we all sat at the Christmas table and started our feast. I really enjoyed helping in the kitchen and everything seemed tastier. Maybe because I had my share in preparing the food!

4.7 Listen to Anahit again and fill in the blanks with the words in the box.

pomegranate juice diced stems bowl chopped

I first cut the **stems** off the mallow, washed it, **chopped** it, and put it in a large **bowl**. Then I cut the onion into rings, **diced** the tomato, and added them on top of the mallow.

Finally, I added salt and pomegranate juice, and mixed everything with olive oil.

- 4.8 Listen to the pronunciation of the words below and repeat.
- 4.9 Listen to Artak speak about his family's holiday plans for Easter. Where and with whom are they spending their holiday?
- 4.9 Listen to Artak again and decide if the statements below are true (T) or false (F).

Hi, I'm Artak. I live in Yerevan, but my family and I like to spend our holidays in different regions of Armenia. It is Easter next week and this year we are spending our

Easter holidays with my aunt's family in the Town of Berd. We have already planned our whole trip.

Easter is always on a Sunday, so I am packing my things on Thursday evening. We are starting our journey on Friday afternoon. Dad says we'll arrive at my aunt's place at about 7pm. We are spending two nights there. On Holy Saturday, the day before Easter, we're having a big dinner. My granny and grandpa are also coming to my aunt's place. It's going to be fun. We always enjoy spending time together. We're going to color eggs, make Easter dishes, talk, and play games. Granny is going to tell us about the Easter traditions of her childhood. On Easter Sunday we're all going to St. Hovhannes Church for the Easter ceremony. After the ceremony we're going to an outdoor Easter fair near the church. We're going to eat traditional Armenian food and buy some souvenirs there. A music band is having a concert at the fair. Everybody is going to be dancing and enjoying themselves. We're returning to Yerevan on Sunday evening so that we can get ready to go to school the next day. I can't wait for the day of our trip to come!

| 1. | This year Artak is spending his Easter holidays in Echmiadzin. | T/ <u>F</u> |
|----|--|--------------------|
| 2. | He is packing his things on Thursday. | <u>T</u> /F |
| 3. | They are going to St. Hovhannes Church on Holy Saturday. | T/ <u>F</u> |
| 4. | After the church ceremony they're going to an outdoor Easter fair in I | Dilijan. |
| | T/ E | |
| 5. | Artak's family is returning to Yerevan on Sunday evening. | <u>T</u> /F |

6. Artak is looking forward to his family's trip to Berd.

4.10 Listen to Amy and Lily speak about a holiday they're celebrating soon. Write speaker 1 or speaker 2 next to the person's name.

| Amy, 11: Interests: swimming, listening to music, taking long walks, singing, dancing | Lily, 13: Interests: walking in the snow, making a snowman, playing snowballs, skiing |
|---|--|

T/F

Speaker 1: Lily, 13

I love winter and everything related to it. All my favorite holidays are in winter, but I like Christmas best. It is next Wednesday this year and as usual my family is spending the holiday in Aparan, at my grandparents' home. All my aunts, uncles and cousins are going there too. Yesterday dad and I planned the holiday ourselves. We are traveling to Aparan next Monday to help Granny with the Christmas dishes. On Monday evening we are helping Granny make Gata and Pakhlava. After finishing the work, I will run outside to make a snowman. On Tuesday my cousins and I are getting up early to go skiing in Aparan ski resort and have a snowball fight. In the evening we're all going to Surb Khach (Holy Cross) Church to see the Christmas ceremony. On Christmas day we're all gathering round a large table and enjoying granny's tasty dishes. Looking forward to that day!

Speaker 2: Amy, 11

My favorite holiday Vardavar, the Armenian Water Festival, is next Sunday. My family is traveling to the town of Sevan near Lake Sevan to celebrate Vardavar at the beach. We are staying at my uncle's home. I'm very excited. We have planned every day of our stay in Sevan. We are leaving for Sevan next Saturday morning. We are visiting Sevanavank Monastery on Saturday afternoon. My cousins and I are going for a walk in the forest on Saturday evening. On Saturday night we are making a fire in my uncle's backyard and gathering around it. My sister is going to play her guitar and we're going to sing and dance.

The next morning we're going to the beach, where many people are coming to celebrate Vardavar. I am going to pour water on all my cousins and friends. And of course, I'm going to swim in the lake. I'm sure we're going to have a great time!

4.10 Listen again and write Amy or Lily next to the activity in the table below.

4.11 Listen to the pronunciation of the words and phrases below and repeat.

| mistletoe | Christmas wreath | snowflake | bunny |
|-----------------------|------------------|---------------|----------------|
| Halloween wreath | Easter egg stand | ghost figures | scarecrow |
| Witch's Hat and Broom | Jack-o'-Lantern | Easter wreath | Santa's sleigh |

4.12 Listen to two people speak about their last holiday decorations. What holiday were they celebrating? Complete the sentences with the holiday names.

| 1. | The last holiday our f | amily celebrated was _ | | • | |
|-------|------------------------|------------------------|--------------|--------------|-----------|
| 2. | It was | a few weeks ago and | I decided to | decorate our | house for |
| the h | oliday. | | | | |

Hi, I'm Emil and I'm 12. I love holidays and decorating our home for holidays. The last holiday our family celebrated was Halloween. I was so excited when mom asked me to decorate the house for the event. I went shopping with mom and we bought a few pumpkins, some ghost figures, a Witch's Hat and Broom and a Halloween wreath. My sister and I made Jack-o'-Lanterns out of the pumpkins and put them in several places in the house. We made a scarecrow ourselves and put it in the backyard. We decorated the living room with ghost figures, the Witch's Hat and Broom and the Halloween wreath. Our house looked really scary. I couldn't wait to scare my friends on the holiday!

Hey, my name is Lucy and I'm 12. Spring is my favorite season and I love spring holidays. But I love decorating our house for those holidays even more. It was Easter a few weeks ago and I decided to decorate our house for the holiday. I went shopping with my dad. We bought some chicks, chocolate bunnies and bunny candies, an Easter wreath, and an Easter egg stand. On Holy Saturday, my brother and I colored the Easter eggs. Then we made a few Easter baskets with colored eggs, bunnies, chicks and flowers in them and put them in different places in the house. After that we hung the Easter wreath on the dining-room wall. On Easter Sunday we set the Easter table and put the Easter egg stand filled with eggs, chocolate bunnies and eggs, an Easter basket and Easter cookies on it. It was so beautiful. I took some photos and shared them with my friends on our chat group. I got lots of hearts from them.

4.12 Listen again and fill in the blanks with words from Activity 2.

4.13 Listen to Nare speak about shopping during different holidays and decide who she usually goes shopping with.

4.13 Listen to Nare again and fill in the blanks.

Hi, I'm Nare. Today, I want to speak about shopping for holidays. Shopping is very important when there is a holiday because you need different **goods** like food and drinks, clothes, decorations, and gifts to celebrate. I love shopping. I usually go shopping for holidays with Mom. But sometimes, especially when I want to buy gifts for my classmates or things for a school event, I go shopping with my friends.

Christmas is coming and I went shopping a few days ago. Before I went shopping, I made a shopping list and wrote everything I needed on it. Some people like shopping in small **store**s, but I like shopping at big **mall**s because you can buy all you need there. So Mom and I went to my favorite mall. We were there for a few hours. We bought chocolates, Christmas decorations, gifts, and clothes. The bad thing was that the mall was very **crowded** and we stood in line for a long time **to pay** for the goods or

to **try on** the clothes we wanted to buy. But there was a great thing too. There were **discounts** on the goods and we bought almost everything **cheap**er than usual. Can't wait to wear my new clothes and give my friends their gifts!

4.14 Listen to Narek, Ani and Mary speak about their shopping for gifts. What kind of shopping did they do? Write the person's name next to the shopping type.

Hi, I'm Narek and today I want to tell you about the gifts I bought for my friends and myself on Christmas. I hate going to the shops and standing in line for hours, so I decided to buy everything online. I bought a book for my classmate Mariam, a pair of gloves for my friend Aram and a cup for my neighbor Davit. And in the end, I bought a sweater for **myself**. So, I did my shopping in just 15 minutes!

Hi. I'm Ani. It was Valentine's Day some time ago and I like giving gifts to my family members and friends on that day. I had to spend a whole day at the shopping mall to choose gifts. But I was lucky because there were discounts on almost all the goods. I bought a scarf for my mom, and a teddy bear for my little cousin Arev. My friend Seda loves photography. She taught **herself** to take photos last year. So, I bought her some cute picture frames to put her photos in.

Hi, I'm Mary. Today I will tell you what I bought for my family and friends for New Year's last week. I was too busy and couldn't find time to go to the shops. And guess what? My friend told me there is a New Year's fair in our town. My sister and I hurried to the fair on the same day. We bought gifts for others and got **ourselves** some nice things too. I bought my friend Hasmik a bracelet, my classmate Edgar a nice cap and my cousin Anahit a cute bag. Can't wait to give them their gifts!

4.14 Listen to Narek, Ani and Mary speak about their shopping for gifts. What kind of shopping did they do? Write the person's name next to the shopping type.

At a fair<u>Mary</u>

Online

Narek

At a mall

Ani

4.14 Listen to Narek, Ani and Mary again and complete the missing information. Write the missing items and the people's names.

- 1. Narek bought a **book** for Mariam, a pair of **gloves** for Aram, a cup for **Davit** and a **sweater** for himself.
- 2. Ani bought a scarf for **her mom**, a **teddy bear** for her little cousin Arev and some picture frames for her friend **Seda**.
- 3. Mary bought her friend Hasmik a **bracelet**, her classmate **Edgar** a nice cap and her cousin Anahit a cute **bag**.

4.14 Listen to Narek, Ani and Mary again and fill in the blanks with words ending in -self/-selves.

- 1. In the end, I bought a sweater for myself.
- 2. She taught herself to take photos last year.
- 3. We bought **ourselves** and others some nice things there.

4.15 Listen to the pronunciation of the words below and repeat.

| stormy | mild | freezing | clear |
|--------|-------|--------------|-------|
| foggy | humid | thunderstorm | dry |

4.16 Listen to Artak and Lily speak about their holiday celebrations. What holidays were each of them celebrating?

Hi, I'm Artak from the town of Ararat. Today I want to tell you about my family's Vardavar celebration a few years ago. We decided to go to Lake Sevan to celebrate the holiday. The day before Vardavar was awfully hot in Ararat and we couldn't wait to pour water on each other the next day in Sevan. The weather was great on Vardavar Sunday morning. It was sunny and quite warm in Sevan. We decided to stay outdoors and spend the day there. But after some time the sky got very cloudy and suddenly a thunderstorm started. It got awfully cold and we didn't have any warm clothes. Everything we had, the food, the dishes, were extremely wet. We just managed to put all the things in the car and drive back home. It was really a pity we couldn't celebrate our holiday, but when we remember it now, it seems so funny!

Hello, I'm Lily and I want to speak about the Barekendan holiday celebration in our village Teghenik in Kotayk region last year. The people in the village were preparing for the holiday long before it. Some people were making Armenian national costumes and masks to wear on the celebration day. The village students were learning songs, poems and dances to perform. Men in the village were making a stage for the performers. The weather is usually mild in Teghenik and it was wonderful on our celebration day. It was warm and sunny and the sky was clear, so the people decided to have an outdoor event. The celebration started at 11 am in the center of the village. We lay a lot of tables with lots of food on them at the place. Everybody was

singing and dancing and of course eating the tasty homemade food until late in the evening. My friends and I had a great time and we'll always remember that celebration of Barekendan.

4.16 Listen to Artak and Lily again and decide if the statements are true (T) or false (F).

| 1. | Artak's family wanted to celebrate Vardavar near Lake Sevan. | <u></u> |
|----|--|--------------------|
| 2. | The day before Vardavar was cloudy in Ararat. | T/ <u>F</u> |
| 3. | It was rainy in Sevan on Vardavar Sunday morning. | T/ <u>F</u> |
| 4. | There was a thunderstorm in Sevan after some time. | <u>T</u> /F |
| 5. | Lily celebrated Barekendan in her village. | <u>T</u> /F |
| 6. | It was cold and rainy in Teghenik village on Barekendan day. | T/ <u>F</u> |
| 7. | People had a great time on the Barekendan holiday in Lily's village. | <u>T</u> /F |

4.16 Listen to Artak and Lily again. Decide if they changed their holiday plans because of the weather. How did they feel about it? Why?

4.17 Listen to Lucy talk about her New Year's Eve celebration in Republic Square in Yerevan and fill in the blanks with the words below.

lights fireworks wishes Eve New Year

Hi I'm Lucy. I'm Armenian, but I live in Germany. Last Year I celebrated the **New Year** in Yerevan with my relatives. On New Year's **Eve** we went to Republic Square in the city center. There were a lot of people gathered around the huge New Year's Tree. The square was decorated with colorful **lights**. It was so beautiful and bright. It was cold and snowing, but people were very happy. A band was playing music and people were dancing. Suddenly the big clock on the square showed twelve and there were **fireworks**. All the people were giving each other hugs and expressing good **wishes**. Everything was really amazing!

Unit 5: Birthplace/Homeland

5.1 Listen to the pronunciation of the words below and repeat.

national anthem monument currency capital symbol homeland hero

5.2 Listen to the pronunciation of the words. Write them under the correct column.

| adopt | highland | faith | freedom | independence |
|-------|----------|---------|---------|--------------|
| dough | reed | cushion | stretch | existence |

5.3 Listen to texts about Armenian symbols. Fill in the blanks with the words from Activity 9.

5.3 Listen again and write Lavash or Duduk next to the sentences.

The Armenian national bread is Lavash. Usually women make it. They mix wheat flour and water to prepare a simple dough, make balls from it, and turn them into thin layers. They stretch it over a special cushion and stick it to the wall of a clay oven called a tonir. After a short time, they take out the baked bread. People often eat lavash with local cheeses, greens, or meats. It can stay good for up to six months. In weddings, they put it on the shoulders of the bride and groom to bring good luck. Making lavash together helps families and communities stay close.

Adapted from:

https://ich.unesco.org/en/RL/lavash-the-preparation-meaning-and-appearance-of-traditional-bread-as-an-expression-of-culture-in-armenia-00985

The duduk is one of the Armenian national musical instruments. Craftsmen make it from the wood of apricot trees, and the reed, which is the part you blow into. People in Armenia have played the duduk for a long time, even back in the days of King Tigranes the Great. Its music is warm and soft. It is used in traditional songs and dances, and at events like weddings. Sometimes, famous musicians play the duduk alone, but usually, two musicians play together.

Adapted from: https://ich.unesco.org/en/RL/duduk-and-its-music-00092

5.4 Listen to the pronunciation of the words and mark the stressed syllable.

geographic to be situated to border according to ethnic mother tongue

Example: geographic

5.5 Listen to Tigran and Aram talk about their project about Armenia and fill in the blanks.

Aram: Hey Tigran. I'm glad you are here. We don't have much time before our project presentation day, so we need to finish it soon.

Tigran: Don't worry. We have already worked on projects before, and we can do this one, too.

Aram: Yes, but we haven't done a project like this in English.

Tigran: You are right, but I'm sure everything will be fine. We have learned many things about Armenia during our Geography lessons, so it won't be difficult. I have done research and found some **geographic** facts about Armenia: 'Armenia is **situated** in western Asia, in the northeastern part of the Armenian Highland. Its area is 29743 km².'

Aram: Great! I've found information about the countries around Armenia. To the north, Armenia **borders** Georgia, to the east Azerbaijan, to the southeast Iran and to the west Turkey. Have you found any information about Armenia's population yet?

Tigran: Yes, I have. **According to** the information from January 1, 2023, Armenia's population is 2.976.800 people. Most of the population are Armenians (98.1%) and the rest are Russians, Yazidis, Kurds, Assyrians, Greeks, Ukrainians, Jews and others.

Aram: We already know that the official language is Armenian, but most of the people speak Russian, and many of them speak English, French, or German. Other **ethnic** groups that live in Armenia speak their **mother tongue** and, for example, Yazidis can study their mother tongue at school too.

Tigran: The information I have found says that 97% of the people in Armenia are Christians, and they go to the Armenian Apostolic Church, and the rest have different religions.

Aram: Also, I found that there are 10 marzes, or provinces, and the capital city is Yerevan.

Tigran: I have one more thing to add and it's about Armenia's **currency**, the Armenian Dram (AMD). The country has used it since 1993.

Aram: Perfect, bro. I think we have got all the info we need and can start making our presentation. Let's meet again tomorrow to finish that.

Tigran: Okay. See you tomorrow then. Have a good day!

Adapted from: https://www.britannica.com/place/Armenia https://www.gov.am/en/demographics/ https://www.mfa.am/en/overview

- 5.5 Listen to Tigran and Aram again. Match the two halves of the sentences.
- 5.5 Listen again and complete the table with the correct information.

5.6 Listen to Artak and Nare talk about independence. What are Artak and his friends going to do to celebrate Independence Day?

Nare: Hey, Artak. What's up? You have been so busy these few days.

Artak: Hey, Nare. Yes, I'm looking for information about Armenia's independence on the internet. Soon it will be September 21, Independence Day, and our teacher has asked us to do a group presentation on it.

Nare: That sounds interesting. What are you going to talk about in your presentation?

Artak: Our group is going to present facts about the independence, and speak about the symbols of Armenia, such as our national flag, our anthem, and our Coat of Arms. Also, give their description, and speak about the importance of independence for our country.

Nare: Dad always says that independence is one of the most important things we have ever had, and we should do everything to protect it. But honestly, I don't really understand what he means.

Artak: I hear that a lot from my parents, too. Let's try to think about it together. Let's see, for example, how you feel when someone always tells you what you can do and what you can't; or you don't have the right to decide anything and someone else decides what you must eat, wear, or do. Would you feel happy?

Nare: No way. Of course, I discuss everything with Mom and Dad and ask their advice, but I want to make my own decisions.

Artak: What you say means that you want independence and freedom to make decisions about yourself. Before we got independence, another country or countries decided what we should or shouldn't do. Now that we have independence, we decide what we want to do ourselves. This makes me feel very proud. But it's important to understand that independence also comes with responsibility, and that this is our homeland and we must take care of it.

Nare: Thanks, Artak. Now I understand why independence is so important. Good luck with your presentation.

5.6 Listen again and fill in the blanks.

- 1. Our group is going to present facts about the **independence**, speak about the **symbols** of Armenia, such as our national flag, our anthem, and our Coat of Arms, give their description, and speak about the importance of independence for our country.
- 2. What you say means that you want independence and **freedom** to make **decisions** about yourself.
- 3. This makes me feel very **proud**. But it's important to understand that independence also comes with responsibility, and that this is our **homeland** and we must take care of it.
- 5.6 Listen again and answer the questions below.
- 5.7 Listen to the pronunciation of the words below and repeat.

carving tomb destroy religious architecture

5.8 Listen to the conversation between Ani and Nelly and fill in the blanks with words from Activity 4.

Nelly: Hi Ani, How are you doing?

Ani: I'm good. How about you?

Nelly: I'm good too, thanks. **Have** you **got** any news for me?

Ani: Yes, I have found some information about Geghard Monastery. It says that Geghard Monastery is in the Azat Valley in Kotayk Marz. It consists of some churches and tombs built into the rock. St. Gregory the Illuminator started building it after Armenians became Christian.

Nelly: Oh wow, thanks, so much Ani. I **have** also **surfed** the internet and found some info about Echmiadzin Cathedral. It says that the Etchmiadzin Cathedral is in the city of Etchmiadzin in Armavir Marz. It is the religious center of the Armenian people. According to many experts, Echmiadzin Cathedral is the oldest cathedral in Armenia and the oldest Christian cathedral in the world.

Ani: Really? I didn't know that! And here is some information about Zvartnots Church. It is a 7th century church. An earthquake destroyed it in the 10th century, but the good news is that there is a plan to rebuild the Church. The carvings in Zvartnots show religious and everyday life. Zvartnots church also shows the highest level of Armenian architecture's Golden Age.

Nelly: Our classmate Tigran **has** also **sent** me some information about the Monasteries of Haghpat and Sanahin in Lori Marz. It says that they **played** a very important role in learning during the 10th to the 13th century. These monasteries show the highest level of Armenian religious architecture.

Ani: Great. By the way, have you been to any of these sites?

Nelly: I have been to Echmiadzin, but I haven't visited the rest of the sites. Hope, I'll visit them soon. And thanks a lot for your help Ani.

Ani: My pleasure, Nelly. Alright, I need to go now. See you at school.

Nelly: See you! And have a good day!

Ani: Thanks, you too!

Adapted from: https://whc.unesco.org/en/list/960; https://www.worldhistory.org/Etchmiadzin_Cathedral/; https://whc.unesco.org/en/list/1011

■30 5.8 Listen again and write the verbs that are in the present perfect.

Example: <u>have got</u>

- 5.8 Listen again and complete the table. Compare your answers with a peer.
- 5.9 Listen to the pronunciation of the words and repeat.

Caucasian Leopard Armenian Mouflon Brown Bear Caucasian Red Deer Eurasian Lynx Bezoar Goats

- 5.10 Listen to the text on Armenia's water resources and name those resources.
- 5.10 Listen to the text again and tick ($\sqrt{}$) the correct box.

Lake Sevan is a big lake in Armenia, high up in the mountains. It's one of the largest **freshwater** lakes in the world. Lake Sevan is the second highest lake with freshwater in the world, after Lake Titicaca in South America. It is an area of 1260 square kilometers. Lake Sevan is the biggest lake in the South Caucasus and about 1900 meters above sea level.

Lake Sevan is special not only for its water, but also the plants and animals that live there. But recently, the water level has been changing a lot, which is not good for the plants and animals. Also, bad stuff like **toxic** trash is getting into the lake, **hurt**ing the animals and plants that live there.

Lake Arpi is the second biggest lake in Armenia after Lake Sevan. It is in the Arpi area in Shirak Marz. It was a small lake in the past. Now it is an important water **reserve**.

The waters of Yeghnajour River and mountain **stream**s flow into the lake and the Akhourian River starts from this lake.

Adapted from: https://www.wwf.am/en/

5.11 Listen to the pronunciation of the words and repeat.

to carve craftsmen saint pattern encourage

5.12 Listen to Taron and Gevorg talk about Armenian Khachkar (Cross Stone) and decide who wants to learn the craft.

5.13 Listen again and choose the best answer.

Taron: Guess what Gevorg, I went to our neighbor Master Levon's Khachkar workshop yesterday.

Gevorg: Really? Why?

Taron: I like this traditional Armenian craft and wanted to see how he makes Khachkar.

Gevorg: Tell me everything you have learned about Khachkars from him.

Taron: Well, he told me that Khachkars are stone carvings made by Armenian craftsmen.

Gevorg: Did he tell you how tall a Khachkar is and what craftsmen usually carve on Khachkar?

Taron: Yes, he said that Khachkars are about 1.5 meters tall. They carve a cross at the center of Khachkar on a symbol, like a sun or Armenian Eternity Sign. You can also add decorative figures of plants, geometric shapes, images of saints, and animals.

Gevorg: Wow, it sounds really fun to do all this. What tools does Master Levon use to make Khachkars?

Taron: He uses sharp pens, hammers and a few other tools.

Gevorg: And does he know how many Khachkars are there in Armenia?

Taron: He said there are more than 50,000 Khachkars and each of them has its own design.

Gevorg: Now I am really interested in this craft. How can one learn to carve Khachkars?

Taron: People learn to make Khachkars from their parents or Khachkar masters. They teach the traditional methods and patterns but also encourage students to add their own ideas.

Gevorg: Can we go to Master Levon's workshop together? I want to ask him to be my teacher.

Taron: Sure, do you want to go today?

Gevorg: The sooner, the better.

Taron: Then, let's go now.

Adapted from: https://ich.unesco.org/en/RL/armenian-cross-stones-art-symbolism-and-craftsmanship-of-khachkars-00434

5.13 Listen to the pronunciation of the words and mark the stressed syllable.

exhibition mixture express prize performance

5.14 Listen to the texts on two festivals in Yerevan and write their names.

5.14 Listen to the texts again and decide where you can do what. Write the correct festival name next to the sentence/phrase.

Text 1

Want to know more about Armenian Traditional Costume Taraz from all over Armenia? Come to Yerevan **TARAZFest** in August and you'll also see various ethnic groups and foreigners living in Armenia in their own special clothes. First, you'll enjoy an **exhibition** of traditional clothes from different countries. Then, you'll watch Armenian fashion designers present their collections of clothes, which **express** a **mixture** of modern ideas and ancient Armenian styles. You'll have a great time listening to ethno music and dancing, and if you want you can try on costumes and take pictures with real decorations. So mark the date!

Adapted from: https://www.yerevan.am/en/festivals-of-yerevan/https://onewaytour.com/best-interesting-festivals-armenia/

Text 2

The **Rural** Life and Traditions Festival is a wonderful event that brings together companies and farmers from all over Armenia in Yerevan to present their farm products. During the event, the farmers and companies get special prizes and presents for "Best farmer group", "Best group of women-farmers", "Best producer", "Best youth group" and "Best organic producer". There is also a traditional concert of folk singers, musicians and groups, with performances and funny games for children. People can enjoy tasting fruits and vegetables from different parts of Armenia while listening to live national music. During the event, craftsmen from faraway regions can also present their handcrafted products.

Adapted from: https://armenia.travel/events/harvest-festival-rural-life-and-traditions/

■ 5.15 Listen to the pronunciation of the words and repeat.

| | | | 511.1 | | |
|-----------|------------|-------|-------|---------|-----------|
| to invent | to support | Greek | Bible | several | to spread |
| | | | | | |

5.16 Listen to a text about an important Armenian and decide if it was a man or woman.

5.16 Listen to the text again and match the two halves of the sentences.

Diana Abgar was born in Rangoon (now Yango), Burma on 17 October 1859. Diana's ancestors were Armenians from New Julfa. She is famous in history for being the world's first woman diplomat. She was the Ambassador of the First Republic of Armenia to Japan and the Far East in 1919-20. She was very charming and impressed everybody wherever she went. Diana Abgar's birth name was Anahit Aghabekyan, but in 1890, she started presenting herself as Diana Abgar after getting married to Michael Abgarian (Michael Abgar) from New Julfa in 1890 in Hong Kong.

Diana Abgar wrote many important books, poems, and letters about the sufferings of the Armenian people and human rights, at a time when women didn't even have the right to vote in many countries.

> Adapted from: http://icbarm.weebly.com/d-abgar.html https://en.wikipedia.org/wiki/Diana Abgar

Unit 6: Exploring English Across English-Speaking Lands

6.1 Listen to the names of some English speaking countries and repeat.

The United States of America The United Kingdom Canada Australia New Zealand

(a) 6.2 Listen to Hasmik and Sona talk about how popular English is around the world and decide what they think they should do.

Hasmik: Hey, Sona!

Sona: Hi, Hasmik. How are you doing?

Hasmik: I'm good. How are you?

Sona: I'm good, too. What are you watching?

Hasmik: I'm watching a Youtube video about different Englishes, and it says people

speak English in more than 85 countries.

Sona: Really? And how many people speak it?

Hasmik: Around 1.46 billion people! That's almost 1 in 5 people in the whole world!

Sona: Wow, that's a lot!

Hasmik: Yes, it is! In fact, more people speak English than any other language.

Sona: That's amazing! Do most people speak English as their first language?

Hasmik: Actually, no. Only 26% of English speakers speak it as their first language.

Most people, about 74%, speak English as a second language.

Sona: Interesting! Why do you think English is so popular?

Hasmik: Well, the number of schools that teach English as a foreign language is getting bigger. Also, English is the language of science, technology, business, and many other fields.

Sona: What are the largest countries where people speak English as their first language?

Hasmik: They are the United States of America, the United Kingdom, Canada, Australia, and New Zealand.

Sona: Thanks a lot for sharing this info, Hasmik! I didn't know English was so important and that so many people speak it! I think we should start learning English better so that we can communicate with people of our age from around the world.

Hasmik: You're right, Sona. And we should learn more about those English speaking countries, too. I've decided to ask our English teacher to teach us more about those countries. By the way, it's time for English now! Let's go!

Adapted from: https://en.wikipedia.org/wiki/English-speaking_world https://www.dotefl.com/english-speaking-countries/ https://wordsrated.com/how-many-people-speak-english/

- 6.2 Listen again and write the correct phrase from the box next to the definitions below.
- 6.2 Listen again and complete the table with the correct information.
- 6.2 Listen again. Tick () if the statement is correct and correct the wrong ones.
- 6.3 Listen to Anna and Mariam talk about their English class and decide what they are going to discuss in their next lesson.

Mariam: Hi, Anna. Are you going home?

Anna: Hi, Mariam. Yes. Let's walk home together.

Mariam: Awesome, let's go.

Anna: So, our English homework for tomorrow is to find information about English speaking countries, right?

Mariam: Yes, we're going to speak about the largest English speaking countries, and Ms. Minasyan asked us to search the internet for information about the USA and the UK.

Anna: Oh, that will be great. We have had English **since** Grade 3 but we don't know much about the countries where English is the official language or the mother tongue. Mariam: That's right. I think we should have some knowledge about the countries whose language we are studying.

Anna: Yes, I agree. Have you found anything about those countries yet?

Mariam: I have **already** read about the US and written down some important facts. I have **just** found some information about how long people have spoken English in the US. But, I haven't read anything about the UK **yet**.

Anna: Lucky you! I haven't done anything **for** the past few days. I should work hard today to finish the homework.

6.3 Listen to Anna and Mariam again, and fill in the blanks with the words in the box.

6.4 Listen to the pronunciation of the words in the following sentences and practice.

- 1. New Zealand is a group of mountains and islands to the southeast of Australia.
- The currency in the United Kingdom is the pound sterling.
- 3. Canada has a very big area (9,970,610 km²) with lots of different regions.
- 4. Australia is a special place because it's the only country on the whole continent!
- 5. It is well-known for its nice people, beautiful land, and special animals like kangaroos and koalas.

6.5 Listen to texts about the largest English-speaking countries and decide if the statements below are true (T) or false (F).

The United States of America (also the United States, the USA, or the US) is a big country. Its area is 9,826,630 km². It also has a large population, more than 330 million people live there. The capital of the USA is Washington, D.C. People have spoken English in the USA for about four centuries. Some Americans speak Spanish, too. The country's currency is the U.S. dollar.

Adapted from: https://en.wikipedia.org/wiki/American_English https://kids.nationalgeographic.com/geography/countries/article/united-states

The United Kingdom of Great Britain and Northern Ireland (also called the United Kingdom or the UK) has four parts: England, Scotland, Wales, and Northern Ireland. Northern Ireland joined Great Britain in 1801. Its area is 242,500 km². Its population is not very big, about 68 million people live in the UK. The capital of the UK is London. The official language is English. People have spoken English there since the 5th century. In Scotland, Wales, and Ireland, some people speak their own official languages too, such as Gaelic, Welsh, and Irish. The currency in the United Kingdom is the pound sterling.

Adapted from: https://www.britannica.com/topic/English-language https://kids.nationalgeographic.com/geography/countries/article/united-kingdom

Canada has a very big area (9,970,610 km²) with lots of different regions, but its population is not very large (about 36 million). The capital of Canada is Ottawa. People speak both English and French in Canada. The country's currency is the Canadian dollar. People have spoken English in Canada since the 17th century.

Adapted from: https://www.thecanadianencyclopedia.ca/en/article/canadian-english https://kids.nationalgeographic.com/geography/countries/article/canada

Australia is a special place because it's the only country on the whole continent! It is well-known for its nice people, beautiful land, and special animals like kangaroos and koalas. It is one of the largest countries in the world. Its area is 7,692,024 km², but its

population is not very large, about 23.5 million. Its capital is Canberra. The official language in Australia is English, and people have spoken it for more than 200 years. Australia's currency is the Australian dollar.

Adapted from: https://kids.nationalgeographic.com/geography/countries/article/australia https://en.wikipedia.org/wiki/Languages_of_Australia

New Zealand is a group of mountains and islands to the southeast of Australia. Its capital is Wellington. It has a small population, about 4.5 million people. People speak English and Maori in New Zealand and their currency is the New Zealand dollar. People have spoken English in New Zealand since the 19th century. New Zealand is well-known for its beautiful natural sites and its friendly people.

Adapted from: https://kids.nationalgeographic.com/geography/countries/article/new-zealand https://en.wikipedia.org/wiki/New_Zealand_English

- 6.5 Listen to the texts again and answer the questions.
- 6.5 Listen to the texts again and fill in the table with the correct information.
- 6.6 Listen to the pronunciation of the words and mark the stressed syllable.

constitution mound statue huge gorge deep rock declaration

Example: con-sti-tu-tion

6.7 Listen to three conversations about sites in the US and decide what site each conversation is about.

Conversation 1

Aram: Hey Ani, have you heard about the Cahokia Mounds? I found them here on this website.

Ani: The Cahokia what?

Aram: Mounds. They're at this ancient place near St. Louis, Missouri. People lived there a long time ago. There was a big village with lots of small towns around it then. There was this huge hill called Monks Mound – the biggest hill that people have made in the Americas!

Ani: Wow, that sounds interesting. How many people lived there?

Aram: It's amazing. Can you imagine that when the place was really busy around 10,000 to 20,000 people lived there?

Conversation 2

Daniel: I've just seen a Youtube video about Independence Hall in Philadelphia. It says that the American leaders signed important papers there!

Hasmik: Yeah, in 1776 they signed the Declaration of Independence, and in 1787, the Constitution of the United States.

Daniel: My dad says these papers are all about freedom and democracy, which have been very important in American history.

Hasmik: And not just in America. Many countries around the world have looked at those papers to make their own laws.

Conversation 3

Sona: My Facebook friend has written to me about the Lincoln Memorial in Washington, D.C. He says it was made in the memory of Abraham Lincoln, the 16th President of the United States.

Artak: Yeah, it has a huge statue of Lincoln sitting on a big chair. And there's a big pool outside, but you can't swim in it!

Sona: Oh yeah! Did you know that many special events take place at this memorial.

For example, Martin Luther King Jr., a really important person and an activist for equal rights, gave a famous speech there.

Artak: That's awesome! I'd love to visit the Lincoln Memorial someday.

Sona: Yeah, me too! Places like that are like pieces of history right in front of us.

Adapted from: https://whc.unesco.org/en/statesparties/us https://www.historyhit.com/guides/historic-sites-in-the-united-states/

- 6.7 Listen again and fill in the blanks with the words from Activity 3. Make any necessary changes.
- 6.7 Listen again and number the statements in the order you hear the information.
- 6.8 Listen to the information about three natural sites in the US and check your answers to Activity 8.

Let's have a look at some of the most amazing natural sites in the United States!

First, let's talk about Grand Canyon National Park. The Grand Canyon is a huge gorge in Arizona that the Colorado River goes through! It's almost 1,500 meters deep! When you look closely at the rocks there, you can learn how the Earth has changed over two billion years.

Next is Olympic National Park in Washington State. This park is special because it has a lot of different kinds of nature. There are big mountains with ice on top, green fields,

and lots of big trees. Many rivers flow from the mountains, and they're perfect places for special fish to live. This park also has a really, really long wild coast - the longest one in the whole United States! You can see endangered kinds of owls, birds, and fish in the park.

Now, let's talk about Redwood National Park near San Francisco. It's near the Pacific Ocean and has very tall trees called Redwoods. These trees are the tallest in the whole world! Can you imagine that? There are also cool animals like sea lions, bald eagles, and the endangered California brown pelican.

Adapted from: https://whc.unesco.org/en/statesparties/us

■ 6.8 a) Listen to the information again and choose the correct option.

4) 6.9 Listen to the pronunciation of the words and repeat.

conqueror defeat battle castle prison palace

6.10 Listen to Davit and Gohar talk about the Tower of London and fill in the blanks with the words from Activity 2.

Gohar: Hey, Davit, have you heard about the Tower of London?

Davit: Yeah, isn't that a big castle in England?

Gohar: Exactly! It has an interesting history. In 1066, after William the Conqueror defeated the English King Harold Godwinson at the Battle of Hastings, he built the Tower of London so that he could control the area better.

Davit: So, many changes probably took place at that time.

Gohar: True! In fact, everything changed, the laws of the government, the language, and architecture changed in England after that.

Davit: What have they used the Tower of London for since then?

Gohar: Well, it served as a palace, and now it's a museum. They even keep the Crown Jewels there, the fancy jewelry of the royal family.

Davit: But wait, didn't they use the tower as a prison, too?

Gohar: Yeah, they did. When it was a prison they kept and sometimes killed many well-known people who were dangerous to the king.

Davit: It's crazy how one place can have so many different roles in history.

Gohar: Definitely! Nowadays, it's a popular place for tourists because everyone wants to see the Tower of London.

Davit: It would be exciting to visit a place with such a long and interesting history.

Adapted from: https://whc.unesco.org/en/list/488; https://www.oxford-royale.com/articles/britains-world-heritage-sites/

- 6.10 Listen to Davit and Gohar again and connect the two halves of the sentences.
- 6.10 Listen to Davit and Gohar again. Imagine what the tower of London looked/looks like as a palace, prison, or museum, and write a short text about it. Use linking words to connect your ideas.
- 6.11 Listen to an audio tour of the Sydney Opera House and fill in the blanks with the words from Activity 2.

Welcome to the Sydney Opera House tour!

The Sydney Opera House is a very famous place in Sydney, Australia. People all over the world know about it. The building looks different from anything else you've ever seen. It looks like big white sails, and it's the symbol of the city.

Every year, the Opera House has lots of shows. There are concerts, operas, plays, and events for kids. It's a place for everyone!

Danish architect Jorn Utzon, who designed the Opera House, wanted it to look like sailing boats. But some people say that bird wings, shells, or clouds inspired him. Their plan was to build it in four years, but it took 14 years! The designer lost his job before it was finished. Utzon never returned to Australia after that to see his masterpiece completed.

Many people visit the Opera House every year - over 8 million! It's the second largest opera house in the world, after the Metropolitan Opera House in New York. Inside the Opera House, it's always the same temperature (22.5 degrees Celsius) so that the instruments don't get out of tune.

Have you heard of Vivid Sydney? It's a festival of music and lights. For 23 days, you can see amazing light shows on the Opera House and other famous places in Sydney. There are also lots of fun things to do around the city during Vivid Sydney.

If you want to see something really cool, plan your visit to Sydney during Vivid Sydney!

Adapted from: https://kids.britannica.com/kids/article/Sydney-Opera-House/602771

https://worldoftravelswithkids.com/the-most-interesting-sydney-opera-house-facts-for-kids/

- 6.11 Listen to the audio tour again and answer the questions.
- 6.12 Listen to Gagik, Sona and Marie talk about what they're going to do in New Zealand with their whole family during their summer vacation and complete the table with the correct information about Queenstown.

Sona: Hey, Gagik and Marie, do you know about Queenstown in New Zealand?

Gagik: Yeah, I've heard it's a fun place with a lot of outdoor activities!

Marie: Also, it's known for its beautiful mountains and lakes.

Sona: Right! You can go hiking and see the mountains or walk by Lake Wakatipu.

There's also a nice park for kids to play in.

Gagik: Cool! I heard we can do exciting things like ride a jet boat or go rafting.

Sona: Yep, we can ride a fast boat or raft down a river. It'll be so much fun!

Marie: I want to try a gondola ride and a luge ride. It sounds thrilling!

Sona: That's right! We can ride a gondola up a mountain and then slide down on a luge.

Gagik: What about learning something important? I heard we can watch birds and learn about history.

Sona: Exactly! We can visit a bird park and learn about gold mining history in Arrowtown.

Marie: And don't forget about the yummy food! We can try a famous burger and have delicious chocolates.

Sona: Yes! And there are nice places for families to stay too.

Gagik: I'm so excited! Let's get ready for our trip to Queenstown!

Adapted from:

https://www.auckland forkids.co.nz/travel/exploring-the-magic-of-queen stown-with-kids-a-memorable-adventure-for-the-magic-of-queen stown-with-kids-a-mem

6.12 Listen to Gagik, Sona and Marie again and decide whether the statements are true (T) or false (F).

6.13 Listen to the pronunciation of the words and repeat.

to burn defense license catalog

6.14 Listen to Nare and Aram talk about the differences in British and American English grammar and fill in the blanks.

Nare: Hey, Aram, do you know that there are differences between American and British English in grammar?

Aram: Really? I didn't know that. Can you give me some examples?

Nare: Sure! In American English, people don't use the present perfect tense (have/has + past participle) as much as in British English. Americans often use the simple past tense in situations where the British use the present perfect.

Aram: Oh, I see. Can you give me an example?

Nare: Yeah, like in American English, you say, "I can't find my keys. Did you see them anywhere?" But in British English, you say, "I can't find my keys. Have you seen them anywhere?"

Aram: Got it! What about other differences?

Nare: Well, in British English, people often use the verb "have" with nouns related to activities like washing or resting. In American English, they use the verb "take".

Aram: So, like in British English, people say, "I have a shower every day." But in American English, they say, "I take a shower every day," right?

Nare: Exactly! Oh, and another difference is with past tense verbs. In American English, the past tense of "learn" is "learned." But in British English, you can say either "learned" or "learnt."

Aram: Interesting! Are there any other words like that?

Nare: Yeah, other examples are the verbs "dreamed/dreamt," "burned/burnt," and "leaned/leant". Americans often use the "-ed" ending, but the British prefer the "-t" ending.

Aram: Wow, that's good to know!

Nare: Also, in the past participle form of the verb "get", Americans use both "got" and "gotten," like "I have never gotten caught." But the British only use "got," as in "I have never got caught."

Aram: Thanks for explaining, Nare! I'll pay more attention to these differences from now on.

Adapted from:

https://www.onestopenglish.com/support-for-teaching-grammar/differences-in-american-and-british-english-grammar-article/152820.article

https://games4esl.com/british-vs-american-english-words/

■ 6.14 Listen to Nare and Aram again and complete the table.

6.15 Listen to Hasmik and Gevorg talk about some differences in British and American English and decide what language aspect they are talking about.

Gevorg: Hey, Hasmik. Did you know that sometimes British English and American English use different words for the same thing? I was going through an article on such differences and was really surprised.

Hasmik: Yeah, I've heard about that! Like they say "chips" in British English but "french fries" in American English, right?

Gevorg: Exactly! And did you know that in Britain, they call an "elevator" a "lift"?

Hasmik: Oh, that's interesting! Will you please go on and tell me about other differences?

Gevorg: Sure. Well, in Britain, they call a "cookie" a "biscuit" and a "yard" a "garden".

Hasmik: Wow, I didn't know there were so many differences in everyday words!

Gevorg: Oh, there's more! In British English, "candy" is "sweets" and a "sweater" is a "jumper".

Hasmik: That's a lot of differences! I should write them down to go over a few times a day to remember.

Gevorg: Yeah, that's a good idea! So write down that in Britain, they say "flat" for what Americans call an "apartment" and "petrol" instead of "gasoline".

Hasmik: Interesting! I've also heard about "crisps" being called "potato chips" in America and "jelly" being "jam".

Gevorg: Exactly! Also, "vacation" is "holiday" in Britain, and "movie theater" is "cinema".

Hasmik: Are there any other differences besides vocabulary?

Gevorg: Yeah, there are some differences in grammar too. Like collective nouns. In American English, they're usually singular, but in British English, they can be singular or plural.

Hasmik: Oh, I see! So, in British English, you might hear someone say "The team are playing tonight" instead of "The team is playing tonight".

Gevorg: Exactly! It's fascinating to know that different Englishes depend on what country you are in. You know what, let's go out to dinner with Tim, our school's English teacher from New York, and ask him for more details on this topic.

Hasmik: That'll be great! But can we go back and practice the words again first? Gevorg: Sure, let's do it.

Adapted from:

https://learningenglish.voanews.com/a/six-difference-between-britsh-and-american-english/3063743.html

- 6.15 Listen to Hasmik and Gevorg again and write the correct American or British English word in the blank spaces.
- 6.15 Listen to Hasmik and Gevorg again and fill in the blanks with phrasal verbs with the verb "go". Can you guess their meanings?
- 6.16 Listen to Sona talk about her pen pal from the USA and decide what she likes most about having an English speaking pen pal.

Hi everyone! I'm Sona and I want to share something really cool with you all. I have a pen pal from the United States, and she helps me learn English! Her name is Sarah, and she lives in New York.

Sarah and I started writing letters to each other a few months ago, and we have become good friends since then. Sarah has also taught me a lot about the US, its diverse culture, traditions, people, and language.

It's so great to have Sarah as a pen pal because she tells me about all the amazing places in the US. She talks about the busy streets of New York City, the famous Statue of Liberty, and the beautiful Central Park. Sarah even sends me pictures and postcards of these places, and it feels like I'm right there with her, exploring the sights and sounds of America!

She also tells me about other interesting sites in the country, like the Grand Canyon in Arizona, the Golden Gate Bridge in San Francisco, and the magical Disney World in Florida. Every time she talks about these places, I feel amazed and really excited.

Having a pen pal like Sarah has helped me improve my English skills. It has also made me really curious about the United States. I hope one day I'll visit all these fantastic sites that Sarah has told me about and see the beautiful places and different cultures existing in the US.. Until then, I'll continue writing letters to Sarah and learning more about the US!

(F). 6.16 Listen to Sona again and decide if the statements below are true (T) or false

6.17 Listen to the pronunciation of the words and mark the stressed syllable.

| drama | prom | homecoming | depend on | mind | to refresh | |
|-------|------|------------|-----------|------|------------|--|
| | | | | | | |

Example: dra-ma

6.18 Listen to Peter from the US and Tom from the UK talk about their daily activities and decide if they are similar or not.

Hi, I'm Peter, and I'm here to talk about a typical day of a middle school student in the US.

Our day starts early at 6 a.m. when we wake up and get ready for school. Classes usually start around 7:40 a.m. and end by 3:45 p.m. School lunchtime is usually around 11 a.m., and we have about 30 to 40 minutes to enjoy our meals and chat with friends. Most middle school periods last between 40 to 60 minutes. These long

periods allow us to study subjects like math, English, science, and social studies more deeply.

In addition to our main classes, we can choose classes like art, music, foreign languages, and computer science when we also discover our interests and talents. Sports are a big part of middle school life in America, around 7.6 million students participate in various sports activities. It's a great way for us to stay active and make new friends. After school, some students hang out with friends at their favorite places.

Besides our daily school activities, we have exciting events like **proms** and **homecomings** organized by our schools. It's all part of the exciting journey of being a middle school student in the US!

Adapted from:

https://allthedifferences.com/what-is-life-like-for-german-teens-the-biggest-differences-between-teenage-culture-and-so cial-life-in-midwest-america-compared-to-northwest-germany/https://www.saveourschoolsmarch.org/how-many-periods-are-in-middle-school/

Hey everyone, I'm Tom, and I'm here to talk about what a typical day looks like for a secondary school student in the UK.

Usually, our school day starts around 8 or 9 a.m. and ends between 3 to 4 p.m., lasting about 5 to 6 hours. Each lesson is about 1 hour, and we usually have breaks of around 20 to 30 minutes. During these breaks, we can go to the library to refresh our minds before the next class. Our lunch break is usually around 30-40 minutes long. It's a time for us to eat and get energy for the rest of the day.

A normal day in secondary school includes 7 or 8 periods, which depends on our school schedule. We usually start the day with a meeting. After classes, there are a lot of clubs and activities to choose from, like sports, arts, and further education. We have fun playing basketball, netball, football, and participating in clubs like drama, art, reading, and computer science. It's a full and exciting day of learning and activities!

Adapted from: https://educationforchanges.com/what-time-does-secondary-school-start-and-finish-in-the-uk/

6.18 Listen again and write Peter or Tom next to the information if they are true for them.

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