Anna Arakelyan Kristing Khokhisobuili Teacher's Manual

Kristina Khokhiashvili Lusine Stepanyan



ENGLISH



Teacher's Manual

Երևան, 2024 «Հայաստանի մանուկներ» բարեգործական հիմնադրամ Հեղինակներ՝

Աննա Առաքելյան Քրիստինա Խոխիաշվիլի Լուսինե Ստեփանյան

Անգլերեն։ Դասագիրք 8-րդ դասարան։ Ուսուցչի ձեռնարկ։ Ձեռնարկը ստեղծվել է «Հայաստանի մանուկներ» բարեգործական հիմնադրամի (ՔՈԱՖ/COAF) կողմից։

- © Ա. Առաքելյան, 2024
- © Ք. Խոխիաշվիլի, 2024
- © Լ. Ստեփանյան, 2024
- © «Հայաստանի մանուկներ» բարեգործական հիմնադրամ, 2024



CONTENTS

INTRODUCTION	1
UNIT OVERVIEW	4
TEXTBOOK OVERVIEW	8
METHODOLOGY GUIDELINES	8
TEXTBOOK CONTENTS	15
TEXTBOOK ANSWER KEY	18
LESSON PLANS	103
AUDIO TRANSCRIPTS	168
REFERENCES	188

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 the 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 Kristina Khokhiashvili Lusine Stepanyan

UNIT OVERVIEW

UNIT 1

FRIENDSHIP

Unit 1.1

Vocabulary





Discuss in pairs/groups

- 1. What do you value in your friends?
- Do you agree with the saying "A friend is someone who understands your past, believes in your future, and accepts you just the way you are."

Read the quiz and choose the sentences that are most true for you



Brilliant best friend You're kind, honest, and caring, and your friends know you're sensible. You're a nice person who enjoys being around lots of people.

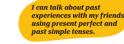
Cheerful close friend

You have an easy-going personality. You enjoy having a good time and are never cruel to anyone or jealous of others. Because you are sociable, you're the life of parties.

Perfect friend You like having a few close friends. You are **trustworth** skilled and always stand by your friends. You love spending time with them but you also enjoy your own company.

Unit 1.2

Grammar





1 SPEAKING Discuss in pairs/groups.

- What are some of the places you have visited outside Armenia in the past year?
 Which one/ones did you like the best? Why?

2 (4) 1.1 Listen to the conversation between two friends and choose the correct option.

- The purpose of Aram's trip to the US was business/sightseeing.
- 2. This is/is not Aram's first trip to the US.
- 3. When Aram is in the US, he always goes shopping/visits his friend



Grammar Reference

I have just returned from the US. Have you been to the US before? I've been to the US a few times.

How was your trip to the US? I guess you were on a business trip.

Did you meet any interesting people during your trip? I met quite a few interesting people and visited my close friend.

Visible results, unstated time in the past.

Stated time in the past. (WHEN exactly?) The **Present Perfect** is used to talk about past events that have a link with the present and the **Past Simple** is used to talk about events that are *completed* in the past.

(+) I have seen her.

(-) We have not (=haven't) practiced.

Time adverbs and expressions used with

(+) I worked/ saw

(-) We did not (=didn't) work/ see.

Time adverbs and expressions used with the Past Simple

yesterday, last week/month/year/Monday, etc., ago, how long ago, just now, then, when, in 2020, etc.

Vocabulary Lesson

Inspiring quotations to be used as conversation starters or to find out what students already know 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 1.3 Listening

I can identify key details in the conversation between two old friends and express my opinion on it.



1 SPEAKING

Discuss the questions in pairs/groups.







- 1. Which sayings mentioned above do you like best? Why?
- 2. How would you complete the sentence: 'An old friend is someone who.....'?
- Look at the picture and try to guess who these people are and what they are telling each other.



Choose the correct explanation for the highlighted words.

- a. around ten
- 2. It didn't work out.
- a. was successful
- 3. The dream job wasn't really a dream.
- a. perfect
- 4. Time flies
- a. goes quickly
- 5. You should **come round to** the house.
- a. go outside

- b. around two
- b. was not successful
- b. boring
- b. goes slowly

Unit 1.5

Reading

I can identify the main points in an article concerning friendship and express my opinion on it.







1 SPEAKING Work in pairs/groups.

Complete the table with three rules which help to be a good friend. Discuss them with

Example: Friends should motivate each other.

- Read the text. Compare your ideas with the information in the article.

How to be a good friend

 Keep your promises. If you say you'll hang out with a friend, don't change your mind. If you say you'll do a friend a favor, be sure to do it. It's OK to **back out of things** every once in a while. But do not make it a regular thing. Your friend won't trust you anymore if it happens too often.

2. Say you're sorry if you do something wrong. Don't act as if you're perfect. If you've done something wrong, admit it. You sgould really mean it when you say sorry when you say sorry.

feelings. If something is upsetting you, don't be afraid to talk about

4. Don't gossip. If your friend tells you a secret, don't tell anyone else. Also, don't spread stories about your friend.

ing Your Friends

Don't do all the talking. Kisten carefully to what your friend has to say. Let your friend know you care what he or she thinks.

6. Be there when they need you. If your friend is in hospital, visit. If your friend's dog runs away, help find it. Let your friends see they can count on you. If they're true friends, you'll be able to count on them, too.

7. Give your friend some space. Your friend won't always want to be with you. You should accept that. Let you friend be alone

Also, don't worry if your friend have lots of other friends. It doesn't mean tey don't care about you

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.

Unit 1.6 **English in Use**

I can make predictions about my friend's future actions, reactions, and decisions using conjunctions in the Present Simple with future reference.



Work in pairs /groups.

Look at the photo on the right. Discuss what you think they are speaking about. Use the

going shopping playing tennis after classes visiting a museum exams



2 (4) 1.4 Listen to the conversation and check your ideas.

3 (4) 1.4 Listen to the conversation again and choose the correct option.

- Alice will be very upset/happy unless Rick comes.
- 2. If Rick goes to Alice's party, he won't have enough $\it energy/time$ to prepare.
- 3. As soon as Rick passes his exams, they'll go on a picnic/ meet at his place and have fun
- 4. He'll call Alice tonight/tomorrow when he has a minute.

Grammar Reference

The clause with the conjunction can come before or after the main clause. When it comes before, put a comma (,).



unless (=if...not)

Complete the sentences with the correct form of the verbs in brackets.

- 1. As soon as my friend <u>arrives</u>, we'll start preparing for the surprise party.
- 2. When you ____ (see) Robert, give him a warm hug to show your appreciation.
- 3. Unless you ____ (have) other plans, let's meet up for lunch tomorrow.
- 4. Before my friend and I ____ (go) to the cinema, we ____ (book) our seats.
- 5. Jane and I ____ (support) each other through this challenge **until** we ____ (find) a solution.
- 6. After we ____ (finish) our work, we __ (go) out and celebrate our achievements together.

Unit 1.7 Writing

I can write a short personal email, a letter to a friend addressing his concerns.







Discuss the questions in pairs /groups.

- 1. How often do you write email messages?
- 2. Do you think people will write less in the future? Why /Why not?

Write the phrases in the correct group.

- 1. It was great to hear from you the other day.
- 2. Say hello to your family and friends.
- 3. Take care.
- 4. Hope to hear from you soon.
- 5. Sorry I haven't written sooner. I've been away on holiday.
- 6. Thanks for your letter and telling me all your news.
- 7. How's everything going?
- 8. Please, write back soon.

to begin a letter

Writing Strategy

Informal letters are sent to people you know well (e.g. friends, relatives).

Informal emails/letters give personal news, ask for information or give advice

Start the letter/email with a friendly greeting. (Dear Ben. Hi Jack)
Don't use full forms. Use contractions.

Use emoticons :) or abbreviations (C U soon) Ask a lot of questions. They show interest and familiarity. (What do you enjoy doing on

Finish the letter with a friendly goodbye. (All the best.)

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

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 type of text

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

Unit 1.8 Speaking



1 SPEAKING

Work in pairs/ groups.

Look at the activities below. Discuss the questions.

watching films being online traveling listening to music 1. How much of your free time do you spend on each activity?

- 2. What other things do you do in your free time? 3. How similar or different are you to your friends?
- 2 401.5 Listen to the two conversations and answer the question.

1. What do Emma and Nelly have in common?

3 (4) 1.5 Listen to the conversation and fill in the blanks with the responses (a-f).

Do you? That's interesting

Emily: Me too.

Really? That's cool! 1) Nelly: I love traveling and meeting new

4) Nelly: I prefer classical music. I play the Emily:

Useful Expressions

- A: I've got loads of friends and they want to meet you.
 A: I've just got one sister. She's a student.
 A: She's a psychologist.

- A: I'm not very keen on coffee.
 A: I play the piano.

- B: Really? That's cool! B: Is she?
- B: Wow, that's interesting.

- B: Aren't you? Oh, I am. B: Do you? Right

Unit Review

SPEAKING

Choose the answer A, B, or C that is closest in meaning to the underlined

- 1. They <u>stay in touch</u> through social media and text messaging.

 4. A good friend mustn't **back out of things**, especially in difficult situations.
 - A. stay at home
 - B. travel to other countries
- C. continue to talk to or write to someone
- 2. If you say you'll hang out with a friend, don't change your mind.
 - A. spend a lot of time
 - B. do homework C. visit someone
- especially in difficult situations. A. decide not to do what he has said he will do
 - B. go home
 - C. stay silent.
- 5. I'll admit, without my friends, life would be less colorful and enjoyable.
 - A. agree
 - B. say

GRAMMAR

Choose past simple or present perfect to complete the sentences below.

- 1. This is the most delicious dish I have ever eaten/ever ate.
- 2. Did you have/ Have you had a holiday recently?
- 3. We arrived/have arrived last week. We were/have been here for 5 days

WORD LIST

VOCABULARY

achieve /ə'tʃi:v/ aggressive /əˈgresɪv/ ambitious /æmˈbɪʃəs/ annoyed /əˈnɔɪd/ arrogant /'ærəgənt/ biology /bar'alad3i/ concept /'ka:n.sept/ cruel /'kruəl/ determined /dr'tə:mind/ dissatisfied /drs'sætəs,faid/ generous /'dʒɛnərəs/ illegal /rligl/ impatient /im'peiʃnt/ insecure /,in.sə'kjur/ irresponsible /,iri'spansəbl/ intolerant /m'talərənt/ jealous /'dzeləs/ modest /'ma:dist/

Russia /'rʌfə/ sightseeing /'sart,siny/ stadium /'sterdiam/ vacation /ver'kerʃn/

adventurous /əd'vɛntʃərəs/ amazed /ə'meɪzd/ anniversary /ˌænə'vərsəri/ celebrate /'sɛlə,breɪt/ conversation / kanvər'seifn/ exchange /iks'tʃeɪndʒ/ human /'hju:mən/ optimistic / aptəˈmɪstɪk/ perfect /'pərfikt/ predictable /prɪ'dıktəbl/

accept /ək'sept/ admit /ədˈmɪt/ adolescence /,ædəˈlesəns/ advantage /ədˈvæntɹdʒ/ century /'sentsəri/ constantly /ˈkɑ:nstəntli/

typical /ˈtɪpɪkl/ value /ˈvæljuː/ virtual /ˈvɜːtʃuəl/ worry /ˈwəri/ youth /ju:θ/

accident /'æksədənt/ alarm /əˈlɑ:rm/ chance /tʃæns/ especially /ɪˈspɛʃəli/ fail the exam /feil ði igˈzæm / gym /dʒim/ law /lɑ:/ lottery /ˈlɑt̞əri/ particular /pa-tikjəla-/ productive /prə'dʌk.tɪv/

ENGLISH IN USE

energy /'enad3i/ government project /'gʌvə·nmənt/ presentation / prezen'ter[en/

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 allow students to use language in real life situations which help students 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 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 8 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 Friendship	pp. 4-5 Quiz: What kind of a friend are you? p. 33 Word List pp. 6-10 Past experiences, memorable moments with friends Present perfect and Past simple		pp. 11-12 Meeting an old friend	pp. 13-17 Revision: Zero and First conditionals Second conditional
Unit 2 World Cuisine	pp. 34-36 Typical dishes from different countries p. 63 Word List	pp. 37-40 Future continuous Reading: A Delicious picnic	pp. 42-43 Traditional Armenian dishes	pp. 44-48 Future Simple vs Future Continuous
Unit 3 Around the World	pp. 64-65 Types of Tourism and Travel p. 94 Word List	pp. 66-70 modals of certainty and probability	pp. 71-72 Travel preferences Dream Vacations	pp.73-76 Used to/Would for past experiences
Unit 4 Communication	pp. 95-97 Elements of effective communication p. 123 Word List	pp. 98-102 Verbal and non-verbal communication Past perfect	pp. 103-104 The evolution of communication	pp. 105-108 Reported speech: statements Communication styles
Unit 5 Media and News pp. 124-126 Current events p. 148 Word List		pp. 127-130 Different means of media Streaming videos. Passive voice (present and past)	pp. 131-132 Cyber Safety: A Digital Adventure	pp. 133-135 The future of the media Passive voice (future)
Unit 6 Human Rights	pp. 149-150 Different types of crimes p. 174 Word List	pp. 151-153 People's regrets about committing crimes Third conditional	pp. 154-155 News about crime	pp. 156-158 Restorative Justice Reported questions

Reading	English in Use	Writing	Speaking	Values and Culture Unit Review
pp. 18-21 How to be a good friend Friendship in the 21 st century Vocabulary: verb noun collocations	pp. 22-23 Subordinating conjunctions introducing conditional and time clauses (if/when/ as soon as/ unless (=ifnot) before/ after)	pp. 24-27 A short personal email, a letter to a friend addressing his/her concerns Letter structure	pp. 28-30 Showing interest, expressing similarities/ differences with one's friends	p. 30 The value of and attitude to true friends and real friendship
pp. 49-52 Reading: To eat is a necessity but to eat intelligently is an art Food groups	pp. 53-55 Linking words Reading: An article about the most famous chefs in the world based on the number of Google searches	pp. 56-58 How to write a recipe Reading: Chicken pot pie recipe	pp. 59-60 Table Reservation at a Restaurant	p. 60 The value of and attitude to symbolic bread, tradition in cooking, hospitality and communal dining pp. 59-62 The History of Pizza: From Ancient Times to Your Plate
pp. 77-81 Travel planning tips and guides for tourists Reading: Discovering the USA	pp. 82-83 Travel destination Phrasal verbs	pp. 85-87 How to write An Opinion Essay (sequencing ideas, giving opinion, and expressing contrast, purpose and reason) Reading: Opinion essay on traditional and virtual traveling.	pp. 88-91 Benefits of domestic travel. Blog: Armenia: A Perfect Travel Destination Expressions to ask for, give, and accept advice	p. 93 The value of and attitude to rich history, warm hospitality, unique culture, delicious cuisine, and ancient sites pp. 92-93 World Walker
pp. 109-112 Communication codes Body language	pp. 113-115 Interjections and emojis Tag questions	pp. 115-117 How to write a blog Reading: Blog post	pp. 118-120 Cultural awareness and sensitivity in communication Reading: The value of communication in Armenian culture	p. 119 -120 The value of and attitude to listening carefully, understanding body language, respecting cultures, and curiosity
pp. 136-138 Media reliability Trustworthy sources	pp. 139-140 The role of media and news in our life Prepositional phrases	pp. 141-143 How to write a post Reading: Tips on how to create engaging and informative posts for an online platform	pp. 144-145 Online bullying	p. 145 The value of and attitude to thinking before sharing news, being kind online, verifying sources, opposing online bullying, and respecting freedom of expression. pp. 146-147 Hate speech
pp. 159-164 Human rights Children's rights Rights of persons with disabilities Outstanding human rights defenders Suffixes, Negative prefixes	pp. 165-167 The US criminal court system Useful expressions for presenting a case and discussing verdict	pp. 168-169 An essay describing a community problem and suggesting a solution for it	pp. 170-171 John Locke's philosophy of human rights	pp. 172 The value of and attitude to speaking up against bad things, treating everyone fairly, being respectful and learning from history pp. 173-174 The Mystery of the Missing Heirloom



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



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



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

GW = Group work T = Teacher WC = Whole class S = Student

PW = Pair work TS = Teacher+Student

Ss =Students

TEXTBOOK ANSWER KEY Unit 1: Friendship Unit 1.1

Vocabulary

1. **SPEAKING** Discuss in pairs/groups.

Lead-in: Student answer

2. Read the quiz and choose the sentences that are most true for you.

Student answer

3. Pronunciation:

A	В	c	D
sociable	ambitious	responsible	optimistic
trustworthy	impatient	adventurous	sympathetic

4. Match the highlighted words in Activity 2 with their meanings.

1 <u>anxious</u> worried and nervous

2 <u>sensible</u> behaving in a careful way that shows good judgment

3 annoying making you feel angry

4 <u>sensitive</u> able to understand people's feelings and problems

5 trustworthy someone you can rely on and believe

6 <u>jealous</u> angry or sad because somebody has something you don't have

5. Fill in the blanks with the correct words from Activity 3.

- 1. trustworthy
- 2. jealous
- 3. anxious
- 4. sensitive
- 5. sensible
- 6. annoying

6. **SPEAKING** Discuss the questions in pairs/groups.

Student answer

7. Individual Work

The aim and the scope of the task:

They describe their friend by observing and reflecting on their qualities, strengths, and weaknesses. From the perspective of critical thinking, the task aims to identify the friend's role in life and gain deeper insight on friendship, define areas for growth and improvement.

Unit 1.2

Grammar

1. **SPEAKING** Discuss in pairs/groups.

Lead-in: Student answer

- 2. (1) 1.1 Listen to the conversation between two friends and choose the correct option.
 - 1. Business
 - 2. is not
 - 3. visits his friend
- 3. (1-5) with Aram's answers (a-e).

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

- 4. Use the Past Simple and Present Perfect of the verbs to complete the pairs 4 of sentences.
- 1. a) lived
 - b) have lived
- 2. a) has cut
 - b) cut
- 3. a) read
 - b) has read
- 4. a) has broken
 - b) broke

5. **SPEAKING** Work in pairs/groups.

Student answer

Example: I want to share some fun times I've had with my friends this year. During the summer, we went camping in July. We've also taken a few road trips this year. Can't wait to hear what's been up with you too!

6. Individual Work

The aim and the scope of the task:

The students practice these grammatical structures and effectively convey the timeline of events, emphasizing the relevance of past actions to the present moment. Additionally, it provides an opportunity to reinforce understanding and usage of these tenses in English writing, enhancing overall language proficiency.

7. **SPEAKING** Discuss in pairs/groups.

Lead-in: Student answer

8. Fill in since or for.

 1. <u>for</u>
 3. for
 5. for

 2. since
 4. since
 6. since

9. Complete the second sentence so that it has a similar meaning to the first one. Use <u>for</u> or <u>since</u>.

- 1. have been ... for
- 2. has not eaten ... since
- 3. has known ... for
- 4. have been ... since
- 5. have had ... for

10. Look at Helen's to-do list. Write sentences with already and yet.

- 1. She has already made the beds.
- 2. She has <u>already</u> cleaned the room.
- 3. She hasn't started a blog yet.
- 4. She hasn't gone on a picnic with friends yet.
- 5. She has already called a friend.

11. Fill in the blanks with since, already, just, yet, ever, or never.

- 1. just
- 2. since
- 3. yet
- 4. already
- 5. ever
- 6. never

12. Fill in the blanks with has/have gone to, has/have been to or has/have been in.

- 1. has been in
- 2. have been to
- 3. has gone to
- 4. have gone to
- 5. has been in
- 6. have been to

13. **SPEAKING** Discuss the questions in pairs/groups.

Student answer

14. Individual Work

The aim and the scope of the task:

By describing details such as the location and timing of the event, the activities undertaken, and the emotions experienced, the student may create a rich narrative that brings these moments to life. This task encourages reflection on emotional experiences as well. It provides an opportunity to strengthen understanding and usage of these tenses, enhancing overall language proficiency.

Unit 1.3 Listening

1. **SPEAKING** Discuss the questions in pairs/groups.

Lead in: Student answer

2. Look at the picture and try to guess who these people are and what they are telling each other.

Student answer

- 3. Choose the correct explanation for the highlighted words.
 - 1. b. around two
 - 2. b. was not successful
 - 3. a. perfect
 - 4. a. goes quickly
 - 5. b. visit

4. 1.2 Listen to the conversation and answer the questions.

- 1. The conversation was between Emma and Robert.
- 2. They felt surprised and happy when they met.
- 3. Robert shared with Emma that he is married now and has two kids, and they've just celebrated their seventh anniversary.

5. 1.2 Listen to the conversation again. Correct the wrong sentences.

- 1. Wrong: Emma has been back now for almost seven months.
- 2. Correct: Emma liked her job in Yerevan very much as it was her dream job.
- 3. Wrong: Emma is living with her Mum and Dad.
- 4. Wrong: Robert doesn't think Emma knows his wife.
- 5. Wrong: Robert has two kids, not just a daughter named Sophie.
- 6. Wrong: Robert suggests they exchange numbers and arrange a visit another time, not immediately.
- 6. Match the beginnings of the sentences (1-5) with their endings (a-e).

1-*c* 2-d 3-e 4-a 5-b

7. **SPEAKING** Discuss the questions in pairs/groups.

Student answer

8. Individual Work

The aim and the scope of the task:

By writing a short paragraph, the student can enhance their ability to convey events, emotions, and interpersonal dynamics effectively. Additionally, the task encourages the exploration of descriptive language to describe the atmosphere of the reunion and the depth of emotions experienced during the interaction.

Unit 1.4

Grammar

1. **SPEAKING** Complete the question and discuss it in pairs/groups.

Lead-in: Student answer

2. Look at the examples. Which tenses are used in each pair? Match each example with the rule a or b.

1.	2.	3.	4.
а	b	a	b

3. Write the sentences of the conversation between two friends in the correct order.

1.
6
7
2
11
8
3
10
9
4
5

- 4. Match the beginnings (1-6) with the ends (a-f) of the sentences.
 - 1-*f*
 - 2-d
 - 3-a
 - 4-c
 - 5-e
 - 6-b
- 5. Fill in the blanks with unless or if.
- 1. <u>Unless</u> ...you try, you will never win.
- 2. If
- 3. unless
- 4. if
- 5. if
- 6. if
- 6. **SPEAKING** Work in pairs/groups.

7. INDIVIDUAL WORK

The aim and the scope of the task:

This task encourages introspection as they reflect on their experiences and activities shared with a close friend. They have an opportunity to appreciate the depth and significance of their relationship. This task promotes creativity as they envision and describe engaging scenarios or activities that they enjoy with their friend

8. **SPEAKING** Discuss the questions in pairs/groups.

Lead-in: Student answer

- 9. Match the words (1-5) with their descriptions (a-e).
 - 1-c
 - 2-d
 - 3-е
 - 4-b
 - 5-a
- 10. 1.3 Listen to the song and say how it makes you feel.

Student answer

- 11. Complete the statements with the correct Second Conditional form of the verbs in brackets.
 - 1. had
 - 2. would buy
 - 3. would join
 - 4. had
 - 5. wouldn't go
 - 6. worked
- 12. Rewrite these real situations as imaginary situations. Begin each sentence with if.
- 1. If I had much money, I would buy a bigger house.
- 2. If I bought a bigger house, I would invite my friends every week.
- 3. If I **invited** my friends every week, we **would chat** a lot and feel relaxed.]
- 4. If we chatted a lot and felt relaxed, we would spend a nice time together.
- 5. If we **spent** a nice time at the weekend, we **would go** to work full of energy and enthusiasm the next day.
- 6. If we **went** to work full of energy and enthusiasm the next day, our work **would be** productive.
- 13. Fill in the correct tense of the verbs in brackets.
 - 1. knew, would tell
 - 2. help, struggle
 - 3. invite, will attend
 - 4.support, feel

- 5. joins, will improve
- 6. were, would introduce

14. Complete the sentences with the correct form of the verbs in brackets and your own ideas.

- 1. If I could (can) go anywhere in the world with my friends, I would go to New York.
- 2. If I didn't have a phone, I would feel disconnected from the world.
- 3. If my friend didn't trust me, I would feel hurt and unhappy.
- 4. If I wanted advice on which computer to buy, I would ask for recommendations.
- 5. If I decided to change one thing about my life, I would plan more fun activities.
- 6. If I needed to borrow some money, I would ask a close friend.

15. **SPEAKING** Work in pairs /groups.

Student answer

16. Individual Work

The aim and the scope of the task:

Generating imaginative and engaging scenarios requires creative thinking and a student will need to think outside the box to come up with interesting interactions. Moreover, anticipating potential challenges or obstacles in these hypothetical friendships requires problem-solving skills. Finally, the students express their thoughts on how these friendships would play out in a coherent manner.

Recommended video for the subunit:

https://www.youtube.com/watch?v=fGBIAK6IUGE

Unit 1.5 Reading

1. SPEAKING Work in pairs/groups.

Lead-in: Student answer

2. Read the text. Compare your ideas with the information in the article.

Student answer

- 3. Read the text again. Match the statements (1-9) with the rules (a-i).
 - 1-h
 - 2-f
 - 3-a
 - 4-i
 - 5-b
 - 6-е
 - 7-c
 - 8-d
 - 9-g
- 4. Match the highlighted words from the article with their definitions.
 - 1. to spread
 - 2. to stay in touch
 - 3. to hang out
 - 4. to admit
 - 5. to trust
 - 6. to back out of things
- 5. Complete the sentences with the highlighted words from the article.
 - 1. spread
 - 2. count on
 - 3. hang out
 - 4. back out of things
 - 5. keep in touch
 - 6. Admit

6. **SPEAKING** Work in pairs/groups.

Student answer

7. Individual Work

The aim and the scope of the task:

This task of selecting a statement from the article that resonates with a student and explaining why it reflects their character can significantly enhance language skills. It prompts introspection and self-expression as they analyze their own values and experiences to identify the statement that aligns with their beliefs or behaviors. This process encourages vocabulary enrichment as they search for words to articulate their thoughts and feelings effectively.

8. **SPEAKING** Discuss the questions in pairs/groups.

Lead-in: Student answer

9. Read the article and check if any of your ideas were mentioned there.

Student answer

10. Read the text again and answer the questions.

Student answer.

11. Match the highlighted words from the article with their meanings.

- 1. adolescence
- 2. linked
- 3. to deny
- 4. lack of
- 5. essential
- 6. self-esteem

12. Complete the sentences with words of Activity 11.

- 1. deny
- 2. essential
- 3. Lack of
- 4. adolescence
- 5. linked
- 6. self-esteem

13. **SPEAKING** Discuss the questions in pairs/groups.

Student answer

14. Individual Work

The aim and the scope of the task:

This task encourages effective questioning techniques as you formulate thoughtful inquiries to prompt detailed responses from your parents. This task encourages effective questioning techniques as a student formulates thoughtful inquiries to prompt detailed responses from their parents. And finally, this provides an opportunity to practice expressing ideas logically and coherently, ensuring that their message is easily understood by their audience

Recommended videos for the subunit:

https://www.youtube.com/watch?v=bNzFPPMnF1Y https://www.youtube.com/watch?v=xAIClopqASw

Unit 1.6 English in Use

1. **SPEAKING** Work in pairs /groups.

Lead-in: Student answer

2. (1) 1.4 Listen to the conversation and check your ideas.

Student answer

- 3. 1.4 Listen to the conversation again and choose the correct option.
 - 1. upset
 - 2. time
 - 3. meet at his place
 - 4. tonight
- 4. Complete the sentences with the correct form of the verbs in brackets.
 - 1. arrives

4. go/ will book

2. see

5. will support/find

3. have

- 6. finish/ will go
- 5. Choose the most appropriate conjunction and write the correct tense form.
 - 1. If ... stay, will remain
 - 2. When ... shares , will plan
 - 3. will discuss ... as soon as ... gives
 - 4. will have ... before... come
 - 5. will buy ... *if* ...go
 - 6. *After ...* set, will relax
- 6. Complete the second sentence with the correct conjunction so that it has the same meaning to the first.
 - 1. You won't be happy *unless* you have a lot of friends.
 - 2. I will meet Dan <u>after</u> I finish the project.
 - 3. I will invite you to my new house when you come to Yerevan.
 - 4. I will be the happiest person as soon as I am admitted to the university.
 - 5. He thinks he will speak to Ted before he makes a decision.

7. **SPEAKING** Work in pairs /groups.

Student answer

8. Individual Work

The aim and the scope of the task:

Writing instructions requires attention to detail. By incorporating conjunctions effectively, the students practice constructing complex sentences that convey multiple ideas or actions. This helps strengthen their understanding of sentence structure and enhances their ability to express themselves.

Unit 1.7 Writing

1. SPEAKING Discuss the questions in pairs /groups.

Lead-in: Student answer

2. Write the phrases in the correct group.

to begin a letter

- 1. It was great to hear from you the other day.
- 2. Sorry I haven't written sooner. I've been away on holiday.
- 3. Thanks for your letter and telling me all your news.
- 4. How's everything going?

to end a letter

- 5. Say hello to your family and friends.
- 6. Take care.
- 7. Hope to hear from you soon.
- 8. Please, write back soon.

3. Read a part of an email that Steve has received from her friend Olivia.

Student answer

4. Read Steve's reply. Does he answer Olivia's question?

Student answer.

- 5. Put the sentences summarizing the email in the correct order (1-5).
 - 1-b
 - 2-е
 - 3-d
 - 4-a
 - 5-c
- 6. Correct the punctuation mistakes and rewrite the sentences. Remember to use capital letters, apostrophes, full stops, and question marks.
 - 1. You asked about my favorite day of the week. Well, it's definitely Thursday.
 - 2. On Thursday, we study French, English, and Chemistry.
 - 3. After school, we often go to David's house.
 - 4. At the weekend, I visit my grandparents' house.
 - 5. What's your favorite day of the week?
 - 6. Hope to hear from you soon.

7. Individual Work

The aim and the scope of the task:

Writing a coherent and engaging email requires attention to grammar, punctuation, and sentence structure and the students will need to ensure that their sentences are clear, concise, and free of errors, enhancing their overall writing proficiency.

8. **SPEAKING** Discuss the questions in pairs/ groups.

Student answer.

9. Write a letter to your friend addressing his/ her worries. Follow the prompts. Student answer

10. SPEAKING Exchange letters with a partner. Provide feedback by answering questions Student answer

11. Individual Work

The aim and the scope of the task:

Using empathetic language to address a friend's concerns requires sensitivity and care. The students will need to choose words and phrases that convey understanding, support, and empathy, thereby enhancing their ability to communicate effectively and compassionately in a letter.

Unit 1.8 Speaking

1. **SPEAKING** Work in pairs/ groups.

Lead-in: Student answer

2. 1.5 Listen to the two conversations and answer the question.

Student answer

3. (a-f).

1-a	4-l
2-d	5-f
3-e	6-0

4. Cross out the response which is NOT possible in each case.

- 1. Really? Is it? Are there?
- 2. Do you? Are you? Really?
- 3. Have they? Wow, that's interesting. Did they?
- 4. Is he? Cool! Can he?
- 5. Is she? Cool! Has she?
- 6. Does she? Wow, that's interesting. That's cool!

5. Complete the table.

Statement	Say you are similar	Say you are different
I love listening to music	Me too.	Do you? <u>I don't.</u>
I don't love listening to music.	1. <u>Me neither.</u>	Don't you? I do.
I have got lots of friends.	2. <u>Me too.</u>	3. <u>Have you?</u> I haven't.
I haven't got many friends.	4. <u>Me neither.</u>	Haven't you? 5. <u>I have.</u>
I am interested in traveling.	6. <u>Me too.</u>	Are you? 7. <u>I am not.</u>

6. **SPEAKING** Work in pairs/groups.

Student answer

7. Individual Work

The aim and the scope of the task:

Comparing their experiences or feelings with those of their classmates can significantly enhance analytical skills by encouraging them to practice critical thinking as they reflect on their own experiences and emotions, identifying key similarities and differences with those of their peers.

This process requires them to analyze various factors such as personal backgrounds, beliefs, or circumstances, fostering a deeper understanding of themselves and others.

Unit Review

VOC	abula	ıy				
1. Cho 1. 2. 3. 4. 5.	C. cont A. sper B. trust A. deci A. agre	inue to tall nd a lot of t t de not to d	k to or write to ime lo what he has	s someone s said he will do	0	derlined words.
Gram	nmar					
 hav Hav arri Hav grev has 	e ever ed e you haved/hav e you fir w up been	aten. ad e been nished	of the conditi		e the sentence	s below. 6-a
Read	ling					
4. Rea 1-c 2-b 3-a 4-c 5- a 6-b		xt and cho	ose the correc	ct option to co	ntinue the stat	ements.
	_					

Speaking

5. Ask your partner the following questions and compare the answers with Student answer

Unit 2: World Cuisine Food and Drink Unit 2.1 Vocabulary

1. **SPEAKING** Discuss the questions in pairs/groups.

Lead-in: Student answer

- 2. Look at the photo. Which of the following can you see in the picture below? Student answer
- 3. Read the descriptions and match the dishes (1-5) with the pictures (a-e).

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

4. Match the highlighted words in Activity 3 with their meanings.

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

5. Complete the sentences.

Student answer

6. **SPEAKING** Discuss the questions in pairs/groups.

Student answer

7. Individual Work

The aim and the scope of the task:

Describing a traditional Armenian dish offers a rich opportunity to practice vocabulary related to food, cooking, and culture. The students will likely encounter various culinary terms specific to Armenian cuisine, thus they will expand their culinary vocabulary. Furthermore, detailing the preparation method, whether it involves marinating, grilling, or stewing, provides further opportunities to utilize descriptive language related to cooking techniques.

Recommended video for the subunit:

https://www.youtube.com/watch?v=rqOXuTmK84c

Unit 2.2

Grammar

1. **SPEAKING** Discuss the question in pairs/groups.

Lead-in: Student answer

- 2. Listen to the conversation between two friends and answer the questions.
 - 1. Jane decided to sit for a while in the café because she felt a little tired.
 - 2. Mariam will probably be having a meal in some foreign restaurant.
 - 3. Jane advised Margaret to eat less sugar and exercise regularly.
- 3. (2.1 Listen to the conversation between Margaret and Jane again. Answer the questions below.
 - 1. B)
- 2. C)
- 3. A)
- 4. A)
- 5. A)
- 4. Fill in the blanks with the correct form of the verb in the Future Continuous Tense.
 - 1. will be cooking
 - 2. will be preparing
 - 3. will be eating
 - 4. will be baking
 - 5. will be enjoying
 - 6. will be serving
- 5. Look at people in the photos below and write what they will be doing in ten minutes. Example:

A bartender will be mixing a cocktail in ten minutes.

The mother will be setting a table.

Chef Ben will be chopping vegetables.

Ann will be decorating a cake.

Emily will be baking cookies.

Robert will be tasting wine.

6. **SPEAKING** Work in pairs/groups.

Student answer

7. Individual Work

The aim and the scope of the task:

The students practice writing in the future continuous tense while describing a forthcoming food-related event or activity. This includes specifying the time of day, detailing the type of food that will be enjoyed, and adding any other interesting or relevant details about the event. It helps to develop the skill of conveying future plans and activities in a descriptive and engaging manner.

8. **SPEAKING** Discuss in pairs/groups.

Student answer

- 9. Match the words (1-6) with their definitions (a-f).
 - 1-e
- 2-d
- 3-a
- 4-b
- 5-f
- 6-c

10. Read the invitation "A Delicious Picnic" and underline the sentences with the future continuous tense.

Are you looking forward to a **delightful** picnic this weekend? Get ready for a day of tasty treats and outdoor fun!

This Saturday, we'll be going to Greenfield Park for our picnic adventure. Starting at noon, we'll be surrounded by the wonderful smells of fresh sandwiches, **crunchy** chips, and juicy fruit.



During the day, there will be games like **frisbee** and soccer. <u>We'll be laughing, playing, and enjoying the beautiful sunny weather.</u> As the afternoon goes on, <u>we'll be relaxing on our blankets, enjoying the gentle **breeze**, and drinking cold lemonade.</u>

By the time the sun sets, we'll be lighting up a campfire to make s'mores. We can't wait to taste those soft and sticky, chocolatey marshmallow treats!

So, pack your picnic baskets and join us for a day of delicious food and wonderful company this Saturday at Greenfield Park.

12. You are planning to enjoy the picnic described above. Complete the sentences using the verbs mentioned below in the future continuous tense form. You can use negative forms if you want.

- 1. will/won't be preparing
- 2. will/won't be laughing
- 3. will/won't' be chatting
- 4. will/won't' be dancing
- 5. will/won't be singing
- 6. will/won't be enjoying

13. **SPEAKING** Work in pairs/groups.

Student answer

14. Individual Work

The aim and the scope of the task

This task fosters empathy, community engagement, and support for refugee children while providing them with a joyful and memorable experience through the charity picnic. It also encourages students to channel their creativity and compassion into meaningful action that benefits vulnerable populations in their community.

Unit 2.3 Listening

1. SPEAKING Discuss the questions in pairs/groups.

Lead-in: Student answer

2. Match the words (1-6) with the definitions (a-g).

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

3. (2.2 Listen to the recording and write the names of the dishes of Armenian cuisine.



4. 2.2 Listen to the recording again. Read the given descriptions numbered from 1 to 10. Categorize each description by matching it with one of the dishes (Dolma, Khash, Ghapama, Harissa, Gata).

Dolma	Khash	Ghapama	Harissa	Gata
5	1	2	4	3
9	6	8	7	10

5. **SPEAKING** Discuss the question in pairs/groups.

Student answer

6. Individual Work

The aim and the scope of the task

The students explore and learn about traditional foods that hold significance during special holidays or festivals in their country. The task encourages students to explore their cultural identity, showcase their heritage, and engage in meaningful cultural exchange with others.

Recommended videos for the subunit:

https://www.youtube.com/watch?v=AeDco_eYzyI https://www.youtube.com/watch?v=d5p9ZdatY6g https://www.youtube.com/watch?v=vSj1MJc50Hg https://www.youtube.com/watch?v=zzvKxHuvuUo

Unit 2.4

Grammar

1. **SPEAKING** Discuss the question in pairs/groups.

Lead-in: Student answer

2. (2.3 Listen to the conversations. What is their common topic of conversation?

Student answer

3. (2.3 Choose the correct future form. Listen to the conversations again and check your answers.

Conversation 1

Waiter: Are you ready to order?

Diner: Yes! To start, I'll have the soup, please. For main, I'll have fish with vegetables. And for dessert, I'll have the

chocolate cake, please.

Waiter: Of course. Anything to drink? **Diner:** To drink, I **think** I'll **have** water, please.

Conversation 2

Ani: What will you be doing tomorrow evening?
Gayane: Hmmm... I I'll be cooking my favorite meal.

Ani: I know what that is...

Gayane: It's curry! I've got all the ingredients already.

Ani: Will be eating alone?

Gayane: No, I'll be eating with a couple of friends. I hope you

will join us, too.

Ani: With pleasure.

4. Read the conversation and match the sentences (1-6) with the 4 corresponding rules (a-f).

1-*d*

2-a

3-f

4-е

5-b

6-0

5. Complete the dialogues using the future simple or future continuous form of the verbs in parentheses.

- (1) will be staying
- (2) will call
- (3) will be
- (4) will be watching
- (5) will be making
- (6) will be complaining

6. **SPEAKING** Work in pairs/ groups.

Student answer

7. Individual Work

The aim and the scope of the task

This task fosters innovation, efficiency, and creativity in restaurant management by envisioning the integration of robotic technology into culinary operations, encouraging students to think critically about workflow optimization, task delegation, and customer satisfaction while exploring the potential benefits of automation in the food service industry.

8. **SPEAKING** Discuss the question in pairs/groups.

Lead-in: Student answer

9. Tom is preparing for his mother's birthday. Check ($\sqrt{}$) those actions that you 9 think Tom will do/be doing for his mother.

Student answer

- 10. Fill in the blanks with shall or will.
 - 1. *shall*
 - 2. Will
 - 3.will/will
 - 4. Shall
 - 5. will
 - 6. Shall/will
- 11. Use the verbs in parentheses in the future simple or future continuous tense forms.
 - 1. will be attending
 - 2. will enjoy
 - 3. Shall ... taste
 - 4. will experiment
 - 5. will be preparing/will be making
 - 6. will you be doing/I will be cooking

12. **SPEAKING** Work in pairs/groups.

Student answer

13. Individual Work

The aim and the scope

This task helps to promote organization, insight, and proactive planning skills, empowering students to approach their weekend with plan, purpose, and efficiency. This also teaches the students to take control of their schedules, prioritize their responsibilities, and allocate time effectively to achieve their goals and enjoy a fulfilling weekend.

Unit 2.5 Reading

1. **SPEAKING** Discuss the questions in pairs /groups.

Lead-in: Student answer

2. Match the nutrients (1-5) and their descriptions (a-e).



3. **SPEAKING** Discuss the questions in pairs /groups.

Student answer

4. Read the article and check your ideas.

Student answer

5. Read the statements and choose the right option.

1- a 2-c 3-a 4-c 5-a 6-b

6. **SPEAKING** Work in pairs/groups.

Student answer

7. INDIVIDUAL WORK

The aim and the scope of the task

This task promotes awareness of the food, encourages appreciation for different food preferences across age groups, and stimulates dialogue on nutrition, health, and cultural influences on eating habits within the community, fostering empathy, understanding, and respect for dietary differences and promoting informed decision-making regarding food choices and nutrition.

8. **SPEAKING** Work in pairs/ groups.

Lead-in: Student answer

9. Match the name of the food groups (1-6) with the corresponding picture (a-f).

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

- 10. Read the descriptions and write the names of the food groups (1-6).
- 1) *Fats, oils, and sweets*
- 2) Grains
- 3) Meat and beans
- 4) Fruit and vegetables

- 5) Dairy
- 6) Sweets

11. **SPEAKING** Work in pairs/groups.

Student answer

12. Individual Work

This promotes health literacy, empowers teenagers to take control of their dietary choices, and fosters a culture of wellness and well-being in their communities. This task also encourages students to become advocates for healthy living and supports them in making informed decisions that contribute to their long-term health.

Recommended videos for the subunit:

https://www.youtube.com/watch?v=2J9IJ3jX5a8

https://www.youtube.com/watch?v=GdAaa6h7_sE

https://www.youtube.com/watch?v=d5p9ZdatY6g

https://www.youtube.com/watch?v=vSj1MJc50Hg

Unit 2.6 English in Use

1. **SPEAKING** Work in pairs /groups.

Lead-in: Student answer

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

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

3. Read the information about the most famous chefs in the world based on the number of Google searches. Point out one similarity and one difference between these people.

Student answer

- 4. Read the information again and write the name of the chef in the blank space. Who...
 - 1. Guy Fieri
 - 2. Gordon Ramsay
 - 3. Giada De Laurentiis
 - 4. Gordon Ramsay
 - 5. Giada De Laurentiis
 - 6. Guy Fieri
- 5. Read the information in Activity 3 again and decide which highlighted word...

adds information and, besides, also, moreover, including, such as

gives a reason because,

gives a result consequently, therefore

contrasts ideas on the one hand, on the other hand

- 6. Fill in and, because, so, therefore, on the one hand, on the other hand, moreover.
 - 1. moreover
 - 2. because
 - 3. therefore
 - 4. and
 - 5. so
 - 6. on the one hand on the other hand
- 7. **SPEAKING** Discuss the questions in pairs /groups.

Student answer

8. Individual Work

The aim and the scope of the task:

This task aims to celebrate the culinary legacy of Armenia and showcase the talent and creativity of Armenian chefs, while also demonstrating effective communication skills through the use of linking words to organize and present information in a coherent and engaging manner.

Unit 2.7 Writing

1. **SPEAKING** Discuss the questions in pairs /groups.

Lead-in: Student answer

2. Which of the following are components of a recipe? Tick as many as apply.

List of Ingredients ✓
Recipe Name ✓
Amount of the Ingredients ✓
Preparation Instructions ✓
Cooking temperature ✓

3. Listen to the prompts on how to write a recipe. As you listen to an extract, write the order of the component (1-5) next to the components of the recipe it describes.

Getting ready

Introduction

Ingredients

Instructions

Title

- 4. (2.4 Listen to the prompts again and identify various components used by the speaker when discussing a recipe. Some components may be repeated.
 - 1. introduction
 - 2. instructions
 - 3. introduction
 - 4. ingredients
 - 5. ingredients
 - 6. title
- 5. Read the following recipes and add the missing ingredients.

Summer salad

Cucumber/ feta cheese

Fried eggs

Butter

Pizza

Cheese/ mushrooms

6. Add more ingredients according to your taste in Activity 5.

Student answer

7. Individual Work

The aim and the scope of the task:

The aim of this task is to explore ingredients used in a traditional dish from a different culture. It encourages students to discover new culinary traditions, appreciate diverse cultures, and engage in cross-cultural dialogue through food.

8. **SPEAKING** Discuss the questions in pairs /groups.

Lead-in: Student answer

9. Match the words (1-6) with their definitions (a-f).

1-c

2-d

3-е

5-f

4-b

6-a

10. Read the recipe for Chicken Pot Pie and write the names of its components.

Chicken Pot Pie (Title)



Introduction

Enjoy this chicken pot pie for an easy dinner. A family favorite, it can be made ahead of time and even frozen for another day to make mealtimes easy.

Ingredients

2 tbsp vegetable oil8-10 skinless, boneless chicken thighs

(about 1kg)

2 onions, finely chopped

2 celery sticks, finely chopped

2 carrots, finely chopped

50g butter

50g plain flour 500ml milk

1 chicken stock cube

1 tbsp mustard

small bunch of thyme, or use 1 tsp dried thyme

1 egg, beaten

375g sheet ready-rolled puff pastry

Instructions

- Heat 1 tablespoon of vegetable oil in a frying pan over high heat. Brown the chicken pieces on both sides, season, and set aside.
- Reduce the heat to medium. Fry onions, celery, and carrots for 8-10 minutes, then transfer to the chicken's bowl.
- Melt butter in the pan and mix in flour to create a golden paste. Add a little milk and stir until the sauce becomes smooth.
- Break a stock cube into the sauce, add 250ml of water, and bring to a gentle simmer. Return the chicken and vegetables to the pan, add mustard and thyme, season, and simmer with a lid for 15-20 minutes.
- Preheat the oven to 200°C if baking immediately. Tear the chicken into bite-sized pieces using two forks.
- Transfer the filling to a pie dish, cover with pastry, and bake for 35-40 minutes until golden brown and bubbling.

11. Complete the recipe Meatball with Spaghetti with the words given: cook, add, heat, cook, pour, boil, serve.

1) <u>Heat</u>

2) Cook

3) Add

4) Pour

5) Boil

6) Serve

12. SPEAKING

Work in pairs/groups.

Student answer

13. Individual Work

The aim and the scope of the task

The students share a love of cooking and appreciation for delicious food by providing a detailed recipe that inspires others to try their hand at making the dish themselves. This task fosters creativity, culinary skill development, and cultural appreciation through the celebration of favorite dishes from Armenian or international cuisine.

Recommended video for the subunit:

https://www.youtube.com/watch?v=WLbhNLbpVEQ

Unit 2.8

Speaking

1. SPEAKING Discuss the questions in pairs /groups.

Lead-in: Student answer

2. (2.5 Listen to the conversation between a customer and a café 2 manager. Decide what the problem

is and how it is resolved.

Student answer

3. Match the As with the Bs and read the conversation.

1-e

2-f

3-a

4-c

5-b 6-d

4. **SPEAKING** Work in pairs/ groups.

Student answer

5. Individual Work

The aim and the scope of the task

Students enhance communication skills, build confidence in handling real-life scenarios, and facilitate effective interactions with service providers when making reservations for special occasions or events. This prepares them to navigate reservation processes with clarity.

Recommended video for the subunit:

https://www.youtube.com/watch?v=bgfdqVmVjfk

Unit Review

Vocabulary

- 1. Complete the words in the sentences. The first letter of each word is given.
 - 1.batter
 - 2. mashed
 - 3. raw
 - 4. takeaway
 - 5. ingredient
 - 6. vinegar
- 2. Complete the conversation using the expressions mentioned below.

Waiter: Hello, Can I help you?

Customer: Yes, I'd like to have some lunch.

Waiter: Would you like a starter?

Customer: Yes, I'd like a bowl of chicken soup, please. Waiter: And what would you like for the <u>main course</u>?

Customer: I'd like a grilled cheese sandwich. Waiter: Would you like anything to drink? Customer: Yes, I'd like a glass of Coke, please.

Waiter: Can I bring you anything else? Customer: No thank you. <u>Just the bill.</u>

Waiter: Certainly.

Customer: I don't have my glasses. How much is the lunch?

Waiter: That's \$6.75.

Customer: Here you are. Thank you very much. Waiter: You're welcome. Have a good day. Customer: Thank you, the same to you.

Grammar

- 3. Complete the sentences using the verbs in the parentheses in the future simple or future continuous tense forms.
 - 1. will be cooking
 - 2. will enjoy
 - 3. will bake
 - 4. will be having
 - 5. will be writing
 - 6. will be preparing

Reading

- 4. Read the text and choose the correct option to continue the statements.
 - 1-c 2-b 3-b 4-b 5-a 6-c
- 5. **SPEAKING** Work in pairs/ groups.

Student answer

Unit 3: Around the World Unit 3.1

Vocabulary

1. SPEAKING Discuss the questions in pairs/groups.

Lead-in: Student answer

- 2. Complete the questions with the words given below and then ask your partner these questions.
 - 1. overseas
 - 2. destinations
 - 3. homesick
 - 4. transportation
 - 5. accommodation
 - 6. package
- 3. (3) 3.1 Listen and mark the stressed syllable in each word.

des-ti-NA-tion / destI neI[n/

PAckage HOMEsick transportAtion accommoDAtion overSEAs

- 4. Label the definitions.
 - 1. travel
 - 2. tourism
- 5. Read the information about the different types of tourism and travel. Complete the table with the correct type of tourism and travel for each person.

	Type of Tourism	Type of Travel
Aram is going on Holiday to Sevan. He lives in Vanadzor.	Domestic tourism	Leisure travel
Anahit and Armen are going to Tbilisi for a weekend break. They live in Yerevan.	Outbound tourism	Leisure travel
Mary is a sales director for an Armenian company. She is going to a sales conference in Russia.	Outbound tourism	Business travel
The Ayvazyan family are going on holiday to Disneyland, Paris.	Outbound tourism	Leisure travel
Tigran lives in Gyumri. He is going to visit his father in Ashtarak every Christmas.	Domestic tourism	Visiting Friends and Relatives
Mary is visiting Armenia from Russia to take a language course.	Inbound tourism	Business tourism
Marianne is taking a holiday in Armenia. She lives in Italy.	Inbound tourism	Leisure travel

6. **SPEAKING** Work in pairs/groups.

Student answer

7. Individual Work

The aim and the scope of the task

This task inspires creativity, triggers imagination, and evokes a sense of adventure through the vivid and immersive description of an imaginary trip. It helps students to release their imagination, explore new horizons, and experience the transformative power of storytelling and visualization.

Unit 3.2 Grammar

1. **SPEAKING** Discuss the questions in pairs/groups.

Lead-in: Student answer

2. 3.2 Listen to the conversation between two friends and decide what they decide to do on the weekend.

Student answer

3. (3) 3.2 Listen to the conversation again and decide.

Student answer

- 4. Match the sentences with the degrees of certainty they express.
 - 1-*b* 2-a 3-c
- 5. Write may, might, or the correct form of will+definitely/probably.
 - 1. probably won't
 - 2. will definitely
 - 3. will probably
 - 4. probably won't
 - 5. definitely won't
 - 6. will definitely
- 6. Paraphrase the following sentences using the corresponding modal verb or adverb to express different degrees of certainty.
 - 1.I will definitely book a direct flight for our journey.
 - 2. I probably won't forget to pack a first aid kit.
 - 3. I may/might book our accommodations well in advance.
 - 4. I definitely won't forget to pack my passport.
 - 5. I may/might explore the historical sites in the city.
 - 6. I will probably explore local markets during our trip.

7. **SPEAKING** Work in pairs/groups.

Student answer

8. Individual Work

The aim and the scope of the task

Students ignite the imagination, experience a sense of possibility. This inspires them to think outside the box, push the boundaries of their imagination, and embrace the limitless possibilities that travel offers

9. **SPEAKING** Discuss the questions in pairs/groups.

Lead-in: Student answer

- 10. (3) 3.3 Listen to the conversation and choose the correct option in the statement below.
 - 1. is sure
 - 2. feels it is not true
 - 3. thinks it is possible
 - 4. feels it is not true
 - 5. is not sure
- 11. Match the two halves of the rule.
 - 1-*b*
- 2-c
- 3-a
- 12. Fill in the blanks with the correct modal verbs of certainty (must/can't).
 - 1. must
 - 2. must
 - 3. can't
 - 4. must
 - 5. can't
 - 6. must
- 13. Look at the photos below. Describe them using the following modal verbs: could be/ might be/ can't be/must be.

Student answer

14. **SPEAKING** Work in pairs/groups.

Student answer

15. Individual Work

The aim and the scope of the task

Students practice thoughtful and strategic planning for the upcoming travel adventure, considering a range of possibilities and constraints to create a balanced and enjoyable experience. This work empowers individuals to make informed decisions, prioritize activities, and anticipate potential challenges or limitations while maximizing the potential for fun and memorable experiences during their trip to Armenia.

Recommended video for the subunit:

https://www.youtube.com/watch?v=4rE64EAIGt4&list=PLIfNzlyhg0S3-FfZopnLA-Z8vXYhPE9YM

Unit 3.3 Listening

1. **SPEAKING** Discuss the questions in pairs/groups.

Lead-in: Student answer

2. Choose the option that best substitutes the word in bold.

1-*c*

2-b

3-b

4-b

5-a

6-b

3. (3) 3.4 Listen to Armen, Nairi, and Gayane, and choose the statement that summarizes their talk best.

They talk about their dream vacations.

4. (3) 3.4 Listen to Armen, Nairi, and Gayane again, and decide who would like to...

1-Armen

2-Gayane

3-Nairi

4-Gayane

5-Nairi

6-Armen

5. **SPEAKING** Discuss the questions in pairs/groups.

Student answer

6. Individual Work

The aim and the scope of the task

They show creativity and improve a sense of anticipation and excitement for the possibility of embarking on a dream vacation filled with unforgettable adventures, cherished memories, and enriching experiences. This helps them to unleash their imagination, articulate their travel aspirations, and manifest their dream vacation in written form.

Recommended videos for the subunit:

https://www.youtube.com/watch?v=doMxM4jkMZo

https://www.youtube.com/watch?v=GEvSUrPpftw

Unit 3.4

Grammar

1. **SPEAKING** Discuss the questions in pairs /groups.

Lead-in: Student answer

2. 3.5 Listen to a conversation between two friends and answer the questions.

Student answer

- 3. S Listen to the conversation between two friends again and fill in the blanks with *used* to + base form of the verb mentioned below.
 - 1) did... use to go
 - 2) used to take
 - 3) Did ... use to have
 - 4) didn't ... use to watch
 - 5) used to read
 - 6) used to dream
- 4. 3.5 Listen to the conversation between two friends again and check.
- 5. Look at Ted's present and past experiences and write sentences about what Ted said five years ago compared to what he says today. Use *used to/didn't use to* in the first part of your sentence.
 - 1.He used to travel a lot, but he doesn't go away much these days.
 - 2.He used to have lots of friends, but he doesn't know many people these days.
 - 3. He used to be lazy, but he works hard these days.
 - 4.He didn't use to read, but he reads a book every week.
 - 5. He used to ride a bike in the park, but he likes going for long walks now.
 - 6.He used to collect colorful stones, but he enjoys painting landscapes today.
 - 7. He used to play football, but he hasn't played football for 5 years.
 - 8. He didn't use to have a dog, but he looks after a nice dog these days.
 - 9. He used to travel a lot, but he doesn't go out much these days.

6. **SPEAKING** Work in pairs/groups.

Student answer

7. Individual Work

The aim and the scope of the task

Interview your parents, friends, or neighbors to explore their past travel destinations/ preferences. Ask about the activities they used to/ didn't use to do while traveling. Record the details. This work promotes curiosity, communication, and cultural exchange through the exploration of past travel experiences and preferences among family, friends, and neighbors. It also helps the students to develop interviewing skills, engage in meaningful conversations, and gain valuable insights.

8. **SPEAKING** Discuss in pairs/groups.

Lead-in: Student answer

- 9. 3.6 Listen to the article about travel in the past, underline the correct option. Then listen to the article again and check your answers.
 - 1. <u>used</u>
 - 2. <u>would</u>
 - 3. <u>would</u>
 - 4. wouldn't
 - 5. <u>used</u>
 - 6. didn't use
- 10. Read the grammar rules below and answer the questions.

past actions-2 3 4 past states-1 5 6

- 11. Complete the statements with used to or would. Sometimes both can be correct.
 - 1. used to/would
 - 2. used to/ would
 - 3. used to
 - 4. used to/would
 - 5. used to
- 12. **SPEAKING** Discuss the questions in pairs/groups.

Student answer

13. Individual Work

The aim and the scope of the task

This encourages the students to understand why preserving oral history and deepening understanding of historical travel customs and traditions within the family or community is important. They learn to appreciate the richness of cultural heritage and the evolution of travel experiences across different generations.

Unit 3.5 Reading

1. **SPEAKING** Discuss the questions in pairs/groups.

Lead-in: Student answer

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

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

3. Read the travel planning tips and match the headings (1-7) with the paragraphs (A-G).

A-2 B-7 C-6 D-4 E-1 F-5 G-3

4. Match the activities (a-g) with the corresponding tip (1-7).

1-*b* 2-a 3-f 4-e 5-c 6-d 7-g

5. Put the travel tips suggested in Activity 3 in order of importance, with 1 being the most important and 7 being the least important. Discuss your choices with your partner.

Student answer

6. **SPEAKING** Discuss the questions in pairs/groups.

Student answer

7. Individual Work

The aim and the scope of the task

This practices skills of ordering food, asking for directions, and expressing gratitude which can greatly enhance communication and interaction with locals. It not only enriches the travel experience but also promotes cultural exchange and mutual understanding among students. Research Cultural Etiquette: Encourage friends to research and understand cultural etiquette and norms in Armenia

8. **SPEAKING** Work in pairs/groups.

Lead-in: Student answer

9. Match the words (1-6) with their definitions (a-f).

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

- 10. Read the guide for tourists visiting California and write the destination where you can
 - > see people working to improve their body muscles <u>Venice Beach</u>
 - > eat at cool places, shop for stylish things, and watch street shows <u>San Francisco</u> (<u>Fisherman's Wharf</u>)
 - discover film production <u>Hollywood (Universal Studios Hollywood)</u>
 - ride on the Giant Dipper roller coaster <u>Santa Cruz</u> (<u>Santa Cruz Beach Boardwalk</u>)
 - ➤ listen to yourself sing and learn to dance *Los Angeles (Grammy Museum)*
 - take the ferry and visit dark cell blocks <u>Alcatraz Island</u>
 - > enjoy one of the most attractive and pleasant places in the world <u>Disneyland</u>
 - > experience a breathtaking view while crossing the bridge Golden Gate Bridge

11. Read the guide again and match the person (1-7) with the place they would enjoy most. Write a recommendation for them.

- 1-Disneyland Park
- 2-Venice Beach
- 3-Fisherman's Wharf
- 4-Santa Cruz
- 5-Golden Gate Bridge
- 6-Alcatraz Island
- 7-Grammy Museum
- 8-Grauman's Chinese Theater

12. **SPEAKING** Discuss in pairs/groups.

Student answer

13. Individual Work

The aim and the scope of the task

This develops research skills, presentation abilities, and cultural appreciation while promoting exploration and discovery of favorite tourist destinations in the USA. Students share their enthusiasm for travel and inspire others to explore the diverse and captivating attractions that the USA has to offer.

Recommended video for the subunit:

https://www.youtube.com/watch?v=H84v3v2OaCU

Unit 3.6 English in Use

1. **SPEAKING** Discuss the questions in pairs/groups.

Lead-in: Student answer

2. Read the text and decide if they are very tired at the end of the trip. Explain.

Student answer

3. Read the text again and match the words (1-6) with their definitions (a-f).

1-*c*

2-е

3-a

4-f

5-b

6-d

- 4. Complete the passage with the correct phrasal verb mentioned below making the necessary changes.
 - 1- looking forward to
 - 2- take off.
 - 3- pick me up
 - 4- checked into
 - 5- check out
 - 6- set out
- 5. Replace the bolded phrases in questions with the phrasal verbs from Activity 3.
 - 1. Do you usually *look forward to* your holidays?
 - 2. Have you ever explored a city to the fullest, and then it was time to check out of the hotel?
 - 3. Have you ever experienced the moment when a plane *is taking off*?
 - 4. What do you find important when *checking into* a hotel during your travels?
 - 5. How do you typically organize and plan your travel when <u>setting out</u> to an unfamiliar place?
 - 6. How do you feel when someone is picking you up after your journey?

6. **SPEAKING** Work in pairs/groups.

Student answer

7. Individual Work

The aim and the scope of the task

Students are engaged in storytelling and self-expression, practicing reflection, creativity, and effective communication through the concise and descriptive narration of a memorable travel experience.

Recommended video for the subunit:

https://www.youtube.com/watch?v=SOCme0nkgns

Unit 3.7 Writing

1. **SPEAKING** Discuss the questions in pairs /groups.

Lead-in: Student answer

2. Read the essay and explain how the author compares virtual trips to traditional trips.

Student answer

3. Read the essay and answer the questions.

- 1. There are 4 paragraphs to state your opinion, to give reasons and support your view, to summarize the arguments and repeat your opinion using different words.
- 2. Paragraph 1 <u>Introduction</u>
 - Paragraph 2 Body paragraph 1
 - Paragraph 3 Body paragraph 2
 - Paragraph 4 <u>Conclusion</u>
- 3. b) To convince the reader of the author's point of view on the discussed topic.
- 4. a-Introduction
 - b- Body paragraph 1 and Body paragraph 2
 - c- Conclusion

4. Identify the number of paragraphs in the essay and briefly summarize the main idea of each paragraph.

Student answer

5. **SPEAKING** Discuss in pairs/ groups.

Student answer

6. Individual Work

The aim and the scope of the task:

This task ensures critical thinking and nuanced discussion about the value of traveling in relation to its impact on time, money, and personal fulfillment. Students weigh the pros and cons of travel experiences and articulate their perspectives on whether traveling is a worthwhile investment of time and resources.

7. **SPEAKING** Discuss the questions in pairs /groups.

Student answer

8. Read the instructions on how to write an opinion essay and answer the questions.

Which words in the essay

- connect your ideas? Firstly/First of all, ...Secondly, ...Thirdly, ...In addition, ...Moreover, ...
 In conclusion
- say what you think? In my opinion, ... In my view, ... I think/feel that ... I (truly) believe that ... I am convinced that ... I agree that ... I disagree with/about ...
- express contrast, purpose and reason? Contrast: although, however, despite, etc.

Purpose: to, in order to, so that, etc.

Reason: because (of), since, due to, etc.

9. WRITING Work in pairs/groups.

Student answer

10. Individual Work

The aim and the scope of the task

The work stimulates intellectual inquiry and promotes deeper understanding of the complexities and nuances surrounding the concept of traveling in both traditional and virtual forms. Students use persuasive writing skills, engage with diverse perspectives, and articulate informed opinions on a topic of contemporary relevance and significance.

Unit 3.8

Speaking

1. **SPEAKING** Discuss the questions in pairs /groups.

Lead-in: Student answer

2. You are a travel adviser for a group of teenagers visiting Armenia. Please review the photos, provide recommendations and explain the reasons for your suggestions.

Student answer

3. 13.7 Listen to Ben asking Helen for advice on which places to visit in Armenia. Which places and events do they mention?

Yerevan, The capital city with outdoor cafes, sculpture gardens, and buzzing squares.

Gyumri: The nation's second-largest city known for its architecture and house museums.

Vanadzor and Goris: Gateways to incredible nature in the north and south of Armenia.

Lake Sevan: Armenia's jewel, where Ben should spend a day.

Dilijan National Park: Home to the country's best hiking paths.

4. (3) 3.7 Listen again and tick the expressions mentioned.

Ok, the first thing you should do is ...

If I were you, I would....

You should

It's a good idea to

The best thing would be

You really need to

Why don't you ...?

5. Complete the advice with one or two words from Activity 4.

- 1.The <u>first thing</u> you should do is check the travel destinations.
- 2. If *I were you*, I would start with a few days in Yerevan.
- 3. It's <u>a good idea</u> to spend a day on sparkling Lake Sevan, Armenia's jewel.
- 4. The <u>best thing would be</u> to visit Haghpat and Sanahin monasteries that are on the UNESCO heritage list.
- 5. You *need* to see Khor Virap, Noravank, Geghard, and Tatev monastery.
- 6. Why don't you visit the Wine Festival in Areni, usually held in October?

6. **SPEAKING** Work in pairs/groups.

Student answer

7. Individual Work

The aim and the scope of the task

Students create a compelling blog post that showcases Armenia as a perfect travel destination, capturing the nature of its attractions, cuisine, and cultural richness while providing valuable insights and advice for fellow travelers.

Recommended videos for the subunit:

https://www.youtube.com/watch?v=xXOaxRGTsUE

Unit Review

Vocabulary

- 1. Complete the passage using the words and word collocations mentioned below.
- 1- check-in
- 2) <u>luggage.</u>
- 3) a boarding pass
- 4) passport
- 5) departure lounge
- 6) take off

Grammar

- 2. Complete the second sentence so that it has the same meaning as the first, using the word given.
- 1. Our guests will definitely arrive at our place in time.
- 2. More people will probably travel into space in the near future.
- 3. Millions of people **may** travel more to other countries in the future.
- 4. Sue might be hiking with Joe this weekend.
- 5. Jack will definitely pick up Eleanor from the airport.
- 6. Bill will probably not go camping next week because of bad weather.
- 3. Write sentences with used to.
- 1. My parents used to travel a lot when they were younger.
- 2. We did not use to stay in Paris for such a long time.
- 3. Did you use to explore remote places?
- 4. Did Jane use to go overseas when she was a child?
- 5. My friends used to take a lot of photos when they were abroad.
- 6. We did not use to worry while we were traveling.

Reading

4. Read the text "World Walker" and choose the correct option.

1-b

2-a

3-b

4-b

5-b

6-b

Speaking

5. **SPEAKING** Discuss the questions in pairs/groups.

Student answer

Unit 4: COMMUNICATION Unit 4.1

Vocabulary

1. **SPEAKING** Discuss the questions in pairs/groups.

Lead-in: Student answer

2. Match the two halves of the expressions.

1-b 2-a 3-d 4-c

- 3. Label the definitions using the expressions in Activity 2.
 - 1. share ideas
 - 2. prevent miscommunication
 - 3. receive feedback
 - 4. respond to others
- 4. Fill in the blanks with the expressions from Activity 2.
 - (1) share ideas
 - (2) receive feedback
 - (3) prevent miscommunication
 - (4) respond to others
- 5. 4.1 Complete the sentences with the words given below. Listen and check your answers.
- 1. prevent miscommunication
- 2. respond to others
- 3. receive feedback
- 4. share ideas
- 6. **SPEAKING** Discuss the questions in pairs/groups.

Student answer

7. Individual Work

The aim and the scope of the task

This task highlights the importance of these essential communication skills in various contexts, from interpersonal interactions to professional settings, and encourages students to refine these skills to become more effective communicators. Students reflect on their own communication practices and consider ways to enhance their communication skills for better interpersonal relationships and professional success.

Recommended video for the subunit:

https://www.youtube.com/watch?v=I6IAhXM-vps

Unit 4.2 Grammar

1. **SPEAKING** Discuss in pairs/groups.

Lead-in: Student answer

2. Label the two types of communication: verbal and non-verbal.

<u>Verbal</u>

Non-verbal

3. 4.2 Listen to the conversation between two friends and decide what problem they had. Student answer

4. 4.2 Listen to the conversation again and choose the correct option.

1-b

2-a

3-b

4-a

5. Arrange the sentences in the order they happened. Pay attention to the use of past perfect.

651

4

2

3

6. Fill in the blanks using the correct form of the verbs in parentheses.

- 1. had already discussed
- 2. Had ... sent
- 3. had already started
- 4. had not arrived
- 5. Had ... heard
- 6. had not understood

7. **SPEAKING** Work in pairs/groups.

Student answer

8. Individual Work

The aim and the scope of the task

Students reflect on their past experiences, achievements, and interests, and recognize the value of diverse activities in shaping their personal development and identity. This task prompts individuals to take pride in their accomplishments and experiences, experiencing a sense of gratitude and self-awareness

9. **SPEAKING** Discuss the questions in pairs/groups.

Lead-in: Student answer

10. Look at the picture and ask and answer questions as in the example.

Student answer

- 11. Choose the correct tense form to complete the sentences.
 - 1. had struggled / spoke
 - 2. finished/ had already asked
 - 3. had communicated/ met
 - 4. had already discussed/ arrived
 - 5. called/left
 - 6. had already exchanged/arrived

12. Complete the sentences using the past perfect.

Student answer

13. **SPEAKING** Work in pairs/groups.

Student answer

14. Individual Work

The task promotes self-awareness, reflection, and effective time management skills by analyzing past schedules, assessing own time management practices, making informed decisions about how they use their time, developing strategies for achieving greater productivity and balance in their daily lives.

Recommended video for the subunit:

https://www.youtube.com/watch?v=4 5dayHDdBk

https://www.youtube.com/watch?v=1sfM-xx7tHI

https://www.youtube.com/watch?v=qCo3wSGYRbQ

Unit 4.3 Listening

1. SPEAKING Discuss the questions in pairs/groups.

Lead-in: Student answer

2. Match the words (1-5) with their definitions (a-f).

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

3. 4.3 Listen to the article about the evolution of communication and identify which means of communication your parents and grandparents relied on the most in the past.

Student answer

- 4. 4.3 Listen to the article again and rearrange the sentences in chronological order.
- 3 8 5 7 2 1 6 4
- 5. 4.3 Listen to the article again and check.
- 6. **SPEAKING** Discuss the questions in pairs/groups.

Student answer

7. Individual Work

The aim and the scope of the task

They get engaged in meaningful dialogue, reflection, and critical thinking about the role of communication technology in shaping interpersonal relationships and societal norms. They learn to appreciate the evolution of communication technology, recognize its impact on communication habits and social dynamics..

Recommended videos for the subunit:

https://www.youtube.com/watch?v=0ay2Qy3wBe8

https://www.youtube.com/watch?v=UThHE6eehU8

https://www.youtube.com/watch?v=SsFKImk3bKA

Unit 4.4 Grammar

1. **SPEAKING** Discuss the questions in pairs /groups.

Lead-in: Student answer

2. 4.4 Listen to the article about communication across generations and decide if your ideas agree with the article.

Student answer

- 3. (1–6). 4.4 Listen to the article again and match the people from the text with direct speech (1–6).
 - 1-all participants
 - 2- a middle age group participant
 - 3- a younger participant
 - 4- an older participant
 - 5- a younger participant
 - 6- a middle age group participant
- 4. Choose the correct words in italics to complete the rules.
 - 1. change
 - 2. back into the past
 - 3. pronouns
 - 4. never
- 5. Choose the correct option.
 - 1. told
 - 2. said
 - 3. told
 - 4. said
 - 5. said
 - 6. told
- 6. **SPEAKING** Work in pairs/groups.

Student answer

7. Individual Work

The aim and the scope of the task

This promotes communication, empathy, and connection within the community by facilitating conversations that highlight the rich experiences and stories among family members or neighbors. Students recognize the diversity and individuality of those around them, fostering a sense of belonging and community cohesion through shared understanding and mutual respect.

8. **SPEAKING** Discuss the questions in pairs /groups.

Lead-in: Student answer

9. Read the passage and report what Areg says.

Student answer

10. Complete the reported speech with the missing verbs.

- 1. texted
- 2. were chatting
- 3. had shared
- 4. had called
- 5. would email
- 6. could explain

11. Rewrite the sentences as reported speech making the necessary changes.

- 1. Tom said that he would meet me at the station at 7 pm.
- 2. John said that he had never been to Paris before.
- 3. Lisa said that she was reading a book about space exploration.
- 4. Robert told me that Ben needed some help with that project.
- 5. The teacher said that active listening was crucial in effective communication.
- 6. Tom said he was late for the meeting because he had been stuck in traffic.

12. **SPEAKING** Work in pairs /groups.

Student answer

13. INDIVIDUAL WORK

This task aims at strengthening family communication and interpersonal relationships by addressing communication challenges openly and constructively. Students actively listen to their parents' perspectives, validate their experiences, and work together to improve communication dynamics within the family unit.

Unit 4.5 Reading

1. SPEAKING Work in pairs/groups.

Lead-in: Student answer

2. Read the descriptions and match the communication code with the corresponding picture.

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

3. Read the article about the most popular communication codes and say which one/s you have used before and for what purpose.

Student answer

4. Read the article again, look at the words in bold, and guess the meaning of the words from the context. Match the words (1-6) with their definitions (a-f).

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

- 5. Label the definitions of communication codes from the text in Activity 2.
- 1) Braille
- 2) Unicode
- 3) Barcode
- 4) QRcode
- 5) Binary code
- 6) Morse code
- 6. **SPEAKING** Work in pairs/groups.

Student answer

7. Individual Work

The aim and the scope of the task

This task encourages learning and raises awareness about different communication codes and their significance in facilitating communication, information exchange, and accessibility in modern society. Students deepen their understanding of its principles and applications, and share their findings with others through a structured and informative presentation.

8. **SPEAKING** Discuss the questions in pairs /groups.

Lead-in: Student answer

9. Match ...

a) the body language (1-4) b) facial expressions (1-4) c) the hand gestures (1-4) with their meanings (a-e).

1-b 1-c 1-d

2-c	2-a	2-a
3-d	3-d	3-b
4-a	4-b	4-c

- 10. Read the article about body language and label the paragraphs (1-4).
 - 1- Body language
 - 2- Facial expressions
 - 3- Gestures
 - 4-Posture
- 11. Read the article again and match the corresponding body language (1-5) with their descriptions (a-e).

1-*d* 2-b 3-a 4-e 5-c

12. **SPEAKING** Work in pairs/groups.

Student answer

13. Individual Work

The aim and the scope of the task

This task raises participants' awareness and enhances the understanding of the role of verbal and non-verbal communication in interpersonal interactions, fostering empathy, communication skills, and cultural competence. They practice observing and analyzing real-life communication dynamics within their own social networks, promoting self-reflection and facilitating meaningful dialogue.

Unit 4.6

English in Use

1. **SPEAKING** Discuss the questions in pairs /groups.

Lead-in: Student answer

2. Read the information about interjections and emojis and decide what message or emotions they express.

Student answer

- 3. Emotions, enthusiasm, surprise, and appreciation can also be expressed in conversations with interjections. Read the information in the bubbles and fill in the blanks (1-6) with interjections.
 - 1. Yay
 - 2. Wow
 - 3. Oops
 - 4. Phew
 - 5. Aww
 - 6. Ugh
- 4. Read the conversation and say which sentence expresses

enthusiasm 4, 6 surprise 1,2 excitement 3, 5 appreciation 7, 8, 9

- 5. Complete each statement with the correct tag question.
- 1. ..., *is it*?
- 2. ..., shouldn't we?
- 3. ..., don't you?
- 4. ..., doesn't it?
- 5. ..., didn't we?
- 6. ..., shall we?
- 6. 4.5 Listen to the pronunciation of the sentences in Activity 5 and check whether the speaker is sure or not sure of what he is asking.

Student answer

7. **SPEAKING** Work in pairs /groups.

Student answer

8. Individual Work

The aim and the scope of the task:

This task helps to raise students' awareness of linguistic patterns and expressions in everyday speech, fostering language skills and cultural competence. They engage in active observation, reflection with language use in real-life contexts, promoting a deeper understanding of communication dynamics and language diversity.

Unit 4.7 Writing

1. **SPEAKING** Discuss the questions in pairs /groups.

Lead-in: Student answer

2. Match the words (1-5) with their definitions (a-e).

1- d

2-c

3-b

4-a

3. 4.6 Listen to the blog about the news in the blogosphere and answer the questions.

There may be more than one right answer.

1-c 2-b

3-c

4-b !

5-a/c 6-b

4. Read the steps on how to write a blog post and say how you should choose a topic, plan and write your post, edit and revise it, add visuals, publish your post, and, finally, promote it.

Student answer

5. Read the parts of a blog and fill in the blanks with the missing expressions

A blog typically consists of:

➤ a title

an introduction that <u>presents the author's ideas</u> of the post

> the main body (which sets the tone and context and arguments)

> a conclusion (that <u>summarizes the main</u> points)

6. WRITING Work in pairs/groups.

Student answer

7. Individual Work

The aim and the scope of the task:

This task encourages critical thinking, information literacy, and effective communication, empowering students to share valuable knowledge and insights with their audience through the medium of blogging.

8. **SPEAKING** Work in pairs/groups.

Lead-in: Student answer

9. WRITING Work in pairs/groups.

Student answer

10. Individual Work

The aim and the scope of the task:

This task helps to empower students to express themselves creatively, share their ideas and perspectives with others, and engage with an online audience through the medium of blogging. They develop their writing skills, refine their communication strategies, and cultivate their personal brand or online presence through authentic and compelling storytelling.

Unit 4.8 Speaking

1.	SPEAKING	Discuss	the	questions	in	pairs	/gr	cups

Lead-in: Student answer

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

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

3. 4.7 Listen to the article about the importance of intercultural awareness and decide whether the statements below are true or false.

- 1-False
- 2-True
- 3-False
- 4-True
- 5-False
- 6-False

4. Read the article about the value of communication in Armenian culture and answer the questions.

Student answer

5. **SPEAKING** Work in pairs/groups.

Student answer

6. Individual Work

The aim and the scope of the task:

This task helps to raise awareness of the complexities of intercultural communication, encourage empathy and cultural sensitivity, and provide practical strategies for overcoming communication barriers and fostering meaningful connections across cultures.

Recommended videos for the subunit:

https://www.youtube.com/watch?v=UcJtXch43Ro

https://www.youtube.com/watch?v=sg_YlqqprB4&t=7s

Unit Review

Vocabulary

- 1. Fill in the blank with the correct word mentioned below.
 - 1-blog
 - 2-feedback
 - 3-posture
 - 4-emoji
 - 5-gesture
 - 6-code
- 2. Match the type of communication (1-6) with its examples (a-f).
 - 1-*b*
- 2-f
- 3-d
- 4-с
- 6-е

Grammar

3. Complete the following sentences with the past simple or past perfect tense.

5-a

- 1. had finished
- 2. arrived
- 3. had communicated
- 4. had misunderstood
- 5. called
- 6. had practiced
- 4. Write sentences using tag questions.
- 1. ... did you?
- 2. ... isn't she?
- 3. ... can they?
- 4. ... didn't he?
- 5. ... don't we?
- 6. ... won't she?

5. Report the following sentences:

- 1. Jenna told me that she had had a long phone conversation with her grandma the day before.
- 2. Helen told Ann that Bill had just left a voice message for his teammate to discuss their group project."
- 3. Ava said that Emma would have a virtual study session with her classmates over Zoom the following day.
- 4. Sophia told her mother that she was writing a letter to her pen pal in another country at that moment.
- 5. Mary told David that Betty's best friend had chatted with her on a video call.
- 6. Maya said that her sister was practicing her presentation in front of the mirror to improve her speaking skills.

Reading

- 6. Read the tips on how to communicate effectively and match the headings (1-5) with the paragraphs (a-e).
 - 1) Listen actively A
 - 2) Be clear D
 - 3) Use nonverbal communication B
 - 4) Be respectful C
 - 5) Stay focused E

Speaking

7. **SPEAKING** Discuss the questions in pairs/ groups.

Student answer

Unit 5: Media and NewsUnit 5.1

Vocabulary

1. **SPEAKING** Discuss the questions in pairs/groups.

Lead-in: Student answer

2. Read the text and answer the questions.

Student answer

NOTE* The teacher asks the same questions with the books closed after the students have read the text.

3. Match the pictures below with the words given:

Subscription -c

Live - b

Headline -f

Current affairs - d

Leak - e

4. Fill in the blanks with the words given:

- 1. Media is a way to share information with many people. When you watch a movie on TV or on a computer, you become *a viewer*.
- 2. Some people pay for a *subscription* to see their favorite shows or movies.
- 3. News channels often show events happening *live*, which means they are going on as you watch them.
- 4. A *headline* is the title of a news story.
- 5. *Current affairs* are events happening in the world today.
- 6. Sometimes, secret information may *leak* out to the public.

5. (5) 5.1 Listen and check.

6. (5.2 PRONUNCIATION Tick the words you hear and mark the stressed syllable.

- ➤ Sub- scribe
- ➤ View
- ➤ Leak
- ➤ View-er
- > Sub -scription
- Current
- > Events
- ➤ Live
- ➤ Head-line

7. Complete the sentences so that they are true.

Student answer

^{*}they will not hear the words "headache" and "afraid"

8. **SPEAKING** Work in pairs/groups.

Student answer

9. Individual Work

The aim and scope of the task:

The students explore how different age groups engage with and discuss news, as well as their preferences regarding news sources and topics. By focusing on a specific age group, the task aims to uncover patterns in news consumption habits, including who individuals within that age group typically discuss news with and the reasons behind their preferences, thus providing valuable insights into the ways different demographics interact with and perceive news media

Recommended videos for the subunit:

https://www.youtube.com/watch?v=c0WpWA0TJ3U&ab_channel=CharlotteN https://www.youtube.com/watch?v=cSKGa 7XJkq&ab_channel=TED-Ed

Unit 5.2 Grammar

1. **SPEAKING** Discuss the questions in pairs/groups.

Lead-in: Student answer

2. (3) 5.3 Listen to the text on different means of media and fill in the blanks.

Social media, like Facebook, Instagram, Twitter, and TikTok, a) **is used** by a lot of people who post photos, videos, as well as like, comment, or share any content to connect with others.

YouTube is a large platform where videos of all kinds b) **are uploaded**, from teaching tutorials to learning different skills to humorous skits and music covers. The videos c) **are watched**, comments are left, and channels d) **are subscribed** to for new videos.

Podcasts are like audio shows that cover all kinds of topics, such as news reports, stories, interviews, and hobbies. People can listen to podcasts whenever they want: being in the car or working out. Podcasts are a way for people to have deep conversations and share knowledge with others.

All of these digital platforms e) are used to share information, connect with others, and learn new things. They make the internet a fun and interesting place for lots of people.

3. Read the statements and underline the verbs. Then, think about and decide who does the actions in the following sentences.

Student answer

4. Choose the correct form of the verb.

- 1. was told
- 2. created
- 3. was reported
- 4. was shared
- 5. was produced

5. Tick those sentences where the doer of the action is not important. Give reasons.

- The report was written by the team who finished the work.
- The building is constructed by a construction company.
- A mistake in passive voice is usually made by students.
- The movie was directed by Steven Spielberg.
- The prize was won by a talented musician.
- The letter was sent by the secretary.

6. **SPEAKING** Work in pairs/groups.

Student answer

7. Individual Work

The aim and the scope of the task

The students describe their thoughts and preferences regarding a favorite form of media in a concise and focused manner. By limiting the response to 80 words, the task encourages clarity while conveying the reasons behind the choice of media and its usage.

8. **SPEAKING** Discuss the questions in pairs/groups.

Lead-in: Student answer

- 9. Read the text about streaming videos.
- a) Underline the sentences where passive forms are used.
- b) Why do you think the author has used the Passive?

Student answer

10. Complete the sentences using passive forms of the verb either in present or past.

Student answer

11. SPEAKING Work in pairs/groups.

Student answer

NOTE* The students outline specific steps or actions that users can take to enhance their streaming experience. They may include suggestions such as researching trending topics, subscribing to relevant channels or platforms, creating personalized playlists, setting aside dedicated time for streaming, and exploring recommendations from friends or online communities.

12. Individual Work

The aim and the scope of the task:

This task aims to encourage creative thinking and planning for the creation of a video project. The students generate an idea for a video and outline their plan. This task will stimulate the development of engaging and well-executed video content.

Self assessment

The assessment aims to encourage the students to assess themselves and identify the achievements and areas to work on. Here are some recommendations:

- A. The teacher may ask the students to read the description /criteria of the box that best describes their knowledge and skills.
- B. The teacher may give them some items to put in the box they think best describes their knowledge and skills.

Unit 5.3 Listening

1. **SPEAKING** Discuss the questions in pairs/groups.

Lead-in: Student answer

2. Read the sentences and try to guess the meaning of the underlined words.

Student answer

- 3. Match the words 1-6 with the pictures a-f.
 - 1-c 2-e 3-f 4-a 5-d 6-b
- 4. (F). 5.4 Listen and decide whether the statements are true (T) or false (F).
- 1. False
- 2. True
- 3. False
- 4. False
- 5. False
- 5. 5.5 Listen and tick the recommendations that are mentioned in the audio. What other recommendations can you think of?
- Keep personal information private
- Avoid sharing sensitive information online
- Regularly review your online accounts
- Use strong passwords
- Report any suspicious or fake information
- Avoid suspicious links or emails
- Install an antivirus program
- And student answer

6. Individual Work

The aim and the scope of the task:

The students communicate the significance of cybersecurity through a visual medium, while preparing and presenting their posters. They will need to research, analyze, and present reasons to raise awareness about the importance of cybersecurity in today's digital world, highlighting the risks of cyber threats and the potential consequences of inadequate security measures.

Recommended videos for the subunit:

https://www.youtube.com/watch?v=xyE43Gz4AW8&ab_channel=Potential https://www.youtube.com/watch?v=5geL5yHpa2Q&ab_channel=EyeonTech https://www.youtube.com/watch?v=s0sgiY93w9c&ab_channel=ESET

Unit 5.4 Grammar

1. **SPEAKING** Discuss the questions in pairs /groups.

Lead-in: Student answer

2. Read the text and decide if the highlighted actions will happen in the future.

Student answer

3. Make these statements future passive.

- Better films will be made in the future.
- 2. More interesting movies will be made by robots.
- 3. The news will be reported faster.
- 4. More crazy stories will be told in the news. OR People will be told more crazy stories.
- 5. People will be told how to make funnier news
- 6. Better and faster platforms will be created

4. Correct the mistakes in the sentences.

- 1. Will more news *be shown* on TV?
- 2. Documentary films will not be made in the future.
- 3. Will more cartoons be shown on TV?
- 4. Will interesting podcasts be made by teenagers?
- 5. V-blogs on teenagers' lives will be seen by more teenagers.
- 6. Fake news will not be reported as often.

5. Read the statements and decide which ones might happen in the future. Explain why.

Student answer

6. Individual Work

The aim and the scope of the task

The students speculate on the future delivery methods of news by thinking about and writing their statements in future passive forms of verbs. They envision potential developments in news broadcasting and consider the underlying reasons for these changes. They will need to analyze and speculate about technological advancements, shifts in media consumption habits,

7. **SPEAKING** Discuss in pairs/groups.

Lead-in: Student answer

8. Imagine that you are going to post news on social media. Choose the headline and add more information to make people on social media read your news post.

Student answer

9. **SPEAKING** Discuss in pairs/groups.

Student answer

10. Individual Work

The aim and the scope of the task:

The students are supposed to write concise and informative paragraphs suitable for posting in a private Facebook group dedicated to discussing the future developments of a community. By limiting the content to 80 words, the task encourages well-focused written communication while ensuring that it effectively conveys relevant information about anticipated changes or initiatives within the community.

Unit 5.5 Reading

1. **SPEAKING** Discuss the questions in pairs/groups.

Lead-in: Student answer

2. Look at the news headlines and guess whether they are fake or not. Explain.

Student answer

3. Read the text and answer the questions.

Student answer

- 4. Read the text again and choose the statement that best summarizes the main idea.
- The text talks about how we can trust all the information we find in the media.
- The text suggests checking for domain names like .gov or .edu to find reliable sources and always giving credit to the original writers by citing our sources.
- By understanding what biased information is and knowing which sources to trust, we can make better choices about the information we come across.
- 5. **SPEAKING** Discuss the questions in pairs/groups.

Student answer

6. Individual Work

The aim and the scope of the task:

The students develop critical thinking and research skills by analyzing examples of biased and objective news, articles, or videos found online. By identifying one example of biased content and one example of objective or trustworthy content, they learn to recognize the credibility, reliability, and impartiality of news sources and media representations.

7. SPEAKING Discuss in pairs/groups. Create a checklist that you can use to evaluate the reliability of different media sources. 7

Lead-in: Student answer

- 8. Read the following text and decide if the statements below are true (T) or false (F).
- 1. *False*
- 2. False
- 3. False
- 4. True
- 5. False
- 6. False
- 9. **SPEAKING** Discuss in pairs/groups.

Student answer

10. Individual Work

The aim and the scope of the task

This task promotes critical thinking and fact-checking skills by examining a blog or article that uses facts to support its message. The students are encouraged to analyze information critically and differentiate factual accuracy and misinformation or bias, fostering a deeper understanding of media literacy and the importance of verifying information before accepting it as true

Recommended video links:

https://www.youtube.com/watch?v=nxolrIIWEMQ&ab_channel=CelesteCopini

Unit 5.6 English in Use

1. **SPEAKING** Discuss the questions in pairs /groups.

Lead-in: Student answer

- 2. Read the paragraph and match the phrases in bold with the definitions below. One phrase is extra.
- 1. to be interested in to want to know more about something
- 2. Fond of really enjoy something or someone
- 3. Keen on eager or enthusiastic about something
- 4. Full of have a lot of something
- 5. Good at know about something
- 6. Response to an answer to something
- 3. Match the questions with the answers.
- 1-c 2-e 3-a 4-f 5-b 6-d
- 4. Complete the sentences so that they are true for you.

Student answer

5. **SPEAKING** Work in pairs/ groups.

Student answer

6. Individual Work

The aim and the scope of the task:

The students explore and analyze the common attitudes and perceptions towards the media in their community. They gain insights into the diverse ways in which people perceive and react to with the media coverage, fostering a deeper understanding of its role and influence in modern life

Unit 5.7 Writing

1. **SPEAKING** Discuss the questions in pairs /groups.

Lead-in: Student answer

2. Underline the elements that you find important when planning to write a post for an online platform and explain why.

Student answer

3. Match the factors with their explanations.

1.b 2.e 3.f 4.a 5.d 6.c

4. Read the tips and order them in sequence.

- 1. Start with something cool: Begin your introduction with something really interesting that makes people want to read more. It could be a surprising fact, a funny story, or a question that gets them thinking.
- 2. Tell them what it's about: After the cool start, tell them what your article is going to be about. Keep it short and simple so they know what to expect
- 3. What's coming up: Give them an idea of what they'll learn in the rest of the article. Tell them the main points or some cool things they'll find out about
- 4. Why it's important: Next, explain why your topic is important. Maybe it helps animals, or it's about something they care about, like sports or their favorite hobby.
- 5. Keep it easy to understand: Make sure everything you say is easy to understand. Don't use big words or make it too complicated. Just be clear and to the point.

5. Tick the introduction you like best and support your opinion.

Student answer

6. **SPEAKING** Work in pairs/ groups.

Student answer

7. Individual Work

The aim and the scope of the task

The students brainstorm ideas, discuss perspectives, and collectively decide on a theme for their writing. Each student contributes their own unique introduction to the chosen topic, allowing for diverse viewpoints and writing styles to emerge. This task aims at developing teamwork, communication, and the exploration of different approaches to introducing a subject.

8. **SPEAKING** Work in pairs/ groups.

Lead-in: Student answer

9. Fill in the blanks with the words below.

Talk more about <u>main</u> Ideas
<u>Support</u> Your Points
Put Things <u>in order</u>

Keep It<u>simple</u> Keep Them <u>interested</u>

10. Think about the body paragraph for your introduction. Complete the 10 sentences so that they develop your idea.

Student answer

11. **SPEAKING** Discuss in pairs/ groups.

Student answer

12. Individual Work

The aim and the scope of the task:

The task encourages the students to explore and express their interests through concise and focused writing. They should be able to select relevant information, and structure their writing effectively within the given word limit.

Recommended videos for the subunit:

https://www.youtube.com/watch?v=VqsSNmC5elg&ab_channel=Wordtune https://www.youtube.com/watch?v=QTId9RFPKuQ&ab_channel=lernfoerderung (this video can be used as creating the sound and the speech for the video creator)

Unit 5.8 Speaking

1. **SPEAKING** Discuss the questions in pairs /groups.

Lead-in: Student answer

2. Match the questions with the answers.

1. B 2. D 3. C 4. A

3. **SPEAKING** Work in pairs/ groups.

Student answer

4. Individual Work

The aim and the scope of the task

The task encourages teamwork, creativity, and critical thinking as students brainstorm effective messaging, select relevant content, and design their poster to effectively communicate the message to their peers. Additionally, it promotes empathy and understanding of the consequences of online bullying.

Recommended videos for the subunit:

https://www.youtube.com/watch?v=IDgfdFI3Hww&ab_channel=CBSNewYork https://www.youtube.com/watch?v=vtfMzmkYp9E&ab_channel=StopBullyingGov https://www.youtube.com/watch?v=0Xo8N9qIJtk&ab_channel=Kaspersky

Unit Review

- 1. Read the text and tick the examples of hate speech below the text.
 - Saying mean things about someone's skin color or where they're from.
 - Saying nice things about someone's work or what they do.
 - Thanking someone for being helpful or doing something kind.
 - Using unkind words to talk about who someone loves or how they feel inside.
 - Saying bad things about someone's beliefs or how they pray.
 - Making fun of someone because they need help with some things.
 - Making jokes about people who speak a different language or saying they shouldn't be here.
- 2. Fill in the blanks with the correct form of the verb in the Passive.
 - 1. is reported
 - 2. was written
 - 3. are watched
 - 4. will be shared
 - 5. will be created
 - 6. was released
- 3. Match the two halves of the sentences.

1. C 2. E 3. A 4. B 5. F 6. D

4. Complete the sentences so that they are true about you.

Student answer

5. **SPEAKING** Discuss in pairs/groups.

Student answer

Unit 6: Human Rights Unit 6.1 Vocabulary

1. **SPEAKING** Discuss the questions in pairs/groups.

Lead-in: Student answer

2. (a) 6.1 Listen and mark the stressed syllable in each word below.

bur-gla-ry / [ˈbɜːglərɪ/

Ar-son /ˈɑːr.sən/

Shop-lif-ting / '[aːp.lɪf.tɪŋ/

Pick-po-cketing / pik pa:.ki.tin/

Van-da-lism / væn.dəl.I.zəm/

Rob-bery / 'raː.bə.i/

Kid-nap-ping / kId.næp.Iη/

Mur-der/'m3∴d3/

3. (6.2 Match the pictures with the words in Activity 2. Listen, check and repeat.

A- robbery

- B vandalism
- C shoplifting
- D arson
- E pickpocketing
- F burglary
- G kidnapping
- H murder
- 4. Read the description of the crimes and write the names of the crimes in the spaces.
 - 1. Vandalism
 - 2. Burglary
 - 3. Pickpocketing
 - 4. Arson
 - 5. Kidnapping

5. Choose the correct answer.

- 1. Arson
- 2. Vandalism
- 3. Murder
- 6. (6.3 a) Complete the text using the correct form of the verbs below. Then listen and check.
 - 1. Get
 - 2. Do
 - 3. Committing
 - 4. Gets

- 5. Gets
- 6. Send
- 7. Put
- 8. Commit
- 9. Do
- 10. Become

b) Read the text again and decide what four types of punishment are mentioned.

Suggested answers:

Put on probation Pay fine

Candta muia

Send to prison

Do community service

Clear the trash

Help older people

7. Work in a group to decide what punishment each person in the scenarios should get.

Student answer

8. **SPEAKING** Discuss the questions in pairs/groups.

Student answer

9. Individual Work

The aim and the scope of the task:

Students conduct research on the common types of crimes in Armenia and analyze the underlying reasons behind those crimes. By doing so, the students will understand why certain crimes are more common in Armenia than others. This task encourages critical thinking and research skills as they analyze complex societal issues and consider various explanations for crime prevalence.

Recommended videos for the subunit:

https://www.youtube.com/watch?v=6kAORjrE2ug&ab_channel=Ingla-Terra https://www.youtube.com/watch?v=pB2h-DDTNyg&ab_channel=Ingla-Terra

Unit 6.2 Grammar

1. **SPEAKING** Discuss the question in pairs/groups.

Lead-in: Student answer

2. (6.4 Listen to three extracts from interviews with criminals. Which of the reasons you thought of in Activity 1 are mentioned?

Student answer

3. (6.4 Listen again. Complete the table with the information from the interviews.

5. •• 6.4 Listen again. Complete the table with the information from the interviews.							
		1. Eric	2. Brian	3. Ashley			
a. C	Crime?	vandalism	robbery	stealing			
b. A	Age of criminal?	20	51	22			
	Reason for rime?	Cannot control anger	Easy way to earn money	Poverty/ no money			
	Plans for the uture?	Learn to control anger	No plans mentioned (Will be 71, no children no family)	Start a new life			

4. Look at these examples and answer the questions.

1.	If they had done the job more quickly, they would have left on time.
_	Did the condette of the containing

a.	Did they do the job quickly?	<u>No</u>
a.	Did they leave on time?	<u>No</u>

2. If I had wanted to, I could have become a top businessman.

a.	Did he want to become a top	businessman?	No

3. If I hadn't been unemployed, I wouldn't have started stealing again.

a. Did she live in a different place?

Not given

a. Did she become lawful?

5. Match the beginnings (1-6) of the sentences with their endings (a-f).

1.b 2.a 3.d 4.e 5.c 6.f

6. Complete the sentences with your own ideas.

Student answer

7. Select the activities you regret doing last week and rephrase them using the third conditional.

Student answer

8. Individual Work

The aim and the scope of the task:

The students express empathy, and practice perspective-taking and reflective writing skills by imagining themselves in the position of a criminal who seeks to express regret and apologizes to their victims through a Letter of Regret.

9. **SPEAKING** Discuss the questions in pairs/groups.

Lead-in: Student answer

10. Complete the sentences using the correct form of the verbs in parentheses.

- 1. hadn't committed / wouldn't have been sent
- 2. hadn't done / wouldn't have had
- 3. hadn't pickpocketed/ wouldn't have been caught
- 4. hadn't driven / wouldn't have had
- 5. wouldn't have caught / hadn't left
- 6. had happened / would've got (gotten)

11. There is one mistake in each sentence. Correct it.

- 1. If the burglar had entered through the door and not the window, he would have set off the alarm.
- 2. If he hadn't left so much evidence, the police wouldn't have caught him.
- 3. I might have become a lawyer if I would have worked harder at school.
- 4. If I had seen the man, I would have stopped him from stealing the car.
- 5. What would you have said if you had met the burglar in your house?
- 6. If I had known she was the criminal, I would have never invite her to my house!

12. Make third conditional sentences about what would have happened if the situation described below had been different.

Student answer

13. SPEAKING Discuss the questions in pairs/groups.

Student answer

14. Individual Work

The aim and the scope of the task:

This task encourages critical thinking and persuasive writing skills by requiring the students to express their position on whether criminals who regret committing a crime will refrain from repeating their actions.

Unit 6.3 Listening

1. **SPEAKING** Discuss the questions in pairs/groups.

Lead-in: Student answer

2. (a) 6.5 Listen to the conversations and match them with the photos.

Conversation 1 - pic. 2 Conversation 2 -pic. 3 Conversation 3 - pic. 4 Conversation 4 - pic. 1

3. (3) 6.5 Listen again and take notes.

Conversation 1

Crime: burglary What was taken/done? nothing

Conversation 2

Crime: Robbery in a bank What was taken/done? money

Conversation 3

Crime: pickpocketing What was taken/done? Wallet with money and credit cards

Conversation 4

Crime: vandalism What was taken/done? Vandalized the gym

4. Put the words to form expressions for giving news from the conversations.

- 1. You'll never guess what happened to us last month.
- 2. You won't believe what happened at the bank on Wall Street.
- 3. Did you hear what happened to Lisa the other day
- 4. A really disappointing thing happened at our high school the other day.

5.

5. (6.6 Listen to the expressions of surprise and practise the intonation.

Students practise intonation.

6. **SPEAKING** Discuss the questions in pairs/groups.

Student answer

7. **SPEAKING** Work in pairs/groups.

Student answer

8. Individual Work

The aim and the scope of the task:

The task promotes critical thinking and communication skills as the student share their findings with peers, encouraging dialogue and exchange of information. By asking questions about the crimes reported by others, individuals can deepen their understanding of various crime issues affecting their community and explore different perspectives on crime prevention.

Unit 6.4 Grammar

1. **SPEAKING** Discuss the questions in pairs /groups.

Lead-in: Student answer

- 2. 6.7 Listen to a radio interview. What program is mentioned and who is it for?

 Restorative justice.
- 3. (a) 6.7 Listen again and answer the questions below.

Student answer

- 4. Match 1-4 with a-c. Then complete the grammar rule with if, wh-word, and whether.
 - 1. c 2.a 3.b
- 5. Look at the questions the reporter asked Ryan Turner, the social worker. Rewrite them in reported speech.
 - 1. The presenter asked if/whether I/we had had much success with the program
 - 2. The presenter asked if/ whether I/we could tell them about it.
 - 3. The presenter asked when something really important had happened during the Restorative Justice program.
- 6. Correct the mistakes in each sentence.
 - 1. She asked if I knew who had taken the bike.
 - 2. My lawyer explained to me that the robber would get community service.
 - 3. The police told me what had happened.
 - 4. The police asked the robber where he had hid the stolen phone.
 - 5. The police asked my neighbor if she had seen the burglar.
- 7. **SPEAKING** Discuss in groups/pairs.

Student answer

8. Individual Work

The aim and the scope of the task

The students gather information from reliable sources and understand the key advantages and disadvantages of Restorative Justice, which can lead to a deeper exploration of the topic and provide different perspectives for consideration.

9. **SPEAKING** Discuss in groups.

Lead-in: Student answer

- 10. Yesterday, reporter Robert White interviewed experts in the field of Restorative Justice for these questions. Turn them into reported speech using the verbs provided.
- 1. Robert wanted to know how Restorative Justice helped criminals understand the impact of their actions on others.

- 2. Robert wondered if Restorative Justice could prevent criminals from committing more crimes in the future.
- 3. Robert wanted to know if /whether Restorative Justice created safer and more connected communities.
- 4. Robert asked if/whether Restorative Justice could offer a better alternative to traditional punishment for offenders.
- 5. Robert inquired if/whether Restorative Justice programs were practical and efficient
- 6. Robert wondered if/whether Restorative Justice was fair to everyone involved.

11. The policewoman stopped a driver and asked him some questions. Report these questions.

- 1. She asked him what his name was.
- 2. She asked him where he was coming from.
- 3. She asked him what the purpose of his journey was
- 4. She asked him if/whether she could see his driver's license and registration.
- 5. She asked him if/whether he had been drinking alcohol
- 6.She asked him if/whether he knew how fast he was driving

12. **SPEAKING** Discuss the questions in groups.

Student answer

13. Individual Work

The aim and the scope of the task

The students explore both the positive and negative outcomes of sending people to prison. They provide a balanced assessment of the advantages and disadvantages of imprisonment, considering different factors. They exercise critical judgment in assessing the significance of different consequences.

Unit 6.5 Reading

1. **SPEAKING** Discuss the questions in pairs/groups.

Lead-in: Student answer

2. Read the human rights statements and match them with the corresponding rights or responsibilities.

1.G 2.H 3.I 4.C 5.A 6.F 7.E 8.B 9.D 10.J

3. Read the statements and match the bolded words with their explanations.

<u>Declaration</u> - an <u>announcement</u>, often one that is written and <u>official</u>

<u>Treaty</u> - a written <u>agreement</u> between two or more <u>countries</u>

<u>Dignity</u> - <u>serious</u>, and <u>controlled</u> behavior that makes <u>people</u> <u>respect</u> you

<u>Fair</u> - <u>treating</u> someone in a way that is <u>right</u> or <u>reasonable</u>

4. Read the text and answer the questions.

Student answer

5. Read the text again and choose the correct answer.

1-b 2-a 3-c

6. In your groups give a minimum of 3 reasons why these rights are important.

Student answer

7. Individual Work

The aim and the scope of the task

Students identify organizations that actively work towards the protection and promotion of human rights to understand their Work and gain insight into the specific initiatives. This task raises awareness about the importance of human rights advocacy, the challenges faced by activists, and the role of civil society in promoting human rights and holding authorities accountable.

8. **SPEAKING** Discuss the questions in pairs/groups.

Lead-in: Student answer

9. Look at the three people in the passages and predict what they might have in common.

Student answer

10. Read the passages and complete the blanks 1-6 in the passages with the statements a-f.

1.b 2.e 3.d 4.a 5.e 6.c

11. Scan the three passages and decide whether the following statements are true (T) or false (F).

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

12. Look at the highlighted words in Activity 9 and categorize them under the correct column.

Suffixes	Negative Prefixes	Both
tribal national trial society faithful fearless endless minority selfless equality peaceful fairness racial spinal personal	nonviolent nonwhites illegal	imprisonment discrimination injustice

13. 6.8 Look at the words below and decide what category the word belongs to. Then Listen and check.

•••	••	•••	••••	••••	•••••	••••
unity powerful national	tribal faithful fearless legal racial	injustice unlawful illegal	responsible reliable society minority equality imprisonm-e nt significant	democratic	irresponsible disability	discriminati-o n

14. Use the correct adjective form of the words in upper cases to complete the sentences from the text in Activity 9.

- 1. In 2008, people around the world celebrated his life and his <u>selfless</u> dedication to freedom and <u>equality</u> on his 90th birthday. (SELF/ EQUAL)
- 2. ... King wrote, spoke, and organized nonviolent protests to bring attention to <u>racial</u> discrimination.
- 3. I have cherished the ideal of a <u>democratic</u> and free <u>society</u> in which all persons live together in harmony and with equal opportunities.
- 4. He remained <u>faithful</u> to his beliefs and became a symbol for fighting apartheid. (FAITH)

15. Use the suffixes as in Activity 11 to form adjectives from the following words. Use the same suffix for all three words in each group. Choose any three and use them to write your own sentences.

1. unity	equality	minority
2. powerful	lawful	peaceful

3. digital personal national4. fearless selfless endless

16. Use any of the negative prefixes to complete the sentences with the adjectives below.

- 1. I wouldnt trust that website. It's full of <u>unreliable</u> information.
- 2. The lawyer was so <u>disorganized</u> that he brought the wrong papers to the court session.
- 3. The burglar was almost <u>invisible</u> as he was dressed in black.
- 4. In many countries it's <u>impolite</u> to point or stare at people.
- 5. It's *unfair* to blame David for losing his computer because it was stolen.
- 6. It was very <u>irresponsible</u> of him to arrive at court so late.

17. Complete the text with the correct form of the words in parentheses. Use the following suffixes and prefixes.

On December 1, 1955, Rosa Parks, a 42-year-old African American, was <u>fearless</u> and refused to give up her seat to a white man on a Montgomery bus. Rosa Parks was arrested, and that's how the civil rights movement started in Montgomery, Alabama. From 1955-1956 African Americans continued to fight against <u>unlawful (illegal)</u> social and <u>racial</u> discrimination. This <u>peaceful</u> movement for <u>equality</u> and human rights inspired the Black community. Although Rosa Parks lost her job, she became a symbol of strength in the fight against racial discrimination.

18. **SPEAKING** Discuss the questions in pairs/groups.

Student answer

19. Individual Work

The aim and the scope of the task

The students research the specific causes, campaigns, and actions undertaken by the human rights defender to advance human rights principles, challenge injustices. They will learn from the example of the human rights defender and consider how they can contribute to human rights advocacy and social justice efforts in their own communities.

Unit 6.6 English in Use

1. **SPEAKING** Discuss the questions in pairs /groups.

Lead-in: Student answer.

2. Read a passage about the US criminal court system and decide if this is similar to the one in Armenia.

Student answer

- 3. Match the highlighted words in the text with the pictures a-f.
 - a) jury b) judge c) prosecution lawyer d) witness e) defense lawyer f) defendant
- 4. Look at the definitions below and decide which highlighted word in Activity 2 is used.
 - 1. <u>Prosecution</u> is the side who accuses or says that someone did something wrong.
 - 2. <u>Defense</u> is the side who defends the accused and makes sure their rights are protected.
 - 3. <u>Judge</u> is the person who listens to the arguments of both sides and ensures fair trial.
 - 4. <u>Jury</u> is the group who decides whether or not the defendant is guilty based on the evidence.
 - 5. A defendant is the person who is accused of committing a crime.
 - 6. A witness is a person who provides evidence to the case.
- 5. (6.9 Listen to three extracts from a court case. A homeless man is accused of stealing a postcard from a book store.
- a. Prosecution presenting a case Extract 1
- a. The defense presenting the case Extract 2
- b. Members of the jury presenting the case Extract 3
- 6. (6.10 Listen to a judge summing up a case for the jury. Number the pictures 1 to 4 in the order she mentions them.

picture 3 picture 4 picture 1 picture 2

7. Read the information about the three court cases below. Which crime involves

injuries - Case 1, Case 2 compensation - Case 2 a vehicle- Case 1, Case 3 kids - Case 3 ticket - Case 3

- 8. a) Work in groups of five to discuss each of the cases following the steps 8 below.
- b) Reflecting on the evidence presented during the trial, how confident are you in the verdict reached for this criminal case, and what factors influenced your decision-making process?

Student answer

9. **SPEAKING** Discuss the questions in pairs/groups.

Student answer

10. Individual Work

The aim and the scope of the task

The students review the facts, evidence, and arguments presented in the case considering the legal standards and principles relevant to the cases. While preparing a persuasive speech that articulates the rationale behind the decision, they practice analytical thinking skills.

Recommended videos for the subunit:

https://www.youtube.com/watch?v=l1Nv5FkbrUA&ab_channel=CristianOjeda https://www.youtube.com/watch?v=Un43WUz2afl&ab_channel=SimpleTeachingEnglishChannel https://www.youtube.com/watch?v=Fb5ZVo0ACQ8&ab_channel=7ESLLearningEnglish

Unit 6.7 Writing

1. **SPEAKING** Discuss the questions in pairs /groups.

Lead-in: Student answer

2. Decide which are not the main three parts of an argumentative essay.

Student answer

3. Put the questions in the right category.

- Purpose
- Blog audience
- Main ideas

4. Which verbs/action words go with the following words: challenge, problem, and issue? Make

as many phrases as possible.

Problems	Solutions
What are some problems connected with the main issue? What issues does this cause? Why is this happening?	How can the situation be solved? How can this problem be solved? What can be done?

5. In your groups prepare a list of problems that your community faces connected with human rights.

Possible answers:

Face/ overcome / Identify / address a challenge Face/ overcome /raise / address an issue a problem

6. Individual Work

The aim and the scope of the task:

This task empowers individuals to critically evaluate their surroundings, identify areas for improvement, and engage in meaningful discussions and actions to enhance the well-being and resilience of their community

7. **SPEAKING** Discuss the questions in pairs /groups.

Lead-in: Student answer

8. Fill in the blanks with the words below: to make sure, instead of, strict, find, help, should.

- a. The government needs to make <u>strict</u> rules to protect the environment.
- a. We can help people out of poverty by teaching them new skills and helping them find jobs.
- b. Cities should encourage people to walk or ride bikes <u>instead of</u> driving cars.
- c. Communities can grow gardens together and share food to <u>make sure</u> everyone has enough to eat.
- d. Everyone <u>should</u> be able to see a doctor when they need to, so we need to make healthcare cheaper and easier to get.

e. We can help people who don't have homes by giving them places to live and helping them <u>find</u> jobs and support.

9. What grammar can we use to suggest solutions?

Modal verbs, passive voice, conditional sentences

10. In your groups choose one serious problem that exists in your community and write at least THREE solutions.

Student answer

11. Extend your sentences answering the questions WHY or HOW.

Student answer

12. Individual Work

The aim and the scope of the task:

Students develop critical thinking skills, empathy for community needs, and the ability to advocate for positive change within their local context. Additionally, it fosters a sense of empowerment and civic engagement, encouraging students to play an active role in improving their community's well-being.

Unit 6.8 Speaking

1. **SPEAKING** Discuss the questions in pairs /groups.

Lead-in: Student answer

2. Read the passage and answer the questions.

Student answer

3. Match the steps (1-8) with their descriptions (a-h). How to conduct a debate.

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

4. **SPEAKING** Work in groups.

Student answer

5. Individual Work

Students develop critical thinking skills, deepen their understanding of human rights principles, and cultivate empathy and solidarity with others. It also fosters a sense of civic responsibility and advocacy for social justice and equality.

Unit Review

1. **SPEAKING** Discuss the questions in pairs /groups.

Student answer

2. Complete the sentences with the prepositions below. You will need to use three of the prepositions more than once.

1. against, against

2. to

3. from

4. in 5. for , for

6. from, with

3. Complete the blanks with the words below.

- 1. <u>Shoplifting</u> is a form of theft where individuals unlawfully take items from a store without paying for them.
- 2. John remained **faithful** to his principles even when offered bribes.
- 3. The civil rights activists organized a series of **nonviolent** protests to demand equality and justice.
- 4. Tourists should be cautious of **pickpocketing** in crowded tourist areas.
- 5. The authorities suspect that the **arson** was an act of rebellion against the local government.
- 6. The neighborhood has seen a rise in **burglary** incidents, prompting residents to increase security measures.

4. Complete the following sentences using the third conditional form.

- 1. If the government <u>had not implemented</u> stricter laws, the rate of burglary <u>would not have</u> <u>decreased</u>.
- 2. If the judge **had sentence**d the criminal to community service, he **would have learnt** the consequences of his actions.
- 3. If people had reported cases of discrimination, authorities would have been able to address them more effectively.
- 4. If individuals **had had** equal access to education and opportunities, the likelihood of committing crimes **would have reduced**.
- 5. If human rights had not protected everyone equally, there would have been widespread injustice and oppression.
- 6. If everyone **had respected t**he rights of others, the world **would have become** a safer and more just place.

5. Read the passage and answer the questions.

- 1. What was stolen from Mrs. Hargrove? <u>B</u>
- 2. How did the necklace disappear? A
- 3. What clue did Holmes find in the garden? B
- 4. Who confessed to the theft? C
- 5. What was Lord Pembroke's motive for stealing the necklace? B

Reading

6. Read the passage and answer the questions.

1b 2a 3b 4c 5b

7. **SPEAKING** Discuss the questions in pairs /groups.

Student answer

LESSON PLANS

Unit 1.1 Vocabulary

Name:	Level: 8 grade	Lesson Focus: Vocabulary	Date:
-------	----------------	--------------------------	-------

SWBAT (Students will be able to...):

- identify and describe the essential qualities of a good friend,
- practise skimming to get a general overview of the material,
- practise speaking in the context of "What kind of friend are you?"

Stage Time	Inter action	Task/ Activity	Procedure	Purpose
Lead-in 7 min	wc	Speaking	Greet the students and introduce the topic of friendship. Ask: -What do you value in your friends? -Do you agree with the saying 'A friend is someone who understands your past, believes in your future, and accepts you just the way you are?' Why or why not? (Activity 1, pg. 1) Differentiation Provide sentence starters for lower-level students. (I value my friends because they are I agree/disagree with the saying because) Allow these students to write down their answers before sharing them. Ask higher-level students to elaborate.	 to get the students interested in the topic of the lesson to activate their prior knowledge
Exposure to the target language 13 min	Solo PW WC	Skimming	Get the Ss' attention and give instructions: • Read the Quiz quickly to get a general overview of the material. (Activity 2, pg. 1) • Choose the sentences which are most true for you. • Share your quiz results with your partner. • Report to the class. Model the task.	• to "expose" students to the target language (NOT to discuss or analyze it)

			Ask ICQs (Are you reading the Quiz for details? Who are you going to share the quiz results with?) Monitor. Give feedback. Differentiation Provide lower-level students with a list of key vocabulary with definitions before they read the quiz. Allow them to read in pairs or small groups for additional support. Challenge higher-level students not only to choose the sentences that are true for them but also explain why they chose those sentences. Example: "I chose 'I will always listen if my friends have a problem' because I believe being a good listener is crucial in any friendship. Listening helps me understand my friends better and support them."	
Analysis of examples from the text 8 min	Solo	Eliciting vocabulary using context	Give students words from the text and see if they can figure out the meaning from the context. To assist the Ss, give them a matching activity (words with their definitions) and see if they can guess the meaning. They should be using the context. Get the Ss' attention and give instructions: • Read the quiz and its answers again. • Match the highlighted words in Activity 2 on pg. 1 with their meanings. (Activity 4, pg. 2) Ask CCQs to clarify the meaning (What does the word mean? When do we use it?), form (How do we use it? What part of speech is it? Spelling?) and pronunciation (How do we say it? What is a pronunciation pattern? Stress?) Model the task. Ask the Ss to write the new vocabulary items in their copybooks.	 to incorporate some new vocabulary into the lesson to clarify meaning of language

			Differentiation Provide lower-level students with matching activities with the words and definitions. Use visual aids like pictures or flashcards to help with understanding. Ask higher-level students to use the new vocabulary in sentences or a short paragraph. Example: "My friend is very considerate and always thinks about others' feelings before making decisions."	
Practice activities 3 min	Solo	Pronunciation	Give instructions: • Listen and put the adjectives into groups ABCD depending on the stress. (Activity 3, pg. 2) Differentiation For lower-level students provide a list of words with stress patterns marked. Allow them to practice in pairs with a peer for support. Ask higher-level students to create sentences using the adjectives and read them aloud, focusing on correct stress and intonation.	to give students a chance to practice the new language.
5 min	Solo PW WC	Gap fill	 Fill in the blanks with the correct words from Activity 3. (Activity 5, pg. 2) Differentiation Provide lower-level students with a word bank to choose from. Allow them to work in pairs or small groups. Challenge higher-level students to fill in the gaps without a word bank. Ask them to explain why they chose each word. 	
5 min	PW	Speaking	Interview a peer and choose 5 adjectives that best describe your friend. Use the questions below.	

			1. How would you describe yourself? What is your best personal quality? 2. How do these qualities make your friendships strong and healthy? Focus on giving enough time for them to speak. Monitor. Give feedback. Differentiation Provide lower-level students with a list of adjectives and questions to use. Encourage higher-level students to elaborate on their answers and ask follow-up questions to their peers. Example: "How do you think being honest has helped strengthen your friendships?"	
Assessment 2 min	S-S	Peer assessment	Pair students and ask them to assess each other's performance using the rubric after completing the interview activity. (Handout 1) Make sure they provide constructive comments for improvement.	 to develop the ability to provide constructive feedback to foster collaboration and peer learning
Homework 2min	Solo	Practice Activities	Ask the Ss to write a paragraph (about 100 words) describing their friend. Model the task. (My friend Sarah is a really good friend. She's loyal and always stands by my side. She's very kind and caring. If anyone needs help, she's the first to offer a hand. I can trust her with anything. She never talks about my secrets to anyone else. Sarah is someone I can count on) Differentiation Provide lower-level students with a structured template for the paragraph. Example: "My friend is a really good friend. He/She is and always One time,"	to give students a chance to practise the new language.

	Ask higher-level students to write a longer, more detailed paragraph or an essay about their friend. Encourage them to include examples that illustrate their friend's qualities.	
--	---	--

Peer Assessment Rubric

Criteria	Excellent (2.5)	Good (2)	Satisfactory (1.5)	Needs Improvement (1)
Use of Adjectives	Used 5 well-chosen adjectives accurately.	Used 4 adjectives accurately.	Used 3 adjectives accurately.	Used fewer than 3 adjectives or adjectives were inaccurate.
Explanation of Qualities	Explained how all qualities strengthen friendships clearly and in detail.	Explained how most qualities strengthen friendships clearly	Explained how some qualities strengthen friendships.	Struggled to explain how qualities strengthen friendships.
Engagement	Fully engaged and asked/answered questions thoughtfully.	Mostly engaged and asked/answered questions.	Somewhat engaged with minimal questioning.	Disengaged or did not participate effectively.
Clarity of Speech	Spoke clearly and confidently throughout.	Spoke clearly most of the time.	Occasionally unclear but generally understandable.	Frequently unclear and hard to understand.

Total Score:	/	1	0)
--------------	---	---	---	---

Unit 1.2 Grammar

Name:	Level: 8 grade	Lesson Focus: Grammar	Date:
-------	----------------	-----------------------	-------

- practise listening for gist and details,
- identify and differentiate between the Present Perfect and Past Simple tenses,
- apply the correct use of Present Perfect and Past Simple tenses to describe past events and experiences with a close friend in both spoken and written contexts.

Stage Time	Inter action	Task/ Activity	Procedure	Purpose
Homework check 5 min	PW WC	Paragraph writing	Pair students and instruct them to exchange their homework paragraphs. Ask them to read their partner's paragraph and look for: • Use of target vocabulary. • One positive aspect or example from the paragraph. Ask a few students to share one positive aspect from their partner's paragraph with the class. Provide brief comments or ask the class to acknowledge the good points mentioned. Differentiation Pair stronger students with those who may need more support. Encourage students to focus on specific examples of good use of vocabulary or structure in their feedback.	to connect to the previous lesson
Lead-in 7 min	Solo GW WC	Communicati ve task (C task)	Give instructions: Name the places you have visited outside Armenia in the past year. Discuss in your groups what the best place was. Report back to the class what the best place outside Armenia was and explain why. (Activity 1, pg. 3) Ask ICQs. (Are you speaking about the places outside or inside Armenia? Are you working alone or discussing with a partner?) Monitor. Give feedback.	 to get the students engaged in the topic of the lesson. "topic" is what the TEXT is about – not the grammar point to provide opportunity

			Differentiation Group students with mixed abilities to ensure all can contribute to the discussion. Provide sentence starters for students who need additional support.	for fluency at the beginning of the lesson to be able to see what the students already know and need to learn.
Exposure to the target language #1 4 min	Solo WC	Listening for gist	Get the Ss' attention and give instructions: Listen to the conversation between two friends Choose the correct option. (Activity 2, pg. 3) Ask ICQs. (Are you reading or listening to a dialogue?) Give feedback. Differentiation Provide visual aids or transcripts for students who need additional support. Allow students to listen to the conversation twice if needed.	• to "expose" students to the target language (NOT to discuss or analyze it)
Exposure to the target language #2 6 min	Solo PW WC	Listening for details	Give instructions: Listen to the conversation again. Match Hike's questions (1-5) to Aram's answers (a-e), pg. 5. (Activity 3, pg. 3) Ask ICQs (Are you listening to the recording to answer the True/ False questions or to match Hike's questions to Aram's answers?) Give feedback. Differentiation Pair stronger listeners with those who need more practice. Provide scaffolding, such as a word bank, for students who need it.	 to incorporate some new vocabulary into the lesson to clarify meaning of language
Focus 8 min	GW WC	Analysis of examples from the text	Ask the Ss to look at marker sentences (Appendix 1). Clarify the meaning of Present Perfect and Past Simple reviewing what the Ss already know.	to isolate the target language from the text and clarify

	Draw their attention to the differe between the actions which denote experience and the ones complete stated time in the past through the sentences. Put marker sentences on the board Look at the sentences and say (1. I have been to the US a few time) 2. I met quite a few interesting perioristed my close friend during my the sentence the fact that so happened is more important; -In which sentence we know when something happened. Ask CCQs to clarify meaning. I have been to the US a few times	e previous ed at a e marker d. nes. ople and crip). omething	meaning based on the context
	т	s	
	Didh	V.	
	-Did he go to the US before? -Do we know when?	-Yes -No	
	I met quite a few interesting peop visited my close friend during my		
	т	S	
	-Is the action in the past?	-Yes	
	-ls there any connection with		
	present?	-No	
	Elicit the form by analyzing the exactive the following expressions or board, namely previous experience when exactly? Ask the students to find the senter indicates previous experience and the verb in it. (have been) Ask the students to find the senter which the action/s happened at a time in the past and identify the verb (met, visited)	n the ce and nce which identify nce in stated	
	Elicit formula. "Look at these verbs; have returned been. What do we have here? (We have the contracted form of have='ve + V+ed/V3) "Look at these verbs; met, visited"	have and	

			What do we have here? (We have V2/Regular V+ed) Drill the pronunciation patterns in isolation emphasizing the word stress and in sentences emphasizing the sentence stress. Differentiation Use visuals and timelines to help lower-level students understand the grammar points. Provide additional examples for students who need more practice.	
Controlled Practice 5 min	Solo PW WC	Sentence completion	Start controlled practice by asking the Ss to complete the pairs of sentences using the present perfect and past simple tenses (Activity 4, pg. 4). Have them check their answers in pairs and further share with the class. Give feedback. Differentiation Draw timelines on the board to show the difference between past events (Past Simple) and experiences up to now (Present Perfect). Example for "lived": Mark past events on the timeline for "lived" (Ann lived in England when she was a child) and use a separate point to show "have lived" (I have lived in many countries). Write a few examples on the board. Example for "cut": "Ow! My friend has cut his finger!" (Present Perfect for a recent action) "He cut his hair last week." (Past Simple for a completed action in the past) Provide a word bank with forms of the verbs: lived, cut, read, broken.	to give students the chance to practice new language.
Freer Practice 5 min	PW/ GW	Speaking	Give instructions. • Discuss with your partner some interesting experiences you have had with your friends and when exactly you had them. Model the task.	

			I want to share some fun times I've had with my friends this year. During the summer, we went camping in July. We've also taken a few road trips this year. Can't wait to hear what's been up with you too! (Activity 5, pg. 4) Monitor. Give feedback. Differentiation Provide conversation prompts or sentence starters for students who need them. Encourage more advanced students to elaborate on their experiences.	
Assessment 3 min	T-Ss	Observation	Prepare an observation checklist with key criteria: Participation, Interaction, Content, and Language Use. Use a simple scoring scale from 0 to 2.5 for each criterion to achieve a maximum total score of 10. Observe each group while they are engaged in the discussion. Use the checklist (Appendix 2) to score their performance based on the observed criteria. Give brief feedback to each group based on your observations. Highlight both strengths and areas for improvement.	to evaluate students' communicative and collaborative skills
Homework 2min	Solo	Practice Activities (written)	Assign homework for freer practice "Write a paragraph (about 100 words) about your experiences and memories with a close friend using the present perfect and past simple tenses." (Activity 6, pg. 4) Model the task. Differentiation Provide a checklist or rubric for students to follow. Allow students to draft and revise their paragraphs if needed.	to give students the chance to practice new language.

PRESENT PERFECT	PAST SIMPLE

I've been to the US a few times.	I met quite a few interesting people and visited my close friend during my trip.
Visible results, unstated time in the past.	Stated time in the past. (WHEN exactly?)
The Present Perfect is used to talk about past events that have a link with the present	The Past Simple is used to talk about events that are completely in the past.
(+) I have seen her.(?) Has she met him?(-) We have not (=haven't) practised.	(+) I worked/ saw. (?) Did she work/ see? (-) We did not (=didn't) work/ see.

Teacher Observation Checklist

Criteria	Score (0-2.5)	Comments
Participation		
Interaction		
Content		
Language Use		

Total Score: _____ / 10

Unit 2.3 Listening

Name:	Level: 8 grade	Lesson Focus: Listening	Date:	
-------	----------------	-------------------------	-------	--

- distinguish and describe traditional Armenian cuisine,
- identify the main idea and specific information in an article about the dishes of the Armenian cuisine while practising listening for gist and details,
- practise speaking for fluency in the context of "Cuisine is not just food but also a reflection of culture and national identity".

Stage Time	Inter action	Task/ Activity	Procedure	Purpose
Homework check 7 min	WC	Peer checking	Choose a few homework assignments randomly and give one to each group. As a class, review these assignments together, focusing on the key elements: Clear introduction stating the purpose. Description of main activities (planning, inviting, food, and activities). Mention of raising money and how it will be used. Have students pair up and exchange their assignments. Each student should check their partner's assignment for the following: Is the purpose clearly stated? Are the main activities described? Is the goal of raising money and its intended use mentioned? Is the writing clear and free of major errors? Collect the assignments back from the students for further review based on peer feedback. (Activity 13, pg. 37) Differentiation Provide written examples of key elements for visual learners. Offer one-on-one support for students needing additional help.	 to connect to the previous lesson to help students identify areas of improvement they might have overlooked in their own work to help students develop their critical thinking and analytical skills to help students practice giving and receiving feedback to encourage collaboration and communication

Lead-in 6 min	PW	Communicativ e task	Have the Ss discuss with their partners what the most popular national dish in Armenia is and why and how popular this dish is in other countries. (Activity 1, pg. 39) Monitor. Give feedback. Differentiation Pair students with mixed abilities to support each other. Provide sentence starters for students needing help to begin their discussion.	 to introduce the lesson topic to raise students' interested in the new lesson topic
Pre-listening 4 min	Solo PW WC	Pre- teaching vocabulary/ Matching	Use Appendix 1 to elicit the meaning of the words. (Alternatively, have the Ss guess the meaning of the words from the example sentences in Appendix 1.) Ask the Ss to match the words (1-6) with the definitions (a-f). (Activity 2, pg. 39) They have 2 minutes to do the task individually and 1 minute to check with their partners. Monitor. Give feedback. Differentiation. Provide vocabulary lists with translations for lower level students. Offer additional examples for students who need more context.	to promote the ability to infer meanings of the new words from context
During #1 7 min	Solo PW WC	Listening for gist	 Get the Ss' attention and give instructions. Listen to the recording (2.2) Write the names of the dishes of Armenian cuisine. (Activity 3, pg. 39). Work individually for 3 minutes. Check with your partner. Share with the class. Ask ICQs. Monitor. Give feedback. Differentiation Play the recording more than once for students who need additional support. Allow students to take notes during listening. 	to develop students' skills in listening for gist

During #2 8 min	Solo PW WC	Listening for details	Give instructions. Listen to the recording again. (2.2) Read the given descriptions numbered from 1 to 10. Categorize each description by matching it with one of the dishes (Dolma, Khash, Ghapama, Harissa, Gata). (Activity 4, pg. 39). Work individually for 4 minutes. Check with your partner. Share with the class. Ask ICQs. Monitor. Give feedback. Differentiation Provide written transcripts of the recording for students who need extra help. Allow students to work in pairs from the beginning if they struggle with listening tasks.	to develop students' skills in listening for details
Post- listening 7 min	GW WC	Speaking	Ask the Ss to discuss in groups whether they agree that cuisine is not just food but also a reflection of culture and national identity, and explain their reasons. (Activity 5, pg. 40) Have each group select their Reporter to present a brief summary of their conversation to the class. Encourage each group to highlight key points and any interesting examples or experiences shared. Give feedback. Differentiation Group students with different abilities to ensure peer support. Provide discussion prompts for students needing help to express their ideas.	to let the students practice speaking fluency by discussing the topic of the text — focus on communication
Assessment 4 min	T-Ss	Observation	Explain the assessment criteria to the students before starting the activity. (Appendix 2) Move around and listen to the group discussions, making quick notes based on the participation and relevance criteria.	to assess students' performance during the discussion and presentation

			During presentations, use the <i>clarity</i> and <i>content</i> criteria to evaluate each group's performance. Provide brief feedback after all presentations, highlighting general strengths and areas for improvement.	
Homework 2min	Solo	Presentation	Assign students to a freer practice activity where they create a presentation describing traditional foods prepared and served on special holidays in their country. Ask them to start by naming the holiday, then discuss the importance of the day and give examples of any traditional foods that people enjoy. (Act. 6, pg. 40) Differentiation Allow students to choose the presentation format (written, oral, or visual). Provide a template for students needing more structure.	to encourage the use of a broad range of vocabulary and grammatical structures, aiding language development

flavorful / fleIvərfəl/ having a strong pleasant taste (E.g. The soup is *flavorful*.)

protein / proʊtiːn/ one of the substances found in foods such as meat, cheese, fish, or eggs, that is necessary for the body to grow and be strong (E.g. Eggs are high in *protein*.)

recipe / 'rɛsəpi/ a set of instructions that tells you how to cook something and the ingredients you need for it (E.g. She found a new *recipe* for cookies.)

bean /biːn/ a seed of a climbing plant, eaten as a vegetable (E.g. He added *beans* to the salad.)

grain /greIn/ the small hard seeds of food plants such as wheat, rice, etc. (E.g. Oats are a healthy grain.)

carbohydrate / kaːrboʊˈhaɪdreɪt/ (informal: carb) a substance in food such as sugar, potatoes, etc. that gives your body energy (E.g. Pasta is rich in *carbohydrates.*)

1. Group Discussion Evaluation (5 points)

Participation (2.5 points): Did all group members contribute to the discussion?						
Full participation						
(2.5)	(1.5-2)	(0.5-1)	(0)			

Relevance (2.5 points) : Did the group stay on topic and discuss cuisine as a reflection of culture and national identity?					
Completely relevant	Mostly relevant	Somewhat relevant	Not relevant		
(2.5) (0.5-1) (0)					

2. Presentation Evaluation (5 points)

Clarity (2.5 points): Was the summary clear and easy to understand?					
Very clear	Mostly clear	Somewhat clear	Not clear		
(2.5)	(1.5-2)	(0.5-1)	(0)		
Content (2.5 points): D	oid the presentation include	e key points and examples	s?		
Included key points	Included most key	Included some key	Included no key points or		
and examples	points, few examples	points, no examples	examples		
(2.5)	(1.5-2)	(0.5-1)	(0)		

Unit 2.5 Reading

Name: Level: 8 grade Lesson Focus: Listening Date:	
--	--

- describe and categorize key nutrients in food,
- practise reading for gist and details in the context of "To eat is a necessity but to eat intelligently is an art",
- practise speaking for fluency in the context of "My eating habits".

Stage Time	Inter action	Task/ Activity	Procedure	Purpose
Homework check 7 min	WC PW	Pair checking	Choose a few assignments randomly from the students. As a class, review these assignments together, focusing on the key elements: all information about the traditional food is accurate and well-researched Include details that are relevant to the traditional food, such as its history, cultural significance, and ingredientsInclude details that are relevant to the traditional food, such as its history, cultural significance, and ingredients Cover various aspects of the food, including preparation methods, serving occasions Have students pair up and exchange assignments. Each student checks their partner's assignment following the key elements written above: Collect the assignments back from the students for further review based on peer feedback. (Activity 13, pg. 45)	 to connect to the previous lesson to help students identify areas of improvement they might have overlooked in their own work to help students develop their critical thinking and analytical skills to help students practice giving and receiving feedback to encourage collaboration and communication
Lead-in 6 min	PW	Communicativ e task	Get the Ss' attention and give instructions. Discuss the questions in Activity 1 on page 46 in pairs. What is a "healthy" diet in your opinion? Do you eat enough fruit, vegetables, dairy, grains, and protein?	 to introduce the lesson topic to raise students' interested in the new lesson topic

			Ask ICQs. Monitor. Give feedback. Differentiation Use simplified language prompts for discussion questions with lower-level students. Pair students with mixed abilities to support each other. Provide sentence starters for students needing help to begin their discussion. Encourage higher-level vocabulary and elaboration for higher-level students.	
Pre-reading 5 min	Solo PW WC	Pre- teaching vocabulary/ Matching	Use Appendix 1 to elicit the meaning of the words. (Alternatively, have the Ss guess the meaning of the words from the example sentences in Appendix 1.) (Activity 2, pg. 46) Get the Ss' and give instructions. • Match the nutrients (1-5) and their descriptions (a-e) • Work individually for 2 minutes. • Check with your partner. • Share with the class. Model the task. (1. Proteins- c give you energy and help your body cells to grow.) Ask ICQs. Monitor. Give feedback. Differentiation For lower-level students simplify vocabulary definitions and provide additional examples. Use visual aids to support vocabulary learning. Encourage higher level-students to conduct further research on each nutrient and present their findings to the class.	to promote the ability to infer meanings of the new words from context
3 min	PW	Speaking/Pre-r eading discussion	Ask the students to look at the title of the article in Activity 4, pg. 46 and share their thoughts with their partner what they think the text is going to be about. (Activity 3, pg. 46) Give feedback.	 to activate the students' background knowledge to encourage students to make predictions about the content they are going to read

During #1 6 min	Solo PW WC	Reading for gist	 Get the Ss' attention and give instructions. Read the article "To eat is a necessity but to eat intelligently is an art" (Activity 4, pg. 46). Check your ideas. Work individually for 3 minutes. Discuss with your partner. Share with the class. Ask ICQs. Monitor. Give feedback. 	to develop students' skills in reading for gist
During #2 6 min	Solo PW WC	Reading for details	Give instructions. Read the article again. Read the statements. Choose the right option. (Activity 5, pg. 47). Work individually for 3 minutes. Check with your partner. Share with the class. Ask ICQs. Monitor. Give feedback. Differentiation For lower-level students provide simpler statements for comprehension. Pair students for task completion and share answers with the class. Offer additional guidance for interpreting the text. Encourage higher-level students to support their responses with evidence directly from the article, fostering analytical thinking and engagement with the text.	to develop students' skills in reading for details
Post- reading 7 min	GW WC	Speaking	Ask the Ss to discuss in groups: 1. Have you ever thought about your eating habits? Why/Why not? 2. Tick the things in the checklist you regularly do. 3. Add your own examples. (Activity 6, pg. 48) Monitor. Give feedback. Check in an open class.	 to develop students' speaking fluency to extend students' learning beyond the text

			Differentiation Use simplified language prompts and vocabulary for lower-level students to ensure comprehension of the discussion questions and checklist items. Assign specific roles within groups, such as discussion facilitator, note-taker, and timekeeper, to ensure equal participation. Offer sentence starters or prompts to help less confident speakers express their thoughts and contribute to the discussion. Provide additional support and scaffolding as needed during group discussions, including clarifications of vocabulary or concepts. Encourage critical reflection for higher-level students by prompting students to analyze their eating habits in depth, considering factors such as personal preferences, cultural	
			influences, and health considerations.	
Assessment 3min	Solo	Self assessment	Get the Ss' attention and give instructions. • Fill out the self-assessment form honestly. (Handout 1) • Hand in your completed self-assessment form in 2 minutes.	 to give the students a chance to reflect on their own performance
Homework 2min	Solo	Practice Activities	Assign the Ss for freer practice to ask different age groups in their community about their eating habits and present to the class what preferred food categories different age groups have. • Teenagers • Adults • Older people Example: Babies usually eat dairy products. But their parents also give them fruits and (Act. 7, pg. 48) Differentiation Offer guidance on conducting interviews and presenting findings for lower-level students. Provide templates for organizing information.	to give students a chance to practice the new language

preferences, and nutritional needs.

- a) **carbohydrates** / kɑːrboʊˈhaɪdreɪt/ They provide energy and are found in foods like bread, rice, and potatoes. (E.g. Pasta is rich in *carbohydrates*.)
- b) **proteins** / proʊtiːn/ They help your body grow and repair itself. You get them from foods like meat, beans, and eggs. (E.g. Eggs are high in *protein*.)
- c) **fats** /fæts/ Some of them are good for your body, like the ones in nuts and olive oil. Others, like trans fats, are not so good and you should avoid them. (E.g. The avocado contains healthy *fats*.)
- d) **vitamins** / vaItəmInz/ Vitamins are like little helpers that keep your body working well. They are in fruits, vegetables, and other foods. (E.g. Oranges are rich in *vitamin* C.)
- e) minerals / mineralz/ They help your body do important things like keeping your bones strong (calcium) and helping your blood carry oxygen (iron). (E.g. Dairy products are rich in minerals, such as calcium, essential for bone health.)

Handout 1

Self-Assessment Form

Name:			

Criterion	Description	Points
Participation	Actively participated in the discussion	3
	Participated sometimes	2
	Participated minimally	1
	Did not participate	0
Understanding	Clearly explained thoughts and provided reasons	3
	Somewhat clear but could have provided more detail	2
	Gave brief explanations without much detail	1
	Did not explain thoughts or provide reasons	0
Sharing Personal Examples	Added relevant and thoughtful examples	2
	Added some examples but they were not very relevant	1
	Did not add any examples	0
Respectful Interaction	Always respectful, listened to others, and did not interrupt	2
	Usually respectful, but sometimes interrupted or did not listen	1
	carefully	
	Often interrupted or ignored others	0

Total (out of 10): _____

Unit 3.4 Grammar

Name:	Level: 8 grade	Lesson Focus: Grammar	Date:
-------	----------------	-----------------------	-------

- Identify the use, meaning and form of USED TO...,
- practise listening for gist,
- practise speaking in the context of "Past experiences".

Stage Time	Inter action	Task/ Activity	Procedure	Purpose
Homework check 7 min	PW WC		Have the Ss pair up with a classmate and take turns reading aloud their dream vacation paragraphs offering constructive feedback on each other's descriptions and focusing on clarity, creativity, and coherence. (Activity 6, pg. 69) (S1 listens to S2). Then they switch roles (S2 listens to S1). Have 2-3 Ss report to the class highlighting the most captivating elements of each dream vacation. Give feedback. Differentiation. For lower-level students, provide sentence starters or simpler criteria for feedback. Encourage deeper analysis and discussion for higher-level students.	to connect to the previous lesson
Lead-in 5 min	PW	Communicati ve task (C-task)	Give instructions: Discuss the following questions with your partner. Do you think people traveled more or less in the past? Explain. What did people travel for in the past? Explain. (Activity 1, pg, 70) Report back to the class. Monitor.	 to get the students engaged in the topic of the lesson. "topic" is what the TEXT is about – not the grammar point
			Give feedback. Differentiation Simplify questions and provide more guidance during discussion for lower-level students.	

			For <u>higher-level students</u> suggest more complex and open-ended questions.	
Exposure to the target language	Solo WC	Listening for gist	Ask the Ss to listen to a conversation between two friends (3.5) and answer the questions. (Activity 2, pg. 70) Ask ICQs. Give feedback. Differentiation For lower-level students provide additional support during the listening task. For higher-level students encourage independent comprehension and analysis.	to "expose" students to the target language (NOT to discuss or analyze it)
Focus 7 min	GW PW WC	Analysis of examples from the text	Ask the Ss to look at marker sentences on page 70 and identify the use, meaning and form of Used to+Verb Clarify meaning. 1) I used to take boat trips on the Amazon River very often. 2) Did you use to travel much in the last two years? 3) I didn't use to watch programs on travel experiences when I was 10. T: Do the situations in these sentences exist now? S: No T: Did they exist in the past? S: Yes. Elicit the form by analyzing the examples. • Look at the first sentence. What do we have here? We have (We have used to take) • Look at the second sentence. What do we have here? We have (We have Did you use to travel?) • Look at the third sentence. What do we have here? We have (We have Did you use to travel?) • Look at the third sentence. What do we have here? We have (We have didn't use to watch)	to isolate the target language from the text and clarify meaning based on the context

			affirmative (+)	l used to +Verb	
			interrogative (?)	Did you use to +Verb?	
			negative (-)	didn't use to+Verb.	
			emphasizing the wor sentences emphasizi Differentiation For lower-level stude analysis into smaller visual aids.	ents encourage deeper	
Practice 4 min	Solo	Grammar: Controlled practice	Ss to fill in the senter	did you use to go on	• to give the students a chance to practice the new language.
2 min	Solo WC		2.Have the Ss listen the between two friends answers. (Activity 4, Monitor. Give feedback.	again and check their	
6 min	Solo PW WC		years ago and what he to write sentences all changed using used to first part of the sentences. Model the task: He used to travel a laway much these day	to/ didn't use to in the ence. (Activity 5, pg. 71) ot, but he doesn't go ys. eir answers in pairs and e class. ents provide more ring tasks. ents offer more	

5 min	PW	Guided to Freer practice	Ask the Ss to talk to their partner and tell him/her about their past experiences using Activity 5 as an example. Tell them to use <i>USED TO+ Verb</i> in their sentences. Model the task. S1: I used to read adventure stories more but now I read more scientific articles for my lessons. S2: I did not use to think about traveling because I did not know much about the world. Monitor. Give feedback. Differentiation Provide additional support during the speaking task for lower-level students. Offer more frequent feedback and clarification during the speaking activity, ensuring that students feel supported and encouraged throughout the task. Encourage higher-level students to explore various perspectives, and provide detailed explanations or examples to support their arguments. As they share their thoughts with their partner, encourage them to engage in meaningful dialogue.	
Assessment 2 min	T-S	Observation	Observe and take notes during the activity, focusing on How well students use "used to + verb" to describe past experiences. Their fluency and use of vocabulary during the conversation. The completeness and coherence of their sentences. Their level of engagement, including how well they initiate and respond in the conversation. After the activity, assign points based on the observations. (Handout 1) Sum up the points based on the criteria to get a total score out of 10.	• to evaluate the key aspects of the students' performance
Homework 2min	Solo	Practice Activities (written)	Assign homework for freer practice to write sentences that are true for them with I used to (Activity 6, pg. 22) Model the task: I used to live in a small village, but now I live in a city.	to give students the chance to practice the new language.

I didn't use to read a lot, but I do now. Differentiation For <u>lower-level students</u> provide a list of common activities or experiences as prompts for their sentences, such as "I used to play soccer every day after school" or "I didn't use to like vegetables, but now I eat them with every meal." Offer sentence starters or templates to scaffold their writing, such as "When I was younger, I used to..." or "In the past, I didn't use to..." Encourage <u>higher-level students</u> to explore more complex aspects of their past experiences. Challenge them to incorporate more descriptive language into their sentences to make their writing more engaging. Encourage them to experiment with different sentence structures and variations.

Handout 1

Student Perfomance Assessment

Criteria	Points
Uses "used to + verb" correctly	3
Uses varied vocabulary fluently	3
Constructs complete sentences	2
Engages actively in conversation	2

Total (out of 10): _____

Unit 3.6 English in Use

Name: Level: 8 grade Lesson Focus: English in Use Date: _____

- practise reading for gist and details,
- identify and use separable and non-separable phrasal verbs,
- practice speaking about travel experiences using topic-related phrasal verbs.

Stage Time	Inter action	Task/ Activity	Procedure	Purpose
Homework check 7 min	WC	Presentation	Select 5-6 students to give a brief 1-minute presentation on their favorite tourist destination in the USA, ensuring they cover the main points. Provide immediate feedback. (Activity 13, pg. 78) Differentiation For lower-level students offer guidance on	to connect to the previous lesson
			conducting presentations and use sentence starters. For higher-level students provide challenging questions or prompts to stimulate critical thinking during presentations.	
Lead-in 5 min	PW	Communicative task	Have the Ss discuss the following questions in pairs. 1. How do you decide on a travel destination? 2. What is the first thing you do when you arrive in a new city? (Activity 1, pg. 79) Ask ICQs. Monitor. Give feedback.	to get students engaged in the topic of the lesson "topic" is what the TEXT is about – not the grammar point
			Differentiation Use simplified language prompts for discussion questions with lower-level students. Encourage the use of higher-level vocabulary and more elaborate answers among higher-level students.	

Exposure to the target language #1 5 min	Solo WC	Reading for gist	Get the Ss' attention and give instructions. Read the text and decide if Jack and Julia are very tired at the end of the trip. Explain. (Activity 2, pg. 79) Give feedback. Differentiation For lower-level students provide a simplified text and focus on the main idea. For higher-level students encourage the use of evidence from the text to support their answers.	• to "expose" students to the target language (NOT to discuss or analyze it)
Exposure to the target language #2 6 min	Solo PW WC	Reading for details	Give instructions. Read the text again and match the words (1-6) with their definitions (a-f). (Activity 3, pg. 79). Work individually for 3 minutes. Compare your answers with your partner. Share with the class. Monitor. Give feedback Differentiation Provide simpler statements for comprehension for lower-level students. Offer additional challenging questions or tasks for students who finish early.	
Focus 6 min	WC	Analyzing examples from the text	Look at the marker sentences on page 79. 1. Jack and Julia checked into the room. 2. Julia's brother picked them up from the airport. Clarify meaning. T: Does the particle change the meaning of the verbs? S: Yes. T: In which sentence do the verb and the particle go together and are not separated by a noun/ pronoun? S: Sentence 1. T: In which sentence do the verb and the particle not go together and are	

Controlled practice 6 min	Solo	Fill in the blanks	separated by a noun/ pronoun? S: Sentence 2. Elicit the form by analyzing the examples. • Look at the first sentence. What do we have here? We have (We have They checked into) • Look at the second sentence. What do we have here? We have (We have He picked them up) Rule: Phrasal verbs are made up of a verb and a particle or, sometimes, two particles. The particle often changes the meaning of the verb. There are two main types of phrasal verbs: separable and inseparable. Drill the pronunciation patterns in isolation emphasizing the word stress and in sentences emphasizing the sentence stress. Differentiation For lower-level students provide additional examples and use visual aids. Encourage higher-level students to create their own sentences using phrasal verbs. Ask the Ss to complete the passage with the correct phrasal verb from the suggested ones. (Activity 4, pg. 80) Have them work individually for 4 minutes; further check with the partner and share with the class. Ask ICQs. Model the task: I was 1) looking forward to my new experiences in the country. Differentiation Have an extension activity with higher level students. Ask them to write a short story using at least five different phrasal verbs after completing the passage and be ready to share it with the class.	• to give the students a chance to practice the new language.
6 min	GW		Divide the class into groups of four. Give instructions.	

		Free practice/ Speaking	 Replace the bolded phrases in questions with the phrasal verbs from Activity 3. (Activity 5, pg. 80) Answer the questions in Activity 5. (Activity 6, pg. 80). Do you usually expect your holidays with pleasure?/ Do you usually look forward to your holidays? Ask ICQs. Monitor. Give feedback. Differentiation To ensure scaffolding for lower-level students provide a word bank with phrasal verbs. Challenge higher level students to use the phrasal verbs in new sentences. 	
Assessment 2 min	T-Ss	Review	Quickly review each group's answers against the rubric criteria. (Handout 1) Assign points for each criteria based on the quality of the group's responses. Provide immediate feedback and scores to each group based on their performance.	to assess the students' understanding and application of phrasal verbs in contexts
Homework 2 min	Solo	Practice Activities	Assign the Ss for freer practice to think about a travel experience they had either with their school or family. Tell them to write an 80-word paragraph where they describe the trip in detail using Activity 4 as a model. Differentiation Provide lower-level students with a template for organizing their paragraph. Encourage higher-level students to use more complex structures and varied vocabulary.	to give the students a chance to practice the new language.

Handout 1 Assessment Rubric

Criteria	Points
Correct Phrasal Verb Usage	4
- All phrasal verbs are used correctly.	
Completeness and Clarity of Answers	3
- Answers address all parts of the question clearly and comprehensively.	
Grammar and Language Use	3
- Answers demonstrate correct grammar and language proficiency.	

Unit 4.7 Writing

Name:	Level: 8 grade	Lesson Focus: Writing	Date:	
-------	----------------	-----------------------	-------	--

Lesson #

- practise listening for details and reading for gist in the context of "Blog post"
- practise speaking for fluency in the same context,
- practise writing fluency in the context of expressing the students' own voice and style in their blog posts

Stage Time	Inter actio n	Task/ Activity	Procedure	Purpose
Homework check 7 min	WC		Ask the Ss to read the translated statements with tag questions or interjections they heard during the day. (Activity 8, pg. 111) Ask a few students to share one translated statement with a tag question or interjection they heard from their family, friends or teachers, ensuring each student gets about 30 seconds to present. Provide immediate feedback by briefly commenting on the accuracy and appropriateness of the usage. Encourage peer feedback from classmates.	to connect to the previous lesson
			Differentiation Provide example statements for reference and encourage lower-level students to mimic the structure. Ask higher-level students to provide explanations or contexts for the statements they share.	

Lead in 7 min	PW WC	Communicative task	Get the Ss' attention and give instructions. ■ Discuss the following questions in pairs. (Activity 1, pg. 112) 1. What types of blogs do you like to read? 2. What makes a blog post interesting and engaging to read? 3. Do you think blogging is a good way to express yourself and share your ideas? Why/Why not? Have the Ss share their answers in an open class. Give feedback. Differentiation For lower-level students provide sentence starters and vocabulary lists to support discussions. For higher-level students encourage detailed explanations and personal examples to enrich the discussion.	to get the students interested in the topic of the lesson
Pre-teaching vocabulary 5 min	Solo PW WC	Matching	1. Focus on the words the Ss will be matching. 2. Use Appendix 1 to elicit the meaning of the words in Activity 2 on page 112. (Alternatively, have the Ss guess the meaning of the words from the example sentences in Appendix 1.) 3. Have the Ss match the words (1-4) with their definitions (a-d). Model the task: chat room d) a part of the internet where people can communicate by writing messages to each other They have 2 minutes to work individually, then they are to compare their answers with their partners and share them with the class. Give feedback. Differentiation Simplify definitions and use visual aids or images for lower-level students. Challenge higher-level students to use the new vocabulary in sentences or provide synonyms.	to provide the students with the "tools" they need to complete the task

Example of the writing task 5 min	Solo	Listening for details	Ask the Ss to listen to the blog about the news in the blogosphere and answer the questions (1-6) in Activity 3 on page 112. Review the task before playing the audio to ensure that students understand it. Have them work individually for 2 minutes and share in an open class. Give feedback. Differentiation Provide the lower-level students with guided notes or a checklist to help focus on key details. Ask higher-level students to summarize the blog post in their own words after listening.	to give the students an example of what they should do at the end
4 min	Solo WC	Reading for gist	Get the Ss' attention and give instructions. Read the steps on how to write a blog and say how you should choose a topic, plan and write your post, edit and revise it, add visuals, publish your post and, finally, promote it. (Acivity 4, pg. 113) Share your answers in an open class. Ask ICQs. Monitor. Give feedback. Differentiation Highlight key steps in the text for lower-level students and provide a summary. Ask higher-level students to suggest additional tips.	

Helpful language 3 min	Solo WC	Reading for details	Ask the Ss to read the parts of a blog and fill in the blanks with the missing expressions in the box. (Activity 5, pg. 114) (Additionally, it may be a good idea for the T to find samples of blogs by Armenian and/or international bloggers and show them to Ss, reviewing the sections and content) Differentiation Provide a word bank with definitions and examples for lower-level students. Ask higher-level students to create additional sentences using the	to provide students with context and some helpful language that would facilitate the "fluency" aspect of the productive task.
			expressions.	

8 min	GW WC	Productive task/ Writing and Speaking integrated task	Get the Ss' attention and give instructions. Work in groups of four for 7 minutes. Choose a topic of your interest. It can be something related to current events, a hobby, or something you have experienced. (Activity 6, pg. 114) Model the task. Tell the Ss they can choose the topic of travel and adventure. In their blog they can write about travel destinations that are teen-friendly and affordable. They can also share travel tips, packing lists, and safety advice. And, finally, they can include personal travel stories and suggestions for local adventures. Ask ICQs. Monitor. Give feedback. Differentiation Provide a list of suggested topics to help the lower-level students to get started. Offer sentence starters or key questions to guide their discussion. Allow them to focus on a more straightforward perspective on their topic. Challenge the higher-level students to include specific details or examples to support their topic. Encourage them to consider multiple perspectives on their topic. Ask them to prepare a brief outline of their presentation. Make sure they use advanced vocabulary and complex sentence structures in their discussions.	• to give students the opportunity to practise speaking fluency
			· · · · · · · · · · · · · · · · · · ·	

Assessment 4 min	S-S	Peer assessment	Before the peer assessment begins, ensure that students understand the criteria they will use to evaluate their peers' blog posts. Make sure the rubric is easy to understand. (Handout 1) Give instructions. Observe and take notes on each group's presentation. Use the rubric to assign points based on your observations. Provide constructive feedback in the comments section of the rubric by highlighting strengths and suggesting areas for improvement. Have students reflect on the feedback they received from their peers.	to promote critical thinking, communication skills, and collaboration among students
Homework/ Production 2 min	Solo	Practice Activities	For freer practice ask the Ss to do some research on the topic of their interest and write down the important information they would like to include in their blog post. Encourage the Ss to research their topic to get ideas and inspiration and to use reliable sources and take notes of interesting facts or statistics that they can include in their post. (Activity 7, pg. 114) Differentiation Provide lower-level students with a research outline and a list of reliable sources. For higher-level students encourage independent research and ask for a detailed outline with different sources.	to let students practise some writing fluency

chat room /tʃæt ruːm/ a part of the internet where people can communicate by writing messages to each other.

(E.g. I spent an hour in the **chat room** discussing travel tips with other enthusiasts.)

blogger / bloger/ someone who writes and shares content on a blog. (E.g. The **blogger** posted daily updates about her adventures in Europe.)

to log into /tə loːg 'Intuː/ to start using a computer system by giving a password. (E.g. You need to log into the website to access your account details.)

to capture on camera /tə 'kæptʃər Dn 'kæmərə/ to take a picture of something using a camera. (E.g. He managed to capture the beautiful sunset on camera during his trip.)

Blog Post Peer Assessment Rubric

Criteria	Excellent (2.5 points)	Good (2 points)	Fair (1.5 points)	Needs Improvement (0-1 point)
Content Quality	Covers all topics well: destinations, tips, packing lists, safety advice, personal stories, and local adventures.	Includes most topics with good details.	Some topics are covered, but more details are needed.	Many topics are missing or not detailed enough.
Organization	Well-organized with clear sections and smooth transitions.	Organized with sections and transitions.	Some sections are unclear or transitions are not smooth.	Disorganized with unclear sections and transitions.
Creativity	Creative use of visuals, formatting, or personal stories.	Some creativity shown in visuals or formatting.	Little creativity in presentation.	No creativity in presentation.
Meeting Requirements	Meets all requirements clearly: destinations, tips, lists, stories, and suggestions.	Mostly meets requirements but may miss some points.	Partially meets requirements with several points missing.	Does not meet most requirements.

Unit 4.8 Speaking

Name:	Level: 8 grade	Lesson Focus: Speaking	Date:	_				
SWBAT (Students will be able to):								

 develop cultural awareness and sensitivity in communication in today's globalized world through listening to the article about the importance of intercultural awareness and reading another article about the value of communication in Armenian culture

• practise speaking fluency in the context of "How does the Armenian communication style compare to other cultures you have experienced or learned about?"

Stage Time	Inter action	Task/ Activity	Procedure	Purpose
Homework check 7 min	PW WC		Ask the Ss to read their blog posts for their partners. Then, they switch roles. After the two Ss have read their blog posts, have them give feedback on whether interesting facts or statistics were used in them, whether the ideas were organized into an introduction, body, and conclusion and if a hook to grab the reader's attention was included. Also, they should pay attention on whether they were using a clear and engaging style in their posts as well as appropriate images or videos. Finally, ask the Ss to check for grammar and spelling errors. Have 2 Ss share their blog with the classmates and ask the latter to give feedback. (Act.10, pg. 114). Differentiation Provide lower-level students with a feedback checklist and sentence starters for peer review. Encourage detailed peer feedback focusing on style and content for higher-level students.	to connect to the previous lesson
Lead in 6 min	PW WC	Communicative task	Get the Ss' attention and give instructions.	• to get the students interested in

			Discuss the following questions in pairs. (Activity 1, pg. 115) Have you ever been to another country or talked with people from a different culture? What were the challenges you faced? What are some of the ways people communicate without words? Have the Ss share their answers in an open class. Monitor. Give feedback. Differentiation For lower-level students provide vocabulary support and question prompts. Ask higher-level students for detailed personal experiences and comparisons.	the topic of the lesson *"topic" is what the TEXT is about – not the grammar point
Pre-teaching vocabulary 6 min	Solo PW WC	Matching	1. Focus on the words the Ss will be matching. 2. Use Appendix 1 to elicit the meaning of the words in Activity 2 on page 115. (Alternatively, have the Ss guess the meaning of the words from the example sentences in Appendix 1.) 3. Have the Ss match the words (1-6) with their definitions (a-f). Model the task: 1.complicated-e) difficult to understand They have 3 minutes to work individually, then they are to compare their answers with their partners and share them with the class. Give feedback. Differentiation Use visual aids and simplified definitions for lower-level students. Ask higher-level students to use new vocabulary in sentences.	to provide the students with the "tools" they need to complete the task

Example of the speaking task 6 min	Solo PW WC	Listening for details	Give instructions. Listen to the article about the importance of intercultural awareness and decide whether the statements below are True or False. (Activity 3, pg. 115) Work individually for 3 minutes. Check your answers with your partner. Share with the class. Give feedback. Differentiation Provide lower-level students with a checklist of key points to listen for. Ask higher-level students to provide explanations for their True/False answers.	to give the students an example of what they should do at the end.
7 min	Solo WC	Reading for details	Ask the Ss to answer the questions in Activity 4 on page 115. Have them read the article about the value of communication in Armenian culture and check their answers. (pg. 116) Give feedback. Differentiation For lower-level students provide a summary of the article with highlighted key points. For higher-level encourage students to analyze and criticize the article.	• to provide the students with some helpful language that would facilitate the "fluency" aspect of the productive task.
Production 8 min	GW	Freer practice	Divide the class into groups of four. Give instructions. Use the information in Activities 3 and 4 and say how the Armenian communication style compares to other	to provide the students the opportunity to practice speaking fluency

			cultures you have experienced or learned about? • Find at least 3 similarities and 3 differences. • Share with the class Ask ICQs. Monitor. Give feedback.	
			Differentiation For lower-level students provide structured templates and sentence starters for the discussion. For higher-level encourage the students to use advanced vocabulary and detailed examples.	
Assessment 3 min	Solo	Exit ticket	Once groups have discussed and identified their points, have each student individually fill out an exit ticket listing the 3 similarities and 3 differences. (Handout 1) After completing the exit tickets, have groups share their findings with the class. Ask group representatives to summarize their group's points.	to provide the students with an opportunity for a collaborative discussion and individual reflection on the topic
Homework 2 min	Solo	Practice Activities	For free practice assign to write a paragraph (100-120 words) about the issues of cross-cultural communication and provide suggestions about what should be done to avoid misunderstanding. In your paragraph In troduce the topic and explain why cross-cultural communication can be challenging. Discuss the potential issues that can arise from these cultural differences, such as misinterpretation of messages, cultural stereotypes, and communication breakdowns. Provide examples of these issues and how they may arise in different cultural contexts.	to let the students practise the new language

- Offer some possible solutions for improving cross-cultural communication.
- Summarize your main points and conclude with a statement about the importance of effective cross-cultural communication for building relationships and understanding between different cultures.

Model the task:

Cross-cultural communication can be difficult because people from different cultures may have different ways of speaking, behaving, and understanding things. This can lead to misunderstandings and problems. One issue is that messages can be misinterpreted. For example, a simple gesture like nodding can mean agreement in one culture but confusion in another. Another problem is cultural stereotypes when we think that all people from a certain country are the same or have the same beliefs which is not true. Communication breakdowns can also happen when people don't understand each other's language or don't know the customs of the other culture. To improve cross-cultural communication, it's important to be open-minded, patient, and willing to learn about other cultures. Asking questions, listening carefully, and being respectful can help avoid misunderstandings.

Differentiation

Provide <u>lower-level students</u> with an outline and a list of key points to include.

For <u>higher-level students</u> encourage independent research and detailed analysis in their paragraphs.

complicated / ka:mplikeItid/ difficult to understand (E.g. The instructions were so *complicated* that I had to call for help.)

awareness /ð wernðs/ knowing that something exists and is important (E.g. Increasing public *awareness* of environmental issues is crucial.)

open-minded / oʊpən maIndId/ willing to listen to other people and consider new ideas (E.g. She is very *open-minded* and enjoys learning about different cultures.)

curious / kjʊriəs/ interested in learning about people or things around (E.g. The child was very *curious* about how the magician performed his tricks.)

to observe /əbˈzɜːrv/ to watch carefully the way something happens (E.g. Scientists *observe* animal behavior in the wild to understand interactions.)

to gain /geIn/ to get something that is useful, especially over a period of time (E.g. Through hard work and dedication, she managed to *gain* the respect of her colleagues.)

Differences

Handout 1

Exit Ticket

Comparing Communication Styles

Group Findings

Similarities

1	1
2	2
3	3
Individual Reflection Choose one similarity and one difference that you explanation (1-2 sentences) for why you find them	found most interesting or significant. Write a brief noteworthy.
Similarity	
•	
Difference	

Unit 5.7 Writing

Name:	Level: 8 grade	Lesson Focus: Writing	Date:
-------	----------------	-----------------------	-------

SWBAT (Students will be able to...):

- identify and describe the elements of an interesting post
- identify the factors to be considered while writing a post
- write an introduction for a post

Stage Time	Inter action	Task/ Activity	Procedure	Purpose
Homework check 5 min	PW GW	Pair checking	Give instructions: • Students exchange their descriptions with their partner. • Students read each other's descriptions and report their partner's work to the class. Monitor. Give feedback.	 to practise the vocabulary and share the work done to get feedback to help students practice giving and receiving feedback
Lead-in 5 min	WC	Speaking	Write the names of social media on the board and ask the students to name the activities people do on those platforms. Ask: - What posts do you like reading online? - Have you ever written an interesting post online? (Activity 1, pg. 138) Differentiation Allow low-level students to write down their answers before sharing them. Alternatively, these students can answer only the first question. Ask higher-level students to elaborate by asking them more questions: Why did you find that post interesting? What comments were there? Questions can be various, depending on their language skills.	 to get the students interested in the topic of the lesson. to activate their prior knowledge

Preparation for writing 6 min	Solo PW WC	Practice	Give instructions to identify the elements Underline the elements (Activity 2, pg. 138) Share your choice with your partner. Report to the class. Answers may vary. Monitor. Differentiation Higher-level students can give explanations on why the elements they have chosen are important for the post. Additionally, they may elaborate on those elements that have not been chosen.	• to identify the elements of the post
Structure of the post 6 min	PW	Matching factors with explanations	Give instructions to match the factors with explanations Read the factors and match them with the explanations (Activity 3, pg. 138) Share your answers with the class Differentiation For lower-level students provide a list of key vocabulary with definitions before they do the activity. They may have challenges with the words: clarity, purpose, impact.	to identify the factors of the post
Practice 7 min	PW GW WC	Tips to write a post	Students arrange the tips in the correct sequence (Activity 4, page 138) Ask ICQs to make sure the students understand what they are supposed to do. • Are you going to read and mark True /False? • Are you going to number the tips in the right order? Monitor. Give feedback. Differentiation Provide lower-level students with simpler explanations (see Appendix 1)	 to introduce the logic of the post writing to prepare the students for the writing task

			Give higher-level students a ready post and ask them to describe the factors that make the post interesting. Alternatively, you can give a post that is not good and ask the students to improve it.		
Practice Analyzing the introduction 6 min	PW WC	Analyzing the introduction	Give instructions: Read the introductions and choose the one you prefer (Activity 5, pg. 139) Share your ideas with the class. Differentiation Ask lower-level students to read one introduction and say if they think it is a good one or not. Give needed support if words are unknown. Ask higher-level students to explain their choice and give titles to the introduction. Additionally, they can predict what the post will follow.	•	to help the students describe and differentiate a strong introduction
Production 6 min	GW	Making a list	Give instructions: • In your groups prepare a list of the topics that will be interesting for your age. (Activity 6, pg. 139) Monitor.	•	to identify the topics of interest for teenagers
Assessment 2 min	Solo	Self-assessment	Explain the idea and the aim of the exit tickets to the students before starting the activity. Say: Exit tickets help you understand how well you understood today's lesson. They allow you to see if there are any areas that need more explanation or if you have any questions. You reflect on what you learned during the lesson. (Appendix 2)	•	To encourage students to reflect on their own progress

Homework	Solo	Ask the Ss to write an introduction for	 to give students a
2 min		the topic they have chosen. The students may be given extra time to	chance to practise writing an introduction.
		agree on <u>the number of words, the tone</u> <u>and audience.</u> Give instructions:	
		 Decide on the number of words you will write. Choose the tone. 	
		 Think of possible titles Decide what age group you will be writing for 	
		Differentiation Provide lower-level students with a structured template for the paragraph.	
		(Appendix 3). Note*This template is an example. Ask higher-level students to write a	
		longer, more detailed introduction. Optionally, allow them to use different grammar structures: passive voice conditionals, etc.	
		conditionals, etc.	

Appendix 1

- A. Keep it simple: Use clear and short words.
- B. Think about how your posts might affect you and others.
- C. Be kind to others. Don't say mean or rude things
- D. Decide why you're posting: to teach, make people laugh.
- E. Think about who will read your writing.
- F. Choose a tone that fits your message and where you're posting it. Be nice and polite

Appendix 2 Exit ticket What was the topic of your writing today? ______ What is one new thing you learned in today's lesson? ______ How do you plan to work on it? ______ Appendix 3 _____ [Interesting fact or a question]. In today's world, ______ [brief description of the situation or issue]. _____ [Additional information]. This post will ______ [main purpose or point]. We will speak ______ [first point], _____ [second point], and ______ [third point].

Unit 5.8 Speaking

Name:	Level: 8 grade	Lesson Focus: Speaking	Date:	
-------	----------------	------------------------	-------	--

SWBAT (Students will be able to...):

- define online bullying
- give recommendations on what to do when being bullied online,

Stage Time	Inter actio n	Task/ Activity	Procedure	Purpose
Homework check 11 min	PW WC	Pair checking	Pair students and instruct them to exchange their posts. Ask them to read their partner's paragraph and give feedback about: Introduction Vocabulary used. Tone Clarity Purpose Differentiation Pair stronger students with those who may need more support. Low-level students may also need some individual feedback on the work they have done.	 to connect to the previous lesson to help students identify areas of improvement they might have overlooked in their own work to help students develop their critical thinking and analytical skills to help students practice giving and receiving feedback to encourage collaboration and communication
Lead-in 7 min	Solo GW WC	Communicative task	Put the students in groups to discuss the questions in Activity 1, pg 141 Ask the questions: • What do you know about online bullying? • How can online bullying affect someone? Monitor.	 to get the students engaged in the topic of the lesson. to provide an opportunity for fluency at the

			Differentiation Low-level students may need simplified statements or give the statements to match with the questions: - Online bullying is when someone is mean to you on the internet Online bullying can make someone feel sad or scared.	beginning of the lesson to be able to see what the students already know and need to learn.
Pre-speaking #1 8 min	Solo WC	Matching the questions with the answers	Get the Ss' attention and give instructions: • Match the questions with the answers (Activity 2 pg 141) Ask ICQs. (Are you writing answers to the questions? Do the answers match with the questions?) Give feedback. Differentiation Low-level students need simplified text to match with the questions. Simplified text for the students: Sample for Question 1. 1. Remember it's not your fault. 2. Tell a grown-up or friend. 3. Block the mean person. 4. Save any mean messages. 5. It's okay to take a break from social media if it makes you sad.	• to "expose" students to the target language (NOT to discuss or analyze it)
Exposure to the target language #2 14 min	Solo PW	Reporting	Give instructions: Read the statements Choose three statements you agree with. (Activity 3, pg. 141) Report your choice to your partner. Get into a bigger group and share your ideas. Ask ICQs (How many statements do you choose? Do you choose the statements you agree with?) Give feedback Differentiation	 to practice speaking to practice giving arguments for the choice

For <u>lower-level students</u>, the simplified statements are as follows:

- If someone is mean to you online, tell them to stop.
- Bullies online can see your info.
- Tell an adult about online bullying.
- It's important to tell an adult if you see bullying online.
- Making mean comments about appearance is bullying.
- Screenshots show online bullying.
- Bullies may not use their real names online.
- Bullying happens more than once.

For <u>higher-level students</u>, they can add more statements they think of and explain why they think in that way.

Extension for the activity: Question 4 can be used as extended speaking and preparation for the next activity.

"What strategies can victims use to protect themselves from online bullying?".

Possible answers:

- Block and Report: Victims can block the bully on social media platforms.
- Keep Evidence: Victims should save any hurtful messages, screenshots, or comments.
- Talk to Trusted Adults.
- Limit Online Presence.
- Taking time away from the internet can help reduce stress and anxiety.
- Practice Online Safety: Victims should review their privacy settings on social media platforms to control who can see their posts and personal information.
- Focus on Self-Care: Victims should prioritize self-care

			activities that promote mental and emotional well-being.	
			For <u>low-level</u> students. The statements can be given as gap-fill activities.	
			 Block Mean People: If someone is mean online, you can block them so they can't bother you anymore. Save Mean Messages: Keep any mean messages or pictures they send you as proof. Tell Grown-Ups: Talk to adults you trust, like parents or teachers, about what's happening. Use Internet Less: If being online makes you sad, it's okay to take a break. Be Safe Online: Make sure your online accounts are private so only your friends can see your stuff. Take Care of Yourself 	
Assessment 2 min	PW	Peer assessment rubric	This assessment type provides the students with the opportunity to communicate their ideas effectively, both in providing feedback to others and in receiving feedback on their own work. Give instructions: Provide your feedback to your peer. Read the feedback from your peer. Ask questions if you need more details. 	to encourage students to take ownership of their learning

Homework 3 min	Solo	Practice Activities (written)	Assign homework for freer practice. • Prepare a poster to inform your peers at school about online bullying. Make sure you answer the following questions: A. What is online bullying? B. What should you do if you are bullied online? C. How can we help those who are bullied? D. Why is online bullying dangerous? (Activity 4, pg. 142)	 to give Ss a chance to structure their ideas to give Ss a chance to practice writing, vocabulary, and grammar as they create text for their posters, improving their overall language proficiency. To help students develop their information-gat hering and critical thinking skills
-------------------	------	----------------------------------	--	---

Ask the students to add the list*: Appendix 1

- We must be kind online, respecting people's feelings and differences.
- > We do not need to check if news is real before believing it, using reliable sources.
- > We should recognize online bullying and support those who are bullied.
- > We must think carefully before sharing news, making sure it's true and respectful.
- > Everyone can share what they want because everyone is free.

Appendix 2

Since this is a speaking lesson, we can use the peer assessment rubric as a formative assessment. This helps the students take more responsibility for themselves and their peers.

Peer assessment rubric

Criteria	Excellent	good	needs improvement
use of the language			
Involvement / engagement			
peer support			

Unit 6.1 Vocabulary

Name:	Level: 8 grade	Lesson Focus: Vocabulary	Date:
-------	----------------	--------------------------	-------

SWBAT (Students will be able to...):

- identify different types of crimes,
- describe the crimes,
- discuss the punishments for the crimes

Stage Time	Inter action	Task/ Activity	Procedure	Purpose
Lead-in 5 min	WC	Speaking	Greet the students and introduce the topic of Human Rights. Write the phrase "Crimes" on the blackboard and ask the students to give the phrases associated with the crime. Ask: -What types of crimes do you know? - What kind of trouble do teenagers usually get in? (Activity 1, pg. 146) Differentiation Lower-level students get the opportunity to answer question 1. They may name the crimes, while higher-level students may give extended answers to question 2.	 to get the students interested in the topic of the lesson. to activate their prior knowledge
Pronunciati on practice 3 min	Solo WC	Pronunciation	The students listen, repeat and mark the stressed syllables. (Activity 2, pg 146) Note* Do not give explanations, definitions, or translations of the words. The activity aims to practice the pronunciation	 to improve the pronunciation of the target vocabulary
Exposure to the target language 10 min	Solo PW WC	Matching	Since activity 3 pg 146 can be used to involve stronger or higher-level students in the elaboration and presentation of the target vocabulary, ask the students to	 to "expose" students to the target language

choose those crimes they know and (NOT to discuss or analyze define the crime. Monitor and it) guide if needed. This is a great activity to assign roles among the students. Higher-level students make good use of their knowledge to help their peers to acquire new words by taking the role of a mentor. Introduce the crimes that the higher-level students could not explain or did not know. Hands-on recommendation for vocabulary lessons: Choose words that are appropriate for the student's level and relevant to the current topic or theme. > Provide Context: Introduce the new vocabulary within the context of a sentence, story, or situation. This helps students understand how the word is used. > Practice pronunciation. Model the correct pronunciation of the word. > Present Clear Definitions: Provide simple and clear definitions. Use student-friendly language to explain the meaning. ➤ Use Visual Aids: > Use the new word in several example sentences. Ensure these sentences are varied to demonstrate different uses of the word. Simple definitions for lower-level students see in Appendix 1 Ask CCQs to clarify meaning: 1. What does the word mean? 2. When do we use it?)

form:

How do we use it?

			 What part of speech is it? How do we spell it? Pronunciation: How do we say it? What is a pronunciation pattern? Where is the stress? 	
Practice 6 min	Solo	Vocabulary practice	Get the Ss' attention and give instructions: • Read the description and write the names of the crimes (Activity 4, pg. 146)	 to practice the target vocabulary To encourage students to analyze the descriptions and make logical connections to match the definitions correctly with the corresponding crimes
Practice activities 3 min	Solo	Vocabulary practice (differentiated)	Differentiation This activity (Activity 5, pg 146) can be used for lower-level students since sentences in activity 4 can be challenging for them. Lower-level students may skip the previous activity and do Activity 5.	 to practice the target language in the context to improve reading comprehension by requiring
6 min	Solo PW WC	Gap-fill	The students fill in the blanks with the given words. (Activity 6, pg. 147) Differentiation Provide lower-level students with some letters for the words to fill in. (see Appendix 2) Challenge higher-level students to fill in the gaps without a word bank. Ask them to explain why they chose each word. B part also can be used to extend their speaking.	students to understand the surrounding text to correctly fill in the blanks
6 min	PW	Speaking	Give instructions:	 To develop students' critical

			 Get into groups to discuss the punishments. (Activity 7, pg 147) Each group discusses one scenario. Note* Give them enough time to speak. Monitor. Give feedback. 		thinking and creativity To encourage collaboration
Assessment 3 min	Solo	Concept test	This formative assessment is given in two options: for higher and lower level students to ensure they have comprehended and mastered the key vocabulary for the unit. (Appendix 3)		 To assess the understanding of key vocabulary of the unit
Homework 3 min	Solo	Practice using the crime-related words in the context	Ask the Ss to research to find out what types of crimes are most common in Armenia. Explain why those crimes are so common. Differentiation Lower-level students may write a paragraph using the dictionary to describe one type of crime that is common in Armenia Ask higher-level students to write a longer, more detailed speech about the topic.	•	to give students a chance to practice the new language.

Appendix 1

Burglary: When someone breaks into a building, like a house or a store, to steal things.

Vandalism: When someone damages or destroys things that don't belong to them, like writing on walls or breaking windows.

Arson: When someone sets a fire on purpose to burn down a building or other property.

Robbery: When someone takes something from another person by using force or threats, like stealing money from someone.

Shoplifting: When someone takes something from a store without paying for it.

Kidnapping: When someone takes another person away without permission and keeps them somewhere against their will.

Pickpocketing: When someone secretly takes things like money or a wallet from another person's pocket or bag.

Murder: When someone kills another person on purpose.

Appendix 2

Many teenagers, between 13 and 19 years of age, 1) <u>g-t</u> into trouble at some point in their lives. They may 2) <u>-o</u> a lot of unhealthy things such as staying out too late or spending too much time on social media. However, there is a huge difference between doing bad things and 3) <u>committing</u> a crime.

The rise in teenage crime is a serious problem in society. When a young person breaks the law and 4) <u>-ets</u> away with it, they will probably repeat the crime. Therefore, when a teenager 5) <u>g-t-</u> caught, we must do everything to help them understand what they have done is wrong. We do not solve the problem if we only 6) <u>send</u> them to prison - they will only meet more serious criminals there. Most of them don't have the money to pay a fine, so one good option is to 7) <u>p-t</u> them on probation. This means they must not 8) <u>-om-it</u> any more crimes during that period. If they do, they will be sent to prison. But the best punishment is to get them to 9) <u>d-</u> community service, for example, cleaning trash off the streets or helping in old people's homes. This way they will change their ways and 10) <u>be-ome</u> more responsible citizens in society.

Appendix 3:

Higher-level students

Choose the correct definition for each of the following terms related to crime.

Pickpocketing:

A. The act of stealing from a store or business.

B. The act of stealing from someone's pocket or bag, usually in a crowded place.

Murder:

A. The act of setting fire to property with the intent to cause damage.

B. The unlawful killing of another person with intent.

Arson:

A. The act of unlawfully taking someone away by force or deception.

B. The criminal act of deliberately setting fire to property.

Kidnapping:

A. The act of breaking into a building with the intent to steal or commit a crime.

B. The action of taking someone away illegally by force, typically to obtain a ransom.

Vandalism:

A. The act of stealing property from a person or place by using force or threats.

B. Willful or malicious damage or destruction of property.

Robberv:

A. The act of secretly entering a building with the intent to commit a crime, especially theft.

B. The crime of taking or attempting to take something of value by force or threat of force or by putting the victim in fear.

Burglary:

A. The act of unlawfully killing another person.

B. The illegal entry into a building with intent to commit a crime, especially theft.

(answers: All Bs)

Lower-level students

Pickpocketing:

A. Taking things from a store or business.

B. Taking things from someone's pocket or bag in a crowded place.

Murder:

A. Setting fire to something on purpose.

B. Unlawfully killing someone on purpose.

Arson:

- A. Taking someone away illegally by force.
- B. Deliberately setting fire to something.

Kidnapping:

- A. Breaking into a building to steal.
- B. Taking someone away illegally by force, often for money. *Vandalism:*
- A. Stealing things from a person or place by using force.
- B. Breaking or damaging things on purpose.

Robbery:

- A. Sneakily entering a building to steal things.
- B. Taking things by force or threat, making the person afraid.

Burglary:

- A. Killing someone unlawfully.
- B. Entering a building illegally to steal, especially at night. (answers: All Bs)

Unit 6.6 English in Use

Name: Level: 8 grade Lesson Focus: English in Use Date: _____

SWBAT (Students will be able to...):

- define the roles of people involved in court trials
- use the target vocabulary to speak for the sake of people involved in the cases

Stage Time	Inter action	Task/ Activity	Procedure	Purpose
Homework check 3 min	PW WC		Pair students and instruct them to present their reports on famous human defenders. Monitor. Give feedback. Differentiation Pair stronger students with those who may need more support.	to connect to the previous lesson
Lead-in 3 min	GW WC	Communicative task (C task)	Students in their groups discuss the questions. (Activity 1, pg 162) • Have you ever helped your friend who did something wrong and got in trouble at school? • Would you ever tell anyone if you saw/heard that one of your friends had done something wrong? Why? • Report back to the class interesting answers discussed in your group Monitor. Give feedback. Differentiation Group students with mixed abilities to ensure all can contribute to the discussion. Provide sentence starters for students who need additional support.	 to get the Ss engaged in the topic of the lesson. "topic" is what the TEXT is about – not the grammar point to provide an opportunity for fluency at the beginning of the lesson to be able to see what the Ss already know and need to learn.

			Once I helped my friend when he/she got into trouble. It happened when —. He/she was nervous/worried because —. I would /not tell anyone/ someone I trust because —	
Exposure to the target language #1 4 min	PW WC	Reading for initiating the discussing	Get the Ss' attention and give instructions: • Read the passage carefully • In your pairs discuss the similarities of the systems between the USA and Armenia. (Activity 2, pg. 162) Ask ICQs. • Are you reading and guessing the meaning of the words? • Do you compare Armenian and American criminal trials?) Monitor. Give feedback. Differentiation Low-level students may need support.	• to "expose" students to the target language (NOT to discuss or analyze it)
			Here is a simplified version of the text: In the US, criminal trials are in federal or state courts. A judge and 12 jury members are present. The jury listens to both sides and decides if the person is guilty or not. The judge makes sure the trial is fair and gives the punishment if the person is guilty.	
Exposure to the target language #2 4 min	Solo PW WC	Matching the highlighted words with pictures	Give instructions: • Look at the photo and match the pictures with the highlighted words from the text. (Activity 3 page 162) Ask ICQs (Are you writing the definitions of the words from the text? Are you matching the words with the picture?) Give feedback. Differentiation	 to help students learn and remember new vocabulary by associating words with visual images To help the students to see a word in the context of an image
			For <u>low-level students</u> explanations or definitions may be provided:	

Practice 4 min	GW WC	Listening	Judge: The person who makes sure the trial is fair and decides the punishment if someone is guilty. Prosecution: The lawyers who try to prove that the person did something wrong. Witness: A person who tells what they know or saw about the case. Defense: The lawyers who try to show that the person did not do anything wrong. Defendant: The person who is being accused of doing something wrong in the trial Higher level students can additionally discuss the question "Whose job is more important in trial processes and why? Note* Activity 4 pg 162 is the extension of Activity 3; this activity can also be used as a "bonus" activity for those who finish earlier. Ask the Ss to match the extracts to the cases (Activity 5, pg 162) Differentiation For low-level students, you may even provide the script and ask them to read the script while listening to the audio.	• To develop students' listening skills
			(Appendix 1) Ask higher-level students to state their opinion about the innocence of the homeless man.	
Practice 4 min	Solo PW WC	Listening practice	Start by asking the students to look at the pictures (activity 6, pg 163). The students try to order the pictures without listening to the audio. Then they listen to the audio and check their answers.	 To develop students' listening skills
			Differentiation Low-level students may have the sentences to match as they listen to the audio.	

			 Half an hour later he was caught by the police with two thousand and ten dollars. He told the cashier to give him all the money. At 9 pm on a Sunday evening, Kerry Cane entered the gas station and drew a gun 	
Practice 6 min	PW/ GW	Reading practice	Give instructions. Read the information about three court cases to decide which crime involves the elements mentioned in Activity 7, pg 163. Monitor. Give feedback. Differentiation Low-level students may work only with one or two cases. Higher-level students can write one more case involving a small crime in it.	
Production 6 min	GW WC	Speaking	Give instructions. Get into groups. (depending on the class size, decide the reasonable number of students in a group. For smaller classes, it can be a whole class activity) Discuss the case/cases (depending on the amount of time affordable for the lesson) following the steps described in Activity 8, pg 163. Note* Be flexible and adapt the activity according to the number of the students in the class. Differentiation Lower-level students pair up with stronger students.	 to practice using the phrases from the lesson To foster communication and collaboration To encourage students to engage more deeply with the material

			Alternatively, lower-level students could be asked to describe what happened during the activity, detailing the steps their peers took while participating.	
Free practice 5 min	WC	Free speaking	Students discuss the questions in open class; each contributing to class discussion: • What are the key roles and responsibilities of the judge, the defense attorney, and the prosecution in a courtroom? • What factors influence a jury's decision-making process before delivering the verdict?	to give the opportunity to the students to express their ideas
Assessment 4 min	GW	Group assessment	Students get into groups. They think of 1. The definitions of the key vocabulary of the lesson 2. Statements that these people (judge, witness, prosecutor, defendant) could say. (optional) The other group guess the words.	 to assess how well they have learned the vocabulary
Homework 2min	Solo	Practice Activities (written)	Assign homework for freer practice Give instructions. Pretend you are a member of the jury in the case in Activity 5. Make your decision about whether the defendant is innocent or guilty and write the speech you would give to present your decision to the court. (Activity 10, pg. 164) Model the task. Differentiation Provide a checklist or rubric for students to follow if needed.	to give Ss the chance to practice new language.

Appendix 1

_				
Pro	SAC	'i iti	inn	١.

Members of the jury, the facts of this case clearly show that the defendant, a homeless man, took a postcard from the bookstore without paying for it. The store owner witnessed the theft and called the police. There is no doubt the 1) _____ is guilty in this matter and has to be taken to prison for his action.

Defense:

Your Honor, members of the jury, my client, a homeless man, is not a 2)	_, and he did
not intend to steal the postcard. On a cold winter evening, he entered the bookstore	to warm his
cold feet and hands. Suddenly, he saw a beautiful Christmas card and he wanted to s	end warm
wishes to his daughter who lives in Seattle, Washington. He had no money to pay for	it, that's
correct, but he did not want 3) it, either. My client is an honest man who is	going through
hard times. I am sure you will find my client innocent.	
Jury:	
Juror 1: Well, I think he is guilty because he didn't look honest to me.	
Juror 2: I don't agree that he is guilty and has to go to prison.	
Juror 3: I think we can look at the case in two ways. Do you believe the 4)	that said he
picked up a postcard and put it into his pocket, or do you believe the homeless perso honest to me. What do the rest of you think?	n? He seems

Appendix 2

Group assessment rubrics

Words learned	How accurate was the definition? E (excellent) G (good) P (poor)	What words were difficult to guess?	Comments

AUDIO TRANSCRIPTS

Unit 1: Friendship

1.1 Listen to the conversation between two friends and choose the correct option.

Hike: Hello Aram, how're you doing?

Aram: I'm doing great, thanks for asking! I have just returned from my trip to the US. How're things with you?

Hike: Things are going smoothly for me, thanks. Did you do anything fun or was it just a business

Aram: Yes, unfortunately it was just a boring work-related trip. I have a few business interests in this country so I spent all my time doing work.

Hike: I see. **Have** you **been** to the US before?

Aram: Oh, yeah! Actually, this was my second trip this year.

Hike: Cool, I've heard that there are a lot of celebrities in the US. Did you see anyone famous? Aram: Actually, I did! I met quite a few interesting people during this trip. One day, I was walking around and I saw Ariana Grande with her dogs; I was so excited and I also managed to take a photo

with her.

Hike: No way, she is my favorite singer! You are so lucky! Oh, by the way, were you able to visit your best friend Mark?

Aram: Of course I visited Mark! I always visit him when I am there, we've been close friends since childhood. I always try my best to stay in touch with my friends as they mean a lot to me.

Hike: I totally agree.

Aram: It was great catching up with you, let's try to meet sometime next week!

Hike: Sure, I'd love to. Bye!

Aram: Bye!



1.2 Listen to the conversation and answer the questions.

Emma: Robert? Is that you?

Robert: Emma! Hello!

Emma: Well, well. Robert Avagyan. How have you been?

Robert: Good. Actually, great. How are you? I haven't seen you for a long time.

Emma: So true! It feels like a lifetime ago. At least fifteen years. Wow.

Robert: I can't believe that. Wow.

Robert and Emma: So, what are you doing here?

Emma: Sorry, you go first.

Robert: OK. What are you doing back here? I thought you'd moved to Yerevan.

Emma: I was in Yerevan for a couple of years. But it didn't work out.

Robert: Oh, I'm sorry to hear that. Are you OK though?

Emma: I'm fine! The dream job wasn't really a dream, you know? Um ... and Yerevan is great but it got so expensive. I mean, even the rent on an apartment alone is ... uh ... very expensive.

Robert: I see.

Emma: So, I came back seven months ago.. I've been living at home with Mom and Dad since then,

which is err ... interesting. Um ... but anyway, what about you?

Robert: Me? Oh, nothing new. You know me – 'Robert the predictable'. I never left here.

Emma: Oh. And is that ...?

Robert: Oh, I'm very happy. I'm married now. We've just celebrated our seventh anniversary.

Emma: No way! You? Married? To ...?

Robert: I don't think you know her. Her name's Emilie. And we've got two kids. They're three and

five years old.

Emma: Married and with two kids? Wow!

Robert: Don't look so surprised!

Emma: No, no ... I'm just amazed how time flies! I'm happy for you. I really am.

Robert: Thanks. You should really come over some day. Emma: That would be great. Let's exchange numbers and ...

1.3 Listen to the song and say how it makes you feel.

[Verse 1]

I always thought you were the best I guess I always will I always thought that we were blessed And I feel that way still Sometimes we took the hard road But we always saw it through

[Chorus]

If I had only one friend left I'd want it to be you

[Verse 2]

Sometimes the world was on our side Sometimes it wasn't fair Sometimes it gave a helping hand Sometimes we didn't care

[Refrain]

'Cause when we were together It made the dream come true

[Chorus]

If I had only one friend left I'd want it to be you

Source: https://genius.com/Dan-seals-one-friend-lyrics



1.4 Listen to the conversation and check your ideas.

Mary: See you at Alice's place on Saturday.

Rick: I'm not coming. I have other plans for the weekend.

Mary: It's a pity. Alice will be disappointed if you don't come.

Rick: I am really sorry but I won't be able to make it. I have to get ready for my exams.

Mary: But then you will miss the event of the year. So many friends will be there.

Rick: I promise, as soon as I pass my exams, we'll meet at my place and have fun together.

Mary: -Have you told Alice about that?

Rick: -Not yet. I'll call her tonight when I have a minute.

Mary: -All right. Take care!

1.5 Listen to the two conversations and answer the question.

E: Hello, you must be Nelly. I'm Emma.

N: Hi Emma. Nice to meet you. Thanks for picking me up.

E: No problem. How was your flight?

N: It was okay – I watched a couple of movies and listened to some music. I'm really excited to be here in London. I love traveling and meeting new people.

E: **Me too.** Would you like to drink something while we wait? Coffee?

N: Oh no, thanks, I don't really love coffee.

E:Oh, I see. So, is this your first visit to England?

N: Yes, it is. I hope to visit unique places and meet interesting people.

E: I've got loads of friends and they are excited to meet you.

N: Really? That's cool! What do you and your friends usually do in your free time?

E: We spend a lot of time watching films and listening to music. I'm into hip-hop and rap – I don't really like rock or heavy metal.

N: Me neither. I prefer classical music. I play the piano.

E: Do you? That's interesting... Do you have any brothers or sisters? I've just got one sister. She's a student.

N: Is she?

E: Yes, she is studying to become a lawyer.

N: Oh. I've got a sister too – she's a psychologist.

E: Wow, that's interesting. Okay, here's our train – let's go.

Unit 2: World Cuisine



2.1 Listen to the conversation between two friends and answer the questions.

Margaret: Oh, hello, Jane! You've finished your smoothie! Have you been here long?

Jane: I've been here since eleven o'clock, Margaret. I decided to sit here for a while because I felt a little tired.

Margaret: Well, it's nearly twelve o'clock! What did you do after you finished your smoothie? Weren't you bored?

Jane: No, Margaret. I wasn't bored. I sat here thinking. For example, what will Mariam be

doing this time next week?

Margaret: *She'll probably be having* a meal in some foreign restaurant. Or perhaps *she'll be writing* a long email to one of her friends in Armenia describing all her adventures.

Jane: Yes, she'll be having all sorts of adventures!

Margaret: I suppose so. You know, I'm not so sure what I'll be doing this time next week. Perhaps, I'll be following a diet. I will be eating only healthy food. The doctor says I need to lose weight.

Jane: Well, Margaret, take my advice and eat less sugar and exercise regularly. Because unless you do, you won't be changing anything and won't lose weight. I know you really like sweets, don't you?

Margaret: You're right, Jane. I promise, I won't be eating any sweets and I'll be going to the gym for the rest of the year.

Jane: Great, I hope it will work.

2.2 Listen to the recording and write the names of the dishes of Armenian cuisine.

Armenian cuisine is a combination of the geography, history, and traditions of the country. The recipes and cooking methods of most of the dishes haven't changed, and the secrets of the cuisine are passed down from generation to generation. Tourists who have visited Armenia consider it to be one of the most **flavorful** because of the impressions they got from tasting Armenian dishes. Armenian people respected bread and salt for a long time. The climate itself teaches us what and when to eat. For instance, the dishes that are made in winter are rich in **carbohydrates**, **proteins**, **and fats** which help to save energy. Summer dishes are mainly made from greens and vegetables.

Dolma

The word "dolma" came from the Urartian words "toli" or "uduli" which means "wine leaf". The ancient recipes show that originally it was rolled only in vine leaves. The first recipe of the dolma comes from the 8th century. There are many types of dolma. One of those types is Pasus dolma which is made from beans and grains. In ancient times it was made at the beginning of the spring, which symbolized the start of an agricultural year. **Khash**

Khash is one of the Armenian traditional dishes which was later spread in the Caucasus. The tradition of eating khash comes from old times, but the cooking methods haven't changed till now. The name originated from the word "khashel" (which means to boil). According to many legends, only the poor used to eat khash. They say that when the rich bought an animal, they took the meat and then threw the legs of the animal to the poor. So the poor cooked the legs and ate them early in the morning so that no one could see them. **Ghapama**

Ghapama is an ancient Armenian traditional dish. Originally they served it during weddings, in order to make the bride's and groom's life as sweet and colorful as ghapama. Ghapama also has a special meaning. According to the legend the pumpkin is the symbol of the world, the rice is its population and the dried fruits and nuts are the people of different races and nations living on our planet.

Harissa

Harissa is another traditional dish. In ancient times they made it while giving presents to gods.

They cooked it the whole night in a special heater called "tonir" in order to serve it in the morning. Harissa that is cooked in the New Year differs from the ones made during the rest of the year, as it doesn't get mixed so the year will be peaceful.

Gata

Gata has had its unique place nearly in all celebrations. They say in ancient times people made symbols, sometimes even crosses on gata in order to protect their families from bad luck. Gata is a symbol of the strength of the family, which is why during weddings they usually dance with gata in their hands. Gata is also an important part of a New Year table.

2.3 Listen to the conversations. What is their common topic of conversation? **Conversation 2**

Conversation 1

Waiter: Are you ready to order?

Diner: Yes! To start, I'll have the soup, please. For a main, I'll have the fish with vegetables. And for dessert, I'll have the chocolate cake, please.

Waiter: Of course. Anything to drink?

Diner: To drink, I think I'll have water, please.

Ani: What will you be doing tomorrow evening?

Gayane: Hmmm... At 5 o'clock I will be

cooking my favorite meal.

Ani: I know what that is...

Gayane: It's curry! I've got all the

ingredients already.

Ani: Will you be eating alone?

Gayane: No, I'll be eating with a couple of

friends. I hope you will join us, too.

Ani: With pleasure.

2.4 Listen to the prompts on how to write a recipe. As you listen to an extract, write the order of the component (1-5) next to the components of the recipe it describes. **Getting ready**

First of all, take a step back and imagine your recipe from start to finish. How much space in the kitchen did you need? What ingredients did you use? What cooking tools did you make sure to have? How much time did the whole process take? When you write a recipe, you need to think about four main components: the introduction, ingredients, directions, and title.

Introduction

Start your recipe with a short intro that shows readers your personal relationship to this dish. For example, write why it's important and on what occasion it could be cooked/baked. This is also a good section to state how many the recipe serves, the prep time, and the overall cook

time.

Ingredients

Write the ingredients in the exact order you use them in from start to finish. Then be sure to write down the exact measurements of each ingredient. If you use abbreviations (which are recommended), use them throughout the whole recipe. In order to be clear, use words such as "melted," and "chopped," in your ingredients, so the reader can imagine the process.

Instructions

When you write your step-by-step directions, use practical language. Use cooking and baking terminology to show clear actions. Also, the way you structure your instructions is important. Make them easy to follow, so don't hesitate to break them up into different paragraphs. Lastly, use specific cooking/baking times and temperatures. For example: "Preheat the oven to 245 degrees C."

Title

After you're done drafting your recipe from start to finish, you need to make one last addition. This dish needs a title! Think of something fun, and creative, but also to the point.

2.5 Listen to the conversation between a customer and a café manager. Decide what the problem is and how it is resolved.

- A: This is Sherep Restaurant.
- B: Hello, I need to make a dinner reservation.
- A: Can you tell me what night you will be coming?
- B: We will be coming to your restaurant on Wednesday night. Do you have any tables available on that day?
- A: Let me check. What time will you be dining with us?
- B: Our first choice would be 7 pm, or perhaps 7:30 pm.
- A: How many guests will be at your party?
- B: Four of us will be coming.
- A: Please just give me your name, and we will have a table for you at 7 pm on Wednesday!
- B: Great! My last name is Petrosyan.
- A: Thank you, Mr. Petrosyan, see you this Wednesday at 7 pm.
- B: I look forward to having dinner at your restaurant. Thank you for your help.

Unit 3: Around the World

3.1 Listen and mark the stressed syllable in each word.

des-ti-NA-tion package homesick transportation accommodation overseas

3.2 Listen to the conversation between two friends and decide what they plan to do on the weekend.

Ben: Let's get out of the city this weekend.

Emma: Do you want to go to the beach?

B: We always go to the beach. We **may** try something different this time.

E: How about camping?

B: Camping!? That sounds fantastic. Do you have a tent?

E: No, do you?

B: No, but I will definitely be able to borrow a large one from my friend. I know he has one.

E: And how about sleeping bags?

B: Yes, I have a sleeping bag. And what about you?

E: No, I don't. I definitely won't buy a new sleeping bag, I will borrow one.

B: All right then. I think I will probably leave on Friday, after work.

E: I can leave on Friday too. When do you have to be back?

B: Well, I have to be back by Sunday.

E: OK, I promise we won't be late and will be back by Sunday.

B: What should we do while we are there?

E: Do you want to go hiking?

B: Hiking? OK... but we **probably won't** want to go far from the campsite.

E: If we stay around the campsite, will you bring the barbecue?

B: Of course, what fun is camping without a barbecue?

E: Should we invite some friends?

B: Great idea! We can invite all of our friends but they might not all be able to make it.

E.: I can't wait.

3.3 Listen to the conversation and choose the correct option in the statements below.

Jane: Eric, someone is knocking at the door.

Eric: Oh, Jane, it must be Mike. I asked him to join us as soon as possible to talk about our travel plans. We need to finalize the destination list.

Jane: I know you asked him to join us quickly, but it can't be him because you only called him five minutes ago.

Eric: Yes, you are right. Then it **might** be your sister.

Jane: No, it can't be my sister, she's out of town. Maybe it's Tom, he wanted to discuss the accommodation options for our trip.

Eric: Well, then just open the door; it **could** be important for our travel arrangements. We have a lot to go over before our vacation.

3.4 Listen to Armen, Nairi, and Gayane, and choose the statement that summarizes their talk best.

Last week, my friends and I had an interesting discussion where we explored each other's dream vacation destinations and preferences. The more we talked about it, the more we realized that we all had different tastes and ideas of a dream vacation. Then we decided to go out and interview some random teenagers on the same topic to find out where they would go and their answers were again different. Please listen to their responses.

Armen Hi, I'm Armen. For me, the perfect vacation is to go somewhere away from people. I have always wanted to **rent** a boat and sail out in a place where there is nothing around and just relax under the stars. I think that it is important to escape from the **hustle and bustle** of the city. And in doing so, you can look at life in a new way.

Nairi: Hi, I'm Nairi. When I travel, I want it to be as stress-free as possible, that's why I always prefer an **all-inclusive** package where everything is taken care of for you. I like traveling with my family. It's our holiday- we don't want to be worried about planning! I enjoy exploring museums and the places that package plans offer. I'd also love to go on a round-the-world **cruise**.

Gayane: Hi, I'm Gayane. I've got so many places on my **bucket list**. I like to travel places away from the tourist **hotspots** and experience the real culture of a place. Hiking in the Andes or traveling around South America would be my next choice. I think it's important to get out of your comfort zone and try experiencing different places on our planet. I would also like to see such big cities as Buenos Aires and São Paulo.

3.5 Listen to a conversation between two friends and answer the questions.

Mr Lewis: Hey there, young adventurer! I heard you're interested in stories about exploration. Well, let me share a bit of my own journey. I've traveled to many fascinating places. I even went to the Amazon rainforest twice. Look at these photos.

Alex: Wow! Mr. Lewis, did you use to go on exciting expeditions like Marco Polo?

Mr. Lewis: No, I didn't do that. But I used to take boat trips on the Amazon River quite often. What about you, Alex? Did you use to have any travel adventures?

Alex: No, I didn't. I **didn't** even **use to watch** TV programs about traveling but now they are my favorite programs. Also, I read books about famous adventurers and their adventures, and dream about exploring far-off lands. I hope one day my dream will come true.

Mr. Lewis: Well, Alex, keep dreaming and learning from various explorers. You never know where your curiosity might take you. Who knows, maybe you'll have your own exciting stories to share one day!

3.6 Listen to the article about travel in the past, underline the correct option.

Then listen to the article again and check your answers.

Travel in the past used to be mostly for rich people because only they could afford to take time off work and pay for travel. Around the 16th century, wealthy European young aristocrats went on a popular trip called the Grand Tour. However, the French Revolution started and put an end to this tradition.

The idea of travel changed a lot in the 18th and 19th centuries. Travel in the past wasn't about learning. It was more about conquering. Explorers would travel, looking for treasure rather than looking to discover new lands. They would collect numerous objects from around the world for their private collections.

Today people might travel with a group of friends or relatives to have a great time. In the past, as an explorer or an adventurer, people traveled in a company of servants and assistants. They used to have someone who carried their things, set up their tent and prepared their meals.

There were not many women travelers in those days. Also, not everyone would choose to be an adventurer because it used to be tiring and dangerous to ride horses, camels, elephants and other animals or to float on rafts and riverboats through unknown territories.

3.7 Listen to Ben asking Helen for advice on which places to visit in Armenia. Which places and events do they mention?

Ben: Hi, Helen.

Helen: Hi Ben! What's up?

B: This summer I am going to Armenia, and I really need your help. The thing is I don't know much about Armenia, and I would like to hear some good recommendations on what places to visit. Can you give me advice?

H: Oh, no worries! I feel you because I had exactly the same concern last year when I was planning my trip to Armenia. It is a country of vivid colors and you should see all of them. How long will you be there?

B: I am going there for two weeks.

H: Ok, the first thing you should do is check the travel destinations. Traveling around Armenia with snow-capped Mount Ararat as your North Star is truly one of life's great privileges. It is a great place to visit in terms of history, culture, food and outdoor activities. If I were you, I would start with a few days in Yerevan, a lively city of outdoor cafes, sculpture gardens and buzzing squares. Watch the lavash ladies at work at the GUM Market, and search through carpets and antiques at Vernissage as you look for the perfect Armenian souvenir.

B: That's really helpful! What do you think I should do after exploring the capital?

H: You should visit the nation's second-largest city, Gyumri, known for its architecture and house museums. Also, you should see Vanadzor in the north and Goris in the south, both gateways to incredible nature. It's a good idea to spend a day on sparkling Lake Sevan, Armenia's jewel, and find a quiet place in Dilijan National Park, home to the country's best hiking paths.

B: What about visiting monasteries and churches? I have heard Armenia is the first nation that adopted Christianity as a state religion and is famous for its rich cultural heritage.

H: The world's first Christian nation, Armenia has dozens of monasteries and churches, each one more impressive than the last. **The best thing would be** to visit Haghpat and Sanahin monasteries which are on the UNESCO heritage list and are situated in Lori region. **You really need to** see Khor Virap, Noravank, Geghard and the mighty Tatev, all easily reachable through a cable car adventure, suitable for day trips departing from Yerevan.

B: What about visiting any festivals happening in Armenia during my visit?

H: Oh yes, Ben! There's the Gata Festival in August, celebrating a sweet pastry. It's a delightful experience where locals and tourists enjoy various types of gata, traditional music, and dance.

B: Helen, I've heard Armenia has a rich wine making culture. Are there any wine festivals you'd recommend?

H: Absolutely, Ben! **Why don't you** visit the Wine Festival in Areni, usually held in October? Armenia has a long history of winemaking, and this festival is a fantastic opportunity to taste a variety of local wines and learn about the country's winemaking traditions.

B: Oh, I should definitely try to go to Armenia around that time of the year. Helen, you also mentioned food earlier. Is there a festival for trying out local food?

H: Yes, Ben! There is the Dolma Festival in September during which people from all the marzes of Armenia present dolma typical to that region only. It's a fantastic chance to taste different variations of dolma and experience Armenian food culture.

B: Thank you very much for the information. I am looking forward to my trip to Armenia!

Unit 4: COMMUNICATION

- 4.1 Complete the sentences with the words given below. Listen and check your answers.
- 1. We can *prevent miscommunication*, when we improve communication effectiveness, and build stronger relationships.
- 2. It's important to **respond to others** in a way that is clear and simple so that they can understand your message and feel comfortable asking any questions they may have.
- 3. When we **receive feedback**, we learn from others and find ways to improve and change our approach or behavior.
- 4. If we **share ideas** and brainstorm together, it helps to come up with a creative solution to any problem.
- 4.2 Listen to the conversation between two friends and decide what problem they had.

Emma: Ben, did you notice by the time I finished my presentation, the audience **had already** lost interest in it? After your presentation, everyone was really interested and engaged. What happened during mine?

Ben: I did notice. I'm sorry that happened, but I think I understand why. You see, it's probably because it's important to use a variety of communication tools and techniques to keep your audience engaged and interested, which you **hadn't included** in your presentation.

Emma: Yeah, you're right.

Ben: Besides, visual aids help the audience understand your message better. When your audience shows you they understood your message, you know you delivered your message effectively.

Emma: Well, to be honest, this was a good learning opportunity for me. Next time, I will definitely use a bigger variety of communication tools and techniques to make sure that my audience understands and remembers my message.

Ben: If you want, we can work together next time, and I can show you some of the tools I used in my presentation.

Emma: That would be awesome. Thank you so much. What tools did you use?

Ben: Well, I **had prepared** a few slides with pictures and graphs to help explain my ideas better. It really made a difference. Using visual communication is an effective way to help people understand, learn, and remember information. Images and symbols can be understood by people who speak different languages.

Emma: I see. I'm excited to try them out next time!

4.3 Listen to the article about the evolution of communication and identify which means of communication your parents and grandparents relied on the most in the past.

During the Stone Age, early humans started to communicate and express their thoughts and feelings with signs, or gestures. They were able to send signals across distances with the help of fire and smoke, drums, or whistles.

Another means of early communication was during the era of camel messengers. People used to give their message to a person who delivered it while riding a camel.

Other means of communication were messenger pigeons. They were first used in 776 BC.

Alexander Graham Bell's invention of the telephone in 1876 took distance communication to new heights. The ability to speak directly to someone from far away was revolutionary. Telephones evolved over time.

In the early 1900s, radios became a must-have in households, bringing news, music, and entertainment right into people's homes. Then came television, which changed how we received visual information.

The late 20th century marked the birth of the internet, and that changed everything. It connected people worldwide like never before, and email made sending messages faster than ever.

The era of social media like Facebook, Twitter, and Instagram began. They allow us to share information instantly and to make friends from all corners of the world.

With smartphones, we've got it all in our pockets. Video calls, texting, and social media keep us connected wherever we go.

4.4 Listen to the article about communication across generations and decide if your ideas agree with the article.

Recent studies have shown that communication across generations can be challenging because of the differences in communication styles and preferences. To understand this problem, we interviewed a group of people from different age groups and asked them about their experiences.

One of the older participants **said** that they preferred face-to-face conversations, as they found it easier to read body language and facial expressions. They also **added** that they found younger people to be more comfortable with technology and messaging apps, which in their opinion was more impersonal.

A younger participant, on the other hand, **told us** that they found messaging apps to be more convenient and efficient for communication. They also **mentioned** that they sometimes found it difficult to communicate with older people, as they used more formal language and were not as familiar with the latest technology.

Another participant, who was from the middle age group, **said** that they had to adapt their communication style depending on who they were talking to. They **explained** that they used more formal language and tone when communicating with older people, while using more informal language and tone with younger people.

Overall, the participants agreed that communication across generations can be challenging, but it is important to find ways to bridge the gap and adapt to different communication styles.

4.5 Listen to the pronunciation of the sentences in Activity 5 and check whether the speaker is sure or not sure of what he is asking.

- 1."It's not clear what we need to do, is it?"
- 2. "We should discuss this further, shouldn't we?"
- 3. "You understand what I'm saying, don't you?"
- 4. "That makes sense, doesn't it?"
- 5. "We had to find a solution, didn't we?"
- 6. "Let's meet tomorrow, shall we?"

4.6 Listen to the blog about the news in the blogosphere and answer the questions. There may be more than one right answer.

Accessing the blogosphere is easier than ever with the click of a button. A **blogger** can easily create a new post by downloading an app or **logging into** their computer. They can also use their cell phone or digital camera **to capture** images or videos to include in their posts.

Once they are connected to the internet, they can access **chat rooms** or connect with their followers via social media. They can use a digital assistant to help with research or to answer questions in their posts. They can also delete or **add** content to ensure their blog is accurate and engaging.

Nowadays, bloggers often use a high-speed internet connection to quickly access information and publish their posts.

A blog is a website or online platform where a blogger can share their thoughts, ideas, and experiences with the audience. It can be used for personal or professional purposes and can be about different topics. Some bloggers use their blog to address social issues, while others use it to encourage people to buy products or services.

In general, a blog is a space where bloggers can freely express themselves and connect with others who share their interests. It can be a powerful tool for building an online presence and establishing authority in a particular field. To be successful, a blogger should always behave in a similar, especially, positive way, should be engaging, and responsive to their audience.

4.7 Listen to the article about the importance of intercultural awareness and decide whether the statements below are true or false.

Intercultural awareness may sound more complicated than it actually is. To interact with different people and get to know other cultures, it is important to be respectful and open-minded.

If you went backpacking around the world, you would find that people behave in very different ways. Let's take a simple thing like greeting somebody, for example. In some American cultures you greet someone with a handshake, in some Asian cultures a bow, in some European cultures a kiss on the cheek.

To avoid misunderstandings and work together effectively, it's essential to understand cultural differences.

So, how do we gain intercultural awareness? By exchanging our different points of view and working on it together as one big community. The following tips will help us in intercultural situations:

Be curious about new experiences and open to them.

Don't be afraid to observe and notice things to avoid mistakes.

Respect foreign customs, rituals, and culture.

Be patient, and if somebody does not behave as you expect, don't take it personally.

Be kind-hearted and share your own culture and customs with others.

Finally, share your intercultural experiences with colleagues and friends.

Unit 5: MEDIA AND NEWS

■)) 5.1. Listen and check.

- 1. Media is a way to share information with many people. When you watch a movie on TV or on a computer, you become a **viewer**.
- 2. Some people pay for a **subscription** to see their favorite shows or movies.
- 3. News channels often show events happening **live**, which means they are going on right now.
- 4. A **headline** is the title of an important news story.

- 5. **Current events** are events happening in the world today.
- 6. Sometimes, secret information may **leak** out to the public.

5.2 Tick the words you hear and mark the stressed syllable.

Exam sub · scribe

ple:

- Subscribe
- View
- Leak
- viewer
- subscription
- current
- afraid
- events
- headache
- live
- headline

5.3. Listen to the text on different means of media and fill in the blanks.

Social media, like Facebook, Instagram, Twitter, and TikTok, a) is used by a lot of people who post photos, videos, as well as like, comment, or share any content to connect with others. YouTube is a large platform where videos of all kinds b) are uploaded, from teaching tutorials to learn different skills to humorous skits and music covers. The videos c) are watched, comments are left, and channels d) are subscribed to for new videos.

Podcasts are like audio shows that cover all kinds of topics, such as news reports, stories, interviews, and hobbies. People can listen to podcasts whenever they want: being in the car or working out. Podcasts are a way for people to have deep conversations and share knowledge with others.

All of these digital platforms <u>e)are used</u> to share information, connect with others, and learn new things. They make the internet a fun and interesting place for lots of people.

5.4 Listen and decide whether the statements are true (T) or false (F).

Cyber Safety: A Digital Adventure

In the world of technology, there are many dangers but also ways to stay safe. First, there's malware, bad software that can harm your computer. It's like a thief trying to get inside. But don't worry, we have a protection called a firewall. It acts like a strong wall, blocking bad things from entering your computer.

Then, there's something called phishing, a trick where people send fake emails or text messages to steal your information. It's like when a fisherman tries to catch a fish - but you're the fish! To keep your secrets safe, there's an advanced computer system, almost like magic, called encryption. It turns your messages into secret code.

Sometimes, you might hear about VPNs. A VPN is a special tunnel that hides your location when you're using the internet. It's like wearing a coat to become invisible. But watch out for attacks.

There are also botnets, which are like armies of zombie computers working together to do bad things.

On the digital adventure we're all on these days, staying safe is important. Remember, with the right knowledge and tools, you can protect yourself in the online world!

5.5 Listen and tick the recommendations that are mentioned in the audio. What other recommendations can you think of?

Staying safe online, also known as Cyber Security, is important for everyone. It means keeping our personal information private and avoiding scams or attacks from cybercriminals. We should use strong passwords, be careful about what we share on social media, and avoid clicking on suspicious links or emails. Keeping our devices up to date with the latest security updates also helps keep us safe online. By being cautious and responsible, we can enjoy the internet while staying protected from online risks.

Unit 5: Human Rights

6.1 Listen and mark the stressed syllable in each word.

Example: bur-gla-ry / ['b3:glərɪ/

- 1. burglary 2. arson 3. shoplifting 4. pickpocketing 5. vandalism 6. robbery
- 7. Kidnapping 8. murder
- 6.2 Match the pictures with the words in Activity 2. Listen, check, and repeat.
- a) Robbery
- b) Vandalism
- c) Pickpocketing
- d) Arson
- e) Shoplifting
- f) Burglary
- g) Kidnapping
- h) Murder

6.3 Complete the text using the correct form of the verbs below. Then listen and check.

Many teenagers, between 13 and 19 years of age, 1) <u>get</u> into trouble _at some point in their lives. They may 2) <u>do</u> a lot of unhealthy things such as staying out too late or spending too much time on social media. However, there is a huge difference between doing bad things and 3) <u>committing</u> a crime.

The rise in teenage crime is a serious problem in society. When a young person breaks the law and 4) gets away with it, they will probably repeat the crime. Therefore, when a teenager 5) gets caught, we must do everything to help them understand what they have done is wrong. We do not solve the problem if we only 6) send them to prison - they will only meet more serious criminals there. Most of them don't have the money to pay a fine, so one good option is to 7) put them on probation. This means they must not 8) commit any more crimes during that period. If they do, they will be sent to prison. But the best punishment is to get them to 9) do community service, for example, cleaning trash off the streets or helping in old people's homes. This way they will change their ways and 10) become more responsible citizens in society.

6.4 Listen to three extracts from interviews with criminals. Which of the reasons you thought of in Activity 1 are mentioned?

1. <u>Eric</u> - I'm 20 years old, and I'm in prison. It all started when I went to a club with my friends. Someone said something I didn't like, and I hit him. Really hard, so the man was badly injured. The police came and took me to the police station. When I was at the police station, I did something really stupid. I got angry with the police officer and hit him, too. I regret it now, of course. If I had learned to control my anger when I was a kid, I wouldn't have hit the police officer.

Now, in prison, I am taking a class to learn how to control my anger. I think it'll be useful when I get out. Actually, all I want now is to stay away from trouble and lead a normal life.

- 2. <u>Brian</u> Well, to be honest, I never thought I would get caught by the police. I am 51 now, and I have to spend 20 years of my life in prison. My job was to plan crimes, but I didn't actually commit them. I paid other people to do that part for me. I know I'm very intelligent—everyone says so. If I had wanted to, I could have become a top businessman or maybe a lawyer. But I decided to follow a life of crime because it was an easy way to make money.

 So, I started planning really big robberies. I organized robberies of fancy houses where we stole a lot of jewelry, and we made lots of money. But then I planned a bank robbery. Unfortunately, the team of robbers made a mistake and stayed at the bank too long. If they had done the job more quickly, they would have left on time, and the police wouldn't have caught them. One of the robbers gave my name to the police and that's how I was arrested. Of course, I regret it now. When I get out of prison, I will be 71 with no family and no kids.
- 3. **Ashley** My parents didn't have much money but they were good to me. We lived in a poor area in New Jersey. A lot of people were unemployed and the crime rate was high. When I was about eight years old, I joined a group of girls and we used to go shoplifting—you know, stealing things from shops and stores. It was a lot of fun, until the police caught us. I'll never forget my mom's face when the police officer came to our door.

So, I was sent to reform school—that's where they put young people who commit crimes. When I came out, I couldn't find a job and was unemployed for over a year. So what choice did I have? I started stealing again. If I hadn't been unemployed, I wouldn't have started stealing again. I was sent to prison for two more years. I am 22 now, and I don't want to go back to prison. I think if shoplifting hadn't been considered cool in my friend group, I wouldn't have become a criminal. I might have tried harder if I hadn't been unemployed. So, my life would have been totally

different. Anyway, now I've finally found a job which doesn't pay much, but I'm starting a new life.



6.5 Listen to the conversations and match them with the photos.

Conversation 1:

Man: You'll never guess what happened to us last month.

Woman: What?

Man: Someone broke into our house.

Women: No way!

Man: Yes, we had just gotten back from vacation and we saw the front door open.

Woman: What did they take?

Man: They didn't take anything but they left the house in a real mess.

Conversation 2:

Woman: You won't believe what happened at the bank on Wall Street.

Man: Tell me.

Woman: There was a robbery last night.

Man: Oh, no! All my savings are in that bank! Did they get caught?

Woman: No, according to the newspapers, the robbers managed to get away with it.

Conversation 3:

Woman 1: Did you hear what happened to Lisa the other day?

Woman 2: What?

Woman 1: She lost her wallet with her monthly salary and all her credit cards.

Woman 2: Oh, really? That's awful! How did it happen?

Woman 1: She was on the bus, and someone stole her wallet without her knowing. It's been really difficult for her.

Woman 2: We should really be very careful with our belongings. I hope the pickpocket gets caught soon.

Conversation 4

Student 1: A really disappointing thing happened at our high school the other day.

Student 2: What?

Student 1: Someone vandalized the gym walls with graffiti.

Student 2: Oh, no! That's terrible. How did it happen?

Student 1: They did it during the night when no one was around, and now the school has to clean up the mess. It's disappointing to see our school property treated like that.

Student 2: Yeah... People should respect the school and be more responsible citizens. I hope they will find who did it soon.

6.6 Listen to the expressions of surprise and practice the intonation.

- a) What?
- b) No way!
- c) Tell me.

- d) Oh, really? That's awful!
- e) It's been really difficult for her.
- f) Oh, no! That's terrible.

6.7 Listen to a radio interview. What program is mentioned and who is it for?

Presenter: This is Radio Teen and today we're looking at a program called Restorative Justice. It's an unusual way to try to help people change—people who would normally go to prison. Listen to one person talk about his experience with Restorative Justice, Andrew Wilson. He is 16 and he was arrested for robbing somebody.

Andrew: Well, I was in court and I knew I was gonna go to prison. And I was feeling awful about it. Then the judge said that he'd give me a choice. He asked me whether I wanted to go to prison for half a year or join a special program called Restorative Justice. He said the program would last six months, and that I would have several meetings with the woman I robbed. He told me to think carefully about my decision. I was lost...um... I really didn't know what to say... I didn't want to meet her again, but then of course, I definitely didn't want to go to prison. So I said I'd join the program.

Presenter: Thank you so much Andrew. And, Ryan Turner, you're a social worker in this program. Have you had much success with the program? Can you tell us more about it?

Ryan: The idea of the program is for someone who has committed a crime to see what they have done through the eyes of their victims. ... They get a chance to see how what they have done affected their victims. We hope this helps them think more the next time they think about committing a similar crime.

Andrew: It was very difficult when I first met Mrs. Anderson, the woman I robbed. Emily, my social worker, my mom, and my dad were all present at the meeting. I was scared about meeting Mrs. Anderson, but it went well. She said she wasn't going to get angry with me.

Presenter: Here's what she said when we spoke to her.

Mrs. Anderson: To be honest, I didn't really like the idea of meeting my robber. But then I thought I could help this boy change his ways because we all would like to have a world with less crime.

Andrew: Well, now I've met Mrs. Anderson three times, and I've learnt a lot from it. During our first meeting she looked into my eyes and asked why I had robbed her. I told her that I needed money to buy an I-pod, and I thought how stupid it was of me to rob somebody only because I wanted to buy something. She then asked me if I knew who had suffered most from what I had done. And I said, 'You, of course!' She said no, it wasn't her, and asked me to look at the other side of the room where my parents were sitting. I knew immediately what she meant.

6.8 Look at the words below and decide what category the word belongs to. Then Listen and check.

•••	••	•••	••••	•••	•••••	••••
unity powerful national	tribal faithful fearless legal racial	injustice unlawful illegal	responsible reliable society minority equality imprisonment significant	democrati c	irresponsible disability	discrimination

6.9 Listen to three extracts from a court case. A homeless man is accused of stealing a postcard from a book store.

Prosecution: (When recording, please do not mention whose part it is.) Members of the jury, the facts of this case clearly show that the defendant, a homeless man, took a postcard from the bookstore without paying for it. The store owner witnessed the theft and called the police. There is no doubt the defendant is guilty in this matter and has to be taken to prison for his action.

Defense: (When recording, please do not mention whose part it is.)

Your Honor, members of the jury, my client, a homeless man, is not a criminal, and he did not intend to steal the postcard. On a cold winter evening, he entered the bookstore to warm his cold feet and hands. Suddenly, he saw a beautiful Christmas card and he wanted to send warm wishes to his daughter who lives in Seattle, Washington. He had no money to pay for it, that's correct, but he did not want to steal it, either. My client is an honest man who is going through hard times. I am sure you will find my client innocent.

Jury: (When recording, please do not mention whose part it is.)

Juror 1: Well, I think he is guilty because he didn't look honest to me.

Juror 2: I don't agree that he is guilty and has to go to prison.

Juror 3: I think we can look at the case in two ways. Do you believe the witness that said he picked up a postcard and put it into his pocket, or do you believe the homeless person? He seems honest to me. What do the rest of you think?

6.10 Listen to a judge summing up a case for the jury. Number the pictures 1 to 4 in the order she mentions them.

Members of the Jury

The facts of this case are simple but let me summarize the main facts for you one more time so there is no doubt in your mind.

At 9 pm on a Sunday evening Kerry Cane entered the gas station and drew a gun. He told the cashier to give him all the money. Half an hour later he was caught by the police with two thousand and ten dollars.

There should be no doubts in your minds that this man is guilty. You can look at it in two ways. You can see Mr. Cane as a dangerous criminal who should have been taken off our streets months ago. Or, you can see Mr. Cane as a victim of his childhood, a man with no close relationships and repeated bad behavior at school.

REFERENCES

- Michael Swan 'Practical English Usage', Third Edition, Oxford University Press, 2005
- https://learnenglishteens.britishcouncil.org/
- https://www.pearson.com/languages
- https://www.cambridge.org/am/cambridgeenglish/catalog/secondary/think-2nd-edition
- https://www.cambridge.org/am/cambridgeenglish/catalog/secondary/prepare-2nd-edition
- https://corp.oup.com/ Oxford University Press
- https://kids.britannica.com
- https://newsela.com
- https://www.english-efl.com/
- https://newsela.com/view/ck9nooia905fm0igjpb8h85rp/
- https://www.betterinternetforkids.eu/friendship-in-the-21st-century/
- https://eslholidaylessons.com/08/friendship_day.html
- https://medium.com/@steveagyeibeyondlifestyle/to-eat-is-a-necessity-but-to-eat-intelligently-is-an-art-65d2b781c621
- https://www.chefspencil.com/most
- https://www.henleycol.ac.uk/media/2960/travel-and-tourism.pdf
- https://medium.com/@gmbley/modal-verbs-levels-of-certainty-ba
- https://dictionary.cambridge.org/grammar/british-grammar/used-to
- https://weareglobaltravellers.com/2020/04/tips-travelling-europe/
- https://learnenglishteens.britishcouncil.org/skills/reading/b1-reading/travel-guide
- https://www.ecenglish.com/learnenglish/lessons/travel-phrasal-verbs
- https://myenglishgrammar.com/lessons/separable-and-non-separable-phrasal-verbs/
- https://www.ecenglish.com/learnenglish/lessons/phrasal-verbs-travel
- https://winton.at/wp-content/uploads/2018/08/essay-on-travelling.pdf
- https://test-english.com/explanation/b1-writing-explanations/writing-an-opinion-essay/
- https://wander-lush.org/visit-armenia-travel-guide/
- https://test-english.com/reading/
- https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/past-perfect
- https://www.hostinger.com/tutorials/how-to-write-a-blog-post
- https://www.perfect-english-grammar.com/passive.html
- https://opentextbc.ca/writingforsuccess/chapter/chapter-3-putting-ideas-into-your-own-wordsand-paragraphs/
- https://www.un.org/en/about-us/universal-declaration-of-human-rights
- https://www.ohchr.org/en/instruments-mechanisms/instruments/declaration-rights-disabled-persons
- https://www.unicef.org/child-rights-convention
- https://en.wikipedia.org/wiki/Convention on the Rights of Persons with Disabilities
- https://en.wikipedia.org/wiki/Convention on the Rights of the Child
- https://www.eastoftheweb.com/short-stories/UBooks/BoscVall.shtml