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OLIY TA‘LIM, FAN VA INNOVATSIYALAR
VAZIRLIGI

NAMANGAN DAVLAT CHET TILLARI INSTITUTI
INGLIZ TILI O‘QITISH METODIKASI KAFEDRASI

NUTQ KO‘NIKMALARI INTEGRATSIYASI
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O‘ Q U V – U S L U B I Y
M A J M U A



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Ushbu o'quv uslubiy majmua O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligining 2017-yil 1-martdagi 107-sonli buyrug'i asosida tayyorlandi. Is'hoqxon Ibrat nomidagi Namangan davlat chet tillari institutining 2025-yil 29-avgustdagi 1-sonli kengashida tasdiqlandi.

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O'quv uslubiy majmua Namangan davlat chet tillari instituti Til va tarjima fakulteti ilmiy kengashida ko'rib chiqilgan va tasdiqqa tavsiya qilingan.
2025-yil 28 - avgust 1 - sonli majlis bayoni.

Fakultet dekani: **S.Misirov**

MUNDARIJA

№	MAVZULAR NOMI
1	O'QUV MATERIALLAR asosiy matn; topshiriqlar variantlari; masala va misollar; keyslar to'plami;
2	FAN O'QUV DASTURI
3	GLOSSARIY
4	ILOVALAR
	testlar;
	tarqatma materiallar;

1. O'QUV MATERIALLAR

Lesson 1. Tradition and progress

Duration: 80 minutes

Lesson Objectives:

By the end of the lesson, students will:

1. Develop their listening comprehension skills through an audio-based activity on tradition and progress.
2. Improve their speaking fluency by discussing traditional and modern aspects of their culture.
3. Expand their vocabulary related to traditions, progress, and cultural change.
4. Express their opinions using argumentation techniques.

Lesson Stages:

1. Warm-up Activity (10 minutes)

- **Objective:** Activate prior knowledge and introduce key concepts.
- **Activity:** "Think-Pair-Share"
 - Write "**Tradition**" and "**Progress**" on the board.
 - Ask students to think about what these words mean.
 - In pairs, students discuss examples of traditions and aspects of progress in their culture.
 - Elicit responses from the class and write key ideas on the board.

2. Vocabulary Building (10 minutes)

- **Objective:** Introduce key vocabulary for the listening activity.
- **Activity:** Matching & Sentence Creation
 - Provide a list of vocabulary words (e.g., heritage, modernization, customs, innovation, conservative, transformation).
 - Students match words with definitions.
 - In pairs, students create sentences using the new vocabulary.

3. Listening Activity (20 minutes)

- **Objective:** Develop listening comprehension on the topic.
- **Activity:** Listening for Gist and Detail
 - Play an audio recording about a cultural tradition that is evolving due to modernization.
 - **First listening:** Students listen and identify the main idea.
 - **Second listening:** Students answer comprehension questions (e.g., What tradition is mentioned? How is it changing? How do people feel about it?).
 - **Post-listening:** Pair discussion – "Would this happen in your culture? Why or why not?"

4. Discussion & Speaking Task (20 minutes)

- **Objective:** Encourage fluency and critical thinking.

- **Activity:** Debate – "Should we always keep traditions, or is progress more important?"
 - Divide the class into two groups: one supporting tradition, the other supporting progress.
 - Each group prepares 2-3 arguments for their side.
 - Conduct a structured debate where each side presents their ideas and responds to the other.
 - Conclude with individual reflections: "Which argument was most convincing?"

5. Real-Life Application Task (15 minutes)

- **Objective:** Encourage students to personalize the topic.
- **Activity:** "Cultural Snapshot Presentation"
 - Each student briefly talks about a tradition from their culture and explains whether it has changed over time.
 - Encourage students to use new vocabulary from the lesson.
 - Optional: Show a short video clip about how a tradition has changed over time (e.g., technology's impact on festivals).

6. Wrap-up & Reflection (5 minutes)

- **Objective:** Review key takeaways and assess learning.
- **Activity:** Exit Ticket
 - Ask students to write one sentence about what they learned today.
 - Call on a few students to share.
 - Provide feedback and encourage further discussion in the next lesson.

Homework Assignment:

- Write a short paragraph (120-150 words) on a tradition in your country that has changed over time.
- Include new vocabulary from the lesson.
- Be ready to share your response in the next class discussion.

Lesson 2. Listening to a student presentation

Duration: 80 minutes

Lesson Objectives:

By the end of the lesson, students will:

1. Develop their listening comprehension skills by analyzing a student presentation.
2. Learn how to take effective notes and identify key points in a spoken presentation.
3. Practice giving constructive feedback using appropriate language.
4. Improve their speaking skills by discussing and evaluating a presentation.

Lesson Stages:

1. Warm-up Activity (10 minutes)

- **Objective:** Activate prior knowledge about effective presentations.
- **Activity:** Brainstorming
 - Ask students: *What makes a good presentation?*
 - Write responses on the board (e.g., clear structure, confident delivery, good eye contact, logical arguments, engaging content).
 - Discuss the importance of listening skills when evaluating presentations.

2. Pre-Listening Task (10 minutes)

- **Objective:** Prepare students to listen actively.
- **Activity:** Predicting the Topic
 - Provide students with the title of the presentation.
 - Ask them to predict what they think the presentation will be about.
 - Write key vocabulary on the board and discuss any unfamiliar terms.

3. Listening Task – Student Presentation (25 minutes)

- **Objective:** Improve listening comprehension and note-taking skills.
- **Activity:** Active Listening & Note-Taking
 - A student (or a pre-recorded audio/video of a student presentation) delivers a short presentation (5–7 minutes).
 - While listening, students take notes on:
 - **Main idea**
 - **Supporting details**
 - **Examples used**
 - **Speaker’s strengths and weaknesses**
 - After listening, students compare their notes in pairs.

4. Post-Listening Discussion (15 minutes)

- **Objective:** Analyze and evaluate the presentation.
- **Activity:** Group Discussion
 - In small groups, students discuss:
 - What was the main message of the presentation?
 - What were the speaker’s strengths?
 - How could the presentation be improved?
 - Each group shares their thoughts with the class.

5. Constructive Feedback Activity (15 minutes)

- **Objective:** Learn how to give and receive feedback.

- **Activity:** "Two Stars and a Wish"
 - Each student writes:
 - **Two positive aspects** of the presentation (*two stars*).
 - **One suggestion for improvement** (*one wish*).
 - The presenter receives feedback from peers in a supportive environment.
 - Discuss how constructive criticism can help improve presentation skills.
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6. Wrap-up & Reflection (5 minutes)

- **Objective:** Summarize key takeaways from the lesson.
 - **Activity:** Exit Ticket
 - Ask students to complete the sentence: "*Today, I learned that a good presentation should...*"
 - Call on a few students to share their responses.
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Homework Assignment:

- Write a short reflection (100-150 words) on how listening to the presentation helped you understand the topic better.
- Identify one skill you want to improve in your own presentations.
- Be ready to discuss your reflection in the next lesson.

Lesson 3. Language function: Using fillers

Duration: 80 minutes

Lesson Objectives:

By the end of the lesson, students will:

1. Understand the role of fillers in spoken communication.
 2. Identify and use common fillers appropriately in conversations.
 3. Improve fluency and naturalness in speaking by incorporating fillers effectively.
 4. Practice using fillers in various speaking activities.
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Lesson Stages:

1. Warm-up Activity (10 minutes)

- **Objective:** Activate students' awareness of fillers in conversation.
- **Activity:** "Guess the Meaning"
 - Write the following on the board:

- *Uh..., Well..., You know..., Like..., I mean..., So..., Let me think...*
 - Ask students to discuss in pairs: *Where have you heard these words before? What do they mean?*
 - Elicit responses and explain that these words are called **fillers** – they help speakers sound natural and keep conversations flowing.
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2. Presentation of Fillers (15 minutes)

- **Objective:** Introduce common fillers and their functions.
 - **Activity:** Explanation and Examples
 - Categorize fillers based on their functions:
 - **Pausing to think:** *Uh..., Um..., Let me see...*
 - **Softening statements:** *You know..., Well..., I mean...*
 - **Keeping the listener engaged:** *You see..., Right..., So...*
 - Provide example sentences and model how fillers make speech sound more natural.
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3. Listening Activity (15 minutes)

- **Objective:** Recognize fillers in natural speech.
 - **Activity:** Listening for Fillers
 - Play an audio recording of a conversation where fillers are used naturally.
 - Students listen and underline the fillers in a transcript or write them down as they hear them.
 - Discuss why the speaker used fillers and how they helped the conversation flow.
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4. Speaking Practice: Controlled Practice (15 minutes)

- **Objective:** Practice using fillers in structured dialogues.
 - **Activity:** "Fill in the Gaps"
 - Provide students with a short conversation script with missing fillers.
 - Students work in pairs to insert appropriate fillers in the blanks.
 - Pairs perform the dialogues for the class.
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5. Free Speaking Practice (20 minutes)

- **Objective:** Use fillers naturally in spontaneous conversation.
- **Activity:** "Conversation Challenge"
 - Students work in small groups and pick a discussion question (e.g., *What is the best holiday tradition?* or *What do you think about technology in education?*).
 - They must speak for **one minute** without long pauses, using fillers when needed.

- Other group members listen and count how many fillers are used.
 - Rotate speakers and discuss which fillers sounded natural and which could be improved.
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6. Wrap-up & Reflection (5 minutes)

- **Objective:** Review key takeaways and self-assess progress.
 - **Activity:** Exit Ticket
 - Ask students: *Which fillers do you already use? Which ones will you try to use more?*
 - Students write a short response and share in pairs.
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Homework Assignment:

- Record a **1-minute** voice message (on their phone or in writing) where they explain their daily routine.
- Try to **include at least three fillers** naturally.
- Be ready to share in the next class.

Lesson 4. Interviewing a classmate

Duration: 80 minutes

Lesson Objectives:

By the end of the lesson, students will:

1. Develop their ability to ask and respond to interview-style questions.
 2. Improve fluency and confidence in speaking through structured interaction.
 3. Practice active listening and note-taking during interviews.
 4. Use follow-up questions to keep a conversation flowing naturally.
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Lesson Stages:

1. Warm-up Activity (10 minutes)

- **Objective:** Activate students' prior knowledge about interviews and conversation skills.
 - **Activity:** "Famous Interviews"
 - Ask students: *Have you ever seen or read an interview? What makes a good interview?*
 - Show a short video clip of an interview or read an excerpt.
 - Discuss key features of a good interview: **clear questions, active listening, follow-up questions, and natural responses.**
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2. Vocabulary & Question Formation (15 minutes)

- **Objective:** Introduce useful phrases and structures for interviews.
 - **Activity:** Question Matching & Brainstorming
 - Provide students with a list of common interview questions (e.g., *Can you tell me about...?*, *What do you think about...?*, *How do you feel about...?*).
 - Students match questions with appropriate topics (e.g., **hobbies, future goals, experiences**).
 - In pairs, students brainstorm additional questions they would ask in an interview.
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3. Listening & Note-Taking Practice (15 minutes)

- **Objective:** Develop active listening and note-taking skills.
 - **Activity:** Listening to an Interview
 - Play an audio recording of a short interview.
 - Students listen and take notes on key points (e.g., **name, interests, important details**).
 - Discuss: *What information was most important? How did the interviewer keep the conversation going?*
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4. Pair Work: Classmate Interviews (25 minutes)

- **Objective:** Conduct an interview with a classmate using structured questions.
 - **Activity:** "Find Out More"
 - Students pair up and take turns being the interviewer and interviewee.
 - They use **5-7 questions** from the brainstorming session.
 - Encourage the use of **follow-up questions** (e.g., *Why do you think so?*, *Can you give an example?*).
 - While interviewing, students take notes on their partner's responses.
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5. Reporting & Discussion (15 minutes)

- **Objective:** Summarize and share information from interviews.
 - **Activity:** "Introduce Your Partner"
 - Each student gives a **1-minute summary** introducing their classmate based on their interview.
 - Encourage natural speaking, avoiding reading directly from notes.
 - Optional: Vote on the **most interesting interview** or discuss common themes from the interviews.
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6. Wrap-up & Reflection (5 minutes)

- **Objective:** Reflect on speaking and listening skills used in the activity.
- **Activity:** Exit Ticket

- Ask students: *What was the most interesting thing you learned about your classmate?*
 - Students write a short response and share in small groups.
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Homework Assignment:

- Write a **short paragraph (120-150 words)** summarizing your classmate's interview answers.
- Include **at least one follow-up question** and how they responded.
- Be ready to present it in the next class.

Lesson 5. Listening to a study group discussion

Duration: 80 minutes

Lesson Objectives:

By the end of the lesson, students will:

1. Develop their listening skills by identifying key points in a study group discussion.
 2. Recognize different speaking roles in discussions (e.g., summarizing, agreeing, disagreeing, asking for clarification).
 3. Improve their ability to take notes on spoken discussions.
 4. Practice participating in a study group discussion using effective communication strategies.
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Lesson Stages:

1. Warm-up Activity (10 minutes)

- **Objective:** Activate prior knowledge about study group discussions.
 - **Activity:** Brainstorming
 - Ask students: *Have you ever participated in a study group? What makes a study group discussion successful?*
 - Write students' responses on the board (e.g., **active participation, asking questions, summarizing key points, staying on topic**).
 - Introduce key discussion roles: **Leader, Contributor, Questioner, Summarizer, Listener**.
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2. Pre-Listening Task (15 minutes)

- **Objective:** Prepare students for the listening activity.
- **Activity:** Predicting and Vocabulary
 - Provide students with a **short description** of the study group's topic (e.g., preparing for an exam, discussing a reading assignment).
 - Ask students to **predict** what they might hear in the discussion.
 - Introduce key phrases used in discussions, such as:

- *What do you think about...?*
 - *I agree because... / I see your point, but...*
 - *Can you explain that again?*
 - *So, to summarize...*
-

3. Listening Activity (20 minutes)

- **Objective:** Identify key points and discussion strategies in a study group conversation.
 - **Activity:** Focused Listening
 - Play an **audio recording** of a study group discussing a topic.
 - **First listening:** Students listen for the **main idea** of the discussion.
 - **Second listening:** Students take notes on:
 - The **roles** each speaker plays.
 - How speakers **agree, disagree, summarize, or ask questions**.
 - Any **new information** they learned.
 - In pairs, students compare their notes.
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4. Discussion Analysis & Speaking Practice (20 minutes)

- **Objective:** Analyze how study group discussions work and practice key phrases.
 - **Activity:** "Break It Down"
 - As a class, discuss:
 - Who was the **leader** in the recording?
 - What strategies did the speakers use to keep the discussion going?
 - Did anyone **summarize** key points?
 - How did they ask for **clarification**?
 - In pairs, students **practice short role-plays** using phrases from the discussion.
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5. Study Group Simulation (20 minutes)

- **Objective:** Apply discussion skills in a realistic setting.
 - **Activity:** "Mini Study Group"
 - Divide students into small groups (3-4 students).
 - Assign each group a **simple discussion topic** (e.g., preparing for an upcoming test, reviewing a reading assignment).
 - Each student plays a role (**Leader, Contributor, Questioner, Summarizer**).
 - Groups discuss for **5-7 minutes**, using appropriate discussion phrases.
 - Afterward, each group **summarizes** their discussion for the class.
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6. Wrap-up & Reflection (5 minutes)

- **Objective:** Reflect on the listening and speaking experience.
 - **Activity:** Exit Ticket
 - Ask students to write a response:
 - *What was the most useful phrase you learned today?*
 - *How can study group discussions help you learn better?*
 - Call on a few students to share their answers.
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Homework Assignment:

- Listen to a short **study-related podcast** (suggested by the teacher) and take notes on key points.
- Write a **5-sentence summary** of what was discussed.
- Be ready to share in the next class.

Lesson 6. Evaluating Web sources

Duration: 80 minutes

Lesson Objectives:

By the end of the lesson, students will:

1. Understand the importance of evaluating web sources for credibility and reliability.
 2. Learn key criteria for assessing online information (e.g., accuracy, authority, purpose, and bias).
 3. Practice analyzing real web sources to determine their trustworthiness.
 4. Discuss strategies for finding reliable information online.
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Lesson Stages:

1. Warm-up Activity (10 minutes)

- **Objective:** Activate prior knowledge about online information.
 - **Activity:** "Fact or Fake?"
 - Show students two **short online articles or headlines** (one reliable, one misleading).
 - Ask: *Which one do you think is more trustworthy? Why?*
 - Discuss **why people believe false or biased information** and introduce the topic of evaluating web sources.
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2. Key Criteria for Evaluating Web Sources (15 minutes)

- **Objective:** Introduce students to the main criteria for evaluating sources.
- **Activity:** Presentation & Discussion

- Write **CRAAP** on the board and explain the **CRAAP Test** for evaluating sources:
 - **Currency** – Is the information up to date?
 - **Relevance** – Does it fit your research needs?
 - **Authority** – Who is the author? Are they qualified?
 - **Accuracy** – Is the information supported by evidence?
 - **Purpose** – Is it objective or biased?
 - Provide examples and discuss how to apply these criteria.
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3. Guided Practice – Evaluating Websites (20 minutes)

- **Objective:** Apply the CRAAP test to real web sources.
 - **Activity:** "Website Investigation"
 - Divide students into small groups.
 - Provide each group with a **different website** (real or sample) related to a common research topic.
 - Groups **analyze** their website using the CRAAP criteria and take notes.
 - Each group presents their findings to the class, explaining if they would trust the source or not.
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4. Speaking & Discussion Activity (20 minutes)

- **Objective:** Encourage critical thinking and discussion about online sources.
 - **Activity:** "Would You Trust This?"
 - Present **two conflicting online sources** about the same topic (e.g., a blog post vs. a research article).
 - In pairs, students discuss:
 - Which source seems more reliable?
 - What clues suggest bias or inaccuracy?
 - How would they fact-check the information?
 - Groups share their conclusions.
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5. Wrap-up & Reflection (5 minutes)

- **Objective:** Summarize key takeaways and reflect on online research habits.
 - **Activity:** Exit Ticket
 - Ask students to complete the sentence:
 - *From now on, before trusting a website, I will...*
 - Call on a few students to share their answers.
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Homework Assignment:

- Find an **online article** about a topic of interest.
- Use the **CRAAP test** to evaluate its credibility.

- Write a **short paragraph (120-150 words)** explaining whether you trust the source and why.
- Be prepared to discuss your findings in the next class.

Lesson 7. Money in our lives

Duration: 80 minutes

Lesson Objectives:

By the end of the lesson, students will:

1. Discuss different perspectives on the role of money in life.
 2. Learn and use vocabulary related to money and financial habits.
 3. Improve their listening and speaking skills through discussions and activities.
 4. Express their opinions and engage in a structured debate about the importance of money.
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Lesson Stages:

1. Warm-up Activity (10 minutes)

- **Objective:** Activate prior knowledge and introduce the topic.
 - **Activity:** "Would You Rather?"
 - Ask students to discuss in pairs:
 - *Would you rather have a high-paying job that you dislike or a low-paying job that you love? Why?*
 - Elicit responses and write key arguments on the board.
 - Introduce the lesson topic: **How important is money in our lives?**
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2. Vocabulary Building (15 minutes)

- **Objective:** Introduce and practice vocabulary related to money.
 - **Activity:** Matching & Sentence Creation
 - Provide students with a list of words/phrases (e.g., **budget, savings, debt, income, expenses, financial stability, wealthy, poverty**).
 - Students match words with definitions.
 - In pairs, they create sentences using the new vocabulary.
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3. Listening Activity (20 minutes)

- **Objective:** Develop listening comprehension on financial habits and money perspectives.
- **Activity:** Listening for Main Ideas and Details

- Play an audio recording or read a short text about **different attitudes toward money (e.g., spending vs. saving, necessity vs. luxury, happiness vs. wealth)**.
 - **First listening:** Students listen and identify the main idea.
 - **Second listening:** Students take notes and answer comprehension questions (e.g., *What are the different opinions on money? What examples are given?*).
 - Pair discussion: *Which viewpoint do you agree with? Why?*
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4. Speaking & Discussion Activity (20 minutes)

- **Objective:** Encourage fluency and critical thinking about money's role in life.
 - **Activity:** Structured Debate – "Money Can Buy Happiness"
 - Divide the class into **two groups**:
 - Group A: *Money is essential for happiness.*
 - Group B: *Money is not the key to happiness.*
 - Each group prepares **3-4 arguments** for their position.
 - Groups take turns presenting their arguments and responding to the opposing side.
 - After the debate, students reflect: *Did your opinion change? Why or why not?*
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5. Wrap-up & Reflection (5 minutes)

- **Objective:** Summarize key ideas and encourage personal reflection.
 - **Activity:** Exit Ticket
 - Ask students to complete the sentence:
 - *For me, money is important because... / I think money is not the most important thing because...*
 - Call on a few students to share their responses.
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Homework Assignment:

- Write a **short paragraph (120-150 words)** answering the question: *If you won \$1,000,000, what would you do with it?*
- Use at least **three new vocabulary words** from the lesson.
- Be ready to share in the next class.

Lesson 8. Listening to a radio interview

Duration: 80 minutes

Lesson Objectives:

By the end of the lesson, students will:

1. Develop their listening comprehension skills by analyzing a radio interview.
 2. Identify key ideas, supporting details, and speaker opinions in the interview.
 3. Improve note-taking strategies for listening to spoken media.
 4. Discuss and summarize information from the interview.
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Lesson Stages:

1. Warm-up Activity (10 minutes)

- **Objective:** Activate background knowledge about radio interviews.
 - **Activity:** Brainstorming
 - Ask students: *Have you ever listened to a radio interview? What makes a good interview?*
 - Write their ideas on the board.
 - Introduce key elements of a radio interview: **host, guest, topic, main points, opinions, supporting examples.**
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2. Pre-Listening Task (15 minutes)

- **Objective:** Prepare students for the listening activity.
 - **Activity:** Predicting the Topic
 - Show the interview title and a short introduction from *Pathways 4*.
 - Ask students: *What do you think this interview will be about? What kind of questions might the interviewer ask?*
 - Introduce **key vocabulary** from the interview (e.g., **perspective, expert, controversy, insight, argument, evidence**).
 - Students match new words with definitions and create sentences.
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3. Listening Activity (25 minutes)

- **Objective:** Understand the main ideas and supporting details of the interview.
- **Activity:** Focused Listening
 - **First listening:** Play the radio interview (from *Pathways 4*) without pausing.
 - Students listen for the **main idea** and take notes.
 - **Pair discussion:** *What is the interview about? Who is speaking? What is their opinion?*
 - **Second listening:** Play the interview again with pauses.

- Students complete a **guided worksheet** with questions about **key points, examples, and speaker perspectives.**
- **Group discussion:**
 - *Did the interview change your perspective on the topic? Why or why not?*

4. Speaking & Critical Thinking (20 minutes)

- **Objective:** Encourage students to express opinions and analyze interview techniques.
- **Activity:** "Be the Interviewer"
 - In pairs, students **prepare 3 follow-up questions** they would ask the interviewee.
 - Volunteers role-play an **extended interview**, with one student as the host and another as the guest.
 - Class provides feedback on **clarity, relevance, and engagement.**

5. Wrap-up & Reflection (5 minutes)

- **Objective:** Summarize key takeaways from the lesson.
- **Activity:** Exit Ticket
 - Ask students to write a short reflection:
 - *What was the most interesting part of the interview?*
 - *How can listening to interviews improve your English?*

Homework Assignment:

- Find a **short radio interview or podcast** online.
- Listen and take notes on the main points.
- Write a **summary (120-150 words)** including:
 - **Topic** of the interview
 - **Who was interviewed?**
 - **Main ideas and key points**
- Be ready to share in the next class.

Lesson 9. Language function: Showing that you are following a conversation

Duration: 80 minutes

Lesson Objectives:

By the end of the lesson, students will:

1. Recognize different strategies for showing active listening in conversations.
2. Learn and practice key phrases and non-verbal cues for engagement.
3. Improve fluency by incorporating active listening techniques in discussions.
4. Participate in role-plays to demonstrate effective conversation skills.

Lesson Stages:

1. Warm-up Activity (10 minutes)

- **Objective:** Activate prior knowledge about active listening and engagement.
- **Activity:** "How Do You Know Someone is Listening?"
 - In pairs, students discuss: *How can you tell if someone is paying attention to you in a conversation?*
 - Write students' ideas on the board (e.g., eye contact, nodding, verbal responses, body language).
 - Introduce the topic: *Why is showing that you are following a conversation important?*

2. Presentation of Active Listening Strategies (15 minutes)

- **Objective:** Introduce key language and strategies for showing engagement in conversations.
- **Activity:** Guided Explanation
 - Explain that active listeners use **verbal** and **non-verbal** cues to show they are engaged.
 - Introduce common **verbal responses**:
 - **Acknowledging information:** *Uh-huh, I see, Right, Oh really?*
 - **Encouraging continuation:** *Go on, Tell me more, What happened next?*
 - **Clarifying:** *So you mean...? Are you saying that...?*
 - Discuss **non-verbal cues**: nodding, facial expressions, leaning forward, making eye contact.

3. Listening Activity (20 minutes)

- **Objective:** Identify active listening techniques in real conversations.
- **Activity:** Listening for Engagement Cues
 - Play an **audio conversation** (from *Pathways 4* Lesson 9).
 - **First listening:** Students focus on **who is speaking** and **what they are discussing**.
 - **Second listening:** Students listen for **verbal and non-verbal cues** showing engagement.
 - Discuss: *How do the speakers show they are following the conversation? What strategies did they use?*

4. Speaking Practice – Role-Play (20 minutes)

- **Objective:** Apply active listening skills in real conversations.
- **Activity:** "Keep the Conversation Going"
 - Students work in pairs and receive a **conversation topic** (e.g., travel, hobbies, future plans).

- One student **shares a personal story** for **1 minute** while the other practices **active listening techniques** (using verbal and non-verbal cues).
 - Switch roles.
 - Class discussion: *Which responses felt natural? Which strategies were most effective?*
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5. Small Group Discussion (10 minutes)

- **Objective:** Strengthen fluency and engagement in longer conversations.
 - **Activity:** "Discussion Challenge"
 - Students form groups of **3-4** and discuss a given topic (e.g., "The impact of social media on communication").
 - They must use **at least 3 active listening strategies** during the discussion.
 - Class debrief: *How did using active listening techniques affect the conversation?*
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6. Wrap-up & Reflection (5 minutes)

- **Objective:** Reflect on the role of active listening in communication.
 - **Activity:** Exit Ticket
 - Ask students to complete the sentence:
 - *Today, I learned that good listeners...*
 - Call on a few students to share their responses.
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Homework Assignment:

- Find a short video or podcast **conversation** (interview, discussion, etc.).
- Listen and take notes on how the speakers **show engagement** (verbal and non-verbal cues).
- Write a **short reflection (120-150 words)** on how these techniques helped maintain the conversation.
- Be ready to discuss in the next class.

Lesson 10. Discussing values

Duration: 80 minutes

Lesson Objectives:

By the end of the lesson, students will:

1. Understand and discuss different personal and cultural values.
 2. Learn key vocabulary and expressions related to values.
 3. Develop listening skills through an audio discussion about values.
 4. Express and support their opinions in a structured discussion.
-

Lesson Stages:

1. Warm-up Activity (10 minutes)

- **Objective:** Activate students' thoughts on values and introduce key concepts.
 - **Activity:** "What Do You Value?"
 - Write the word **VALUES** on the board and ask: *What does this word mean?*
 - In pairs, students **list 5 values** that they think are important in life (e.g., honesty, respect, kindness, success, freedom).
 - Groups share their answers, and the teacher writes common values on the board.
-

2. Vocabulary Building (15 minutes)

- **Objective:** Introduce and practice vocabulary related to values.
 - **Activity:** Word Matching
 - Provide a **list of values** with definitions (e.g., **integrity, responsibility, generosity, ambition, equality, tolerance**).
 - Students **match words to definitions** and discuss examples of each value.
 - In pairs, students create a sentence using one of the words and share with the class.
-

3. Listening Activity (20 minutes)

- **Objective:** Improve listening comprehension on values in different cultures.
- **Activity:** Listening for Key Ideas
 - Play an **audio discussion** (from *Pathways 4* Lesson 10) about values in different societies.
 - **First listening:** Students take notes on the **main values** mentioned.
 - **Second listening:** Students answer comprehension questions:
 - What values are discussed?
 - How do different cultures view these values?

- Do the speakers agree or disagree?
 - **Pair discussion:** Compare the values in the recording with their own culture.
-

4. Speaking & Discussion Activity (25 minutes)

- **Objective:** Encourage critical thinking and meaningful discussion.
 - **Activity:** "The Most Important Value"
 - Divide the class into small groups.
 - Each group **chooses one value** that they believe is the most important in society.
 - They prepare **3 reasons** to support their choice.
 - Groups **present their arguments**, and the class votes on which value is the most important.
 - Open discussion: *Did any group's argument change your opinion? Why or why not?*
-

5. Wrap-up & Reflection (5 minutes)

- **Objective:** Summarize key takeaways and encourage personal reflection.
 - **Activity:** Exit Ticket
 - Ask students to complete the sentence:
 - *One value that is very important to me is... because...*
 - Call on a few students to share their responses.
-

Homework Assignment:

- Write a **short paragraph (120-150 words)** about a value that is important in your culture.
- Explain why this value is significant and how it is practiced in daily life.
- Be ready to share in the next class.

Lesson 11. Listening to a conversation between friends

Duration: 80 minutes

Lesson Objectives:

By the end of the lesson, students will:

1. Improve their listening comprehension by analyzing a casual conversation.
 2. Identify the structure and key elements of informal spoken interactions.
 3. Recognize and practice conversational strategies, such as turn-taking, agreeing/disagreeing, and using fillers.
 4. Engage in a role-play activity to simulate natural conversations.
-

Lesson Stages:

1. Warm-up Activity (10 minutes)

- **Objective:** Activate prior knowledge about informal conversations.
 - **Activity:** "How Do Friends Talk?"
 - Ask students: *How are conversations between friends different from formal conversations?*
 - Write students' responses on the board (e.g., **casual language, jokes, slang, interruptions, personal topics**).
 - Introduce today's focus: *Listening to and analyzing a casual conversation between friends.*
-

2. Pre-Listening Task (15 minutes)

- **Objective:** Prepare students for the listening activity.
 - **Activity:** Predicting & Vocabulary
 - Show students a **short description** of the upcoming conversation (e.g., two friends discussing weekend plans).
 - Ask: *What do you think they will talk about?*
 - Introduce **key conversational expressions** (e.g., *That sounds great!, No way!, I guess so, What about you?, Let's see...*).
 - Students **match expressions** to their meanings and practice in pairs.
-

3. Listening Activity (25 minutes)

- **Objective:** Develop comprehension and note-taking skills.
 - **Activity:** Focused Listening
 - **First listening:** Play the conversation (from *Pathways 4* Lesson 11) without pauses.
 - Students identify **who is speaking, where they are, and what they are talking about.**
 - **Pair discussion:** *What did you understand? What was the mood of the conversation?*
 - **Second listening:** Play the conversation again with pauses.
 - Students complete a worksheet identifying **key phrases, expressions, and conversational strategies** (e.g., **interruptions, turn-taking, agreeing/disagreeing**).
 - **Group discussion:** How do the friends keep the conversation going? What strategies do they use?
-

4. Speaking Practice – Role-Play (20 minutes)

- **Objective:** Use conversational strategies in a natural setting.
- **Activity:** "Casual Chat"
 - In pairs, students **choose a topic** (e.g., weekend plans, hobbies, a funny story).

- They **role-play a casual conversation**, using expressions and strategies from the listening.
- Encourage **interruptions, fillers, and natural reactions** to simulate real conversations.
- Volunteers perform their conversation for the class, and peers give feedback.

5. Wrap-up & Reflection (5 minutes)

- **Objective:** Review key takeaways and encourage self-reflection.
- **Activity:** Exit Ticket
 - Ask students to complete the sentence:
 - *One thing I learned about casual conversations today is...*
 - Call on a few students to share their answers.

Homework Assignment:

- **Record a 1-minute voice message** (or write a short dialogue) as if talking to a friend about a casual topic.
- Use at least **3 conversational expressions** from the lesson.
- Be ready to share in the next class.

Lesson 12. Preparing a budget

Duration: 80 minutes

Lesson Objectives:

By the end of the lesson, students will:

1. Understand the purpose and importance of budgeting.
2. Learn key vocabulary related to budgeting and financial planning.
3. Improve listening comprehension by analyzing a conversation about budgeting.
4. Practice preparing and presenting a simple budget.

Lesson Stages:

1. Warm-up Activity (10 minutes)

- **Objective:** Activate students' background knowledge about budgeting.
- **Activity:** "Spending vs. Saving"
 - Write two questions on the board:
 1. *What do you usually spend money on?*
 2. *Do you think it's important to save money? Why or why not?*
 - In pairs, students discuss their spending and saving habits.

- Elicit responses and introduce the lesson topic: **How to create and manage a budget.**
-

2. Vocabulary Building (15 minutes)

- **Objective:** Introduce and practice key financial terms.
 - **Activity:** Vocabulary Matching
 - Provide a list of **budget-related words** (e.g., **income, expenses, savings, fixed costs, variable costs, emergency fund, financial goal**).
 - Students **match words to definitions** and create sentences using them.
 - Discuss the difference between **needs vs. wants** when budgeting.
-

3. Listening Activity (20 minutes)

- **Objective:** Improve listening comprehension on budgeting.
 - **Activity:** Listening for Key Information
 - Play an **audio conversation** (from *Pathways 4* Lesson 12) about someone discussing their budget.
 - **First listening:** Students take notes on the **main points** (e.g., How much money does the person earn? What are their expenses? What financial challenges do they face?).
 - **Pair discussion:** What budgeting strategies did the speaker use?
 - **Second listening:** Students complete a worksheet identifying **income sources, spending categories, and financial decisions** from the conversation.
-

4. Budget Planning Activity (25 minutes)

- **Objective:** Apply budgeting skills in a practical scenario.
 - **Activity:** "Create a Monthly Budget"
 - In pairs or small groups, students create a **monthly budget** based on a given scenario (e.g., a university student, a young professional, a family).
 - They must **allocate money** to different categories (rent, food, transportation, entertainment, savings, emergencies).
 - Each group **presents their budget** to the class, explaining their financial choices.
 - Class discussion: *What challenges did you face when planning your budget? What could you change?*
-

5. Wrap-up & Reflection (5 minutes)

- **Objective:** Summarize key takeaways and encourage self-reflection.
- **Activity:** Exit Ticket

- Ask students to complete the sentence:
 - *One thing I learned about budgeting today is...*
 - Call on a few students to share their answers.
-

Homework Assignment:

- Create a **personal monthly budget** for yourself or an imaginary person.
- Write a **short paragraph (120-150 words)** explaining:
 - **Your income**
 - **Your expenses**
 - **Your financial priorities**
- Be ready to share in the next class.

Lesson 13. Health and fitness

Duration: 80 minutes

Lesson Objectives:

By the end of the lesson, students will:

1. Learn and use key vocabulary related to health and fitness.
 2. Improve listening comprehension by analyzing a discussion about health habits.
 3. Express opinions on different aspects of a healthy lifestyle.
 4. Engage in a discussion and role-play about making healthier choices.
-

Lesson Stages:

1. Warm-up Activity (10 minutes)

- **Objective:** Activate students' background knowledge on health and fitness.
 - **Activity:** "Healthy or Unhealthy?"
 - Write "**Healthy**" and "**Unhealthy**" on the board.
 - In pairs, students list **daily habits** under each category (e.g., eating vegetables = healthy, staying up late = unhealthy).
 - Elicit answers and discuss why these habits are beneficial or harmful.
 - Introduce today's focus: *How can we maintain a healthy lifestyle?*
-

2. Vocabulary Building (15 minutes)

- **Objective:** Introduce and practice key health and fitness vocabulary.
- **Activity:** Word Matching & Sentence Creation
 - Provide a list of **health-related words** (e.g., **nutrition, exercise, metabolism, cardiovascular, balanced diet, obesity, mental well-being, hydration**).

- Students **match words to definitions** and create sentences using them.
 - Discuss **common fitness trends** and **healthy eating habits**.
-

3. Listening Activity (20 minutes)

- **Objective:** Develop listening skills through a health-related conversation.
 - **Activity:** Listening for Key Ideas
 - Play an **audio recording** (from *Pathways 4* Lesson 13) featuring a discussion on health and fitness habits.
 - **First listening:** Students take notes on **main points** (e.g., What do the speakers say about exercise? What common health problems do they mention?).
 - **Pair discussion:** *Do you agree with the speakers' advice? Why or why not?*
 - **Second listening:** Students complete a worksheet identifying **key health recommendations and statistics** from the conversation.
-

4. Speaking & Discussion Activity (25 minutes)

- **Objective:** Encourage students to express their views on health and fitness.
 - **Activity:** "Healthy Lifestyle Debate"
 - Divide the class into two groups:
 - Group A: *A healthy diet is more important than exercise.*
 - Group B: *Exercise is more important than a healthy diet.*
 - Each group **prepares 3-4 arguments** to support their position.
 - Groups present their ideas and respond to counterarguments.
 - Conclude with a class discussion: *What is the best way to stay healthy?*
-

5. Wrap-up & Reflection (5 minutes)

- **Objective:** Summarize key takeaways and encourage self-reflection.
 - **Activity:** Exit Ticket
 - Ask students to complete the sentence:
 - *One small change I can make to be healthier is...*
 - Call on a few students to share their responses.
-

Homework Assignment:

- **Write a short paragraph (120-150 words)** about one change you plan to make for a healthier lifestyle.
- Include **at least three new vocabulary words** from the lesson.
- Be ready to discuss in the next class.

Lesson 14. Listening to a question-answer session

Duration: 80 minutes

Lesson Objectives:

By the end of the lesson, students will:

1. Develop listening comprehension skills by analyzing a Q&A session.
 2. Identify different types of questions and how speakers respond.
 3. Practice note-taking and summarizing key points from spoken information.
 4. Improve speaking skills by participating in a simulated Q&A session.
-

Lesson Stages:

1. Warm-up Activity (10 minutes)

- **Objective:** Activate students' prior knowledge about Q&A sessions.
 - **Activity:** "What Makes a Good Question?"
 - Ask students: *Where have you heard Q&A sessions before? (e.g., conferences, interviews, debates, classroom discussions)*
 - In pairs, students list **qualities of a good question** (e.g., clear, relevant, open-ended).
 - Introduce today's focus: *How to understand and engage in a Q&A session effectively.*
-

2. Pre-Listening Task (15 minutes)

- **Objective:** Prepare students to understand different types of questions.
 - **Activity:** Categorizing Questions
 - Write on the board:
 - **Factual questions** (*What year was the company founded?*)
 - **Opinion-based questions** (*What do you think about the new policy?*)
 - **Clarification questions** (*Could you explain that again?*)
 - Provide students with **example questions** from different categories.
 - In pairs, students **match questions** to their category and discuss when each type is used.
-

3. Listening Activity (20 minutes)

- **Objective:** Identify key information and speaker responses in a Q&A session.
- **Activity:** Focused Listening
 - Play an **audio recording** (from *Pathways 4* Lesson 14) of a Q&A session.
 - **First listening:** Students write down the **main topic** of the session.

- **Pair discussion:** *What types of questions were asked? What was the speaker's general attitude?*
 - **Second listening:** Students complete a worksheet identifying:
 - Different types of questions.
 - The speaker's responses (e.g., providing facts, giving opinions, clarifying).
 - **Class discussion:** *Were any responses unclear? How did the speaker handle difficult questions?*
-

4. Speaking & Discussion Activity (25 minutes)

- **Objective:** Practice asking and answering questions in a structured format.
 - **Activity:** "Simulated Q&A Session"
 - Divide the class into two groups:
 - **Group A:** Experts (e.g., scientists, authors, athletes)
 - **Group B:** Audience members asking questions
 - Each student in **Group A** chooses an imaginary role.
 - **Group B** prepares questions to ask the experts.
 - Conduct a **Q&A session**, where students take turns asking and answering.
 - Afterward, discuss: *Which responses were most effective? What strategies helped speakers answer well?*
-

5. Wrap-up & Reflection (5 minutes)

- **Objective:** Summarize key takeaways and encourage reflection.
 - **Activity:** Exit Ticket
 - Ask students to complete the sentence:
 - *One strategy for answering questions effectively is...*
 - Call on a few students to share their responses.
-

Homework Assignment:

- **Find a short Q&A session online** (e.g., a TED Talk Q&A, a press conference).
- Take notes on:
 - One factual question
 - One opinion-based question
 - One clarification question
- Write a **short summary (120-150 words)** explaining how the speaker responded.
- Be ready to share in the next class.

Lesson 15. Language function: Expressing uncertainty

Duration: 80 minutes

Lesson Objectives:

By the end of the lesson, students will:

1. Understand different ways to express uncertainty in English.
 2. Recognize expressions of uncertainty in spoken conversations.
 3. Use appropriate phrases to express doubt and uncertainty in discussions.
 4. Improve fluency by practicing real-life scenarios that require expressing uncertainty.
-

Lesson Stages:

1. Warm-up Activity (10 minutes)

- **Objective:** Activate students' prior knowledge of uncertainty and hesitation.
 - **Activity:** "Are You Sure?"
 - Write two statements on the board:
 - *The capital of Australia is Sydney.*
 - *The capital of Australia is Canberra.*
 - Ask students to **vote** on which one is correct.
 - Discuss how some people might **hesitate** before answering.
 - Elicit ways people naturally express uncertainty (*I think..., I'm not sure..., Maybe...*).
-

2. Vocabulary & Expression Building (15 minutes)

- **Objective:** Introduce and practice common phrases for expressing uncertainty.
 - **Activity:** Matching & Categorization
 - Write different **uncertainty expressions** on the board:
 - *I'm not sure, I guess, I think so, Maybe, It could be, Probably, I have no idea, I doubt it, It's hard to say, I'm not certain, I suppose so.*
 - In pairs, students **categorize** them into levels of uncertainty:
 - **Mild uncertainty** (*I think so, I guess, I suppose so*).
 - **Moderate uncertainty** (*Maybe, It could be, Probably*).
 - **Strong uncertainty** (*I have no idea, I doubt it, I'm not certain*).
 - Students create **short sentences** using each phrase.
-

3. Listening Activity (20 minutes)

- **Objective:** Recognize expressions of uncertainty in spoken English.
- **Activity:** Listening for Uncertainty Cues

- Play an **audio conversation** (from *Pathways 4* Lesson 15) in which speakers express uncertainty.
 - **First listening:** Students note the **general topic** and **who is speaking**.
 - **Second listening:** Students complete a worksheet identifying **uncertain phrases** used by the speakers.
 - **Pair discussion:**
 - What strategies did the speakers use when they were uncertain?
 - Did they **hedge** their responses (e.g., using *kind of, maybe, I guess*)?
-

4. Speaking & Role-Play Activity (25 minutes)

- **Objective:** Practice expressing uncertainty in real-life conversations.
 - **Activity:** "Hesitation Challenge"
 - In pairs, students receive **conversation prompts** where they must express uncertainty:
 - *What do you think is the best way to stay healthy?*
 - *Do you know where the next World Cup will be?*
 - *Will life be better in 50 years?*
 - They **must use at least three uncertainty expressions** in their responses.
 - Volunteers perform their dialogues for the class.
-

5. Wrap-up & Reflection (5 minutes)

- **Objective:** Summarize key takeaways and encourage self-reflection.
 - **Activity:** Exit Ticket
 - Ask students to complete the sentence:
 - *One way I can express uncertainty is...*
 - Call on a few students to share their answers.
-

Homework Assignment:

- **Write a short paragraph (120-150 words)** about a topic you are unsure about (e.g., *What will the future of technology be like?*).
- Use at least **four uncertainty expressions** from the lesson.
- Be ready to share in the next class.

Lesson 16. Discussing environmental health concerns

Duration: 80 minutes

Lesson Objectives:

By the end of the lesson, students will:

1. Understand key environmental health concerns and their impact on society.
 2. Learn and use vocabulary related to environmental issues.
 3. Improve listening comprehension by analyzing discussions on environmental health.
 4. Express their opinions and propose solutions in a structured discussion.
-

Lesson Stages:

1. Warm-up Activity (10 minutes)

- **Objective:** Activate students' background knowledge on environmental health.
 - **Activity:** "What's the Problem?"
 - Show **images** or **headlines** related to pollution, climate change, or deforestation.
 - Ask students: *What environmental health concerns can you think of?*
 - Write their responses on the board and introduce today's focus: *How environmental issues affect human health.*
-

2. Vocabulary Building (15 minutes)

- **Objective:** Introduce and practice key environmental terms.
 - **Activity:** Word Matching
 - Provide a list of **environmental health terms** (e.g., **air pollution, climate change, water contamination, deforestation, greenhouse gases, sustainability, respiratory diseases, global warming**).
 - Students **match words to definitions** and use them in example sentences.
 - Discuss how each issue affects **human health**.
-

3. Listening Activity (20 minutes)

- **Objective:** Improve listening skills through a discussion on environmental health concerns.
- **Activity:** Listening for Key Ideas
 - Play an **audio recording** (from *Pathways 4* Lesson 16) of a discussion on environmental health.
 - **First listening:** Students take notes on the **main concerns** mentioned.
 - **Pair discussion:**
 - *Which environmental issues were discussed?*

- *How do they affect human health?*
 - **Second listening:** Students complete a worksheet identifying **causes, effects, and possible solutions** for each problem.
-

4. Speaking & Discussion Activity (25 minutes)

- **Objective:** Encourage students to analyze environmental issues and propose solutions.
 - **Activity:** "Problem & Solution Debate"
 - Divide the class into small groups.
 - Assign each group an environmental concern (e.g., **air pollution, plastic waste, deforestation**).
 - Groups **discuss the causes, effects, and potential solutions**.
 - Each group presents their findings and **proposes a realistic solution**.
 - Open class discussion: *Which solutions seem the most practical?*
-

5. Wrap-up & Reflection (5 minutes)

- **Objective:** Summarize key takeaways and encourage personal reflection.
 - **Activity:** Exit Ticket
 - Ask students to complete the sentence:
 - *One way I can help the environment is...*
 - Call on a few students to share their responses.
-

Homework Assignment:

- **Write a short paragraph (120-150 words)** about an environmental health concern in your country.
- Explain the **problem, its effects, and one possible solution**.
- Be ready to share in the next class.

Lesson 17. Using new vocabulary to complete a conversation

Duration: 80 minutes

Lesson Objectives:

By the end of the lesson, students will:

1. Learn and apply new vocabulary in context.
2. Improve their ability to complete conversations using appropriate words and expressions.
3. Develop confidence in using newly acquired vocabulary in spoken interactions.
4. Engage in role-play activities to practice fluency and accuracy.

Lesson Stages:

1. Warm-up Activity (10 minutes)

- **Objective:** Activate prior knowledge and introduce the importance of vocabulary in conversation.
- **Activity:** "Word Association"
 - Write a **key vocabulary word** on the board (e.g., *sustainable, innovation, challenge*).
 - Students take turns saying related words.
 - Discuss how using **new words** can make conversations more engaging and effective.
 - Introduce today's focus: *Using new vocabulary to complete and enhance conversations.*

2. Vocabulary Review & Practice (15 minutes)

- **Objective:** Familiarize students with new words and phrases.
- **Activity:** Matching & Sentence Creation
 - Provide a list of **new vocabulary words** relevant to a specific topic (e.g., **technology, environment, education, business**).
 - Students **match words with definitions** and use them in sentences.
 - In pairs, students **ask and answer questions** using at least **three** of the new words.

3. Listening Activity (20 minutes)

- **Objective:** Recognize how new vocabulary is used in conversations.
- **Activity:** Listening for Context
 - Play an **audio conversation** (from *Pathways 4* Lesson 17) where speakers use new vocabulary.
 - **First listening:** Students identify the **main topic** and **who is speaking**.
 - **Second listening:** Students complete a **fill-in-the-blanks worksheet** with missing vocabulary words.
 - **Pair discussion:** How do the speakers use vocabulary to **clarify ideas** and **express opinions**?

4. Speaking & Role-Play Activity (25 minutes)

- **Objective:** Apply new vocabulary in structured conversations.
- **Activity:** "Complete the Dialogue"
 - Provide students with **incomplete dialogues** related to different real-life situations (e.g., discussing a problem, making a decision, debating an issue).

- In pairs, students **insert appropriate vocabulary words** to complete the conversations.
 - Students practice the dialogues, then switch partners for a **second round** using different vocabulary words.
 - Volunteers perform their conversations for the class.
-

5. Wrap-up & Reflection (5 minutes)

- **Objective:** Summarize key takeaways and encourage reflection.
 - **Activity:** Exit Ticket
 - Ask students to complete the sentence:
 - *Today, I learned how to use the word _____ in a conversation.*
 - Call on a few students to share their answers.
-

Homework Assignment:

- **Write a short dialogue (120-150 words)** using at least **five new vocabulary words** from the lesson.
- Be ready to perform the dialogue in the next class.

Lesson 18. Sharing advice about health and fitness

Duration: 80 minutes

Lesson Objectives:

By the end of the lesson, students will:

1. Learn and use key vocabulary related to health and fitness.
 2. Develop listening comprehension by analyzing conversations where people give health advice.
 3. Practice giving and receiving health-related advice in spoken interactions.
 4. Engage in a role-play activity to simulate real-life advice-giving situations.
-

Lesson Stages:

1. Warm-up Activity (10 minutes)

- **Objective:** Activate students' background knowledge on health and fitness advice.
- **Activity:** "Health Advice Brainstorm"
 - Ask students: *What are some common pieces of health advice you have heard?*
 - Write their responses on the board (e.g., *Drink more water, Exercise regularly, Get enough sleep*).

- Introduce today's focus: *How to give and receive health and fitness advice.*
-

2. Vocabulary Building (15 minutes)

- **Objective:** Introduce and practice key words and phrases related to health and fitness.
 - **Activity:** Word Matching & Sentence Creation
 - Provide a **list of health-related words** (e.g., **hydration, metabolism, endurance, nutrition, immune system, wellness, balanced diet, physical activity**).
 - Students **match words to definitions** and create sentences using them.
 - Discuss **common phrases for giving advice**, such as:
 - *You should...*
 - *It's important to...*
 - *Why don't you try...?*
 - *If I were you, I would...*
-

3. Listening Activity (20 minutes)

- **Objective:** Identify key advice and strategies used in conversations.
 - **Activity:** Listening for Advice
 - Play an **audio recording** (from *Pathways 4* Lesson 18) of a conversation where someone gives health and fitness advice.
 - **First listening:** Students take notes on the **main problems and advice given**.
 - **Pair discussion:** *What was the main issue? What advice was given?*
 - **Second listening:** Students complete a worksheet identifying the **advice-giving expressions** used in the conversation.
-

4. Speaking & Role-Play Activity (25 minutes)

- **Objective:** Practice giving and receiving advice in a structured setting.
 - **Activity:** "Health Coach Role-Play"
 - In pairs, one student plays the role of a **person with a health concern**, and the other plays a **health coach giving advice**.
 - Provide **scenarios** such as:
 - *Not getting enough sleep*
 - *Wanting to lose weight healthily*
 - *Feeling stressed all the time*
 - *Lacking energy during the day*
 - Switch roles and repeat with a different scenario.
 - Volunteers present their role-play to the class.
-

5. Wrap-up & Reflection (5 minutes)

- **Objective:** Summarize key takeaways and encourage reflection.
 - **Activity:** Exit Ticket
 - Ask students to complete the sentence:
 - *One piece of health advice I would give someone is...*
 - Call on a few students to share their responses.
-

Homework Assignment:

- **Write a short paragraph (120-150 words)** giving health advice to a friend.
- Use at least **three new vocabulary words** and **two advice-giving expressions** from the lesson.
- Be ready to share in the next class.

Lesson 19. Mind and memory

Duration: 80 minutes

Lesson Objectives:

By the end of the lesson, students will:

1. Learn and use key vocabulary related to memory and cognitive functions.
 2. Improve listening comprehension by analyzing discussions about memory techniques.
 3. Discuss and share strategies for improving memory.
 4. Practice speaking fluently while describing personal experiences with memory and recall.
-

Lesson Stages:

1. Warm-up Activity (10 minutes)

- **Objective:** Activate prior knowledge and introduce the topic.
 - **Activity:** "Memory Challenge"
 - Show students **10 random words** on the board for **30 seconds**.
 - Erase the words and ask students to **write down as many as they can remember**.
 - Discuss: *Why do we forget things? What helps us remember?*
 - Introduce the topic: *How does memory work, and how can we improve it?*
-

2. Vocabulary Building (15 minutes)

- **Objective:** Introduce and practice key terms related to memory.
- **Activity:** Matching & Discussion

- Provide a **list of memory-related words** (e.g., **recall, retain, short-term memory, long-term memory, cognitive function, forgetfulness, mnemonics, association, concentration**).
 - Students **match words with definitions** and use them in example sentences.
 - Discuss **memory techniques**, such as:
 - **Chunking** (grouping information)
 - **Repetition**
 - **Visualization**
 - **Using mnemonics**
-

3. Listening Activity (20 minutes)

- **Objective:** Improve listening comprehension by analyzing a discussion on memory techniques.
 - **Activity:** Listening for Key Ideas
 - Play an **audio recording** (from *Pathways 4* Lesson 19) of a conversation about **how to improve memory**.
 - **First listening:** Students write down **the main ideas**.
 - **Pair discussion:**
 - *What memory strategies were mentioned?*
 - *Which strategy do you think is the most effective?*
 - **Second listening:** Students complete a worksheet identifying **examples, explanations, and strategies** used in the conversation.
-

4. Speaking & Discussion Activity (25 minutes)

- **Objective:** Encourage students to share their experiences and discuss memory improvement techniques.
 - **Activity:** "How Do You Remember?"
 - In small groups, students discuss:
 - *How do you remember important information?*
 - *Have you ever forgotten something important? What happened?*
 - *What strategies do you use to study for exams?*
 - Each group selects **one memory technique** and explains it to the class.
-

5. Wrap-up & Reflection (5 minutes)

- **Objective:** Summarize key takeaways and encourage reflection.
- **Activity:** Exit Ticket
 - Ask students to complete the sentence:
 - *One new memory technique I want to try is... because...*
 - Call on a few students to share their responses.

Homework Assignment:

- **Write a short paragraph (120-150 words)** about a time when you forgot something important.
- Explain **why you think you forgot** and what you could have done to remember.
- Use at least **three new vocabulary words** from the lesson.

Lesson 20. Listening to a TV show

Duration: 80 minutes

Lesson Objectives:

By the end of the lesson, students will:

1. Develop listening comprehension skills by analyzing a TV show segment.
 2. Identify key details, speaker intentions, and different types of spoken language in TV shows.
 3. Practice note-taking and summarizing information from spoken media.
 4. Discuss opinions and reactions to the TV show content.
-

Lesson Stages:

1. Warm-up Activity (10 minutes)

- **Objective:** Activate students' background knowledge about TV shows.
 - **Activity:** "TV Show Brainstorm"
 - Ask students: *What types of TV shows do you watch? (e.g., news, talk shows, documentaries, reality shows, dramas, comedy shows, interviews)*
 - Write their responses on the board and discuss:
 - *Which shows are informative?*
 - *Which shows use a lot of casual conversation?*
 - Introduce today's focus: *Listening for key ideas in a TV show segment.*
-

2. Pre-Listening Task (15 minutes)

- **Objective:** Prepare students to understand the TV show segment.
- **Activity:** Predicting & Vocabulary
 - Show students a **short description** of the TV show segment they will listen to (e.g., a news report, an interview, or a reality TV clip).
 - Ask: *What do you think the main topic will be?*

- Introduce **key vocabulary and phrases** from the show (e.g., **host, guest, segment, debate, panel discussion, commercial break, trending topic, highlight**).
 - Students **match vocabulary words to definitions** and discuss their meanings.
-

3. Listening Activity (20 minutes)

- **Objective:** Improve listening comprehension and note-taking.
 - **Activity:** Listening for Main Ideas and Details
 - Play an **audio or video clip** (from *Pathways 4* Lesson 20) featuring a TV show segment.
 - **First listening:** Students listen for the **main idea** and take brief notes.
 - **Pair discussion:** *What was the topic of the TV show? Who were the speakers?*
 - **Second listening:** Students complete a worksheet identifying:
 - **Who is speaking** (host, guest, reporter, audience member).
 - **Key points discussed** in the show.
 - **Tone and style** (formal, informal, humorous, serious).
 - **Group discussion:**
 - *Did the speakers provide useful or interesting information?*
 - *How does a TV show format influence how we understand information?*
-

4. Speaking & Discussion Activity (25 minutes)

- **Objective:** Encourage critical thinking and structured discussion.
 - **Activity:** "TV Show Review"
 - In small groups, students discuss:
 - *Did you agree with the opinions or information shared in the show?*
 - *Would you recommend this TV show to someone? Why or why not?*
 - *If you were the host, what questions would you ask?*
 - Each group **presents a short summary** of their discussion to the class.
-

5. Wrap-up & Reflection (5 minutes)

- **Objective:** Summarize key takeaways and encourage personal reflection.
 - **Activity:** Exit Ticket
 - Ask students to complete the sentence:
 - *One thing I learned from listening to a TV show is...*
 - Call on a few students to share their responses.
-

Homework Assignment:

- **Find a short TV show clip (2-5 minutes)** online in English.
- Listen and take notes on:
 - **The topic of the show**
 - **The key points discussed**
 - **One interesting or surprising fact**
- Write a **short summary (120-150 words)** and be ready to share in the next class.

Lesson 21. Language function: Enumerating

Duration: 80 minutes

Lesson Objectives:

By the end of the lesson, students will:

1. Understand the concept and importance of enumeration in spoken English.
 2. Learn and practice key phrases for listing ideas in a logical order.
 3. Improve listening comprehension by identifying enumeration in conversations.
 4. Apply enumeration in structured speaking activities.
-

Lesson Stages:

1. Warm-up Activity (10 minutes)

- **Objective:** Activate students' background knowledge on listing and ordering ideas.
 - **Activity:** "What Comes Next?"
 - Write on the board:
 1. First, wake up early.
 2. Second, eat breakfast.
 3. _____
 - Ask students: *What could come next?*
 - Discuss how **enumeration** helps organize ideas in a **logical sequence**.
 - Introduce today's focus: *How to use enumeration effectively in conversations and discussions.*
-

2. Vocabulary & Expression Building (15 minutes)

- **Objective:** Introduce and practice common enumeration expressions.
- **Activity:** Categorizing & Sentence Formation
 - Write the following **enumeration phrases** on the board:
 - **First of all, To begin with, Initially** (Starting)

- **Second, Next, Then, After that** (Continuing)
 - **Finally, Lastly, In conclusion** (Ending)
 - In pairs, students **sort these expressions** into the correct categories.
 - Students create **sentences using at least one phrase** from each category.
-

3. Listening Activity (20 minutes)

- **Objective:** Identify enumeration phrases in spoken conversations.
 - **Activity:** Listening for Organization
 - Play an **audio recording** (from *Pathways 4* Lesson 21) where a speaker lists **steps in a process** or **reasons for an argument**.
 - **First listening:** Students listen for the **main idea** and **general structure** of the speech.
 - **Pair discussion:**
 - *How did the speaker organize their ideas?*
 - *What words helped them structure their speech?*
 - **Second listening:** Students complete a worksheet by filling in the missing enumeration expressions from the conversation.
-

4. Speaking & Role-Play Activity (25 minutes)

- **Objective:** Apply enumeration strategies in structured speaking tasks.
 - **Activity:** "Explain in Steps"
 - Students choose **one topic** from the following:
 - How to stay healthy
 - How to prepare for an exam
 - How to plan a trip
 - In pairs, students **list 3-5 steps** in order using **enumeration expressions**.
 - Each pair presents their topic to the class, using **at least four enumeration phrases**.
 - Classmates provide feedback: *Was the explanation clear? Did the speaker use good transitions?*
-

5. Wrap-up & Reflection (5 minutes)

- **Objective:** Summarize key takeaways and encourage reflection.
 - **Activity:** Exit Ticket
 - Ask students to complete the sentence:
 - *One phrase I will use for enumeration is...*
 - Call on a few students to share their responses.
-

Homework Assignment:

- **Write a short paragraph (120-150 words)** explaining a process using at least **five enumeration expressions** from the lesson.
- Example topics:
 - *How to cook your favorite meal*
 - *How to stay organized*
- Be ready to share in the next class.

Lesson 22. Giving a short persuasive speech

Duration: 80 minutes

Lesson Objectives:

By the end of the lesson, students will:

1. Understand the structure and key elements of a persuasive speech.
 2. Learn and use persuasive language and rhetorical techniques.
 3. Improve listening comprehension by analyzing persuasive speeches.
 4. Plan and deliver a short persuasive speech on a given topic.
-

Lesson Stages:

1. Warm-up Activity (10 minutes)

- **Objective:** Activate students' understanding of persuasion.
 - **Activity:** "Convince Me!"
 - Ask students: *Have you ever convinced someone to do something? How did you do it?*
 - In pairs, students try to persuade each other to choose between two options:
 - **Tea or coffee?**
 - **City life or countryside life?**
 - **Watching movies or reading books?**
 - Discuss: *What strategies did you use to persuade your partner?*
 - Introduce today's focus: *How to structure and deliver a persuasive speech.*
-

2. Key Elements of a Persuasive Speech (15 minutes)

- **Objective:** Introduce the structure and techniques used in persuasive speeches.
- **Activity:** Guided Explanation & Examples
 - Write the **three key parts of a persuasive speech** on the board:
 1. **Introduction** – Hook the audience, state your opinion.
 2. **Body** – Give reasons and examples.
 3. **Conclusion** – Summarize and call to action.

- Introduce **persuasive techniques**, such as:
 - **Using strong statements** (*I firmly believe...*).
 - **Appealing to emotions** (*Imagine a world where...*).
 - **Using facts and evidence** (*Studies show that...*).
 - Provide a **short persuasive speech example** and analyze it together.
-

3. Listening Activity (20 minutes)

- **Objective:** Identify persuasive strategies in spoken speech.
 - **Activity:** Listening for Persuasion
 - Play an **audio recording** (from *Pathways 4* Lesson 22) of a short persuasive speech.
 - **First listening:** Students take notes on the **main argument**.
 - **Pair discussion:** *What was the speaker trying to convince the audience of?*
 - **Second listening:** Students complete a worksheet identifying:
 - **Persuasive techniques used.**
 - **Key supporting arguments.**
 - **Call to action.**
 - Class discussion: *What made the speech convincing?*
-

4. Speaking Activity – Planning & Delivering a Speech (25 minutes)

- **Objective:** Apply persuasive techniques in speech delivery.
 - **Activity:** "Convince the Class"
 - Each student chooses **one of the following topics** (or creates their own):
 - *Why everyone should exercise daily.*
 - *Why social media is beneficial/dangerous.*
 - *Why reading is better than watching TV.*
 - *Why students should/should not wear uniforms.*
 - Students **outline** their speech in three parts:
 - **Introduction** (hook & opinion)
 - **Body** (2-3 supporting arguments)
 - **Conclusion** (summary & call to action)
 - Students **deliver a 1-2 minute speech** to a partner or small group.
 - Volunteers present to the whole class.
-

5. Wrap-up & Reflection (5 minutes)

- **Objective:** Summarize key takeaways and encourage self-reflection.
- **Activity:** Exit Ticket
 - Ask students to complete the sentence:
 - *One thing I learned about persuasive speaking today is...*
 - Call on a few students to share their responses.

Homework Assignment:

- **Write a short persuasive speech (120-150 words)** on a topic of your choice.
- Use at least **three persuasive techniques** from the lesson.
- Be ready to deliver your speech in the next class.

Lesson 23. Listening a conversation between classmates

Duration: 80 minutes

Lesson Objectives:

By the end of the lesson, students will:

1. Improve listening comprehension by identifying key ideas in a casual conversation.
 2. Recognize conversational strategies such as turn-taking, asking for clarification, and agreeing/disagreeing.
 3. Practice note-taking and summarizing spoken interactions.
 4. Engage in a role-play activity to simulate a natural conversation between classmates.
-

Lesson Stages:

1. Warm-up Activity (10 minutes)

- **Objective:** Activate students' prior knowledge about casual conversations.
 - **Activity:** "How Do You Talk to Classmates?"
 - Ask students: *How is a conversation with a classmate different from a conversation with a teacher?*
 - Write their ideas on the board (e.g., **informal language, small talk, interruptions, humor**).
 - Discuss: *What do people talk about when chatting with classmates?*
 - Introduce today's focus: *Listening to and analyzing a conversation between classmates.*
-

2. Pre-Listening Task (15 minutes)

- **Objective:** Prepare students for the listening activity by predicting content and learning key expressions.
- **Activity:** Predicting & Vocabulary
 - Provide a **short description** of the upcoming conversation (e.g., two classmates discussing an upcoming test, a group project, or weekend plans).

- Ask: *What phrases or expressions might they use?*
 - Introduce **key conversational expressions**:
 - *What's up? / How's it going?* (Informal greetings)
 - *I guess so... / Maybe...* (Expressing uncertainty)
 - *Are you serious? / No way!* (Showing surprise)
 - *I totally agree. / I'm not sure about that.* (Agreeing/disagreeing)
 - Students **match expressions with meanings** and practice short dialogues.
-

3. Listening Activity (20 minutes)

- **Objective:** Identify key details and conversation strategies.
 - **Activity:** Listening for Main Ideas & Details
 - Play an **audio recording** (from *Pathways 4* Lesson 23) of a conversation between classmates.
 - **First listening:** Students take notes on the **topic and main ideas**.
 - **Pair discussion:**
 - *Who are the speakers?*
 - *What are they discussing?*
 - *What is their attitude (excited, nervous, confused, etc.)?*
 - **Second listening:** Students complete a worksheet identifying:
 - **Key phrases used** in the conversation.
 - **How the speakers take turns and respond to each other.**
 - **Any expressions of agreement/disagreement or asking for clarification.**
 - **Class discussion:**
 - *How did the speakers make the conversation natural?*
 - *Did they interrupt each other? How did they react?*
-

4. Speaking & Role-Play Activity (25 minutes)

- **Objective:** Apply conversational strategies in a natural setting.
 - **Activity:** "Classmate Chat"
 - In pairs, students choose **one scenario** from the following:
 - Talking about an upcoming **test or assignment**.
 - Discussing **weekend plans**.
 - Deciding how to divide work for a **group project**.
 - They **role-play** a natural conversation, using **at least three conversational expressions** from the lesson.
 - Pairs switch partners and repeat with a different topic.
 - Volunteers perform their conversations for the class.
-

5. Wrap-up & Reflection (5 minutes)

- **Objective:** Summarize key takeaways and encourage self-reflection.

- **Activity:** Exit Ticket
 - Ask students to complete the sentence:
 - *One new conversational phrase I learned today is...*
 - Call on a few students to share their responses.
-

Homework Assignment:

- **Write a short dialogue (120-150 words)** between two classmates about a school-related topic.
- Use at least **four expressions** from the lesson.
- Be ready to perform or read it aloud in the next class.

Lesson 24. Using memory skills to recall information

Duration: 80 minutes

Lesson Objectives:

By the end of the lesson, students will:

1. Understand and apply different memory techniques to recall information.
 2. Improve listening comprehension by analyzing discussions on memory strategies.
 3. Practice recalling details from spoken and written texts.
 4. Engage in memory-based speaking activities to enhance retention skills.
-

Lesson Stages:

1. Warm-up Activity (10 minutes)

- **Objective:** Activate prior knowledge about memory and recall.
 - **Activity:** "Memory Challenge"
 - Display **10 random words** for **30 seconds**.
 - Hide the words and ask students to **write down as many as they remember**.
 - Discuss: *Why do we forget things? How can we improve our memory?*
 - Introduce today's focus: *Using memory techniques to recall information effectively.*
-

2. Vocabulary Building (15 minutes)

- **Objective:** Learn key terms related to memory and recall techniques.
- **Activity:** Matching & Discussion
 - Provide a **list of memory-related words** (e.g., **recall, retention, mnemonic, association, visualization, chunking, repetition, cognitive skills**).

- Students **match words to definitions** and use them in sentences.
 - Discuss common **memory strategies**, such as:
 - **Mnemonic devices** (acronyms, rhymes)
 - **Visualization techniques** (creating mental images)
 - **Chunking** (breaking information into smaller groups)
 - **Repetition** (reviewing information frequently)
-

3. Listening Activity (20 minutes)

- **Objective:** Identify and understand effective memory techniques in real-life contexts.
 - **Activity:** Listening for Memory Strategies
 - Play an **audio recording** (from *Pathways 4* Lesson 24) where speakers discuss **how they remember important information** (e.g., for exams, shopping lists, names, or speeches).
 - **First listening:** Students take notes on **the different strategies mentioned**.
 - **Pair discussion:**
 - *Which strategies did the speakers mention?*
 - *Which ones have you used before?*
 - **Second listening:** Students complete a worksheet identifying:
 - **Examples of memory techniques** used in the conversation.
 - **How different strategies help recall information.**
-

4. Speaking & Memory Recall Activity (25 minutes)

- **Objective:** Practice using memory techniques to recall and describe information.
 - **Activity:** "Memory Master"
 - In pairs, students take turns reading a **short passage** to their partner.
 - The partner listens **without taking notes** and then tries to **recall and summarize the main details**.
 - Switch roles and repeat with a new passage.
 - **Challenge Round:**
 - Teacher gives students **a short list of random words or facts**.
 - Students apply **a memory technique** (e.g., visualization, chunking, mnemonics) to remember them.
 - After **two minutes**, students recall as much as they can.
 - Class discussion: *Which technique worked best for you?*
-

5. Wrap-up & Reflection (5 minutes)

- **Objective:** Summarize key takeaways and encourage self-reflection.
- **Activity:** Exit Ticket
 - Ask students to complete the sentence:

- *One memory technique I will try is... because...*
 - Call on a few students to share their responses.
-

Homework Assignment:

- **Write a short paragraph (120-150 words)** about a time when you had to remember something important.
- Describe **what you needed to remember, how you did it, and if the method worked.**
- Use at least **three new vocabulary words** from the lesson.

Lesson 25. Food concerns

Duration: 80 minutes

Lesson Objectives:

By the end of the lesson, students will:

1. Learn and use key vocabulary related to food concerns and safety.
 2. Develop listening comprehension by analyzing discussions about food-related issues.
 3. Discuss food-related concerns such as food safety, nutrition, and sustainability.
 4. Express opinions and propose solutions in structured discussions.
-

Lesson Stages:

1. Warm-up Activity (10 minutes)

- **Objective:** Activate students' background knowledge about food concerns.
 - **Activity:** "Food Concerns Around the World"
 - Ask students: *What are some common concerns about food today?*
 - Write their responses on the board (e.g., **food safety, GMO foods, food waste, obesity, processed foods, malnutrition**).
 - Show images or headlines related to food issues and discuss:
 - *What do you know about these topics?*
 - *Are any of these concerns common in your country?*
 - Introduce today's focus: *Understanding and discussing food-related concerns.*
-

2. Vocabulary Building (15 minutes)

- **Objective:** Introduce and practice key food-related terms.
- **Activity:** Word Matching & Discussion

- Provide a **list of food-related words** (e.g., **organic, processed food, preservatives, foodborne illness, genetically modified organisms (GMOs), sustainable agriculture, malnutrition, additives**).
 - Students **match words to definitions** and use them in example sentences.
 - Discuss: *Which of these concerns are the most serious? Why?*
-

3. Listening Activity (20 minutes)

- **Objective:** Identify key food concerns in spoken discussions.
 - **Activity:** Listening for Key Ideas
 - Play an **audio recording** (from *Pathways 4* Lesson 25) where experts discuss food safety, nutrition, or environmental concerns related to food.
 - **First listening:** Students take notes on **main concerns mentioned**.
 - **Pair discussion:**
 - *What food concerns were discussed?*
 - *Did any solutions or recommendations come up?*
 - **Second listening:** Students complete a worksheet identifying:
 - **Causes of the food issues**
 - **Effects on people's health or the environment**
 - **Possible solutions**
-

4. Speaking & Discussion Activity (25 minutes)

- **Objective:** Encourage critical thinking and structured discussion.
 - **Activity:** "Debate on Food Issues"
 - Divide the class into small groups and assign each group a **food concern** (e.g., **Should we ban genetically modified foods? Should junk food be taxed? How can we reduce food waste?**).
 - Groups discuss **arguments for and against** their topic.
 - Each group presents their discussion points to the class.
 - Open discussion: *Which solutions seem most practical?*
-

5. Wrap-up & Reflection (5 minutes)

- **Objective:** Summarize key takeaways and encourage self-reflection.
 - **Activity:** Exit Ticket
 - Ask students to complete the sentence:
 - *One thing I learned about food concerns today is...*
 - Call on a few students to share their responses.
-

Homework Assignment:

- **Write a short paragraph (120-150 words)** about a food concern in your country.

- Explain the **problem, its effects, and one possible solution**.
- Use at least **three new vocabulary words** from the lesson.
- Be ready to share in the next class.

Lesson 26. Listening to a power point lecture

Duration: 80 minutes

Lesson Objectives:

By the end of the lesson, students will:

1. Develop listening comprehension skills by analyzing a PowerPoint lecture.
 2. Identify key points, supporting details, and organizational cues in academic lectures.
 3. Improve note-taking strategies for lecture-based listening.
 4. Discuss and summarize information presented in the lecture.
-

Lesson Stages:

1. Warm-up Activity (10 minutes)

- **Objective:** Activate students' prior knowledge about lectures and academic presentations.
 - **Activity:** "Lecture vs. Conversation"
 - Ask students: *How is a lecture different from a normal conversation?*
 - Write their responses on the board (e.g., **formal language, structured format, visuals, more information, less interaction**).
 - Show a **sample PowerPoint slide** and ask:
 - *What do you expect the speaker to talk about?*
 - *What kind of information is usually included on slides?*
 - Introduce today's focus: *Listening to a PowerPoint lecture and improving note-taking skills.*
-

2. Pre-Listening Task (15 minutes)

- **Objective:** Prepare students for effective listening by introducing key vocabulary and lecture cues.
- **Activity:** Predicting & Key Expressions
 - Provide students with a **title and outline** of the lecture (from *Pathways 4 Lesson 26*).
 - Ask: *What do you think this lecture will be about? What questions do you have?*
 - Introduce **common lecture cues** to help students follow the structure:
 - **Introduction:** *Today, we will discuss...*
 - **Listing points:** *First of all... Second... Lastly...*
 - **Emphasizing key ideas:** *This is important because...*
 - **Summarizing:** *To conclude...*

- Students match these phrases to their functions and predict where they might hear them in the lecture.
-

3. Listening Activity (20 minutes)

- **Objective:** Identify key ideas, supporting details, and organizational patterns.
 - **Activity:** Listening for Lecture Structure
 - Play an **audio recording of a PowerPoint lecture** (from *Pathways 4* Lesson 26).
 - **First listening:** Students take notes on the **main topic and key points**.
 - **Pair discussion:**
 - *What was the lecture about?*
 - *What were the three most important points?*
 - **Second listening:**
 - Students complete a **guided note-taking worksheet**, identifying:
 - **Main ideas from each slide**
 - **Supporting examples or evidence**
 - **Conclusion of the lecture**
 - **Group discussion:**
 - *Which parts of the lecture were easy or difficult to follow?*
 - *How did the speaker use PowerPoint to support their message?*
-

4. Speaking & Summary Activity (25 minutes)

- **Objective:** Summarize and discuss key points from the lecture.
 - **Activity:** "Lecture Recap in Pairs"
 - Students work in pairs to **explain the lecture** to a partner.
 - Partner **listens and asks follow-up questions** to clarify information.
 - **Challenge:** Each pair **creates a short summary slide** (on paper) with 3-5 bullet points summarizing the lecture.
 - Volunteers present their summaries to the class.
-

5. Wrap-up & Reflection (5 minutes)

- **Objective:** Review key strategies for listening to academic lectures.
 - **Activity:** Exit Ticket
 - Ask students to complete the sentence:
 - *One strategy I will use when listening to a lecture is...*
 - Call on a few students to share their responses.
-

Homework Assignment:

- **Find a short online lecture (3-5 minutes) on YouTube or TED Talks.**

- Take notes using the **lecture structure cues** from class.
- Write a **short summary (120-150 words)** including:
 - **Main topic**
 - **Key points**
 - **One interesting fact or example**
- Be ready to share in the next class.

Lesson 27. Language function: Confirming understanding

Duration: 80 minutes**

Lesson Objectives:

By the end of the lesson, students will:

1. Understand the importance of confirming understanding in conversations.
 2. Learn and practice key phrases used to check and confirm understanding.
 3. Improve listening comprehension by identifying confirmation strategies in conversations.
 4. Apply confirming understanding techniques in role-play activities.
-

Lesson Stages:

1. Warm-up Activity (10 minutes)

- **Objective:** Activate students' prior knowledge about checking understanding in conversations.
 - **Activity:** "Misunderstanding Challenge"
 - Write the following question on the board:
 - *What happens when people don't check their understanding?*
 - Ask students to discuss in pairs and share examples of misunderstandings they have experienced.
 - Elicit responses and write some ideas on the board (e.g., **wrong instructions, confusion, mistakes, frustration**).
 - Introduce today's topic: *How to confirm understanding in conversations to avoid confusion.*
-

2. Vocabulary & Expression Building (15 minutes)

- **Objective:** Introduce and practice key phrases for confirming understanding.
- **Activity:** Categorizing & Sentence Formation**
 - Provide a list of **confirmation expressions**:
 - **Checking if you understood correctly:**
 - *So, what you're saying is...*

- *Do you mean that...?*
 - *If I understand correctly, you're saying...*
 - **Asking for repetition/clarification:**
 - *Could you repeat that?*
 - *I didn't catch that. Can you say it again?*
 - *Can you explain that in another way?*
 - **Confirming someone else's understanding:**
 - *Does that make sense?*
 - *Do you see what I mean?*
 - *Are you following me so far?*
 - Students **sort expressions** into categories and practice making **short dialogues** using them.
-

3. Listening Activity (20 minutes)

- **Objective:** Identify how speakers confirm understanding in real-life conversations.
 - **Activity:** Listening for Confirmation Strategies
 - Play an **audio conversation** (from *Pathways 4* Lesson 27) where one speaker checks understanding.
 - **First listening:** Students take notes on **the topic and main points.**
 - **Pair discussion:**
 - *How did the speakers check for understanding?*
 - *What phrases did they use?*
 - **Second listening:** Students complete a worksheet identifying:
 - **Which speaker asked for confirmation.**
 - **What strategy they used.**
 - **How the other person responded.**
 - **Class discussion:** *Which strategies were most effective? Why?*
-

4. Speaking & Role-Play Activity (25 minutes)

- **Objective:** Apply confirmation techniques in structured speaking tasks.
 - **Activity:** "Avoid the Misunderstanding!"
 - In pairs, students receive a **miscommunication scenario**, such as:
 - **One student is giving directions, but the other is confused.**
 - **One student is explaining a rule, and the other isn't sure if they got it right.**
 - The listener must **use at least three confirmation expressions** to clarify and confirm their understanding.
 - After finishing, students switch roles and repeat with a different scenario.
 - Volunteers perform their dialogues for the class.
-

5. Wrap-up & Reflection (5 minutes)

- **Objective:** Summarize key takeaways and encourage self-reflection.
 - **Activity:** Exit Ticket
 - Ask students to complete the sentence:
 - *One way I can confirm understanding in a conversation is...*
 - Call on a few students to share their responses.
-

Homework Assignment:

- **Write a short dialogue (120-150 words)** where one person checks their understanding during a conversation.
- Use at least **four confirmation expressions** from the lesson.
- Be ready to perform or read it aloud in the next class.

Lesson 28. Role-playing a debate

Duration: 80 minutes

Lesson Objectives:

By the end of the lesson, students will:

1. Understand the structure and purpose of a debate.
 2. Learn and practice persuasive language and argumentation techniques.
 3. Improve speaking fluency and critical thinking skills through a structured debate.
 4. Engage in a role-play debate, presenting and defending their viewpoints.
-

Lesson Stages:

1. Warm-up Activity (10 minutes)

- **Objective:** Activate students' prior knowledge about debating and forming arguments.
 - **Activity:** "Agree or Disagree?"
 - Write a controversial statement on the board, e.g.,
 - *Social media does more harm than good.*
 - *All university students should wear uniforms.*
 - Ask students to move to one side of the room if they **agree** and the other if they **disagree**.
 - Have students discuss their reasons in small groups.
 - Introduce today's focus: *How to structure and present arguments in a debate.*
-

2. Debate Structure & Language (15 minutes)

- **Objective:** Learn key debate structure and useful expressions.
 - **Activity:** Guided Explanation & Practice
 - Introduce the **debate structure**:
 1. **Opening Statement** – Present your opinion clearly.
 2. **Supporting Arguments** – Give 2-3 strong reasons.
 3. **Rebuttal** – Respond to the opposing side's arguments.
 4. **Closing Statement** – Summarize and reinforce your main point.
 - Provide **useful phrases**:
 - **Stating an opinion:** *I strongly believe that... / From my perspective...*
 - **Supporting arguments:** *One reason is that... / For example...*
 - **Counterarguments:** *I see your point, but... / However, some might argue that...*
 - **Concluding:** *In conclusion, the evidence shows that...*
 - Students practice **short exchanges** using these expressions.
-

3. Listening Activity (20 minutes)

- **Objective:** Identify debate strategies in real discussions.
 - **Activity:** Listening for Argumentation
 - Play an **audio recording** (from *Pathways 4* Lesson 28) of a debate on a relevant issue.
 - **First listening:** Students take notes on **each side's main arguments**.
 - **Pair discussion:**
 - *What were the strongest arguments?*
 - *Which side was more convincing? Why?*
 - **Second listening:** Students complete a worksheet identifying:
 - **How speakers introduced their arguments.**
 - **How they responded to opposing viewpoints.**
 - **Techniques used to persuade the audience.**
 - **Class discussion:** *What made the debate effective?*
-

4. Role-Playing a Debate (25 minutes)

- **Objective:** Apply debate skills in a structured role-play.
- **Activity:** "Mini Debates"
 - Divide students into teams of **two or four**.
 - Assign each team a **debate topic**, such as:
 - *Should schools ban junk food?*
 - *Is it better to study online or in a classroom?*
 - *Should all students learn a second language?*
 - Each team prepares:

- **Opening statement** (1 minute)
 - **Two supporting arguments** (2 minutes)
 - **Rebuttal to the opposing side** (1-2 minutes)
 - **Closing statement** (30 seconds)
 - Teams **present their debate**, taking turns to speak.
 - After all debates, classmates **vote on the most persuasive arguments**.
-

5. Wrap-up & Reflection (5 minutes)

- **Objective:** Review key debate techniques and reflect on the experience.
 - **Activity:** Exit Ticket
 - Ask students to complete the sentence:
 - *One thing I learned about debating today is...*
 - Call on a few students to share their responses.
-

Homework Assignment:

- **Write a short persuasive paragraph (120-150 words)** on a debate topic of your choice.
- Include at least **one counterargument** and a **strong closing statement**.
- Be ready to discuss your argument in the next class.

Lesson 29. Listening to an informal conversation

Duration: 80 minutes

Lesson Objectives:

By the end of the lesson, students will:

1. Identify key features of informal conversations, such as casual language, fillers, and turn-taking.
 2. Improve listening comprehension by analyzing an informal dialogue.
 3. Practice using informal expressions in everyday conversations.
 4. Engage in role-play activities to simulate natural spoken interactions.
-

Lesson Stages:

1. Warm-up Activity (10 minutes)

- **Objective:** Activate students' background knowledge on informal conversations.
- **Activity:** "Formal vs. Informal"
 - Write two sentences on the board:
 1. *Excuse me, could you please tell me where the library is?*

2. *Hey, do you know where the library is?*
 - Ask students: *Which one sounds more formal? Why?*
 - Discuss characteristics of **informal speech** (e.g., contractions, slang, casual tone).
 - Introduce today's focus: *Listening to and analyzing informal conversations.*
-

2. Vocabulary & Expression Building (15 minutes)

- **Objective:** Learn common phrases and expressions used in informal speech.
 - **Activity:** Matching & Categorization
 - Provide a list of **informal expressions** and **fillers**:
 - **Greetings & Small Talk:** *Hey, what's up? / How's it going?*
 - **Expressing Surprise:** *No way! / Are you serious?*
 - **Agreeing & Disagreeing:** *Yeah, totally! / I don't know about that...*
 - **Fillers:** *You know... / I mean... / Like...*
 - Students **categorize** the phrases and practice using them in short exchanges.
-

3. Listening Activity (20 minutes)

- **Objective:** Identify key features of informal speech in real conversations.
 - **Activity:** Listening for Informal Speech Patterns
 - Play an **audio conversation** (from *Pathways 4* Lesson 29) of two friends talking casually.
 - **First listening:** Students write down:
 - **Who is speaking?**
 - **What is the topic of conversation?**
 - **Pair discussion:**
 - *What words or phrases made this conversation sound informal?*
 - *How did the speakers take turns?*
 - **Second listening:**
 - Students complete a worksheet identifying:
 - **Informal expressions used**
 - **Use of fillers and hesitations**
 - **Changes in tone and emotions**
 - **Class discussion:**
 - *What made the conversation sound natural?*
 - *How is this different from a formal conversation?*
-

4. Speaking & Role-Play Activity (25 minutes)

- **Objective:** Practice using informal conversation skills in real-life situations.
- **Activity:** "Everyday Situations"

- In pairs, students choose a **casual conversation topic**, such as:
 - Making weekend plans
 - Talking about a funny experience
 - Discussing a recent movie or TV show
 - Students **role-play a conversation**, using at least **four informal expressions** from the lesson.
 - Pairs switch partners and try a new topic.
 - Volunteers perform their conversations for the class.
-

5. Wrap-up & Reflection (5 minutes)

- **Objective:** Summarize key takeaways and encourage reflection.
 - **Activity:** Exit Ticket
 - Ask students to complete the sentence:
 - *One new informal expression I learned today is...*
 - Call on a few students to share their responses.
-

Homework Assignment:

- **Write a short dialogue (120-150 words)** between two friends using at least **five informal expressions** from the lesson.
- Be ready to **read or perform** it in the next class.

Lesson 30. Creating power point presentation

Duration: 80 minutes

Lesson Objectives:

By the end of the lesson, students will:

1. Understand the key elements of an effective PowerPoint presentation.
 2. Learn and apply best practices for designing slides and organizing content.
 3. Improve their speaking skills by preparing and delivering a short presentation.
 4. Develop confidence in using visual aids to support spoken communication.
-

Lesson Stages:

1. Warm-up Activity (10 minutes)

- **Objective:** Activate students' background knowledge about presentations.
- **Activity:** "What Makes a Good Presentation?"
 - Ask students: *Have you ever given a PowerPoint presentation? What makes a presentation effective?*

- Write their responses on the board (e.g., **clear structure, good visuals, confident speaking, engaging content**).
 - Show two sample PowerPoint slides:
 - One well-designed (minimal text, clear visuals).
 - One poorly designed (too much text, distracting colors).
 - Discuss: *Which one is better? Why?*
 - Introduce today's focus: *How to create and deliver an effective PowerPoint presentation.*
-

2. Key Elements of a PowerPoint Presentation (15 minutes)

- **Objective:** Learn best practices for designing effective slides.
 - **Activity:** Guided Discussion & Checklist
 - Introduce the **basic structure** of a presentation:
 1. **Title Slide** – Introduce the topic and speaker.
 2. **Introduction** – State the purpose and give an overview.
 3. **Main Content** – Present key points with visuals.
 4. **Conclusion** – Summarize and give a final thought.
 - Discuss **design tips**:
 - Use **bullet points** instead of long sentences.
 - Choose **clear fonts and contrasting colors**.
 - Include **images, charts, or graphs** to support ideas.
 - Avoid **too much text on one slide**.
 - Students **create a checklist** of what makes a strong PowerPoint presentation.
-

3. Listening Activity (20 minutes)

- **Objective:** Identify effective presentation techniques.
- **Activity:** Listening for Presentation Strategies
 - Play an **audio recording** (from *Pathways 4* Lesson 30) of a speaker giving a PowerPoint presentation.
 - **First listening:** Students take notes on:
 - The **topic** of the presentation.
 - How the speaker **organized their slides**.
 - What **visual aids** were used.
 - **Pair discussion:**
 - *What did the speaker do well?*
 - *How did they engage the audience?*
 - **Second listening:**
 - Students complete a worksheet identifying:
 - **Key phrases used to transition between slides** (*Now, let's move on to... / As you can see here...*).
 - **The speaker's tone and confidence.**

- **Class discussion:**
 - *What makes a speaker sound confident?*
 - *What techniques will you use in your own presentation?*
-

4. PowerPoint Planning & Speaking Activity (25 minutes)

- **Objective:** Apply PowerPoint design and speaking skills in a mini-presentation.
 - **Activity:** "Create & Present"
 - Students **choose a topic** (e.g., a hobby, a famous person, an interesting fact, a travel destination).
 - In pairs or individually, they **create a 3-slide PowerPoint presentation:**
 1. **Title Slide** – Topic and name.
 2. **Main Slide** – 3-4 key points with visuals.
 3. **Conclusion Slide** – Summary and final thought.
 - Students **practice presenting** their slides to a partner.
 - Volunteers **present to the class**, using their PowerPoint as a visual aid.
-

5. Wrap-up & Reflection (5 minutes)

- **Objective:** Summarize key takeaways and encourage self-reflection.
 - **Activity:** Exit Ticket
 - Ask students to complete the sentence:
 - *One thing I learned about PowerPoint presentations today is...*
 - Call on a few students to share their responses.
-

Homework Assignment:

- **Create a full PowerPoint presentation (4-6 slides)** on a topic of your choice.
- Focus on **clear slide design and engaging visuals**.
- Be ready to present in the next class.

GLOSSARY

1. **Abbreviation** - A shortened form of a word or phrase (e.g., Dr. for Doctor).
2. **Acronym** - A word formed from the initial letters of other words (e.g., NASA).
3. **Adverbial** - A word or phrase functioning as a modifier of a verb.
4. **Abstract Noun** - A noun denoting an idea, quality, or state rather than a concrete object (e.g., freedom, love).
5. **Advertisement** - A public announcement promoting a product, service, or event.
6. **Apology** - An expression of regret or remorse for a mistake or offense.
7. **Argument** - A reason or set of reasons given to persuade others to accept a point of view.
8. **Attitude Adverbial** - Words or phrases that express the speaker's attitude (e.g., fortunately, hopefully).
9. **Cultural Program** - An event designed to showcase the traditions and customs of a particular culture.
10. **Customer Service** - The assistance and advice provided by a company to those who buy or use its products or services.
11. **Density** - The degree of compactness of a substance or material.
12. **Dilemma** - A situation requiring a difficult choice between equally undesirable alternatives.
13. **Digital Divide** - The gap between those who have easy access to digital technology and those who do not.
14. **Endangered** - At risk of extinction or becoming extinct.
15. **Figurative Language** - Words or expressions with a meaning different from the literal interpretation.
16. **Flow** - A steady, continuous stream or movement.
17. **Formality** - The level of adherence to conventional rules and etiquette.
18. **Gradable Adjective** - An adjective that can vary in degree or intensity (e.g., hot, hotter, hottest).

19. **Healthcare** - The maintenance and improvement of physical and mental health through medical services.
20. **Illness** - A disease or period of sickness affecting the body or mind.
21. **Impact** - The effect or influence of one thing on another.
22. **Institution** - An established organization or foundation, especially one dedicated to education, public service, or culture.
23. **Irregular Plural** - A plural form that does not follow the regular pattern of adding "-s" or "-es" (e.g., children, mice).
24. **Legacies** - Something handed down by a predecessor or from the past.
25. **Market Economy** - An economic system in which production and prices are determined by unrestricted competition between privately owned businesses.
26. **Metaphor** - A figure of speech that describes an object or action as something it is not (e.g., "He's a shining star").
27. **Motivation** - The reason or reasons one has for acting or behaving in a particular way.
28. **Nuance** - A subtle difference or distinction in expression, meaning, or response.
29. **Opinion** - A personal view, attitude, or appraisal.
30. **Passive Voice** - A grammatical construction where the object of an action becomes the subject of a sentence (e.g., "The cake was eaten by the child").
31. **Plagiarism** - The act of using someone else's work or ideas without proper acknowledgment.
32. **Portfolio** - A collection of documents, projects, or other works demonstrating one's skills and achievements.
33. **Poster** - A large printed picture, notice, or advertisement displayed publicly.
34. **Privacy** - The state or condition of being free from public attention or unsanctioned intrusion.
35. **Product** - An item or service created or provided for consumption or use.
36. **Progress** - Forward or onward movement toward a destination or goal.
37. **Reconciliation** - The restoration of friendly relations.

- 38.**Register** - The degree of formality in language use, depending on context and audience.
- 39.**Regret** - A feeling of sadness or disappointment over something that has happened or been done.
- 40.**Reliability** - The quality of being trustworthy or performing consistently well.
- 41.**Revising** - Reviewing and altering content to improve its clarity, accuracy, or quality.
- 42.**Society** - A community or group of people living together and sharing customs, laws, and organizations.
- 43.**Sport** - Physical activity engaged in for enjoyment, competition, or health benefits.
- 44.**Sustainability** - The ability to maintain or support an activity or process over the long term.
- 45.**Technology** - The application of scientific knowledge for practical purposes, especially in industry.
- 46.**Transformation** - A marked change in form, nature, or appearance.
- 47.**Under the Weather** - An idiom describing feeling ill or unwell.
- 48.**Visual Aids** - Items of a visual nature, such as charts, graphs, or images, used to support a presentation.
- 49.**Weight** - The measure of how heavy something is.
- 50.**Word Play** - The witty exploitation of the meanings and ambiguities of words, especially in puns.
- 51.**Take Responsibility** - To accept the duty or task of something.
- 52.**Make an Apology** - To express regret for a mistake or wrongdoing.
- 53.**Raise Awareness** - To increase knowledge or perception about a particular issue.
- 54.**Provide Assistance** - To give help or support to someone.
- 55.**Conduct Research** - To carry out a systematic investigation to establish facts or principles.

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1. Technology and Its Impact

1. What is a significant impact of technology on modern communication?
 - a) Increased face-to-face interaction
 - b) Faster and more convenient communication
 - c) Less access to information
 - d) Reduced global connectivity
2. Which of the following is NOT a benefit of modern gadgets?
 - a) Instant access to information
 - b) Increased physical activity
 - c) Enhanced productivity
 - d) Improved convenience in daily life
3. What is an example of future technology that could change transportation?
 - a) Gasoline-powered cars
 - b) Hoverboards
 - c) Self-driving cars
 - d) Steam engines

2. Language Development: Attitude Adverbials and Abstract Nouns

4. Which of the following is an example of an attitude adverbial?
 - a) Carefully
 - b) Happiness
 - c) Unfortunately
 - d) Freedom
5. Abstract nouns typically refer to:
 - a) Physical objects
 - b) Concrete locations
 - c) Tangible actions
 - d) Ideas, qualities, or states

6. Which of the following is NOT an abstract noun?

- a) Kindness
- b) Table
- c) Bravery
- d) Honesty

3. Speaking: Organizing a Cultural Program

7. What is the first step in organizing a cultural program?

- a) Creating promotional material
- b) Inviting speakers
- c) Deciding on the theme
- d) Printing tickets

8. When organizing a cultural program, it is important to:

- a) Only focus on entertainment
- b) Ensure inclusivity and diversity
- c) Spend a lot of money
- d) Avoid collaboration

9. Which skill is crucial for a presenter in a cultural program?

- a) Painting
- b) Writing
- c) Public speaking
- d) Programming

4. Weight and Density

10. Which unit is commonly used to measure weight?

- a) Meters
- b) Liters
- c) Kilograms
- d) Celsius

11. What does density refer to?

- a) The length of an object

- b) The amount of mass in a given volume
- c) The speed of an object
- d) The color of an object

12. Which of these materials has the highest density?

- a) Cotton
- b) Wood
- c) Iron
- d) Styrofoam

5. Difficulties and Dilemmas

13. A common strategy for solving a dilemma is to:

- a) Ignore the problem
- b) Seek advice and evaluate options
- c) Always choose the easiest option
- d) Wait for someone else to solve it

14. Which word best describes a difficult decision?

- a) Easy
- b) Simple
- c) Trivial
- d) Complicated

15. "Catch-22" is an example of:

- a) A straightforward solution
- b) A type of bird
- c) A situation with no escape
- d) A math equation

6. Functional Vocabulary: Apology, Regret, and Reconciliation

16. Which phrase expresses regret?

- a) "I'm happy about it."
- b) "I wish I had done it differently."
- c) "It doesn't matter."

- d) "I don't care."

17. A formal way to apologize is:

- a) "Sorry!"
- b) "My bad."
- c) "I deeply apologize for the inconvenience."
- d) "Oops!"

18. Reconciliation involves:

- a) Holding a grudge
- b) Making peace after a disagreement
- c) Ignoring the problem
- d) Avoiding conflict

7. Expressing Change and Gradable Adjectives

19. Which of these adjectives is NOT gradable?

- a) Very unique
- b) Extremely hot
- c) Fairly cold
- d) Quite expensive

20. Gradable adjectives allow you to:

- a) Measure the extent of something
- b) Define exact measurements
- c) Avoid comparisons
- d) Ignore differences

21. "Slightly different" is an example of using:

- a) An absolute adjective
- b) A gradable adjective
- c) A noun
- d) A verb

8. Words and Meanings: Abbreviations and Acronyms

22. What does "NASA" stand for?

- a) National Aeronautics and Space Administration
- b) National Airline and Space Association
- c) North American Space Agency
- d) New Age Space Association

23. An abbreviation is:

- a) A shortened form of a word or phrase
- b) A complete sentence
- c) A full word
- d) A synonym

24. Which of the following is an acronym?

- a) Dr.
- b) UN
- c) ASAP
- d) Min.

9. Easily Confused Words: One Word, Many Meanings

25. "Bank" can mean:

- a) A financial institution
- b) The side of a river
- c) Both a and b
- d) A type of tree

26. "Lie" can mean:

- a) To recline
- b) To speak falsely
- c) Both a and b
- d) To run

27. "Row" can refer to:

- a) A line of things
- b) An argument
- c) Both a and b

- d) A type of flower

10. Fixed Expressions and Figurative Language: Metaphor

28. "Seeing the light" is a metaphor for:

- a) Turning on a lamp
- b) Gaining understanding or realization
- c) Walking outside
- d) Building a house

29. Which of the following is a metaphor?

- a) As brave as a lion
- b) Time is a thief
- c) Run like the wind
- d) As cool as a cucumber

30. "Hit the books" means:

- a) To physically hit books
- b) To start studying hard
- c) To buy new books
- d) To arrange books on a shelf

11. Language Variation: Register and Degrees of Formality

31. Which sentence is the most formal?

- a) "What's up?"
- b) "How do you do?"
- c) "Hey there!"
- d) "How's it going?"

32. Register in language refers to:

- a) The volume of speech
- b) The level of formality or informality
- c) The speed of speaking
- d) The accent of the speaker

33. When writing a formal email, it is appropriate to start with:

- a) "Hey!"
- b) "Yo!"
- c) "Dear Sir/Madam,"
- d) "What's good?"

12. Irregular Plurals and Words in Context

34. The correct plural of "mouse" is:

- a) Mouses
- b) Mice
- c) Mices
- d) Mouseses

35. Which of the following is an irregular plural?

- a) Cats
- b) Books
- c) Children
- d) Dogs

36. "Data" is:

- a) Singular
- b) Plural
- c) Uncountable
- d) Both singular and plural

13. Making an Advertisement Supported by Visuals

37. The primary goal of an advertisement is to:

- a) Entertain people
- b) Provide news updates
- c) Persuade the audience to buy or use a product
- d) Criticize other products

38. Visual elements in advertisements are used to:

- a) Confuse the audience
- b) Make the ad less attractive

- c) Enhance the message and appeal to emotions
- d) Distract viewers from the message

39. Which is a key element in designing an advertisement?

- a) Random images
- b) Clear and persuasive messaging
- c) Long paragraphs of text
- d) No visuals

14. Revision

40. When revising vocabulary, it is helpful to:

- a) Forget all new words
- b) Review flashcards regularly
- c) Only study grammar
- d) Avoid using the new words

41. Which is an effective method for revising language skills?

- a) Reading once and not repeating
- b) Continuous practice and self-assessment
- c) Memorizing without understanding
- d) Ignoring feedback

Theme 1: Technology and Its Impact

42. What is meant by "digital divide"?

1. A) The gap between those who have access to technology and those who do not
2. B) A type of software error
3. C) A new form of social media
4. D) The division of digital files

Answer: A

43. Which word means 'to modernize or improve'?

1. A) Obsolete
2. B) Upgrade

3. C) Abandon
4. D) Regress

Answer: B

44. The phrase 'cutting-edge technology' refers to:

1. A) Outdated gadgets
2. B) Basic tools
3. C) The most advanced technology available
4. D) Dangerous devices

Answer: C

45. Which of the following is an example of 'artificial intelligence'?

1. A) A manual typewriter
2. B) A smartphone with voice recognition
3. C) A calculator
4. D) A bicycle

Answer: B

46. What does 'streamline' mean in the context of technology?

1. A) To complicate processes
2. B) To make processes more efficient
3. C) To remove all digital elements
4. D) To add more steps

Answer: B

Theme 2: Healthcare and Medical Language

47. Which of the following is a common symptom of 'influenza'?

1. A) Broken bones
2. B) Headache and fever
3. C) Improved vision
4. D) Strengthened muscles

Answer: B

48. The term 'cardiovascular' is related to:

1. A) The brain
2. B) The heart and blood vessels
3. C) The digestive system
4. D) The skin

Answer: B

49. Which of the following describes 'hypothermia'?

1. A) High body temperature
2. B) Low body temperature
3. C) Excessive sweating
4. D) Difficulty breathing

Answer: B

50. What does 'rehabilitation' refer to in healthcare?

1. A) A disease
2. B) A treatment to restore skills or health
3. C) A new medical gadget
4. D) A type of surgery

Answer: B

51. Which word best describes 'anaphylactic shock'?

1. A) A mild fever
2. B) A severe allergic reaction
3. C) A broken bone
4. D) A type of headache

Answer: B

Theme 3: Advertising

52. The phrase "target audience" refers to:

1. A) Everyone in the world
2. B) A specific group of potential customers
3. C) Random people passing by
4. D) None of the above

Answer: B

53. What does 'brand loyalty' mean?

1. A) When customers frequently change brands
2. B) When customers consistently prefer one brand over others
3. C) When customers dislike all brands
4. D) When customers forget about brands

Answer: B

54. Which of the following is a 'promotional strategy'?

1. A) Product malfunction
2. B) Market research
3. C) Offering discounts
4. D) Ignoring customer feedback

Answer: C

55. What is a 'slogan'?

1. A) A long and complex essay
2. B) A brief, catchy phrase used in marketing
3. C) A type of contract
4. D) A type of clothing

Answer: B

56. What does 'endorsement' mean in advertising?

1. A) A negative review
2. B) Public support for a product by a celebrity or influencer
3. C) A decline in sales
4. D) The end of a marketing campaign

Answer: B

Theme 4: Language Development

57. What are 'gradable adjectives'?

1. A) Adjectives that cannot be compared
2. B) Adjectives that describe absolute states

3. C) Adjectives that can be measured in degrees
4. D) Adjectives that do not describe people

Answer: C

58. Which is an example of an 'abstract noun'?

1. A) Happiness
2. B) Apple
3. C) Chair
4. D) Desk

Answer: A

59. Which of the following is an 'attitude adverbial'?

1. A) Carefully
2. B) Absolutely
3. C) Walked
4. D) Teacher

Answer: B

60. What is the function of 'attitude adverbials' in a sentence?

1. A) To describe nouns
2. B) To indicate the speaker's viewpoint or opinion
3. C) To join clauses
4. D) To replace verbs

Answer: B

61. Which word is a 'gradable adjective'?

1. A) Pregnant
2. B) Furious
3. C) Cold
4. D) Dead

Answer: C

Theme 5: Functional Vocabulary (Apology, Regret, Reconciliation)

62. Which phrase would you use to apologize formally?

1. A) "Hey, sorry!"
2. B) "I deeply apologize for the inconvenience."
3. C) "My bad!"
4. D) "Oops, I did it again."

Answer: B

63. Which of the following expressions shows regret?

1. A) "No problem!"
2. B) "I wish I hadn't done that."
3. C) "Let's do it again."
4. D) "I'm glad I did that."

Answer: B

64. The term 'reconciliation' means:

1. A) Starting a fight
2. B) Returning to a friendly relationship after disagreement
3. C) Ignoring someone
4. D) Avoiding an issue

Answer: B

65. Which phrase expresses a sincere apology?

1. A) "Sorry, but it's not my fault."
2. B) "Please accept my sincerest apologies."
3. C) "I don't really care."
4. D) "Whatever."

Answer: B

66. Which word is closest in meaning to 'forgiveness'?

1. A) Anger
2. B) Revenge
3. C) Pardon
4. D) Blame

Answer: C

Formative Assessment Questions

Theme 1: Technology and Its Impact

1. What is the "Internet of Things" (IoT) and how does it affect our daily lives?
2. Explain the difference between "artificial intelligence" and "machine learning."
3. What are some potential ethical concerns associated with artificial intelligence?
4. How has social media transformed the way we communicate?
5. What is "cloud computing," and what are its advantages and disadvantages?

Theme 2: Healthcare and Medical Language

6. Define "preventive healthcare" and provide three examples of preventive measures.
7. What is the difference between "acute" and "chronic" illnesses?
8. Describe how diet and exercise can impact overall health and well-being.
9. Explain the role of "rehabilitation" in healthcare.
10. What is the significance of "mental health" in the overall healthcare system?

Theme 3: Advertising

11. What is a "brand identity," and why is it important in advertising?
12. How does "emotional appeal" work in advertising?
13. Explain the concept of "target audience" and its relevance in marketing.
14. What is "influencer marketing," and how has it changed traditional advertising methods?
15. Discuss the role of "visual elements" in creating an effective advertisement.

Theme 4: Language Development (Attitude Adverbials and Abstract Nouns)

16. What are "attitude adverbials," and how do they affect the tone of a sentence?
17. Provide five examples of abstract nouns and explain their usage in sentences.
18. How can abstract nouns be used to express emotions or feelings?
19. Describe how attitude adverbials can be used to express certainty or doubt.

20. What is the importance of understanding abstract nouns in advanced vocabulary development?

Theme 5: Functional Vocabulary (Apology, Regret, Reconciliation)

21. Explain the difference between a formal and informal apology.

22. What are some phrases used to express regret in English?

23. How can language be used to de-escalate a conflict and promote reconciliation?

24. What is the cultural significance of apology in different societies?

25. Provide examples of situations where formal apologies are necessary.

Theme 6: Expressing Change and Gradable Adjectives

26. What is the difference between a "gradable" and a "non-gradable" adjective?

27. How do we express varying degrees of intensity using gradable adjectives?

28. Provide examples of sentences using "slightly," "fairly," "rather," and "extremely" with gradable adjectives.

29. What is the impact of using gradable adjectives on the clarity and precision of language?

30. Why is it important to distinguish between absolute and relative descriptions?

Theme 7: Words and Meanings (Abbreviations and Acronyms)

31. Define the terms "abbreviation" and "acronym" and provide three examples of each.

32. How can context help determine the meaning of abbreviations and acronyms?

33. Explain why abbreviations and acronyms are frequently used in professional and academic writing.

34. What are the potential drawbacks of overusing abbreviations in communication?

35. How can the meaning of an acronym differ across different fields or industries?

Theme 8: Easily Confused Words (One Word, Many Meanings)

36. Explain how a word can have multiple meanings depending on context.

37. Provide examples of three words that are often confused and explain their differences.
38. How does understanding word context help in determining the correct meaning?
39. Why is it important to learn easily confused words for language proficiency exams?
40. How can visual aids (like diagrams or pictures) help in learning easily confused words?

Theme 9: Fixed Expressions and Figurative Language (Metaphor: Seeing the Light)

41. What is a "metaphor," and how does it differ from a "simile"?
42. How can metaphors enhance the effectiveness of communication?
43. Provide three examples of fixed expressions and their meanings.
44. Why is it important to understand figurative language when studying a new language?
45. How can metaphors be used to convey complex ideas in simple terms?

Theme 10: Language Variation (Register: Degrees of Formality)

46. Explain what is meant by "register" in language and give examples of different registers.
47. How does the level of formality change based on context and audience?
48. What are the key differences between formal, informal, and neutral registers?
49. Why is it important to adjust language according to the audience and setting?
50. Provide examples of how a single message can be conveyed in different registers.

2 Education: debates and issues

A Opportunity and equality

All education systems may ultimately be judged in terms of **equality of opportunity**¹. This is often referred to in the debates over **selective**² versus **comprehensive**³ **schooling**⁴. The main issue is whether everyone has the same opportunities for educational achievement or whether **elitism**⁵ of one sort or another is **inherent in**⁶ the system.

League tables⁷ for schools and colleges may actually help unintentionally to **perpetuate**⁸ inequalities, while claiming to promote the raising of standards. Inevitably, league tables divide educational institutions into good and bad, success and failure, resulting in a **two-tier system**⁹, or at least that is how the public **perceives**¹⁰ it. The ability of **better-off**¹¹ parents and **well-endowed**¹² schools to push children towards the institutions at the top of the league may, in the long term, have the effect of **depressing**¹³ opportunity for the **less well-off**¹⁴ or for children from home environments that do not provide the push and motivation to **excel**¹⁵.

Financial support of different kinds can help to make educational opportunity more equal. There are, for example, **scholarships**¹⁶ or **bursaries**¹⁷ that make it possible for less privileged youngsters to afford **tertiary**¹⁸ education. **Student loans**¹⁹ allow **undergraduates**²⁰ to pay for their **tuition fees**²¹ and living expenses while they are studying. But few would claim that real equality of opportunity has been achieved.

¹ when everyone has the same chances

² pupils are chosen for entry, usually for academic reasons, though, in the case of some private schools, parents' ability to pay school fees may be a factor in selection

³ everyone enters without exams and education is free, paid for by the government

⁴ education received at school

⁵ when you favour a small, privileged group

⁶ existing as a basic part of something

⁷ lists of schools or colleges, from the best down to the worst, based on exam results and, sometimes, other criteria

⁸ make something continue

⁹ a system with two separate levels, one of which is better than the other

¹⁰ sees, considers

¹¹ richer

¹² receiving a lot of money in grants, gifts from rich people, etc. (= **endowments**)

¹³ reducing

¹⁴ poorer

¹⁵ achieve an excellent standard

¹⁶ money given to pay for studies, usually provided on the basis of academic merit

¹⁷ money given to pay for studies, usually provided on the basis of need

¹⁸ education at university or college level

¹⁹ money that students can borrow from a bank while studying and then pay back once they are in work

²⁰ students doing a first degree (**postgraduates** = students doing a further degree)

²¹ money paid to receive teaching

B Other debates and issues

Some people think we should return to an emphasis on **the three Rs**, the traditional, basic skills. (reading, writing and arithmetic)

Literacy and **numeracy** are skills no one can afford to be without. (the ability to read) (the ability to count / do basic maths)

Curriculum reform is often done for political reasons rather than for good educational ones.

(changes to what is covered in the national **syllabus** = plan of what is to be studied)

Language help

Notice how compound adjectives like *well-off*, *well-endowed*, *high-achieving*, *badly-performing* can be used in comparative and superlative forms, e.g. **better-off**, **best-endowed**, **higher-achieving**, **worst-performing**.

Exercises

8.1 Read the comments and then answer the questions.

	I wish Tatyana would calm down and not get so over-excited about things.		Tom thinks his country is better than any other country and doesn't listen to reason.
	Alice can always be relied upon to make the right decision.		Sophie is always so calm.
	Harry is such a practical and sensible person.		Andrey has a tendency to say things that upset people.

- Who is placid?
- Who is down-to-earth?
- Who tends to get carried away?
- Who is often tactless?
- Who is shrewd?
- Who is chauvinistic?

8.2 Which colleagues does the speaker have a positive opinion of and which a negative one?

'Ellie, my boss, is very astute and she can be very witty, but I find her assistant, David, a bit sullen and obstinate. Julia, who I sit next to, is a bit stingy and extremely work-obsessed. I do a lot of work with Marco, who's very obliging, supportive and tolerant.'

8.3 Fill the gaps with words from the opposite page. You are given the first letter(s) and clues to the meaning in brackets.

- He's rather o..... He always tries to use situations to his own advantage. (devious)
- She has an i..... approach to life rather than a rational one. (instinctive)
- My father was a somewhat quick-tempered and m..... sort of person. (gloomy)
- He was a very altruistic person, almost to the point of being n..... (too trusting)
- Aisha has a m..... personality. Everyone is drawn to her. (attractive)
- Rob is a very conscientious and m..... worker. (careful, systematic)
- I find Eva a bit b..... and rude. (speaks in a quick and rude way)
- She's fun-loving but she can be a bit s..... at times. (doesn't care about serious things)
- I think Max is i..... (doesn't have much confidence, not really sure of himself)
- I'm always happy to go out for a meal with Kerstin. She's such g..... c..... (pleasant and entertaining to spend time with)
- She was very c..... in speaking out against corruption. (brave, unafraid to speak or act)
- Owen's a p..... He's never happy if he doesn't get an A-grade in every test.

8.4 Find adjectives on the opposite page related to these abstract nouns.

- | | | | |
|-------------|-------------------|-------------|---------------------|
| 1 altruism | 4 placidity | 7 distrust | 10 unscrupulousness |
| 2 parsimony | 5 industriousness | 8 terseness | |
| 3 diligence | 6 rebellion | 9 naivety | |

8.5 The adjectives you found in the exercise above are more common in formal contexts. Give a synonym for each word that would be more likely to be used in informal

Exercises

9.1 Rewrite these sentences using words from A opposite instead of the underlined words.

- 1 She looks as if she needs a good meal; her body is so thin and bony.
- 2 Martha and David are both rather tall and thin individuals.
- 3 Being extremely fat can have health risks.
- 4 A very tall, thin, bony, awkward-looking boy carried our bags for us.
- 5 Her new silk dress suited her thin frame.
- 6 A short man with broad shoulders offered to lift the stone so we could look underneath.
- 7 That solid-looking woman on the left of the photo is Charlie's wife.

9.2 Fill in the gaps in the sentences using words from B opposite.

- 1 Finn looked reallyafter two weeks of camping – his clothes were dirty and his hair was a mess!
- 2 Leah always looks amazing – she never has aout of place!
- 3 Alex hasa lot – must be all that time he spends at the gym lifting weights!
- 4 Dan hasn't slept for three days – he looks really tired and

9.3 What are these people doing?



1He's folding his arms.....



2



3



4



5



6

9.4 Answer these questions. Use a dictionary if necessary.

- 1 The verb to *pout* has two meanings on the opposite page. What are they?
- 2 If someone *scowls* at you, how are they probably feeling?
- 3 What is the difference between a *swarthy* complexion and a *sallow* complexion?
- 4 When would you *clench* your fist?
- 5 When do people normally *shrug* their shoulders?
- 6 What might you do with your fingers on a table if you were nervous or impatient?

2 **1.02 Listen again and answer these questions.**

Meeting 1

- 1 What is the professor's course about?
- 2 How many dos and don'ts does the professor cover?

Meeting 2

- 3 What three interruptions occur at the beginning of the second meeting?
- 4 How does the speaker suggest splitting the workload?

Meeting 3

- 5 What benefits to joining the society does the speaker talk about?
- 6 What term does the lead speaker use to imply that the group is freely accessible?

ACADEMIC KEYWORDS

aspect	(n)	/ˈæspekt/
characterize	(v)	/ˈkærəktəraɪz/
integrate	(v)	/ˈɪntəɡreɪt/

Critical thinking skill

INFERRING A SPEAKER'S ATTITUDE

We infer a speaker's attitude toward a topic from a range of factors. These might include: context, relationship between speakers, gender, age, setting, word choice, our knowledge of the speaker, the speaker's body language, and the speaker's intonation.

It is often the final element—intonation—that gives us most clues about a speaker's attitude. For example, a speaker may use very formal and polite language, but convey a different attitude, or even sound rude, due to his/her intonation (cf. p. 14).

1 **1.02 Listen again. For each meeting, select the adjective that best describes the attitude of the main speaker. Think of context, word choice, and intonation.**

- 1 The professor
a upset b abrupt c passionate
- 2 The woman in charge of the meeting
a nervous b irritated c shy
- 3 The lead speaker from the debating society
a insincere b impatient c afraid

2 **Work with a partner. Compare your answers. What evidence can you give in support of each answer?**

In exercise 1, I think the best adjective to describe the professor is "passionate."

Match the illnesses and injuries with the symptoms

What happened	Result
I hit my head on the door	I have diarrhea
I had a car accident	I have a toothache
I am seasick. I need to go to the restroom	I have a fever
I ate something and got a reaction on my skin.	I have the measles
I slipped in the stairs and landed on my foot	I have blisters
I keep sneezing. My nose is runny and I cough	I have a rash
My cheek is swollen and my tooth hurts	I am dizzy
I fell on my hand while playing tennis	I'm vomiting
I ate something damaged or rotten	I cut my finger
get a sharp pain in my back when I bend or twist my body	I have a concussion
I feel ill, I can't stand up. Everything is spinning	I have a sunburn
My new shoes hurt my feet yesterday	I have a big bump
My body feels very hot and I'm thirsty. Temperature 38C	I have a sprained ankle
I was ironing and got distracted	I have the flu
Your new knife was really sharp	I have a sprained wrist



PHARMACY VOCABULARY

1. We normally take a doctor's _____ to the pharmacist. It has details of all the medicines advised by the doctor.
2. We use a _____ to moisturize our lips.
3. We take cough _____ to cure our cough and _____ to give some relief to our throat.
4. We use _____ to blow our nose and clean our mouth.
5. We use a _____ to weigh ourselves.
6. We buy _____ at the pharmacy when we are sick.
7. The medication we buy are normally _____ form.
8. A person suffering from asthma buys an _____.
9. We use _____ to clean blood and to clean our makeup.
10. If one wears contact lenses, one can buy the _____ solution from the pharmacy.
11. This tool is used to check the body temperature. What is this called? _____
12. A mother with an _____ can find _____, _____, _____ and _____ at the pharmacy.
13. Tools we use to keep our nails polished are the _____ and the _____.
14. The complete kit that has a RED CROSS sign is called the _____. It has everything we need when someone is hurt or when someone suffers an accident.
15. This tool is used to measure someone's blood pressure. What is this called. _____
16. The doctor uses the _____ to check the patient's heartbeat. What is it called?
17. The dental kit consists of _____, _____ and _____.
18. We eat _____ in the morning as breakfast.
19. A _____ contains the dental kit and few other toiletries to make our travel comfortable.
20. Medicines administered under the tongue are said to be administered _____.
21. Women use _____ to remove hair from the body.
22. Men use _____ to shave their beard.
23. We buy a suitable _____ and _____ for our hair type.
24. _____ is used to help reduce swelling and chest congestion.
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100. _____ is used to help reduce swelling and chest congestion.

Medicines
First Aid Kit
Band aid
Nasal Spray
Eye drops
Tissues
Lip Balm/Chapstick
Shampoo
Conditioner
Dandruff
Body ache
Paracetamol
Cold/Flu
Sublingually
Tablets/Pills
Syrup
Infants
Cough drops
Asthma pump
Weighing scale
Sanitary pads
Diapers
BABY wipes
Baby Milk powder
Lens solution
Nail cutter
Nail filer
Baby oil
Hair Loss oil
Weight Loss tea
Nailpolish/Varnish
Cotton
Thermometer
Stethoscope
Blood Pressure
Tooth Brush
Tooth Paste



FIGURATIVE LANGUAGE

Read the sentences below and determine which example of figurative language is being used. Choose from:

Simile, Metaphor, Hyperbole, Onomatopoeia, Alliteration, Personification

My life is an open book. _____

My brother ran like a gazelle and won the race. _____

During the hot summer, the flowers begged for water every day. _____

The children smiled at the beautiful, big balloons. _____

My mother's smile was 10 miles long. _____

The classroom is as cold as a refrigerator. _____

The car complained as I stepped on the gas pedal. _____

My dog barks every time a stranger arrives. _____

My mother was a lion when another kid hit me. _____

My bed called me to take a nap. _____

I could sleep an eternity after exercising for so long. _____

I went to Seattle to see my sister sing songs. _____

I could hear the teacher calling my name. _____

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_____ when they left the house. _____

