

English

Student Book



10

as the main
foreign language



Azərbaycan Respublikasının Dövlət Himni

*Musiqisi Üzeyir Hacıbəylinin,
sözləri Əhməd Cavadındır.*

Azərbaycan! Azərbaycan!
Ey qəhrəman övladın şanlı Vətəni!
Səndən ötrü can verməyə cümlə hazırız!
Səndən ötrü qan tökməyə cümlə qadiriz!
Üçrəngli bayrağınla məsud yaşa!

Minlərlə can qurban oldu,
Sinən hər bə meydan oldu!
Hüququndan keçən əsgər,
Hərə bir qəhrəman oldu!

Sən olasan gülüstan,
Sənə hər an can qurban!
Sənə min bir məhəbbət
Sinəmdə tutmuş məkan!

Namusunu hifz etməyə,
Bayrağını yüksəltməyə
Cümlə gənclər müştəqdir!
Şanlı Vətən! Şanlı Vətən!
Azərbaycan! Azərbaycan!



HEYDAR ALIYEV
THE NATIONAL LEADER OF THE AZERBAIJANI NATION

Konul Heydarova
Gunay Gurbanova
Sevinj Mammadova

Student book

English

*as the main foreign language for the 10th
grades of general secondary schools*

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We thank you for the cooperation.



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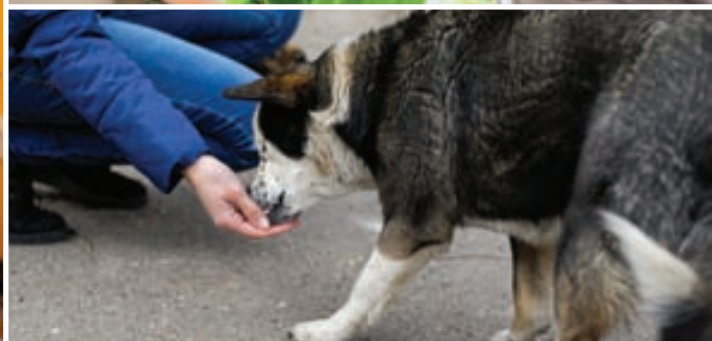
UNIT 1

Kindness

FOCUS ON THE TOPIC

Work in small groups. Look at the photos and discuss the questions.

- What acts of kindness can you see in these pictures?
- Why do you think it is important to be kind?
- Who is the kindest person you know? What makes him/her kind?



Vocabulary

1 Read the quotations and say which one you agree with. Explain your choice.



“Make it a habit to tell people thank you. Truly **appreciate**¹ the people around you, and you'll soon find many others around you.”

RALPH MARSTON



“Good actions give strength to ourselves and **inspire**⁴ good actions in others.”

SAMUEL SMILES



“**Generosity**⁵ and kindness always feel good to give, and it never feels good to give **grief**⁶ or negativity.”

JASON BECKER



“And when I get famous, I want to **donate**² to people who don't have homes, jobs, anything.”

MASON RAMSEY



“**Volunteers**⁷ do not necessarily have the time; they just have the heart.”

ELIZABETH ANDREW



Surround yourself with good people who **encourage**³ and love you. There are always ups and downs, no matter how successful you are.

LIANA LIBERATO



“The best kind of help you can give another person is to **uplift their spirit**⁸.”

RUBYANNE

- 2 Pay attention to the boldfaced words in Task 1. Choose the correct definition that matches the meaning of each boldfaced word.



appreciate (v.)

- a) be thankful for something that somebody has done
- b) pay no attention to somebody/ something



donate (v.)

- a) waste money on food and clothes
- b) give money, food, clothes, etc. to somebody/ something, especially a charity



encourage (v.)

- a) give someone support, courage or confidence to do something
- b) disagree with someone



inspire (v.)

- a) stop someone from doing something
- b) give somebody the desire or confidence to do something well



generosity (n.)

- a) readiness to give or share
- b) not wanting to spend money



grief (n.)

- a) a very happy feeling
- b) a very sad feeling



volunteer (n.)

- a) a person who does a job willingly and gets no payment
- b) a person who doesn't like helping others



uplift the spirit

- a) make somebody feel sadder
- b) make somebody feel happier

Listen and check your answers. Pay attention to the pronunciation.



- 3 Complete the sentences with the words/phrases from Task 2. You may need to change word forms.

0. My grandmother inspired kindness in all her grandchildren.
1. An anonymous person ★★ ★ one million manats to the charity.
2. ★★ ★ from several organizations are working to save the lives of endangered animals.
3. The hospital has now bought a new body scanner, thanks to the ★★ ★ of some businessmen.
4. We really ★★ ★ all the help your team gave us last month.
5. Coffee can ★★ ★ of a tired and sleepy person.
6. Children can feel real ★★ ★ at the loss of a pet.
7. We want to ★★ ★ more children to use the library.



Reading

sincere – open and free of lies
rough – difficult and unpleasant
budget – a plan of how the money will be spent

to shovel snow to rake leaves



- 1** Read the article about eight random acts of kindness and match the titles (a-i) to the paragraphs (1-8). One title is extra.



- a)** Send a kind note to someone you know.
- b)** Go shopping for someone else.
- c)** Pay for others.
- d)** Be kind at home.
- e)** Send kind messages to the army.
- f)** Stop in order to help.
- g)** Let a stranger go in front of you in line.
- h)** Clean up.
- i)** Give someone a compliment.

- 1.** Take a shopping bag of those who cannot manage it because their hands are full. Donate some money when you see someone in need. Your generosity will uplift your spirit the moment when you help. Always keep your eyes open and find ways to help people in your surroundings.
- 2.** Maybe some people are having a bad day. It takes you one second to tell them you like their shirt, or their hair looks nice. That might just make their day much better.
- 3.** Make or buy extra cards to send those serving our country. Many of them say these sincere letters of thanks are the most valuable packages they receive. Just imagine how pleased they will get while reading your warmest messages on the front line.
- 4.** This is a big one, especially during the holiday sales. Keep your eyes open. Is there a person with just a few items? Or is there an older person or a mom or dad with kids who will appreciate speeding through? Allow them to go ahead of you to shorten their wait.
- 5.** We rush through busy days without paying a lot of attention to others. Stop and think about someone who you admire or who's helped you – a teacher, parent, family member, friend or child! Write them a message and tell them how you feel. They can save your message and read it again on a rough day when they mostly need to cheer up.

6. Pick up litter in your favorite park or public space. Or, rake leaves or shovel snow for a neighbour or friend. Join a volunteering program and become one of many volunteers who want to make the streets rubbish free.

7. Cover the cost of a bill for someone. It could be for a cup of coffee, lunch at a restaurant, a grocery order or an electricity bill for someone who is going through hard times. This can be done on nearly any budget.

8. Encourage your family to surprise one another by helping out with day to day tasks. Examples include helping a mom or dad with housework or a sibling doing homework. This is a great chance to bring kindness into the family.

(2) Read the definitions and find the words/phrases in the text.

- 1.** to move or pass through something very quickly (Paragraph 4)
- 2.** to become less sad (Paragraph 5)
- 3.** to pay for something (Paragraph 7)
- 4.** a sister or brother (Paragraph 8)

(3) Discuss the questions with a partner.

- Which acts of kindness mentioned in the text have you done recently?
- Which of them would you like to do again and why?

(4) Brainstorm other acts of kindness as a group. Discuss the ideas and agree on one which you would like to do as a group.



Grammar A

- 1 Look at the pictures from different news stories and predict what each news story is about.




- 2 Read the news stories and complete the sentence.

The news stories below are about ★★★.

- a) homeless people b) acts of kindness c) kindness on social media

- 1 A woman who is from Texas helps people with these ordinary shelves. Her idea is simple. People who want to help the poor put something on the shelf and people who are in need take something from it for free.

- 2 Sheikh Aadil Mushtaq is one of those people who are taking good care of the people in his community. He has started a Wall of Kindness where people can leave warm clothes, food and items of everyday use. November 13 was the day when the first donation was made.

- 3 The photo which was taken during a math class got very popular. Nathan Alexander, a math professor, was photographed holding a student's baby as he gave a lecture on Friday. One of his students came to class with his child because there was no one to watch her while he was in class. The tweet  that his classmate Nick Vaughn posted on social media got more than 296,000 likes.

- 4 A man who was sitting on a road helped a baby squirrel drink water from a bottle. The squirrel was holding the man's hand while drinking the water. A big number of social media followers reposted the video that shared this heartwarming story.

- 5 A group of homeless people will stay in the hotels that a couple rented for them. Amberly and Ryan Batten booked 45 hotel rooms to help the homeless on freezing winter days. The couple whose dream was to do something for the homeless got very emotional when they received massive hugs from those people in need.

3 Look at the underlined parts of the sentences. Which of them describes

a) people?

b) things?

c) places?

d) time?



GRAMMAR TARGET

Adjective Clauses

Study the rules and examples on Page 176 before you do the following tasks.

4 Read the text and choose the correct pronouns. Sometimes you can choose more than one option.

Charities are organisations 1) *that/which/who* help others. For example, UNICEF is an organisation 2) *that/whose/where* works in more than 190 countries and protects the rights of every child. You can help charities by giving your time or money. You can also donate your things 3) *that/whose/who* you don't need anymore.

Volunteering is when you give your time to help others. Volunteers often visit elderly people 4) *who/whose/which* live alone or they clean the parks and beaches 5) *where/when/that* are littered. Those volunteers 6) *who/whom/which* love animals often visit animal shelters 7) *where/which/that* they feed them.

Fundraising is the process of collecting money to help others. Some fundraisers 8) *who/that/which* can cook well make cakes or biscuits to sell. Some others 9) *whom/whose/who* relatives and friends are supportive take part in a sponsored activity. For example, relatives and friends give them some money if they finish a long walk.

5 Write a complete sentence using the phrases as the subject or object of your sentence.

0. a person who is kind (A person ^{subject} *who is kind usually has real friends.*)

a person whom I met at the party ^{object} *(I became friends with a person whom I met at the party.)*

1. people who enjoy helping others

2. children who want to have pets at home

3. books that you don't read anymore

4. a person whom I admire

5. volunteers who help the elderly people

6. children whose parents are usually busy

6 Complete the sentences with your own ideas.

1. ★★★ is a friend who ★★★.

2. 2020 is the year when ★★★.

3. Azerbaijan is a country where ★★★.

4. I appreciate people who ★★★.

5. I dislike places where ★★★.

6. People who ★★★ uplift my spirit.

7. Young volunteers whose ★★★.

8. The news which ★★★.

7 Describe the pictures in Task 1 and talk about why people chose to help others in these ways. Use adjective clauses.

Grammar B

a philanthropist – someone who believes in helping people, especially by giving money to those who need it

to go from rags to riches – to rise from poverty to great wealth

prominent – important; famous

1) Discuss the questions with a partner.

Do you know any famous philanthropists? Who are they and what have they done for others?

2) Read the text and answer the question.

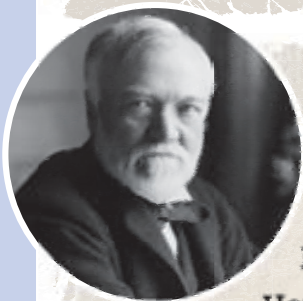
What did these two philanthropists have in common?



Haji Zeynalabdin Taghiyev, who was one of the greatest philanthropists of Azerbaijan, went from rags to riches. His father was a shoemaker and could hardly make a living for his family. When Zeynalabdin was 10 years old, he decided to **help his father and started to work** as a bricklayer. He earned six kopeks a day then. However, at the age of 35, the land that he had brought him luck, when the oil started to gush. So, Taghiyev became one of the wealthiest oil barons in Baku.

He was very rich, but he did not forget the poor, the orphan and the hungry. He was the person who built the first secular school for women in the Muslim East. The school building, which was completed in April 1901, became one of the best sights in Baku. 58 girls who were aged from 7 to 11 started school, 35 of whom were from poor families and studied there for free.

Taghiyev was a true lover of his people. He paid for the studies of the young people who were studying at various universities abroad. Some of the students later became prominent politicians and scientists. Taghiyev **also participated in fundraising** for the construction of a mosque in St Petersburg, which was the largest in Europe.



Andrew Carnegie, who was one of the world's richest men, made a fortune in the oil industry.

Andrew Carnegie, whose formal education ended when he left Scotland, found a job in a cotton factory in Pittsburgh at the age of 14. He earned \$1.20 a week.

However, hard work showed its result and Carnegie soon became rich.

Some memories from his childhood were so strong that he couldn't forget those days. For example, he often remembered the day when he was not allowed to enter the library because it was for members only. His biggest dream was to build free public libraries and give everyone the opportunity to use them. So, Carnegie started to build free libraries. Before he died, there were more than 2,500 public libraries, which were located in the English-speaking world.

3 Look at the underlined groups of words in the text and answer the question.

Are they important to identify the nouns before them?



GRAMMAR TARGET

Essential and Nonessential Adjective Clauses

Study the rules and examples on Page 177 before you do the following tasks.

4 A. Listen and complete the sentences.



1. Taghiyev rented a small piece of land in Bibi-Heybat which is one of the first places ★★ in Baku.
2. His mother was from Bilgah ★★ on the seacoast of the Absheron Peninsula.
3. Taghiyev ★★ became a millionaire.
4. One of the girls' schools was in Balakhani ★★ for oil workers.
5. Andrew Carnegie ★★ was also one of the most important philanthropists of his era.
6. Carnegie's family decided to settle in Allegheny ★★ of Pittsburgh.

B. Add commas to separate the nonessential adjective clause from the main clause.

5 Find the sentences with essential adjective clauses. Add commas if the adjective clause is nonessential.

1. The mosque that Taghiyev built for Tatars in St. Petersburg is still functioning.
2. Bill Gates and Warren Buffett who are two richest people in the world know how to make money.
3. He was the only person who could save the family from bankruptcy.
4. The family didn't know the name of the person who donated this money.
5. In 1924, Taghiyev died in his summer cottage in the village of Mardakan which is not far from Baku.
6. The man whose photo you are looking at was the most famous person of his time.

6 Write about the life of one philanthropist you know. Use essential and nonessential adjective clauses. Start with the following sentence.

In my opinion, ★★, who ★★, is the most generous person of all time.

name of the philanthropist

extra information about that person



Listening

1 Look at the photos and discuss the questions.

- What kind of volunteer work are the people in these pictures doing?
- Do you think they enjoy volunteering? Why or why not?
- Would you like to work as a volunteer? Why or why not?



2 Match the words to their definitions.

1 remote

2 disabled

3 notice

a unable to use a part of your body completely or easily because of a physical condition, an illness, an injury, etc.

b to see or hear somebody/something

c far away from places where other people live

3 You are going to hear people talking about volunteering they do. As you listen, choose the correct answer.



1. Sabina is currently working with

a) disabled people.

b) elderly people.

c) young people.

d) young nurses.



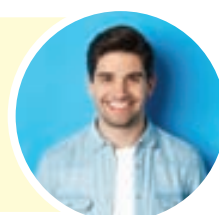
2. Natig

a) is an author of a book.

b) fought in war.

c) collects war stories.

d) likes reading stories.



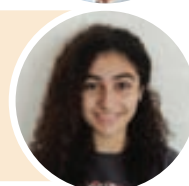
3. John helps young people

- a) at their school.
- b) online.
- c) every day.
- d) do their homework.



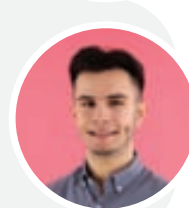
4. Banu is taking care of an elderly woman who

- a) does the ironing and cleaning herself.
- b) has several family members.
- c) didn't go out for a long time.
- d) writes stories about her life.



5. Sam says that he

- a) wants to get some money for his work.
- b) does a lot of physical work.
- c) doesn't have many new friends.
- d) dislikes carrying heavy buckets.



4 Together with your partner, describe the pictures and talk about why people choose to volunteer in these ways.



Descriptive Paragraphs

Purpose: A descriptive paragraph gives the reader a visual picture of the topic. It gives a point of view about how something looks, feels, tastes, smells or sounds.

Key features: A descriptive paragraph:

- describes
- creates a “word picture” for a reader
- shows with words

To describe a person’s appearance, details should be given as follows: height/build, age, facial features, hair, clothing, moving from the most general aspects to the more specific details.

1 Discuss the questions with a partner.

- Who is the kindest person you know?
- What does he/she look like?

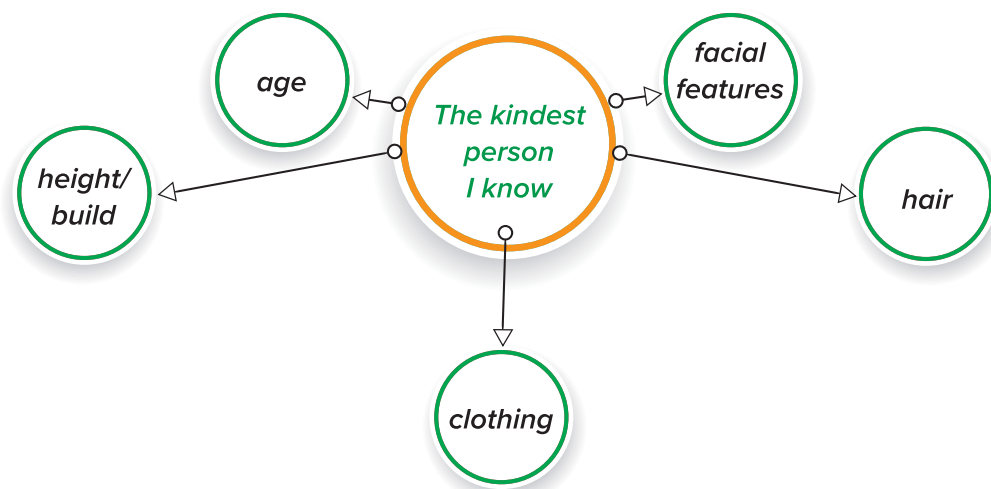
2 Read the sample descriptive paragraph and answer the questions.

Zulfiyya, who is one of the kindest teachers I know, looks more like a young student than a teacher. First of all, she is a short, slim woman in her mid-forties. She has a round face with girlish features. She has dark eyes and a small narrow nose. Her thin eyebrows highlight her narrow, curious eyes. Also, her hair makes her look younger. She has medium-length wavy hair which is parted to one side. Finally, Zulfiyya always dresses simply, in very young fashions. She often wears knee-length skirts as most students do. She also prefers flat-heeled shoes instead of the high-heeled ones that older women generally wear. In fact, if you see Zulfiyya, you will probably be surprised to learn that she is a teacher and not a student.



1. What is the topic of this paragraph?
2. What is the topic sentence of this paragraph?
3. What is the controlling idea of this paragraph?
4. What features of a descriptive paragraph do you see in this paragraph?
5. What descriptive words are used in this paragraph?
6. What is the concluding sentence of this paragraph?

3 A. Think of the kindest person you know and then brainstorm ideas.



B. Write a descriptive paragraph and describe the kindest person you know. Use some of the useful language given in the box. Make sure that your paragraph

- has a topic sentence with a controlling idea;
- shows not tells;
- has descriptive elements;
- has a concluding sentence.

USEFUL LANGUAGE

Height	quite tall	rather short		
Build	well-built	thin	slim	
Age	early twenties	mid-forties	elderly	teenaged
Facial features	oval face	blue eyes	small nose	
Hair	curly	short	wavy	straight
Clothes	casual	formal		

C. Exchange your paragraph with a partner. Read your partner's paragraph and answer *the Peer Editing Questions* below.

1. Does the paragraph have a clear topic sentence?
2. Does the topic sentence have a controlling idea?
3. Does the paragraph have supporting sentences?
4. Does the paragraph have descriptive language?
5. Does the paragraph have a concluding sentence?

D. Write your suggestions to help your partner improve his/her paragraph.

Time to watch

- 1 You are going to watch a TED Talk by Orly Wahba called *Kindness*. Before that, read the text about the speaker and answer the questions.

Orly's goal is to inspire and motivate people to make the world a kinder place.

Orly taught in a middle school for 7 years. In 2011, she left her job for a bigger dream. She founded *Life Vest Inside*, whose mission is to inspire and educate people of all backgrounds to lead a life of kindness. She encourages people to recognize that in times of hardship, kindness, like a life vest, saves the world. She gained international fame when her award-winning film *Kindness Boomerang* received over 100 million views.

1. How long did she teach at school?
2. Why did she stop teaching?
3. What made her famous?



- 2 Read the sentences. The words in bold are used in her talk. First guess the meaning of the words. Then match the words (1-6) to their definitions (a-f).

Do not panic when you listen to authentic speech. Don't try to understand each word. Just stay relaxed and keep listening.

- 1 The teacher often praised her students because she wanted to increase their sense of **self-worth**.
- 2 The children **matter** more to their teacher than anything else in the world.
- 3 We did the task easily because the teacher gave us **specific** instructions.
- 4 She is still a **powerful** figure in the community, so people go to her for help when they have a problem.
- 5 The problem has become so big that it is having a **ripple effect** in other sectors of the economy.
- 6 I am extremely **grateful** to all the teachers for their help.

- a a situation in which one action causes another, which then causes a third, etc.
- b feeling or showing thanks because somebody has done something kind for you
- c a feeling of confidence in yourself that you are a good and useful person
- d to be important
- e detailed and exact
- f having great strength

3 Watch the first part of the talk and complete the notes below.

1. Name TWO reasons why she became a middle school teacher:
 - ★★★
 - ★★★
2. As a result of the project “Acts of Kindness cards”, her students ★★★.
3. One of the community servicemen got surprised because ★★★.



4 Watch the second part of the talk and complete the sentences.

0. The man helped the boy who fell off the skateboard.
1. The boy helped the elderly woman who ★★★.
2. The elderly woman gave some coins to the young woman who ★★★.
3. The young woman lifted the money and gave it to the young man who ★★★.
4. The young man helped the driver who ★★★.
5. The driver gave a hamburger and a bottle of water to the man who ★★★.

5 Discuss the question with a partner.

- Why does the speaker compare kindness with a boomerang?



6 Read the kindness cards below and discuss the question with a partner.

- Which acts of kindness would you like to do today and why?

Put out food for birds.

Plant some flowers.

Be kind to yourself by doing the things you like.

Call one of your relatives who you haven't seen for a long time.

Help an elderly person.

Let someone go in front of you in a queue.

Give someone in your family a hug.

Hold doors open for people.

Thank your teacher at the end of the lesson.

Give away old scarves, hats and gloves to people who need them.

Feed some street dogs or cats.

Use of English

(1) Each of the words in bold is in the wrong sentence. Put the words in the sentences they belong to.

1. Nancy seemed **anonymous** enough when she said she wanted to help.
2. He is a **remote** Azerbaijani writer whose books are read in many countries.
3. After his bankruptcy, the great philanthropist moved to a **prominent** farmhouse in Australia.
4. John is always asking questions. He is such a **sincere** boy.
5. The money was donated by a local businessman who wishes to remain **curious**.

(2) Choose the correct word.

1. The great writer **donated/inspired** many young people to help the poor.
2. We want to **encourage/notice** more children to read books.
3. **An anonymous/A fundraising** person left a box with warm clothes at the front door of the nursing home.
4. I am going to tell you the news that will **cheer you up/hug you**.
5. We really **appreciate/encourage** everything that Taghiyev did for our nation.

(3) Write **at, of, for, from, in** or **on** in each gap to complete the sentences. Some of them can be used more than once.

1. If you want to contribute, put something ★★★ the shelf. People who are ★★★ need will take it ★★★ the shelf ★★★ free.
2. If you really want to do something important ★★★ your life, help people ★★★ your surroundings.
3. The siblings felt real grief ★★★ the loss of a pet, which they loved so much.
4. They participated ★★★ fundraising ★★★ the construction ★★★ a mosque ★★★ the city centre.
5. He went ★★★ rags to riches when he won the lottery.

(4) Read the sentences below and fill in the gaps with an appropriate form of the word given in brackets.

1. How can I ever repay my teacher for all her ★★★ (kind)?
2. She was very ★★★ (support) during my father's illness.
3. I'd like to make a small ★★★ (donate) in my mother's name.
4. Her ★★★ (generous) towards the poor set a good example for everyone.
5. I can say in all ★★★ (sincere) that I didn't know that secret.
6. There was a lot of positive feedback, which was very ★★★ (encourage).

5) Look at the pairs of sentences and decide which is correct.

- 1** a) My grandfather remembers the old days when there were no mobile phones.
b) My grandfather remembers the old days where there were no mobile phones.
- 2** a) Never go to a doctor that office plants have died.
b) Never go to a doctor whose office plants have died.
- 3** a) I enjoy telling people about my grandmother, whose life was full of challenges.
b) I enjoy telling people about my grandmother, whom life was full of challenges.
- 4** a) The woman who lives next door is the kindest person I have ever met.
b) The woman, who lives next door, is the kindest person I have ever met.

6) Read the text below and decide which answer (a, b or c) best fits each gap.

Many organisations try to **0) b** people to do kind acts, wherever they can. The idea behind this is that you don't need any **1) ★★★** to be kind, just a little bit of effort. Perhaps the strongest **2) ★★★** of this idea are the *Random Acts of Kindness (RAK) Foundation*, who work with schools and companies to teach people kindness skills. They operate under the **3) ★★★** that kindness can be taught.

The RAK website **4) ★★★** some ways to show kindness.

The first is interpersonal kindness. Some examples are donating old clothes to **5) ★★★** or writing a positive online comment about a restaurant that you like. The second is environmental kindness, which means simply **6) ★★★** or organising a group event to clean a local park or beach. The third is personal kindness, which means treating yourself **7) ★★★**. Some examples are taking a walk in nature or setting yourself a goal to **8) ★★★** less. The logic is that by being kind to yourself, you will automatically be kinder to the world around you.



0	a. appreciate	b. encourage	c. volunteer
1	a. plans	b. friends	c. hopes
2	a. beginners	b. inventors	c. supporters
3	a. changes	b. beliefs	c. names
4	a. suggests	b. donates	c. learns
5	a. philanthropists	b. volunteers	c. charity
6	a. recycling	b. revising	c. rewarding
7	a. kindness	b. kindly	c. kind
8	a. help	b. complain	c. donate

Mistake Detector

Read the parts of the paragraphs. Some of the shaded words and phrases have mistakes. Find 13 mistakes and correct them.



1. People should help to people directly and when they do not have time to find in need person , they should donate money to popular charity organizations.
2. A person who is kind-hearted usually help the poor. That person finds joy in helping homeless people.
3. Volunteering is a good idea because it is not important to have no money to do it. You just need to find out what people around you need. Sometimes spending time with them or just talking to them are enough.
4. I would like to help elderly people which feel lonely in nursing homes. I can read them books or just talk to them. I can even tell them some jokes and uplift their spirits .
5. When my siblings and I have some toys whom we don't play with or clothes that we don't wear anymore, we donate them to charities. We also donate the books that we have already read.
6. My grandmother loves taking care of nature and she says that she wants to inspired young people to love nature and protect it.
7. Volunteering gives you an opportunity to change people's lives, including your own. If you want to help a needy person but can't afford to donating money, you can donate your time instead.
8. I appreciate people who can help others where they are in trouble themselves. For instance, my uncle Ahmad was seriously ill last year. When he knew that his neighbours decided to build a house for a homelessness man, he actively took part in the construction process.
9. If you have a friend or relative who have a medical problem, you might be inspired to donate your time to help that person.
10. My role model is Haji Zeynalabdin Taghiyev, that was a great philanthropist. I hope that one day I will be as helpful to my people as he was.

UNIT 2

We are **V**ICTORIOUS!

FOCUS ON THE TOPIC

Work in small groups. Look at the photos and discuss the questions.

- What event are the people celebrating?
- What makes this day special?
- How do the people feel and why?



Vocabulary

- 1 Read the pieces of news taken from different websites and answer the question. *When do you think they were posted?*

On September 27, the Azerbaijani side **launched**¹ counter-attack operations and they haven't stopped since then.

The 44-day Patriotic War brought the joy of **triumph**⁶ and introduced the heroic sons to the people of Azerbaijan.

Heavy fighting **broke out**² along the border—the most serious one since 2016.

A number of brave sons **stood up for**⁷ the freedom of the motherland.

In the interview, the head of state once again defended the **rightful**³ position of Azerbaijan in the international media.

We became a victorious nation because of the **martyrs**⁸ and veterans.

Today everybody **realises**⁴ that Azerbaijan is a strong country with a strong army.

The victorious Azerbaijani army has **liberated**⁵ Shusha, Azerbaijan's cultural capital after 28 years.



- 2) Pay attention to the boldfaced words in Task 1. Choose the correct definition that matches the meaning of each boldfaced word.



launch (v.)

- a) end an activity suddenly
- b) start an activity, especially an organised one



break out (phr.v.)

- a) start suddenly
- b) stop immediately



rightful (adj.)

- a) correct
- b) current



realise (v.)

- a) understand
- b) forget



liberate (v.)

- a) visit
- b) free



triumph (n.)

- a) victory
- b) war



stand up for (sb/sth)

- a) want to establish something
- b) defend or support somebody or something



martyr (n.)

- a) a person who sacrifices his/her life for the sake of the motherland
- b) a person who takes part in the fight

Listen and check your answers. Pay attention to the pronunciation.



- 3) Complete the gaps with the words/phrases from Task 2. You may need to change word forms.

- 0. The government launched a national road safety campaign.
- 1. Children should learn how to ★★★ themselves.
- 2. It is important to ★★★ that there are still potential problems.
- 3. We celebrated our ★★★ with a parade through the streets of the city.
- 4. As a sign of respect for the memory of ★★★, Azerbaijan celebrates Remembrance Day on September 27.
- 5. The family had to move to Baku shortly before the war ★★★ in 1988.
- 6. Garabagh has returned to its ★★★ owner.
- 7. Courageous Azerbaijani sons fought bravely to ★★★ the occupied territories.

Reading

- 1 Read the magazine article written by a veteran of the 44-Day Patriotic War and choose the best title.

- a) Challenges during the war
- b) Friendship in war
- c) The reason? – Real love!

to claim – say that something is true
supplement – a thing that is added to something else to complete it

Some people may claim that the main reasons behind our success were our tactical and military power, but I always say all these are just supplements to one but very important thing: love for the country, not in words, but true love in the hearts. The phrase “love for the country”

is easy to tell, but hard to understand. I was a 10-month soldier serving in Ganja within the general-mayor Polad Hashimov’s Corps. I had only 2 months left to end my military service when Tovuz events broke out, and our Deputy Commander of the 3rd Corps, general-mayor Polad Hashimov became a martyr. In those days, something touched not only my heart but also my soldier friends’ hearts. That was really too much. And eventually, on September 27, Azerbaijan launched a counter-attack against the enemy. One day before, 26th of September, was my birthday, and 4 days were left for the end of my service. I was planning to celebrate it with my soldier friends. I could not. After the operations started, my

friends and I realised that there was still a long way back home. It was time to fight and liberate our native lands and to remove a thirty-year **stain** from our name. And I can proudly say we did it even if it was at the cost of lives. We actively participated in fighting operations for the liberation of Jabrayil, Gubadli and Lachin. When necessary, we walked 40 km all the way through the fields despite the enemy’s bombs coming through air. When necessary, we climbed up high hills for 7 hours at night, stayed hungry and thirsty in the forests or in the hills to defend our positions and attack the enemy. We were extremely exhausted, but we didn’t **give up**. Our endless love for the country motivated us and we continued.

Now we are celebrating the long-awaited triumph over injustice. Our people united and showed **immense** support to us, soldiers, and I think this is also worth mentioning. Now, Azerbaijanis can feel proud of their victory and hold their heads high, wherever they are in the world.

(K.Rahimli, a wounded veteran of the 44-day Patriotic War)



2 Complete the notes below according to the text.

1. The factors that helped Azerbaijan win the war:

a. love for the country

b. ★★★

c. ★★★

2. The difficulties that the soldiers experienced:

a. ★★★

b. ★★★

c. ★★★

3 Some words in the text are boldfaced. Find them and guess their meaning. Choose the correct answer.

1. The word “**stain**” means

a) a pleasant memory

b) a difficult challenge

c) a damage to the reputation

d) an easy achievement

2. The phrase “**give up**” means

a) stop trying

b) start doing

c) repeat doing

d) want to try

3. The word “**immense**” means

a) international

b) individual

c) limited

d) huge

4 Complete the sentence according to the text.

After the war, the Azerbaijani people ★★★.

5 In groups, you are going to write a letter to a victorious soldier. Follow the steps below.

- discuss and agree on what to include
- write a letter
- exchange your group's letter with another group's for editing





Grammar A



1 Discuss the questions with a partner.

- Are you active on social media? Why or why not?
- How often do you write posts? When did you do it last? What was it about?

2 Read the posts from a social network site and answer the question. On what occasion do you think they were posted?

cradle (of sth) – the place where something important began
to overcome – succeed in controlling or dealing with something

 Search 

 **Omar Heydarli**
5 minutes ago • 



I can't imagine a better day than this. The pearl of Garabagh, Shusha, is back!!! Our success is **due to** the strongest will of the Azerbaijani army. Long Live Azerbaijan!!! Long Live Shusha!!!

 Search 

 **Hamza Kazimli**
3 minutes ago • 

I am so happy today **because** our brave soldiers have returned our Shusha back. **Since** they fought bravely, they won the war. Today all of us are grateful to them for everything they have done for our country. 🇦🇿 🇦🇿 🇦🇿

 Search 



 **Mushvig Kazimov**
10 minutes ago • 



I am so proud today! Our soldiers have overcome all the difficulties of the war **because of** their love for their motherland. **As a result**, they liberated the occupied territories.

 Search 

 **Yusif Heydarli**
9 minutes ago • 



We all are crying. People are screaming "Garabagh!" from their windows and balconies. It feels like a dream. This Sunday will remain in our memories for ages **because of** the liberation of Shusha! 🇦🇿 🇦🇿 🇦🇿



 Search 

 **Ayan Aghamaliyeva**
5 minutes ago • 

Congratulations to all Azerbaijanis. Today is the greatest day in the history of our country **because** we turned the impossible into possible!

The cradle of the Azerbaijani culture, music and art is free!!! 🇦🇿 🇦🇿 🇦🇿

 Search 

 **Tamerlan Najafov**
11 minutes ago • 

Azerbaijan has got back its long-awaited lands and ensured justice, **so** today we are celebrating this great event with pride. Long live Azerbaijani army! Long live Mr. President!

3 Look at the boldfaced words in Task 2. Which of them show reason and which ones show result?



GRAMMAR TARGET

Adverb clauses of reason and result

Study the rules and examples on Page 178 before you do the following tasks.

4 Complete the sentences with **because, because of, due to** or **since**. Some of them can be used more than once. Sometimes there is more than one possible answer.

0. Because of their love for the country, about 3000 Azerbaijanis became martyrs during the 44-Day Patriotic War.
1. Thousands of Azerbaijanis had to leave their historical lands ★★★ the Armenian occupation.
2. Our happiness was ★★★ the long-awaited liberation of the occupied territories.
3. Our success was ★★★ the heroism of the Azerbaijani people.
4. All the Azerbaijanis got very happy when they learned about the liberation of Shusha ★★★ it is considered to be the heart of Garabagh.
5. ★★★ the towns have been destroyed, the government is going to rebuild new ones.
6. A lot of refugees had to move to Baku ★★★ the war.
7. Young people joined the army ★★★ they wanted to help their motherland.

5 Complete the sentences with ~~because~~, **because of, due to, since, therefore, so** and **as a result**. Use each word only once.

0. We could see the flags of Turkey everywhere because Turkey is the closest country to us.
1. My math teacher couldn't join the fights ★★★ his age.
2. ★★★ we were living close to the border, we had to leave our houses for a while.
3. The news was long-awaited, ★★★ all the family started crying.
4. Our army fought 44 days. ★★★, we ended the occupation.
5. The victory was ★★★ the bravery and courage of the Azerbaijani soldiers.
6. The enemy didn't agree to give back the occupied lands; ★★★, the war continued.

6 Complete the sentences with a reason or result.

0. I want to write my posts in English. Therefore, I am planning to take a language course next week.
1. Since ★★★, I have started learning it.
2. We should support our army because ★★★.
3. We became victorious because of ★★★.
4. Our soldiers didn't give up. As a result, ★★★.
5. Our victory is due to ★★★.

7 Imagine that it is the anniversary of Victory Day.

- a) Write a post to share on a social network website. Use **because, because of, due to, since, therefore, so** and **as a result**.
- b) Present your post to the class.

Grammar B

1 Discuss the question with a partner.

- Which qualities and skills helped President Ilham Aliyev to defend the rightful position of Azerbaijan in the international media during the 44-Day Patriotic War?

2 Read the questions (1-5) from the interviews of the President of the Republic of Azerbaijan, Mr Ilham Aliyev, to foreign media during and after Garabagh War II and match them to his answers (A-E).

- How many Turkish drones have you got?
- Three ceasefires have already been broken. Who is to blame?
- You haven't bought F-16s. So, is that correct?
- What would you like to say to the people from Shusha, Aghdam, Jabrayil and other districts?
- Will the two peoples be able to live together again in this geographic space?

A. "Of course, people who have longed for their homeland for 30 years want to return to their homeland as soon as possible. We will take the people there in the near future **so that** they can see those places."

B. "We have enough **in order to** achieve our targets. I think you can understand me that this is the information which I prefer not to disclose."

C. "The Azerbaijani people simply want to live in the land of their ancestors. They have the right to do so. Let them live there alongside us. They drove us out of there **so that** they could live there on their own. It is unfair. We can never agree to that."

D. "Of course, they. They needed a ceasefire **in order to** continue their aggression, **in order to** try to occupy again the territories which we have liberated."

E. "They came to Azerbaijan **for** military exercise. Last year Azerbaijan and Turkey had ten joint military exercises. Turkey is our ally and it is common here to have military exercises, including air force."



3 Look at the sentences with boldfaced words in Task 2. What question do the sentences answer?

a) How far?

b) For what intention?

c) How often?

**GRAMMAR TARGET****Adverb clauses of purpose**

Study the rules and examples on Page 179 before you do the following tasks.

- 4** Complete the sentences with **in order to**, **in order not to**, **for**, **to** or **so that**. Some of them can be used more than once.
- Women living near the border made meals so that they would send them to the soldiers on the frontline.
 - When the war started, many young people went to the National Defence Mobilisation Department ★★★ join the army.
 - Thousands of young people became martyrs ★★★ we could go back to Garabagh.
 - An old man called Hikmat sent his pension to the Defence Fund ★★★ support his country during the war time.
 - We stayed at home ★★★ miss the interview with the President on TV.
 - My little brother put aside his pocket money ★★★ he could send it to the army.
 - The soldiers and officers fought bravely ★★★ their motherland.
 - I am taking a photo with a veteran of the war ★★★ I can proudly show it to my friends.
 - The Special Forces team took the map of the area ★★★ get lost in the forests.

- 5** Listen to five extracts and answer the questions. Use the words given in brackets.



Speaker 1	Speaker 2	Speaker 3	Speaker 4	Speaker 5
Why did she call her mother? (in order to)	Why did he go to the office supplies store? (for)	Why did she take medicine? (in order not to)	Why did he call his uncle? (in order to)	Why did she keep her TV on those days? (in order to)

- 6** Complete the sentences with a purpose.
- I am learning English so that ★★★.
 - I want to learn ★★★ in order to ★★★.
 - Every day I watch the news so that ★★★.
 - In my childhood, I often ★★★ so that ★★★.
 - I come to this school for ★★★.
 - I am saving money to ★★★.
 - I want to attend all the classes in order not to ★★★.
 - In the future, I am going to visit ★★★ so that ★★★.
- 7** Work in small groups and prepare a 5-minute television news broadcast. Choose four of the newspaper headlines (see Page 171). Write a script to help you. Use adverb clauses of reason, result and purpose.

Listening

1 Look at the pictures and discuss the question with a partner.

- What source of information do you think the world community follows most?



Popular News Channels



Social Media Pages



Newspapers



Radio programs

2 Match the words to their definitions.

1 territorial integrity

2 regain lands

3 self determination

4 initial

5 genocide

a the first

b get back the territories

c killing a large number of people from a particular nation or ethnic group in order to destroy that nation or group

d the process by which a group of people form their own state and choose their own government

e the idea that nation-states should not attempt to promote border changes in other nation-states

- 3 Listen to four different parts of the interviews given by President Ilham Aliyev during the 44-Day Patriotic War and match them to the sentences. One sentence is extra.



to deny – say that something is not true
to clarify – make something clearer or easier to understand
to define – say or explain what the meaning of a word or phrase is



Part 1	a) He is sharing the plans related to the liberated territories.
Part 2	b) He is clarifying what he said earlier.
Part 3	c) He is defining a political term.
Part 4	d) He is denying the claims about military assistance.
	e) He is calling the youth to learn about the settlements of our ancestors.

- 4 Role-play the situation.



Student A:

You are an international journalist representing one of the popular TV channels. Ask Student B questions about the 44-Day Patriotic War.



Student B:

You are being interviewed by a journalist. Answer his/her questions.

Cause/Effect Paragraphs

Purpose: A cause/effect paragraph serves one of two purposes: Either it shows the effects of a thing or event, or it explains the causes of a thing or event.

Key features: The most common cause/ effect paragraphs follow one of the two patterns below:

- reasons (or causes) of an action or event
- results (or effects) of an action or event

NOTE: Make sure that the topic you choose has a cause-effect relationship.

1) Discuss the question with a partner.

- What do you think the positive effects of the victory of Azerbaijan will be?

2) Read the sample paragraph and answer the questions.

The victory in the second Garabagh war will have two main positive effects. One significant effect will be the return of the Azerbaijanis to their historical territories. The Azerbaijani government is planning to resettle thousands of Azerbaijanis in their homes within a short period of time. Therefore, they are building new settlements in the liberated territories. Another positive effect of winning the war will be the development of economic relations.

Since 20% of the territory of the Republic of Azerbaijan was under occupation, Azerbaijan was separated from Nakhchivan and people could only get there by plane. The liberation of the occupied territories will definitely affect the transportation system, and it means that the railway and highways will start operating and it will be much easier to connect with Nakhchivan and Turkey. To sum up, Azerbaijan's victory will definitely bring positive results to the country.



1. What is the topic of the paragraph?
2. What is the topic sentence of this paragraph?
3. What is the concluding sentence of this paragraph?
4. What is the writer's purpose in writing this paragraph?
5. Does the writer focus on causes or effects?

3 **A. Choose a topic and then brainstorm ideas for that topic. Here are some topics to choose from.**

- The causes of Garabagh War II
- The effects of the victory on Azerbaijanis
- *(or you can come up with your own topic)*

B. Write a cause/effect paragraph. Use some of the lesson vocabulary. Make sure that your paragraph has

- a topic sentence with a controlling idea
- supporting details (at least two)
- a concluding sentence

USEFUL LANGUAGE

One [significant/important/positive/negative] effect/cause of ... is
 Another effect/cause of ... is
 A direct result of is... .

C. Exchange your paragraph with a partner. Read your partner's paragraph and answer the *Peer Editing Questions* below.

1. Does the paragraph have a clear topic sentence?
2. Does the topic sentence have a controlling idea?
3. Does the paragraph have supporting sentences?
4. Do the supporting sentences relate to the topic?
5. Does the paragraph have a concluding sentence that restates the main idea?

D. Write your suggestions to help your partner improve his/her paragraph.

Time to watch

- 1 You are going to watch a documentary about Garabagh horses. Before that, read the text about the presenter and decide if the statements are True or False.

passion –
an extreme interest in
something



Pauline Nachbauer has loved animals since her childhood. Fortunately, her parents supported her passion and bought her a horse at a young age. It was her first horse and years later she owned one more.

After she finished school, she worked as a vet before moving with her two horses to Wales to attend university. In 2016, she got the amazing opportunity to take part in a documentary film called “Sarylar – A journey to the Garabagh horse”.

1. Her family didn't want her to have a horse.
2. She had two horses.
3. She worked as a vet in Wales.

- 2 Read the sentences. The words in bold are used in the video. First guess the meaning of the words. Then match the words (1-6) to their definitions (a-f).

1 A lot of our medicine **originates from** tropical plants.

2 Poodles are my favourite **breed** of dogs.

3 Local people greeted the tourists with great **enthusiasm**.

4 Aged horses, especially **stallions**, are more stressed by change than younger horses.

5 The horses are **well-protected**, so they look strong and healthy.

6 She has a healthy lifestyle which most people would **envy**.

a a particular type of animal that is kept as a pet or on a farm

b to wish that you had someone else's possessions, abilities etc.

c kept safe from danger or harm

d a strong feeling of interest and enjoyment about something

e a male horse that is fully grown

f to come from a particular place

*Do not panic when you
listen to authentic speech.
Don't try to understand
each word. Just stay
relaxed and keep listening.*



3 Watch the first part of the talk and complete the notes below.



Zaman, the gift for Queen Elizabeth

1. Pauline got interested in Garabagh horses after she saw their performance at ★★★.
2. She got some information about Garabagh horses in ★★★.
3. The Queen was given ★★★ Garabagh horses in ★★★.
4. Prince Philip, Duke of Edinburgh was the person who ★★★.

4 Watch the second part of the talk and decide if the sentences are True, False or Not Given.

1. Pauline sees more than 200 Garabagh horses on the field.
2. Safa is the owner of the farm.
3. Safa takes care of the horses during the daytime.
4. While riding the Garabagh horse, Pauline feels scared.



5 Discuss the question with a partner.

- How will the victory affect the future of Garabagh horses?



Use of English

(1) Each of the words in bold is in the wrong sentence. Put the words in the sentences they belong to.

1. The soldiers fought for the **occupation** of the lands.
2. They were awarded for their **motherland** during the war.
3. The government organised a special **bravery** to mark the victory.
4. Aghdam turned into ruins during a decades-long **liberation**.
5. A lot of brave sons stood up for the freedom of the **celebration**.

(2) Choose the correct word.

1. The *grateful/initial* people thanked their friends for their support.
2. He *committed/claimed* that he knew the places very well.
3. The minister wanted to *clarify/liberate* all the unclear points.
4. From now on, we will always live as a *territorial/victorious* nation.
5. *Initial/Respectful* scientists got together to discuss the problems.

(3) Write **at, by, for, from, in** or **on** in each gap to complete the sentences. Some of them can be used more than once.

1. A lot of brave sons stood up ★★ the freedom of the motherland.
2. We won the war ★★ the cost of the lives of about three thousand Azerbaijani sons.
3. They sacrificed their lives ★★ the sake of the motherland.
4. They removed a thirty-year stain ★★ our name.
5. The enemy wanted us to leave our homes so that they could live there ★★ their own.
6. It is not possible to change the border of the country ★★ force.
7. My elder brother actively participated ★★ fighting operations ★★ the liberation of Shusha.

(4) Read the sentences below and fill in the gaps with an appropriate form of the word given in brackets.

1. The war has ended, but the government is still spending a lot of money on ★★ (defend).
2. She was a ★★ (courage) woman and she could solve all the problems by herself.
3. We need a lot of money for the ★★ (realise) of all the projects.
4. All my classmates are hardworking and highly ★★ (motivate).
5. The refugees finally reached a place of ★★ (safe).
6. No country can have ★★ (territory) claims to Azerbaijan.

5) Rewrite the sentence using the word given in brackets.

1. My little brother saved up his money to buy a flag. (so that)
2. They came to Azerbaijan in order to attend military exercises. (for)
3. I called my uncle so that I could inform him about the great news. (in order to)
4. We succeeded because of our strong will. (due to)
5. Since it was autumn, the soldiers were provided with raincoats. (because)
6. The weather was cold, so they put on their warm coats. (therefore)

6) Read the text below and decide which answer (a, b or c) best fits each gap.

National Geographic has **0)** b the story of an Azerbaijani named Mubariz who had to leave Kalbajar district with his father during the war in Garabagh in 1993, *Report* informs. The journal published this story on its **1)** ★★★ Instagram page.

“The Murov mountain path to Kalbajar was the only route available for thousands of Azerbaijani **2)** ★★★. They had to leave their homes **3)** ★★★ the war between Armenia and Azerbaijan in 1993. Many had to walk and froze to death on the way. It **4)** ★★★ Mubariz and his father a week to walk through these mountains before they reached **5)** ★★★. The Kalbajar district was under **6)** ★★★ for 27 years and it was **7)** ★★★ to Azerbaijan in November 2020. Nearly three decades after the first Garabagh war, Mubariz took his daughter to visit their village in Kalbajar. He broke down in tears when he found his childhood home in **8)** ★★★,” reads the story.



0	a. changed	b. <u>shared</u>	c. started
1	a. individual	b. website	c. official
2	a. civilians	b. territories	c. language
3	a. so that	b. because of	c. due
4	a. took	b. gave	c. had
5	a. defence	b. safety	c. agreement
6	a. stain	b. fight	c. occupation
7	a. handed back	b. liberated	c. gave
8	a. comfort	b. destroy	c. ruins

Mistake Detector

Read the parts of the paragraphs. Some of the shaded words and phrases have mistakes. Find 11 mistakes and correct them.



1. When people heard about the war, they started to search the Internet in order get some information about it. As a result, most of them got rightful informations about how it all started.

2. During 44 days, our army liberated most of the occupied cities and as a result of this liberate, we got back the historical places, mosques and churches.

3. Because of the Azerbaijani people no longer wanted to tolerate the injustice, the second Garabagh war launched.

4. So that improvements in technology, countries use modern weapons during wars. Most of these weapons damage nature because of they contain a lot of chemicals.

5. Another negative affect of wars is that they cause poverty and hunger. Countries need expensive weapons and they cost a lot of money.

6. People want to return to their homeland therefore they can see the places of their ancestors. Most of them are ready to live and work in the liberated territories.

7. For example, my homeland, Kalbajar, was under occupant for 27 years and it was handed back to Azerbaijan in November 2020.

8. Garabagh is one of the touristic places. Due to its beautiful landscape, it attracts tourists.

9. During World War II, Hiroshima and Nagasaki, the cities of Japan, were bombed. Because this reason, nobody can live in these parts of Japan even today.

10. The soldiers used the map of the occupied lands in order to not get lost.

UNIT 3

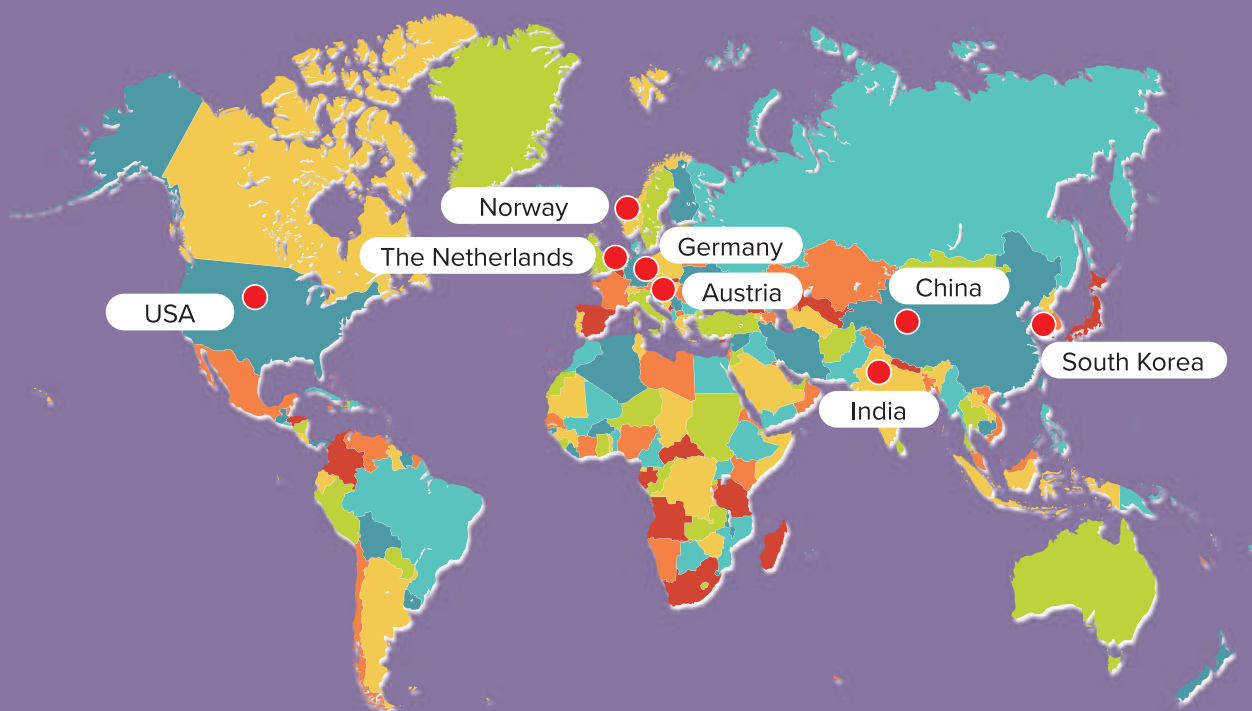
Cultures

FOCUS ON THE TOPIC

Work in small groups. Look at the map which has eight different countries marked on it. Discuss and match the sentences to these countries.

1. In this country, it isn't a good idea to wear white clothing to a celebration or to use white paper to wrap gifts.
2. In this country, opening a gift in front of the person who gave it to you is not a good idea.
3. In this country, students knock on their desks after a good lecture or presentation.
4. In this country, even sandwiches are eaten using a fork and a knife.
5. In this country, it is not a good idea to give sharp objects as presents.
6. In this country, you can use any colour to write your name except red.
7. In this country, finger-pulling is a traditional sport.
8. This country has the most museums in the world.

Now listen and check your answers.



Vocabulary

- 1 Read the text about Nowruz Holiday. What other information about this holiday would you add?

Nowruz is an ancient holiday, which has been celebrated for more than 5,000 years. The first records of Nowruz as a spring holiday **date back**¹ to 505 BC.

In addition to a lot of good food, music also plays a major role in the Nowruz celebrations, including nationwide **live**⁵ folk music concerts and the traditional Yalli dances.

Gosha Gala Gates of Icherisheher and the Boulevard are the places where the **annual**² Nowruz festival takes place for several days.

Festivities³ include magician and rope walker performances, mugham, classical and jazz music concerts.

The Last Tuesday involves a broad **range**⁶ of games, performances and **rituals**⁷, one of which is “ear divination”. People approach their neighbours’ doors to discover if their wish will come true in the next year or not.

This holiday is a great **excuse**⁴ to try plenty of shekerbura and pakhlava as well as enjoy delicious Azerbaijani kebabs and plov.

During the Soviet period, the Soviet government gave different political images to Nowruz, but Azerbaijanis were able to **preserve**⁸ this holiday.



- 2** Pay attention to the boldfaced words in Task 1. Choose the correct definition that matches the meaning of each boldfaced word.



date back (phr.v)

- a) have existed since a particular time in the past
- b) take place, especially without being planned



annual (adj.)

- a) happening every day
- b) happening once a year



festivities (n.)

- a) situations in which people compete with each other
- b) the activities that are organised to celebrate a special event



excuse (n.)

- a) a very bad example of something
- b) a reason, either true or invented, that you give to explain or defend your behaviour



live (adj.)

- a) alone; without other people
- b) given or made when people are watching, not recorded



range (n.)

- a) a variety of things of a particular type
- b) the state of not having something or not having enough of something



ritual (n.)

- a) an organised event in which people compete against each other
- b) a ceremony that is always performed in the same way



preserve (v.)

- a) keep safe from harm or injury
- b) damage something so badly that it no longer exists

Listen and check your answers. Pay attention to the pronunciation.



- 3** Complete the gaps with the words/phrases from Task 2.

- 0. As a part of the ritual, everyone puts a piece of bread onto the table.
- 1. The band will give a(n) ★★★ concert performance next week.
- 2. The Pomegranate Festival is a(n) ★★★ cultural festival that is held in Goychay, Azerbaijan.
- 3. People with a diverse ★★★ of backgrounds take part in this festival.
- 4. I was really tired of everything and that invitation was a perfect ★★★ to get out of town.
- 5. Several celebrities are going to visit Azerbaijan to take part in the ★★★.
- 6. The Azerbaijani people must ★★★ their language from the influence of other languages.
- 7. Maiden Towers exist not only in Azerbaijan but also in other Oriental countries. Studies have shown that most of them ★★★ to medieval times.

Reading

1 Discuss the questions with a partner.

- What annual festivals or celebrations take place in Azerbaijan?
- When do they happen and what do they involve?

2 You are going to read an article about five different festivals. For sentences 1–7, choose from the festivals A–E. You can choose each festival more than once.

1. Most services do not operate during this festival.
2. People first started celebrating this festival forty years ago.
3. Some participants of this festival get prizes at the end of the event.
4. This festival was first held in order to promote some products.
5. The organisers aren't interested in having a big number of attendees during this festival.
6. This festival lasts about an hour.
7. When this festival first started, it wasn't as popular as it is now.



A

Carnival of Venice

Location: Venice, Italy

When: 40 days before Easter, on Tuesday

Venice Carnival dates back to the 11th century but became internationally popular in the 18th century. During Carnival, thousands of tourists and locals go out onto the streets in beautiful costumes and masks and enjoy music, dancing, parties and the festive atmosphere. Festivities also include live plays, open-air street parties and an award ceremony at Carnival's closing to celebrate the very best costumes and masks.



B

Boryeong Mud Festival

Location: Boryeong, South Korea

When: July

The Boryeong Mud Festival was first organised in 1998 in South Korea. It was initially celebrated in order to encourage the sale of a range of cosmetics which were created using the nutrient-rich mud from the area. The festival quickly became Korea's most popular summer festival. Now, this festival is just a great excuse to get dirty and have some fun. Each year a big number of festival goers visit South Korea for live music and mud.



C

La Tomatina

Location: Buñol, Spain

When: Last Wednesday of August

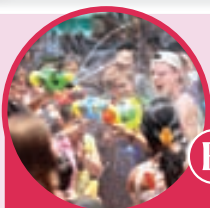
La Tomatina is a food fight festival which is held every August in the town of Buñol. There are several stories about how the festival started, which range from pranks among children to people expressing their disappointment with the government. In the past, La Tomatina had more than 50,000 attendees, but in more recent years the government introduced a ticket system in order to keep the number of participants at or below 20,000. During the hour-long battle, participants fight with over 100 tons of tomatoes.

**D**

Albuquerque International Balloon Festival

Location: *Albuquerque, USA*
When: *Early October*

The *Albuquerque International Balloon Fiesta* is an annual event which is held in October in the US. For about four decades, the attendees of this festival have seen the magical show of colourful hot air balloons in the sky. From its modest beginnings in the 1970s at a parking lot with less than 15 hot air balloons and not many attendees, the Balloon Fiesta has become the largest ballooning event in the world. The participants see nearly 600 beautifully coloured balloons in the sky during this festival. They also enjoy watching laser light shows, fireworks and live performances during this event.

**E**

Songkran Water Festival

Location: *Thailand*
When: *April 13–15*

Thailand's *Songkran Water Festival* is held every April to celebrate the traditional New Year. It takes place during the hottest month of the year when schools are on holiday. Since Songkran is a national holiday, banks and most businesses are closed during the three-day period. Folk performances, rituals and traditional games are organised to preserve the Songkran tradition. The whole country has the chance to relax, while people throw water on one another. Since the temperature often goes over 40 degrees, people enjoy getting wet.

3 Read the definitions of the words and find them in the text.

1. a practical joke (Paragraph C)
2. the feeling of being sad because something has not been as good as you expected (Paragraph C)
3. not very large or expensive (Paragraph D)
4. an area where people can leave their cars (Paragraph D)

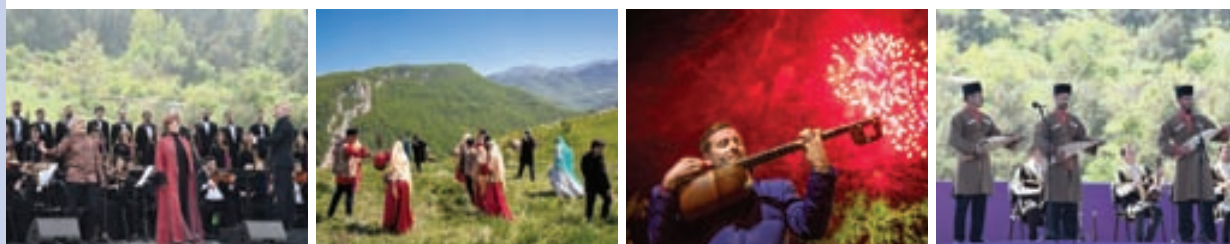
4 Complete the sentences about the festivals in Task 2.

1. I think ★★★ is the craziest festival because ★★★.
2. I would like to attend ★★★ festival because ★★★.
3. I wouldn't like to attend ★★★ festival because ★★★.

5 Work in groups. Imagine that you were asked to organise a new festival in your city. What kind of festival would it be? Think about its details and make a group presentation.

1 Read the article and answer the question.

What makes the Kharibulbul Festival so special for the Azerbaijani people?



homesick – sad because you are away from home and you miss your family and friends

loyalty – the quality of staying firm in your friendship or support for someone or something

**"The Motherland Garden is full of flowers,
but there is no Kharibulbul among them..."**



According to the lyrics from an old Azerbaijani folk song, a man who was living abroad felt homesick for his native Azerbaijan and decided to plant a garden with flowers from his homeland.

His garden was soon full of flowers except for the Kharibulbul, a flower associated with the town of Shusha.

Although the man tried a lot, he couldn't grow Kharibulbul far away from his country. The music festival which has been held in Shusha since 1989 got its name from the flower Kharibulbul that grows only in Shusha.

Though Shusha was ready to welcome its guests for the 4th Kharibulbul Music Festival in 1992, the festival didn't take place because of the occupation of the town.

Despite 29 years of separation, Azerbaijani people forgot neither Shusha nor Kharibulbul. On November 8 in 2020, Kharibulbul Music Festival returned to Shusha thanks to the victorious Azerbaijani Army. The musical compositions of different peoples living in Azerbaijan were performed in the concert "Multiculturalism in Azerbaijani music". With their performances, music groups and performers of different nationalities who live in different regions of the country sent the message to the whole world: *In this country, everyone, regardless of nationality or religion, has a single homeland – Azerbaijan.*

In spite of having different cultural backgrounds, all the peoples in Azerbaijan have always proved to have the same absolute loyalty to the motherland.



2 Look at the sentences with the boldfaced words and answer the question.

Do these sentences show

- a) a reason?
- b) a purpose?
- c) a surprising result?



GRAMMAR TARGET

Adverb clauses of concession

Study the rules and examples on Page 179 before you do the following task.

3 Choose the correct option to complete the sentences.

- 0. *In spite of/Though* his old age and poor health, he attends all the festivals.
- 1. *Despite/Although* I was really tired that day, I watched the whole festival live on TV.
- 2. *Although/Despite* having a lot of work, I took a break so that I could listen to the song about Kharibulbul.
- 3. *In spite of/Though* the cold weather, my family decided to attend the party.
- 4. *Even though/Despite* his speech was emotional, I didn't cry.
- 5. *Despite/Even though* the pandemic, we all went out to celebrate the great victory.
- 6. *Although/In spite of* she was a good speaker, she couldn't say a word.

4 Complete the sentences with your own ideas.

- 0. Even though I drank a bottle of water, I was still thirsty.
- 1. They ate all the food on the table although ★★★.
- 2. I decided to go swimming despite ★★★.
- 3. ★★★ though he doesn't get much exercise.
- 4. Even though I knew all the places in the city, ★★★.
- 5. Although ★★★, we all enjoyed the festival.
- 6. They argue a lot in spite of ★★★.
- 7. ★★★ despite his illness.

5 Complete the sentences.

- 0. Although the sun was shining, it wasn't very warm.
- 1. The sportsmen didn't stop ★★★ in spite of ★★★.
- 2. I had to ★★★ though ★★★.
- 3. In spite of ★★★, the leader of the team ★★★.
- 4. Even though ★★★, the Azerbaijani people ★★★.
- 5. Despite ★★★, we all believed ★★★.

6 Write sentences about a custom of another culture. Include any information that you find surprising. Use **although, though, even though, in spite of** and **despite**. Share the information with your group members.

Grammar B

1 Discuss the question with a partner.

- What do you know about New Zealand and its people?

2 Read Nurdan's email to her friend and answer the question.

What similarities and differences between two cultures are mentioned in the email?

New message



To Konul

Subject Hi from New Zealand!

Dear Konul,

Hope you are doing well.

Before I came here, you asked me to email the most interesting things about the local culture in New Zealand.

Although I have been here for a few months, I have learned a lot about it. Like every country, New Zealand has its own unique culture, which is deeply rooted in the Māori culture and includes a lot of values and beliefs.

Just imagine! I have noticed some similarities between Azerbaijani and Māori cultures. For instance, similar to our culture, Māori people never sit on tables. Actually, they don't sit on any surfaces where they put food or bread. Another similarity is about celebrations. They like having big parties like us. They get together in special places called *marae*. Like our people, they take their shoes off before entering a Māori meeting house and also do this when they enter somebody's home.

Despite the similarities, there are also several differences. The first difference is about greetings. In Azerbaijan, when we meet, we usually shake hands, hug or kiss each other, whereas in New Zealand they use a much warmer salutation, which is known as *hongi*. They press their noses and foreheads up against one another and share the breath of life together. Another difference is about tattooing. In Azerbaijan, not many people have tattoos, while here in New Zealand most Māori people have them. An interesting aspect of the Māori art of tattooing is that no tattoos are identical. They are considered to symbolise respect for their culture.

I hope you will visit New Zealand soon and see all the similarities and differences.

Looking forward to hearing from you soon!

Best,

Nurdan



3) Look at the underlined sentences in the email and answer the question.

Do these sentences show

- a) a surprising result? b) a direct contrast? c) an expected result?



GRAMMAR TARGET

Adverb clauses of contrast

Study the rules and examples on Page 180 before you do the following task.

4) Listen to the conversation between Nurdan and Moana, her Māori friend and complete the sentences.



1. Moana's family spends about half of the day preparing the food, while Nurdan spends ★★★.
2. Moana has 16 people in her family, whereas Nurdan's family consists of ★★★.

5) Complete the sentences according to the information from the email and the recording.

1. Nurdan is from Azerbaijan, whereas Moana ★★★.
2. In spite of living in New Zealand for a few months, Nurdan ★★★.
3. Māori people take off ★★★, while in some cultures ★★★.
4. While Moana spends a lot of time at home, Nurdan ★★★.
5. ★★★ it takes a lot of time, Moana enjoys ★★★.

6) Complete the sentences with your own ideas.

1. I am ★★★, whereas my friend is ★★★.
2. Although my friend studies hard, ★★★.
3. Footballers travel a lot, while ★★★.
4. In spite of ★★★, the friends decided to go to the sea.
5. While university students are on holiday, ★★★.
6. ★★★ it was cold and rainy, ★★★.

7) Work in groups. Prepare a presentation about two different cultures. Compare and contrast them.

Focus on

- forms of greeting;
- eating customs;
- family values.



Listening

1 Discuss the questions with a partner.

- What languages are spoken most in the world?
- Are there any languages that are no longer spoken? Which languages are they?



2 Match the words to their definitions.

- | | |
|--------------|---|
| 1 extinct | a (of people and their culture) coming from a particular place and having lived there for a long time |
| 2 endangered | b at risk of no longer existing |
| 3 survive | c to continue to live or exist |
| 4 indigenous | d no longer existing |

3 Listen to a talk and answer the question. Choose a, b, c or d.



What is the talk mainly about?

- a) The most spoken language in Peru
- b) Extinct languages in the world
- c) Endangered languages in Peru
- d) The main problems of Peruvians



4 Listen to the talk again and complete the notes on the next page.



Number of endangered languages in Peru: **1)** ★★★

Names:

Amadeo Garcia

Pablo Andrade

Languages:

Taushiro

Resigaro

Ages:

2) ★★★

4) ★★★

**Reasons why they
are the only speakers
of their languages**

3) a) ★★★
b) ★★★
c) fights with outsiders

5) a) His sister was killed.
b) Resigaro
speakers ★★★.

Number of extinct languages in Peru: **6)** ★★★

The main reason for extinction: **7)** ★★★

Steps taken by the government:

For larger indigenous languages:

8) ★★★

For smaller indigenous languages:

9) ★★★

5) Discuss the questions with a partner.

- Is it a problem that some of the world's languages are dying?
- Why are some languages becoming extinct?
- What should people do to save endangered languages?
- How can we preserve the Azerbaijani language for future generations?



6) Role-play the situation.



Student A:

Your friend prefers to speak a foreign language both with you and with family members. Talk to him/her about the importance of speaking a mother tongue.



Student B:

You believe that it's better to speak foreign languages with your friends and family members than speaking your mother tongue.

Comparison Paragraphs

Purpose: A comparison/contrast paragraph shows the similarities and/or differences between two people, things or ideas.

Key features: Comparison paragraphs show the following:

- similarities between two things
- differences between two things

NOTE: Make sure that you focus on either similarities or differences in your paragraph. The topic sentence should indicate whether your paragraph will be about similarities or differences.

1) Discuss the questions with a partner.

- What are the differences between U.S. English and British English?
- Which words are different in these two variants of English?

2) Read the sample comparison paragraph and answer the questions.

Two varieties of English

Although U.S. English and British English are mutually understandable languages, there are quite a few differences. One difference is spelling. Some words are *spelled* one way in the United States but *spelt* another way in Great Britain. A person goes to a British *theatre* but to a U.S. *theater*. In U.S. schools, students *theorize*, *analyze* and *socialize*, whereas British students *theorise*, *analyse* and *socialise*. A second area of difference is vocabulary.

For example, the word *college* names two very different types of schools in the United States and Great Britain: university level in the United States and pre-university level in Great Britain. Also, British university students live in *halls* on campus and in *flats* off campus, but U.S. students live in *dormitories* on campus and in *apartments* off campus. Finally, there are many differences in pronunciation. In Great Britain, the sound of *a* in the words *path*, *laugh*, *aunt*, *plant* and *dance* is like the *a* in *father*. In contrast, in the United States, the *a* sound in the words is like the *a* in *cat*. All in all, though there are differences between the English spoken in the United States and the English spoken in Great Britain, they understand each other most of the time.



1. What is the topic of the paragraph?
2. What is the topic sentence of this paragraph?
3. Does the writer focus on similarities or differences?
4. What words help you follow the ideas?

3 A. Choose a topic and then brainstorm ideas for that topic. Here are some topics to choose from.

- Two cultures
- Two cities
- Two festivals
- (or you can come up with your own topic)
- Two languages

B. Write a comparison paragraph. Use some of the lesson vocabulary.

Make sure that your paragraph has

- a topic sentence with a controlling idea;
- supporting details (at least two);
- a concluding sentence.

USEFUL LANGUAGE

Phrase + <u>noun</u>		Examples
For similarity	<i>similar to/like</i>	<i>Like New York</i> , Baku has traffic problems. Similar to Baku, Tokyo's subway is crowded.
For difference	<i>in contrast with/unlike</i>	<i>In contrast with Baku</i> , Nakhchivan has a harsh climate. <i>Unlike Baku</i> , there aren't any skyscrapers in Guba.
Sentence connectors		Examples
For similarity	<i>similarly</i>	Istanbul is the cultural centre of Turkey. <i>Similarly</i> , Shusha is the cradle of the Azerbaijani culture.
For difference	<i>in contrast</i>	In Azerbaijan, people usually greet each other by hugging and kissing. <i>In contrast</i> , people in New Zealand press their noses and foreheads together when they meet.

C. Exchange your paragraph with a partner. Read your partner's paragraph and answer the Peer Editing Questions below.

1. Does the paragraph have a clear topic sentence?
2. Does the topic sentence have a controlling idea?
3. Does the paragraph have supporting sentences?
4. Do the supporting sentences relate to the topic?
5. Does the paragraph contain phrases and sentence connectors to show similarities or differences?
6. Does the paragraph have a concluding sentence that restates the main idea?

D. Write your suggestions to help your partner improve his/her paragraph.

Time to watch

- 1 You are going to watch a TED Talk by Julien S. Bourrelle called *Learn a New Culture*. Before that, read the text about the speaker and answer the questions.

Julien is a Canadian rocket scientist. He studied and lived in a variety of countries where he adapted his lifestyle to the local cultural norms and rituals. He moved to Norway in 2009 and it has been the most challenging cultural experience of his life.

He loves sharing his cultural knowledge using humour and simple illustrations, which made him a popular international speaker.

Julien travels the world and lectures about cultural differences that affect the way we communicate and interact at work and in society.

1. How did he behave in the countries where he lived?
2. What makes his speeches attractive?
3. What is the topic of his lectures?



- 2 Read the sentences. The words in bold are used in his talk. First guess the meaning of the words. Then match the words (1-6) to their definitions (a-f).

1 I haven't heard of him for years. I often **wonder** what has happened to him.

2 John's parents worried about his **weird** behaviour.

3 Please do not **disturb** everyone else if you get up early.

4 I had the feeling we were not **welcome** at the meeting.

5 The way people **perceive** the real world is strongly influenced by the language they speak.

6 A child can only see the world from his or her own **perspective**.

- a accepted or wanted somewhere
- b to interrupt somebody when they are trying to work, sleep, etc.
- c to understand or think of somebody/ something in a particular way
- d a particular attitude towards something; point of view
- e to want to know
- f very strange and unusual

Do not panic when you listen to authentic speech. Don't try to understand each word. Just stay relaxed and keep listening.



3) Watch the first part of the talk and answer the questions.

1. How will strangers react if you greet them in Spain?
2. How will strangers react if you greet them in Norway?
3. What do people expect you to do when you leave a party in Canada?
4. What will people in Scandinavia think of you if you greet all people at the party?

4) Watch the second part of the talk and complete the notes.

While in some cultures it is easy to understand emotions, in some others it is hard to interpret **1)** ★★★.

CULTURES

- representatives will make you feel **2)** ★★★
- hard to **5)** ★★★



- more physical **3)** ★★★
- more time needed to **4)** ★★★



5) Discuss the question with a partner.

- What is the message of this talk?



Use of English

(1) Each of the words in bold is in the wrong sentence. Put the words in the sentences they belong to.

1. Whenever I visit them, they always **organise** me warmly.
2. We all hope our planet will continue to **preserve** for millions of years.
3. They suggested ways to **promote** historically important buildings for the future.
4. The music band went on tour to **exist** their new album .
5. My uncle is helping to **welcome** the town festival this year.

(2) Choose the correct word.

1. Andro is one of the **extinct/endangered** languages. No one speaks it anymore.
2. Green **survives/symbolises** respect in many Middle Eastern cultures.
3. His paintings have had a great **influence/excuse** on many modern writers.
4. I've got two tickets to see the band's **live/prank** performance.
5. Several medieval buildings in the town have **survived/preserved** into modern times.

(3) Write **at, in, of, for** or **from** in each gap to complete the sentences. Some of them can be used more than once.

1. There is a full range ★★★ activities ★★★ children ★★★ this kindergarten.
2. This restaurant is famous ★★★ its amazing show and food.
3. The show had a big audience, which ranged ★★★ children to grandparents.
4. I had to do my homework ★★★ a rush because I was late.
5. There was an award ceremony ★★★ the festival's closing.

(4) Read the sentences below and fill in the gaps with an appropriate form of the word given in brackets.

1. There are certain ★★★ (similar) between the two cultures.
2. There is a general ★★★ (believe) that things will soon get better.
3. I would like to know what caused the ★★★ (extinct) of dinosaurs.
4. I could see the ★★★ (disappoint) in the child's eyes.
5. We feel a strong ★★★ (loyal) to our native country.
6. There were street ★★★ (celebrate) when Garabagh won the Cup.

5) Match the words to their definitions. One definition is extra.

1 annual

2 homesick

3 emotional

4 identical

a feeling unhappy because you are a long way from your home

b connected with people's feelings

c exactly the same, or very similar

d with a lot of people; crowded

e happening or done once every year

6) Read the text below and decide which answer (a, b or c) best fits each gap.

Gabala International Music Festival is one of the best

0) b music events. It has taken **1) ★★★** in the city of

Gabala every summer **2) ★★★** 2009. During this

festival, famous musicians from all over the world

3) ★★★ in the open air. This festival is known

4) ★★★ an important event that makes a great

contribution to the development of intercultural dialogue.

This festival of friendship and music also helps to

5) ★★★ new talents and share knowledge.

6) ★★★ the festival initially started as a classical

music festival, now you can hear music of different

genres, **7) ★★★** jazz and mugham. What can be more

enjoyable than the music and nature in the same place?

This is incredible for tourists **8) ★★★** always look for something unique.



0 a. individual

1 a. time

2 a. from

3 a. perform

4 a. with

5 a. discover

6 a. Whereas

7 a. including

8 a. whose

b. live

b. place

b. for

b. celebrate

b. by

b. disappear

b. Although

b. example

b. whom

c. sporting

c. part

c. since

c. promote

c. as

c. discourage

c. Despite

c. also

c. who

Mistake Detector

Read the sentences. Some of the shaded words and phrases have mistakes.
Find 12 mistakes and correct them.



1. Although I was a child, **but** I never missed any festivals that were held in Baku. My grandmother used to take me to all of them.

2. You have eaten four sandwiches, **whereas** I have just had one. **Despite** you eat more than I do, you never gain weight.

3. I will never forget that day. **Inspite** the pandemic, we all went out **to celebrate** the great victory. Even my grandmother, who is 80 years old, went out with the Azerbaijani flag in her hand.

4. **Although** cultural differences, international students usually become very close friends. For example, my cousin **whom** studied in China last year had **a lot of** Chinese friends. Last year, some of them came to Azerbaijan **in order to see** him.

5. **Despite** George wasn't brave enough, Jessica wasn't afraid of anything. Just imagine last night she walked home by herself **even though** she knew that it was not safe.

6. **Even though** women in the United States work about 41 hours a week, **whereas** women in Europe work about 30 hours a week.

7. **Although** many people in **United States** know foreign languages, **and** they conduct business meetings in English.

8. Yesterday I was exhausted; **therefore**, I went to bed early. **Unlike I did**, my sister stayed up till 3 a.m. and **worked on** the project on Cultural Differences.

9. In most western countries, people love drinking coffee, **when** in Azerbaijan people prefer drinking tea. Personally, I can't imagine a day without tea with **some cookies**.

10. My grandmother's old carpet **dates after** to the 19th century. She preserved it with special care **so that** the next generations could see the traditional patterns on it.

UNIT 4

Environmental problems

FOCUS ON THE TOPIC

Work in small groups. Look at the photos and discuss the questions.

- What problems do you see in these pictures?
- How do people harm the environment?



Vocabulary

1 Read the posters and discuss the problems described in each.



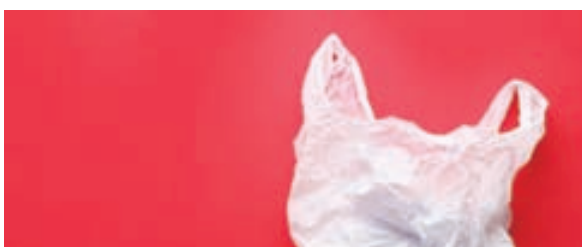
Excessive¹ noise damages hearing. Please keep away from loud, noisy activities and places.



Don't use **artificial**² flowers because they are made from plastic. Instead, plant some flowers.



War is a **threat**³ to humanity. Please make peace not war!



Don't use plastic bags because they **end up**⁴ in landfills, where they will stay forever.



Deforestation (the clearing of forests by humans) affects the lives of 1.6 billion people whose living **depends on**⁵ forests. Let's plant trees and save lives.



Do not buy the things that you can live without. **Reduce**⁶ the amount of waste.



Air pollution **leads to**⁷ serious health problems. Don't pollute the air.



Together we will defeat this **invisible**⁸ enemy.

- (2) Pay attention to the boldfaced words in Task 1. Choose the correct definition that matches the meaning of each boldfaced word.



excessive (adj.)

- a) too much
- b) too little



artificial (adj.)

- a) coming from nature
- b) made or produced to copy something natural; not real



threat (n.)

- a) a possible danger
- b) a great opportunity



end up (phr.v.)

- a) disappear in a place
- b) finally be in a particular place



depend on sb/sth (phr.v.)

- a) think that something is true or possible
- b) need the support of someone or something in order to exist



reduce (v.)

- a) make something less or smaller in size, quantity, price, etc.
- b) make something bigger in size, quantity, price, etc.



lead to sth (v.)

- a) end suddenly
- b) have something as a result



invisible (adj.)

- a) that cannot be sent
- b) that cannot be seen

Listen and check your answers. Pay attention to the pronunciation.



- (3) Complete the sentences with the words/phrases from Task 2. You may need to change word forms.

0. Stop smoking to reduce the risk of heart disease.
1. Eating too much sugar can ★★★ health problems.
2. Galileo used a telescope and discovered the stars that were ★★★ to human eyes.
3. I took the wrong bus and ★★★ somewhere in Baku.
4. Many languages are under ★★★ of extinction.
5. The food in this restaurant is completely free from any ★★★ colours.
6. He worked after classes because he didn't want to ★★★ anybody.
7. They complained about the ★★★ noise which came from the nearby cafeteria.

Reading

1 Read the text about light pollution and answer the questions.



The invention of the electric light bulb 150 years ago was one of the most important inventions in history. Electric light is a beautiful thing which **guides** us home when the sun goes down, keeps us safe and makes our homes comfortable and bright. However, like plastic, too much of light has started to affect the environment negatively. Light pollution, the excessive use of outdoor artificial light, has a negative effect on wildlife, human health and our ability to **observe** stars.

Artificial light is a threat to our natural environment. Wildlife, particularly sea turtles, depend on moonlight and starlight which guide them into the water. Because of the artificial light, many never find their ways to the water and end up in **lit-up** parking lots, roads and busy streets. Birds are also affected by this; therefore, many cities have launched a “Lights Out” program to turn off building lights during bird **migration**.



Human's health is also in danger because of light pollution. The excessive light can damage people's eyesight. In addition, it causes sleep problems which lead to a number of health problems including cancer.

Moreover, on a clear night, with no clouds or artificial lights we can see more than 14,000 stars in the sky, but when we are surrounded by city lights, we can see only about 150. The excessive light makes many stars invisible to people on Earth.

There are several things that we can do to reduce light pollution in cities. We should use outdoor lighting only when and where it is needed, make sure outdoor lights are directed down instead of up into the sky and close window **blinds** and curtains at night to keep light inside.

1. How has electric light made our lives easier?

a) ★★★

b) ★★★

c) ★★★

2. What are the three things that are affected negatively by light pollution?

a) ★★★

b) ★★★

c) ★★★

3. How does light pollution affect sea turtles?

4. What are some cities doing in order to help birds?

5. How does light pollution affect our health?

a) ★★★

b) ★★★

c) ★★★

6. Why have we started seeing fewer stars than we did in the past?

7. What can be done to solve this problem?

a) ★★★

b) ★★★

c) ★★★

8. Which is the best direction for outdoor lights?

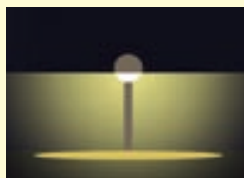
a)



b)



c)



d)



2 Read the definitions and match them to the boldfaced words in the text.

1. a covering, especially one made of cloth, that can be rolled up and down to cover a window inside a building
2. bright with light
3. when birds or animals travel regularly from one part of the world to another
4. to show somebody the way to a place, often by going with them
5. to see somebody/something

3 Complete the sentence with your own words.

I think light pollution is (isn't) a serious problem because ★★★

4 Role-play the situation.



Student A:

Your neighbour always keeps the street lights on. You think that it is a bad idea. Talk to your neighbour and explain why he/she shouldn't do that.



Student B:

You think that it is safer if the street lights are on and they shouldn't be turned off at nights.

Grammar A

1 Discuss the question with a partner.

How has global warming affected polar regions?

2 Read the text. Which sentences are True, False or Not Given?



Sea ice covers about 25 million square kilometres of the earth. Since Azerbaijan is far away from polar regions, most of us probably haven't seen sea ice. Although it may not directly affect us, sea ice is very important for our planet because it influences climate, wildlife and people who live in the Arctic.

Scientists have been studying changes in the Arctic Sea ice for more than 100 years. The study

shows that the amount of the Arctic Sea ice has been decreasing for several decades. In fact, the Arctic has lost 75% of its summer sea ice over the past three decades. In some years, global warming has caused different amounts of sea ice to disappear. Even though ice levels may be different from year to year, summer sea ice has been disappearing at a rate of around 2,5% a year.

1. Sea ice is especially important for those who live far away from polar regions.
2. There have been studies on sea ice for almost a century.
3. Global warming leads to the loss of sea ice.
4. There is almost no sea ice left in some polar regions.

3 Read the underlined sentence in the text and answer the questions.

1. Did scientists start studying changes in the Arctic Sea ice more than a century ago?
2. Have they stopped studying changes in the Arctic Sea ice?
3. Are they still studying changes in the Arctic Sea ice?



GRAMMAR TARGET

Present Perfect Progressive

Study the rules and examples on Page 180 before you do the following task.

4 Which underlined verbs in these sentences should be Present Perfect Progressive?

0. I have a lot of homework for tomorrow. I started doing it at 8 p.m. It is 11 p.m. and I am still doing it. I ~~am doing~~ *have been doing* my homework since 8 p.m.
1. We are discussing climate change at the moment. We are discussing this problem for about an hour.

2. I came here 2 hours ago. I am waiting for my friend now. I am waiting for him for 2 hours.
3. We moved to the overpopulated part of the city last year. At the moment, we are living here. We are living here since last year.
4. It is raining all day. It started in the morning and it is still raining.
5. I started writing an email three hours ago. I am still writing it. I am writing the email for three hours.

5) Complete the gaps with the correct forms of the verbs in brackets. Use Present Perfect Progressive.



0. People have been doing (do) a lot more to protect the environment recently.
1. The planet's temperature ★★★ (not go) down since the beginning of the 20th century.
2. In the Arctic, the area covered by ice ★★★ (get) smaller for more than 30 years.
3. Winters ★★★ (get) milder in Baku in the last few years.
4. How long ★★★ (you/work) on the Climate Change Project?
5. Some countries ★★★ (not/take) climate change seriously for years.

6) Complete the sentences so that they are true for you. Use Present Perfect Progressive.

1. I am glad that I've ★★★.
2. I haven't ★★★ since ★★★.
3. I've ★★★, but I haven't finished it yet.
4. In the last few years, I've ★★★.
5. Recently, I've ★★★ because ★★★.
6. I've ★★★ since I was born.

7) Discuss the questions with a partner.

- What have people been doing to stop global warming?
- How long have they been doing it?
- What haven't they done yet?

Grammar B

1 Discuss the question with a partner.

- Is it important to save water? Why or why not?

2 Read a part of the news article and the email about what one family did after they read it. Answer the question.

What did the family decide to do to help the planet?

DAILY NEWS

Only three percent of the total water on our planet is drinkable. But more than sixty percent of this water is locked up in ice caps and glaciers. Therefore, we must use water carefully. But so far, **we have done¹** the opposite. We **have been wasting²** water excessively for years. Moreover, **we haven't kept³** our water bodies clean. Industrial waste goes into rivers. There are several things that we can do.

- One thing we can do is to use rain water.



New message

← → ↻

Dear Editor,

Last year, I **read⁴** an article in your newspaper. It **was⁵** about the drinkable water problem. I **got⁶** so upset that I decided to do something to help save water. I **shared⁷** my concerns with my family. We bought a water barrel and started storing rainwater. We **have put⁸** three more water barrels this year. It often rains in our city, so we **have stored⁹** quite a lot of water which we **have been using¹⁰** for watering the crops in the garden for several months. Now we feel we are doing something to help the planet. We are also saving a lot because we water the garden at no cost.

Best,

The Adams



3 Look at the sentences in Task 2 with bold phrases(1-10). Match them with the descriptions (a-c).

- a) a past event
- b) experiences; recently completed actions
- c) an action which began in the past and continues up to the present



GRAMMAR TARGET

Past Simple, Present Perfect and Present Perfect Progressive

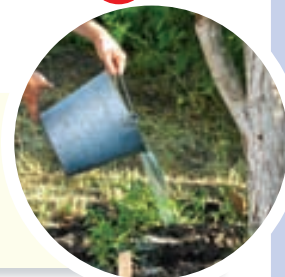
Study the rules and examples on Page 181 before you do the following tasks.

- 4 Listen to the conversation between Alex and his parents and choose the correct option.

12

Part I

1. Alex's father has been calling him for **2/3** hours.
2. Alex has been **watering/planting** the trees since 12 p.m.
3. Alex's father advises him to water trees in the **afternoon/evening**.



Part II



1. Alex's mum has been **baking a cake/washing the dishes** for almost an hour.
2. Alex advises her mother to **turn off the tap/scrub the dishes**.
3. Alex's mother says that Alex looks **tired/excited**.

- 5 Read the conversation between Tom and his brother and complete the gaps with the correct forms of the verbs in brackets.

Tom: Hey, Bob. You 1) ★★ (take) a shower for an hour. Stop wasting water! Turn the shower off!

Bob: I 2) ★★ (start) it only 10 minutes ago.

Tom: Listen. You 3) ★★ (be) in the shower for more than half an hour. I mean, don't you care about the planet? You have used at least 70 litres of water. That is more than enough water for 10 people.

Bob: I 4) ★★ (not/be) in the shower that long.

Tom: Yes, you have. I 5) ★★ (start) timing you when you 6) ★★ (enter) the bathroom.

Bob: 7) ★★ (you/ really/do) that?

Tom: Yes, I did. Our water bill 8) ★★ (be) so high last month. You know I am not working. I 9) ★★ (look for) a job for a long time and I 10) ★★ (not/succeed) so far. Please be careful. Okay?

Bob: Okay.

- 6 Role-play the situation. Use Past Simple, Present Perfect and Present Perfect Progressive.



Student A:

You have recently started saving water. Talk to Student B and tell him/her what you have been doing to save water.



Student B:

Ask Student A the details of when and how he/she started saving water.

Listening

1 Look at the photos of Beijing taken on two different days and discuss the questions.

- Why do you think air quality is better in the first picture?
- What do you think caused bad air quality?



2 Match the words to their definitions.

1 smog

2 breathe

3 construction

4 unique

5 researcher

a the process or method of building or making something, especially roads, buildings, bridges, etc.

b a person who studies something carefully and tries to discover new facts about it

c being the only one of its kind

d a form of air pollution that is or looks like a mixture of smoke and fog, especially in cities

e to take air into your lungs and send it out again through your nose or mouth

3 Listen to a talk and answer the question. Choose *a, b, c* or *d*.

What is the talk mainly about?

a Health problems in Beijing

b Polluted areas in China

c Problems in China

d Air pollution in Beijing



4 Listen again and complete the sentences.

13

1. On smoggy days, there are no ★★★ and ★★★.
2. Some people buy bottled air which comes from ★★★.
3. A bottle of fresh air costs about \$ ★★★.
4. Every day about ★★★ people in China die of air pollution.
5. About ★★★ million people die from air pollution every year in the world.

5 Now listen to a woman giving advice to people going to Beijing. Are the sentences True or False?

14

1. The best time to visit Beijing is winter.
2. None of the anti-pollution masks is really effective in Beijing.
3. Smog in Beijing won't harm your health if you stay there for a short period.
4. The air is not polluted when there is no smog.



6 Below are some ideas about what we can do to reduce air pollution in Azerbaijan. Talk to your partner about how useful these actions could be in different parts of our country.

Using hybrid cars



Using solar power



Using wind power



Writing

Problem/Solution Paragraphs

Purpose: A problem paragraph explains a problem; A solution paragraph proposes one or more solutions to that problem.

Key features:

A **problem** paragraph describes and discusses a problem.

A **solution** paragraph introduces solutions.



1 Discuss the questions with a partner.



- Is deforestation a serious problem?
- If yes, what can we do to solve this problem?

2 Read the sample paragraphs and answer the questions.

- Which paragraph describes a problem?
- Which paragraph describes a solution?

A

Deforestation is a serious problem because forests and trees play an important role in making the earth's environment suitable for life. They clean the air, store water, preserve soil and provide homes for animals.

They also supply food, fuel, wood products, and paper products for humans. In the past fifty years, more than half of the world's rainforests have been destroyed. Every year from 2011-2015, about 20 million hectares of forest was cut down. Scientists say that if deforestation continues, the world's climate may change and animals may die.



B

In order to solve the deforestation problem, you can do several things. One solution is to use less paper. If you use less paper, fewer trees will be cut for paper making. How can you use less paper? One answer is to reduce your paper use when you photocopy, write a letter or an essay. A second answer is to reuse old paper when you can, rather than using a new sheet of paper. The backs of old envelopes are perfect for shopping lists or short messages. When you write a rough draft of an essay, write it on the back of something. A final answer is to recycle used paper products instead of throwing them away. Most schools, offices, and districts have some kind of recycling centre. If you follow the three Rs – reduce, reuse and recycle, you can help save the world's forests.



1. What is the topic of each paragraph?
2. What is the topic sentence of each paragraph?
3. What do supporting ideas show?
4. What solutions does the writer offer in Paragraph B?
5. What is the concluding sentence in each paragraph?

3

A. Choose one of the environmental problems and brainstorm ideas.



Air pollution



Water pollution



Light pollution

B. Write a problem/solution paragraph. Use some of the useful language given in the box.

USEFUL LANGUAGE

In order to solve these problems, ...

In order to overcome these problems, ...

A second/ third/ final solution is ...

One solution is ...

One thing we can do is ...

Make sure that your paragraph

- has a topic sentence with a controlling idea
- describes and discusses a problem or introduces your solution
- has a concluding sentence

C. Exchange your paragraph with a partner. Read your partner's paragraph and answer the *Peer Editing Questions*.

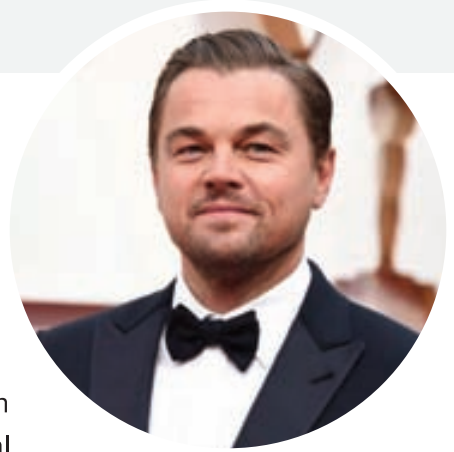
1. Does the paragraph have a clear topic sentence?
2. Does the topic sentence have a controlling idea?
3. Does the paragraph have supporting sentences?
4. Does the paragraph have a concluding sentence?

D. Write your suggestions to help your partner improve his/her paragraph.

Time to watch

- 1 You are going to watch a speech made by Leonardo DiCaprio at the UN Climate Summit. Before that, read the text about the speaker and answer the questions.

Leonardo DiCaprio is an award-winning Hollywood actor. He became very famous all over the world after starring in the 1997 movie, *Titanic*. He has also starred in many other successful movies. DiCaprio is also known for his environmentalist activities. He flies on commercial flights instead of private jets and has an eco-friendly house. In November 2010, DiCaprio donated \$1 million to the *Wildlife Conservation Society*. He has inspired other celebrities to actively participate in environmental projects. With his outstanding acting and great personality, Leonardo DiCaprio has touched the hearts of millions of people all over the world.



1. Which film brought him fame?
2. What does he do to save the planet in his daily life?
3. What do people like most about him?

- 2 Read the sentences. The words in bold are used in his talk. First guess the meaning of the words. Then match the words (1-6) to their definitions (a-f).

Do not panic when you listen to authentic speech. Don't try to understand each word. Just stay relaxed and keep listening.

- | | |
|--|---|
| 1 There was no rain for a long period and some of the trees in the garden died during the drought . | a a very large amount of water that covers an area that is usually dry |
| 2 The ship went down into the water when it hit the icy glacier . | b to make somebody unable to breathe |
| 3 The heavy rain has caused floods in many parts of the country. | c a slow-moving mass or river of ice, formed from snow on mountains or near the North Pole or South Pole |
| 4 The smoke from the fire made her choke . | d the need to do something immediately because it is very important |
| 5 Alternative transportation systems are developed to reduce the use of fossil fuels . | e a long period of dry weather when there is not enough water for plants and animals to live |
| 6 I was angry that they didn't understand the urgency of the situation. | f fuels, such as gas, coal, and oil, that were formed underground from plant and animal remains millions of years ago |

3 Watch the first part of the talk and match the places to the environmental problems DiCaprio witnessed.



- | | |
|--------------------------------|---------------------|
| 1 industrial pollution | a Greenland |
| 2 deforestation | b California |
| 3 floods | c Canada |
| 4 droughts | d India |
| 5 disappearing glaciers | e Miami |
| 6 sea level rise | f Beijing |

4 Watch the second part of the talk and complete the sentences.

1. There is a belief that climate change is the result of ★★★.
2. People can save the planet if they stop using ★★★.
3. For the speaker, *the Paris agreement* is the reason for ★★★.
4. Leonardo DiCaprio encourages the audience to ★★★ after they return to their countries.

5 Imagine that you are attending an international conference on the topic *Global Problems*. Make a short speech about one of the global problems and what people should do to solve it.



Use of English

1 Each of the words in bold is in the wrong sentence. Put the words in the sentences they belong to.

1. **Artificial** tiredness while driving kills people.
2. One of my hobbies is to make **polluted** flowers from plastic.
3. The most **unique** solution to traffic jams is to build more roads.
4. Light pollution is not **effective** to capital cities.
5. Most people don't realise that they are breathing **excessive** air.

2 Choose the correct word.

1. Since 2020, *construction companies/researchers* have been trying to find a drug against coronavirus.
2. Climate change affects the *influence/migration* of the birds negatively.
3. The main environmental *threat/effect* to human health in many cities is air pollution.
4. The streets are clean, there's no traffic, and there's no *smog/damage* to block out the sunshine.
5. Most of the local population *depends on/reduces* fishing for a living.

3 Write **at, of, for, from, in** or **on** in each gap to complete the sentences. Some of them can be used more than once.

1. A big number ★★★ children suffer ★★★ health problems because of water pollution.
2. Summer sea ice disappears ★★★ a rate ★★★ around 2.5% a year.
3. Brad Pitt is known ★★★ his environmentalist activities.
4. Light pollution has a negative effect ★★★ wildlife and human health.
5. This actress always inspires others to participate ★★★ environmental projects.

4 Read the sentences below and fill in the gaps with an appropriate form of the word given in brackets.

1. Children who live in polluted and ★★★ (smog) areas often have asthma.
2. The child took a deep ★★★ (breathe) and jumped into the water.
3. Don't drink sea water because it is salty and not ★★★ (drink).
4. Forest fires have caused the ★★★ (disappear) of many plants and animals.
5. Students who suffer from sleep loss cannot study ★★★ (effective).

5 Look at the pairs of sentences and decide which is correct.

1 a) A group of researchers have been studying sea ice for decades.
b) A group of researchers are studying sea ice for decades.

2 a) I have been knowing him since kindergarten.
b) I have known him since kindergarten.

3 a) She has stopped travelling in recent years.
b) She has been stopping travelling in recent years.

4 a) I have been living in Azerbaijan since I was born.
b) I have been living in Azerbaijan when I was born.

6 Read the text below and decide which answer (a, b or c) best fits each gap.

According to **0** a, the main reason for recent heat waves and storms is global warming. But at least our plants **1** ★★★ the weather in the past decades.

According to a study which **2** ★★★ last week, regional climate changes over the past two decades have inspired a 6% increase **3** ★★★ plant growth around the world.

Rising temperatures, increased rainfall and decreased cloud cover have **4** ★★★ a part. In the Amazon, decreased cloud cover allowed more sunlight **5** ★★★ plants; in India, trees benefitted **6** ★★★ increased rainfall. **7** ★★★ these positive effects, climate change could be dangerous for plant life in the future. Scientists say that continued growth could change ecosystems that have existed **8** ★★★ thousands of years.



0	a. <u>researchers</u>	b. environment	c. pollution
1	a. enjoy	b. are enjoying	c. have been enjoying
2	a. was published	b. published	c. was publishing
3	a. from	b. in	c. for
4	a. played	b. taken	c. broken
5	a. reach	b. reaching	c. to reach
6	a. for	b. from	c. by
7	a. Although	b. Despite	c. Whereas
8	a. from	b. since	c. for

Mistake Detector

Read the sentences. Some of the shaded words and phrases have mistakes.
Find 13 mistakes and correct them.



1. Air pollution **become** an important issue all over the world in the past few decades.

2. Some people in Beijing **have been already starting** buying bottled air from other countries **in order not to breathe** in the dirty air of the city.

3. Let's not use plastic bags because they **end down** in landfills, **when** they will stay for centuries.

4. Air pollution **effects** trees, plants, animals and humans. **Due to** this problem, millions of people **become** ill every year and many of them die.

5. Last week, we **have started** to plant trees in the school yard. We **have been planting** 40 trees since then. We **want to make** the school yard a green place **where** we can spend our free time.

6. We feel safe in **light-up** streets at night, but we forget that artificial light is a **threat for** our natural environment.

7. Last year, the family bought a water barrel and started storing the rainwater. They **have been putting** two more water barrels **since** last year.

8. Last week I learned that **excess** noise damages hearing. **Therefore** , I decided not to listen to loud music any more.

9. It is a good idea to drive **hybrid car** . If we use them, there will be **less** pollution.

10. Trees clean the air, store water, **preserved** soil and provide homes for animals. So, let's plant trees, not cut them.

UNIT 5

Success

FOCUS ON THE TOPIC

Look at the photos and discuss the questions.

- What do you know about these people?
- How do you think they are all connected?



Vocabulary

1 Read the quotations and choose the best one for you. Explain your choice.

“

Education is the key to success in life, and teachers make a lasting **impact**¹ in the lives of their students.

Solomon Ortiz

”

“

Smart people **focus**⁵ on the right things.

Jensen Huang

”

“

With hard work and **effort**², you can achieve anything.

Antoine Griezmann

”

“

Without hard work and **discipline**⁶, it is difficult to be a top professional.

Jahangir Khan

”

“

Nothing is given to you. Everything is earned. You have to have that **mindset**³ that you have to work every single day. Learn every single day.

Saquon Barkley

”

“

It takes 20 years to make an **overnight**⁷ success.

Jensen Huang

”

“

To win is not important. To be successful is not even important. How to plan and prepare is **crucial**⁴. When you plan very well and prepare very well, then success can come on the way. Then winning can come on your way.

Eliud Kipchoge

”

“

You must not let your negative emotions **distract**⁸ you from achieving your goals.

Clay Clark

”

- 2 Pay attention to the boldfaced words in Task 1. Choose the correct definition that matches the meaning of each boldfaced word.



make an impact

- a) take one's time
- b) have a strong effect or influence on a situation or person



effort (n.)

- a) a hard try; attempt
- b) waste of time



mindset (n.)

- a) a person's way of thinking and their opinions
- b) a person's way of standing or moving



crucial (adj.)

- a) extremely important
- b) useless



focus (v.)

- a) do different tasks at the same time
- b) direct one's attention towards one thing



discipline (n.)

- a) a change in the plan
- b) the ability to control your own behaviour and do what you are expected to do



overnight (adj.)

- a) happening at the same time
- b) happening suddenly or quickly



distract (v.)

- a) help somebody understand the situation better
- b) take somebody's attention away from work

Listen and check your answers. Pay attention to the pronunciation.



- 3 Complete the sentences with the words or phrases from Task 2. You may need to change word forms.

0. My teacher believes that children need discipline in order to succeed.
1. Success usually doesn't come ★★★.
2. Let's make an ★★★ to finish the project this week.
3. The room was noisy and she found it hard to ★★★ on her project.
4. Her speech always ★★★ on listeners.
5. The talks are ★★★ for the success of the plan.
6. Could you please stop talking? You're ★★★ me from my work.
7. If they want to be successful, they should change their ★★★.

Reading

1 Discuss the questions with a partner.

- What does success mean to you?
- What do you need to do today in order to become successful in the future?

2 Read the text and complete the gaps (1-5) with the missing parts (a-f). There is one extra part.

- | | |
|--------------------------------|------------------------------|
| a) put away the remote control | d) getting a low grade |
| b) receive your education | e) having a home or a family |
| c) continue focusing on it | f) move and one day run |



Success is a concept that is different for every person. For some, it means having a great career, while for others it means **1) ★★★**. Success is something that everyone wants to achieve. It makes you feel proud, it gives you excitement and it lets you know that you have made a positive impact on the world.

Success is not something you get without making an effort, however.

It is a mindset you must have in order to reach your goals and grow as a person.

Before you can define success for yourself, you should make a list of what success looks like to you and your family. Then, follow that up with steps you can take to achieve that success. For example, if your success is having a great career, then your steps would be to **2) ★★★** or professional training. Or if you see success in writing, then potential steps might be developing your writing skills.

Staying focused on your plan is crucial. It helps to put aside at least 15 minutes per day to think about your plan and work toward it. This will keep your goal fresh in your mind and let you **3) ★★★**.

Think about when babies are learning to walk. They do not stop when they fall. They get backup and keep going until they are able to **4) ★★★**. In your path to become successful, you are likely to learn new things and think differently than before. Your goals will not happen overnight. They will take practice and discipline to achieve, so it is important to think about the process positively.

Make a list of things in your life that take up your time or distract you. This could be a phone, a television show or even a person who causes you stress. Power off your phone and put it in a different room when it is time to focus on your goal. Turn off the television and **5) ★★★**. Only keep in contact with the people who make a positive impact on your life. Now is the best time to start changing habits so that you can focus on achieving success.

3) Complete the sentences according to the text.

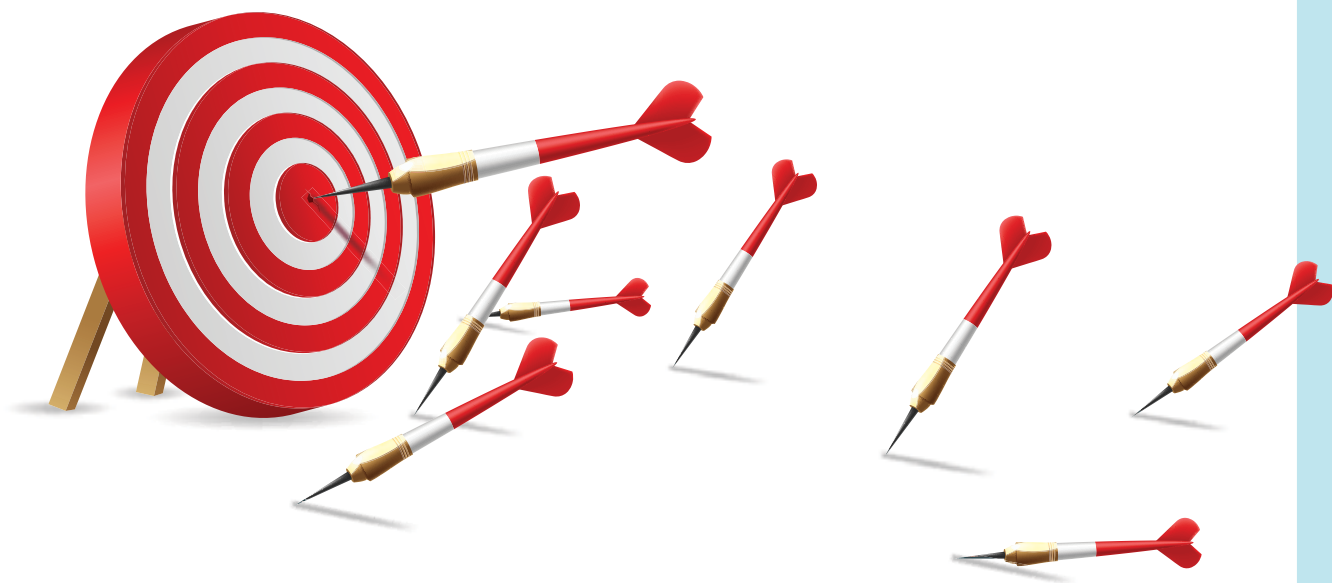
1. When people succeed, they feel ★★★.
2. In order to achieve your goals, you need to have the right ★★★.
3. It is important that every day you spend a certain amount of time on ★★★.
4. It is necessary to have practice, ★★★ and positive thinking on the way to success.
5. If you want to become successful, keep away from all the distractors except for ★★★.

4) Some words in the text are underlined. Match them to their definitions.

1. possible
2. a direction in which a person is moving to achieve a goal
3. the work a person chooses to do through life
4. a general idea or thought
5. explain the meaning of something

5) Discuss the questions with a partner.

- What have you done so far to become successful in the future?
- What advice would you give to someone who wants to become successful?



1 Look at the photo and answer the questions.

- Who is the man in the picture?
- What do you know about him?



2 Read the text and answer the question.

- Was Lotfi A. Zadeh successful? Why or why not?

Lotfi A. Zadeh was a great mathematician, electrical engineer, artificial intelligence researcher, computer scientist, and professor.

Lotfi A. Zadeh was born on February 4, in 1921, in Baku.

He **had lived** in Baku for 10 years before his family moved to Iran in 1932. After he **had finished** his studies at the University of Tehran, he emigrated to the United States in 1943 and entered Massachusetts Institute of Technology. By 1959, Lotfi A. Zadeh **had received** Ph.D and Doctor of Science degrees at Massachusetts Institute of Technology and Columbia University.

He was a prominent scientist whose works are most referred to in the world. By 2000, people all over the world **had referred** to his works more than 36000 times. By 2017, he **had worked** as a lifelong professor and director of the Institute of Soft Computing.

The great scientist died on 6 September, in 2017 at the age of 96.

3 Look at the boldfaced phrases in the text and decide what kind of action they show.

- a) an earlier action
- b) a later action

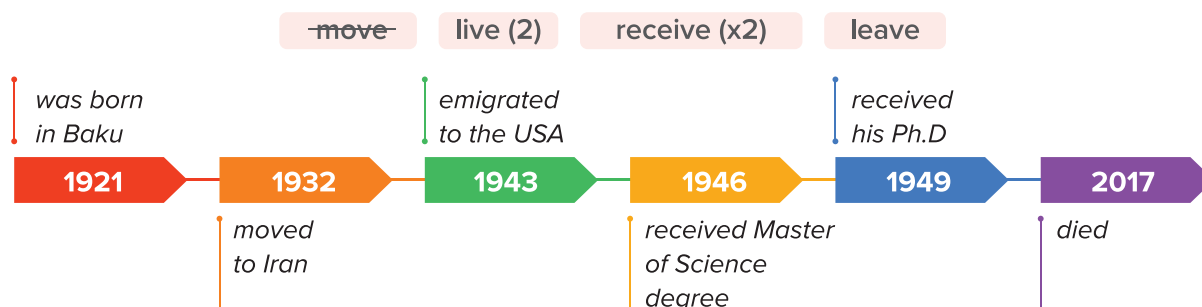


GRAMMAR TARGET

Past Perfect

Study the rules and examples on Page 182 before you do the following tasks.

4 Look at some important events in Lotfi A. Zadeh's life and complete the sentences on the next page. Use the verbs below.



0. It was 1926. He hadn't moved to Iran yet.
1. It was 1928. He ★★★ Azerbaijan yet.
2. By 1943, he ★★★ in Azerbaijan and Iran.
3. By 1945, he ★★★ in the US for two years.
4. It was 1945. He ★★★ his Master of Science degree.
5. It was 1948. He ★★★ his Ph.D yet.

5) Choose the verbs from the box and complete the sentences in Past Perfect tense form.

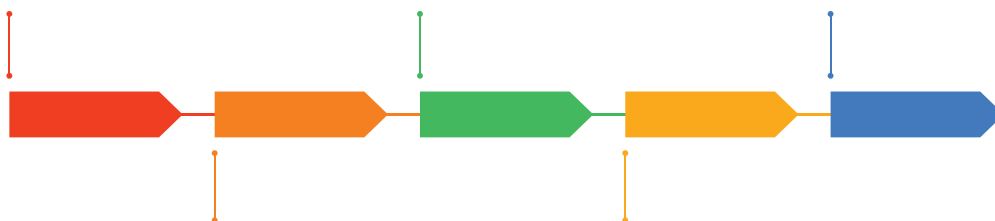
change escape leave distract ~~take off~~ destroy

0. By the time I got to the airport, the plane had already taken off.
1. Since Mrs Green ★★★ the city, we couldn't say goodbye to her.
2. Jenny didn't recognise her best childhood friend because she ★★★ a lot.
3. Tom couldn't focus on the questions because Michael's words about his uncle ★★★ him.
4. The greedy hunters didn't find anything in the net because the bear ★★★ by the time they arrived.
5. The old lady was upset because the builders ★★★ all the forest.

6) Choose the Past Simple or Past Perfect tense forms to complete the sentences.

0. Mary was so pleased to see him at the party. She *didn't see/hadn't seen* him for years.
1. They *got up/had gotten up* late because they *forgot/had forgotten* to set the alarm.
2. I *never tried/had never tried* skateboarding until I *bought/had bought* that skateboard.
3. He *already received/had already received* several awards by the time he *was/had been* 45.
4. He *failed/had failed* many times before he *became/had become* famous all over the world.
5. My friend *participated/had participated* in various competitions by 2020.

7) Create your own timeline. Talk to your partner about what you had already done by those times.



Grammar B

1 Look at the photo of J.K.Rowling, a famous author and answer the questions.

- What do you know about her?
- What do you think makes her successful?



2 Read the text and decide if the sentences are True or False.

Since the end of the 20th century, Harry Potter, the young wizard and hero of the children's book *Harry Potter and the Philosopher's Stone* has become the most favourite character for the children all over the world. J.K.Rowling, the author of the book, had already written several stories and books, but this was her first book that was published. By that time, she had been turned down 12 times by publishers. Finally, in 1997, her request was accepted. She got the idea for the story of a wizard at magic school while she was travelling on a train to London. Before the train reached King's Cross station, most of the characters had been invented. No one imagined that it would be such a huge success, but it quickly became a bestseller. While millions of young readers in many countries were enjoying her first Harry Potter book, J.K.Rowling was thinking of ideas for the next book in this incredibly popular series.

to turn down –
not accept an offer
or request

1. J. K. Rowling had been famous before her first book was published.
2. J. K. Rowling didn't give up when the publishers refused to publish her book.
3. A wizard whom she met on a train created the characters.

3 Find the sentences in the text and complete them.

1. Before J.K. Rowling published her first book, she ★★★ by 12 publishers.
2. Most of the characters of the book ★★★ by the writer before the train arrived at the station.



GRAMMAR TARGET

Past Perfect Passive

Study the rules and examples on Page 182 before you do the following tasks.

- 4 Listen to a talk about Cristiano Ronaldo, a famous footballer, and complete the sentences.



16

1. Ronaldo was born in ★★★.
2. By the time he was 10 years old, he ★★★ as a phenomenon.
3. His first professional job as a footballer ★★★ to him by the time he was 17.
4. Ronaldo signed a contract which was worth £ ★★★.
5. He is considered to be ★★★ in the world.



- 5 Complete the sentences with the Past Perfect Passive forms of the verbs given in brackets.

0. The guests left after the projects had been discussed (discuss).
1. The electric bulb ★★★ (invent) before the invention of personal computers.
2. Mr Brown's passport ★★★ (steal) before he got on the plane.
3. Lotfi A. Zadeh's works ★★★ (refer) more than 36,000 times by people all over the world by 2000.
4. Animals and plants ★★★ (affect) by the air pollution before we took action.
5. The historical Azerbaijani lands ★★★ (liberate) by 2021.

- 6 Research about a famous person and answer the questions.

1

When did this person become popular?

3

Had that person been turned down before he/she was accepted?

5

What actions had been taken by that person before he/she became famous?

2

How long had he/she been unnoticed before becoming famous?

4

What challenges had this person overcome before he/she became successful?

Listening

1 Look at the pictures and discuss the questions with a partner.

- Do you like watching the *Mr Bean* series? Why or why not?
- What do you think of the character *Mr Bean*?



2 Listen to the talk about Rowan Atkinson, a famous comedian and answer the question.



What is NOT mentioned in the talk?

- a) His closest friends
- b) His great passion
- c) His problems at school

3 Listen again and choose the correct option.



1. Rowan Atkinson ★★★ in his childhood.
 - a) couldn't speak clearly
 - b) was a terrible child
 - c) had a rich family
2. As a child, he ★★★.
 - a) liked Science
 - b) didn't study hard
 - c) had a lot of friends
3. One of his teachers ★★★.
 - a) expected him to become a scientist
 - b) knew that he was a fantastic scientist
 - c) didn't believe in his bright future as a scientist

4. When he was studying at Oxford University, he ★★★.

- a) had a desire to do some acting
- b) performed in some plays
- c) appeared in a movie

5. After he had received his Master's Degree, he ★★★.

- a) didn't want to become an actor anymore
- b) took part in a lot of TV shows
- c) joined a comedy group

6. He soon found out that he ★★★.

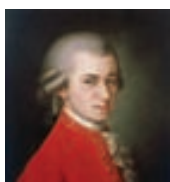
- a) didn't stutter during plays
- b) couldn't make everybody laugh
- c) needed to speak another language

to stutter – have difficulty speaking because you cannot stop yourself from repeating the first sound of some words several times

4 Complete the sentence with your own words.

Rowan Atkinson's story proves that ...

5 Research about the life of a successful person who had experienced difficulties before he or she became famous. Make a presentation about that person.



Mozart



Walt Disney



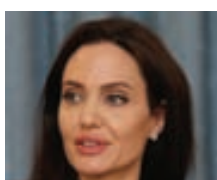
Tom Cruise



Oprah Winfrey



Michael Jordan



Angelina Jolie



Steven Spielberg



Leonardo da Vinci

Narrative Paragraphs

Purpose: A narrative paragraph describes an event or a series of events in a logical sequence.

Key features: A narrative answers the question “What happened?”

A good narrative paragraph should not confuse the reader about what happens first, what happens second, and so on. Clear organization is achieved by using transition signals such as *First, Then, Next, After that, While, During* and *Finally*.

1 Discuss the questions with a partner.

- Why are job interviews important?
- What kind of preparations do you think are needed for job interviews?

2 A. Read the sample narrative paragraph and choose the best title.

- a) The hardest job interview
- b) Getting my tenth job
- c) My tenth job interview



I will never forget the day when I felt like I finally succeeded in life. That was my tenth job interview. Before that interview, I had been rejected nine times. First, I got an email at about 10 a.m. telling me to come to a business centre for a job interview at 5 p.m. on the same day. Immediately, I put on my best clothes and looked up directions for the place. After that, I drove towards the centre but got stuck in a traffic jam. As a result, I arrived at the location 10 minutes before 5 p.m., but I couldn't find the

exact location of the place. Finally, I found the place and I was interviewed by a man and a woman. In short, after everything that happened during that day, I finally got my first job.

B. Answer the questions.

1. What is the topic sentence of this paragraph?
2. Which tense form is mainly used in the narrative paragraph?
3. What words and phrases are used to indicate time?
4. What is the concluding sentence of this paragraph?

3 **A. Choose a topic and then brainstorm ideas for that topic. Here are some topic ideas to choose from.**

- The day when I finally succeeded
- The best day in my life
- The hardest challenge that I overcame

B. Write a narrative paragraph.

Remember the event

To help you remember the event, use journalist questions. Make notes on the following:

- Where did it happen?
- When did it happen?
- Who was there?
- What happened?
- Why did it happen?
- How did you and the others feel?

USEFUL LANGUAGE

• **Transitional words for the supporting sentences:**

After, before, finally, later, not long after, until, when, while, one day, as a result, first, second, immediately, soon, yesterday, tomorrow, once

- **Transitional words for concluding sentence:** in summary, all in all, to sum up, to summarize, in conclusion, in a word, in short

C. Exchange your paragraph with a partner. Read your partner's paragraph and answer the Peer Editing Questions.

- 1.** Does the paragraph have a clear topic sentence?
- 2.** Does the topic sentence have a controlling idea?
- 3.** Does the paragraph have supporting sentences?
- 4.** Do the supporting sentences relate to the topic?
- 5.** Does the paragraph have a concluding sentence that restates the main idea?

D. Write your suggestions to help your partner improve his/her paragraph.

Time to watch

- 1 You are going to watch a part of a TV programme about Gulmammad Mammadov, a successful Azerbaijani professor. Before that, read the text about him and decide if the sentences are True or False.



Prof. Gulmammad Mammadov teaches Physics at one of the universities in Azerbaijan. He was born in a remote village of Lachin. When he was 8 years old, Lachin was occupied and his family had to leave their village for Agjabedi. His life in the IDP (Internally Displaced People) settlement was really hard. However, he never stopped dreaming of a better future. Despite all the challenges, he kept studying and at the age of 17, he became a student of a top university in the country. Later in his life, he continued his education in Italy and the USA.

1. Prof. Mammadov had to leave his village at a young age.
2. After the occupation of Lachin, he started living in Agjabedi.
3. He lost his hope for a better future in the settlement for IDPs.
4. He failed to enter a university in Azerbaijan.

- 2 Read the sentences. The words in bold are used in his talk. First guess the meaning of the words. Then match the words (1-6) to their definitions (a-f).

1 I want to be a positive **role model** for my sister.

2 To be successful in life or in school, you must **set goals** for yourself.

3 When he moved to another country, he had to **face** new **challenges**.

4 The mountain climbers were disappointed. Their attempt to climb Everest ended in **failure**.

5 It was hard, but we **overcame** all the **challenges** together.

6 The safety of the ship is the captain's **responsibility**.

a to succeed in solving a problem

b a duty or task that you are required or expected to do

c to have to deal with a new or difficult task

d a lack of success in achieving or doing something

e someone whose behaviour, attitudes etc. people try to copy because they admire them

f to say what you or someone else will or must try to achieve

3) Watch the first part of the talk and complete the notes below.

1. The challenges he had to overcome in the settlement for IDPs:

- ★★
- ★★
- ★★

2. His father's advice about how to have a bright future: ★★

3. The subject that he was mainly interested in: ★★

4. The reason why his university entrance was important: ★★



4) Watch the second part of the talk and answer the questions.



1. What was his goal while studying at a university in Baku?

2. How long did he live in the United States?

3. What did he keep in mind when he was in the USA?

4. What was his goal when he was living in the USA?

5) Discuss the questions with a partner.

- What lesson did you learn from Prof. Mammadov's life story?
- Is it important to set goals at different stages of life in order to become successful?
- What are your goals? What are you doing today to achieve your goals?



Use of English

(1) Each of the words in bold is in the wrong sentence. Put the words in the sentences they belong to.

1. You can only **made** your dream when you start believing in yourself.
2. Finally, he could **achieve** himself as a great film actor.
3. His invention **set** a huge impact on scientific discoveries.
4. My grandfather suffered a lot to **prove** challenges during World War II.
5. You should **overcome** clear goals before beginning your journey.

(2) Choose the correct word to complete the sentences.

1. His positive *mindset/concept* let him realise all his dreams.
2. Taking care of our planet is everyone's *definition/responsibility*.
3. Don't allow anyone to *define/distract* you from your work.
4. Her life story is another *proof/prove* of hard work leading to success.
5. She had been *put aside/turned down* 10 times before she was finally accepted.

(3) Complete the sentences with the prepositions below.

on of for from in on with at

1. The success ★★★ the project depends ★★★ your hard work.
2. The great actress had a great passion ★★★ making people laugh.
3. Do not let anyone distract you ★★★ achieving your goals.
4. It will take you ★★★ least 30 minutes to complete this task.
5. I always try to keep ★★★ contact ★★★ the people who make a positive impact ★★★ me.

(4) Read the sentences and fill in the gaps with an appropriate form of the given words.

1. You are on the wrong path. This isn't the right ★★★ (define) of success.
2. I don't want to work with him. He doesn't have any sense of ★★★ (responsible)!
3. ★★★ (fail) shouldn't stop you! Keep working hard and you will see the result.
4. This sounds so ★★★ (challenge)! I need a good team to achieve this goal.
5. Set goals first and focus on them if you want to ★★★ (success).

(5) Look at the pairs of sentences and decide which is correct.

- 1 a) Ronaldo had already won the FA cup before he turned 19.
b) Ronaldo had already won the FA cup before he had turned 19.
- 2 a) Most of the Harry Potter characters had been invented by the time the author arrived at her destination.
b) Most of the Harry Potter characters had invented by the time the author arrived at her destination.

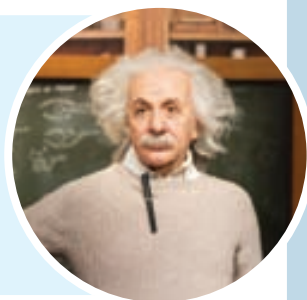
- 3 a) What challenges had he overcome before his name was well known around the world?
b) What challenges had he overcome before his name was well known around the world?

- 4 a) This was the most crucial decision that led her to success.
b) This was the most crucial decision that had led her to success.

- 6 Read the text about three successful people and decide which answer (a, b or c) best fits each gap.

Albert Einstein

Einstein didn't speak 0) for the first three years of his life. 1) ★★★ he received good grades at primary and elementary schools, many of his teachers thought that he was lazy because he was always 2) ★★★ by abstract concepts. Although many people didn't believe him, he 3) ★★★ the theory of relativity.



Jim Carrey

Jim Carrey and his family were living in a van, so he 4) ★★★ out of school to support his family. 5) ★★★ these challenges, Carrey continued to 6) ★★★ his dream of becoming a comedian. As we all know, he is a very successful actor now.



Thomas Edison

Edison 7) ★★★ somewhere between 1,000 and 10,000 times before he invented the light bulb. Can you imagine failing at something 10,000 times? He never gave up. Instead, Edison tried and tried again until he 8) ★★★ success.



0	a. any	b. <u>at all</u>	c. a lot of
1	a. In spite of	b. But	c. Even though
2	a. distracted	b. defined	c. overcome
3	a. achieved	b. put aside	c. developed
4	a. dropping	b. had dropped	c. dropped
5	a. Whereas	b. Although	c. Despite
6	a. follow	b. prove	c. focus
7	a. was failed	b. had failed	c. had been failed
8	a. achieved	b. had achieved	c. had been achieved

Mistake Detector

Read the sentences. Some of the shaded words and phrases have mistakes.
Find 10 mistakes and correct them.



1. It is important to set goals at different stages of life in order become successful.

2. Despite all the obstacles he faced because of his look and his speaking disorder, he proofed that he could become one of the most loved and respected actors in the world.

3. His first professional job as a footballer had offered to Ronaldo by Sporting Club of Portugal by the time he was 17.

4. Instead giving up, Edison tried and tried again until he became success.

5. He already received several awards by the time he was 45.

6. It will take you in least 30 minutes to complete this task.

7. During his days in Oxford, he fell in love with acting but couldn't perform due his speaking disorder.

8. Before J.K. Rowling had published her first book, she had been rejected by 12 publishers.

9. He invented the first washing machine although many people didn't believe him.

10. Before I got my first job in a small cafe, I had rejected eight times.

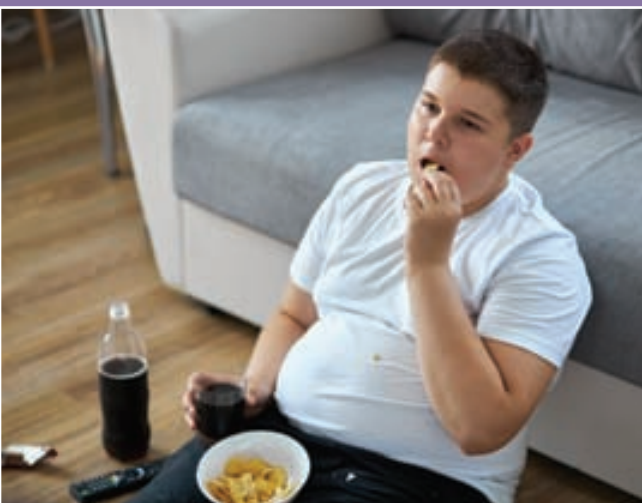
UNIT 6

Health is Wealth!

FOCUS ON THE TOPIC

Look at the photos and discuss the questions.

- What do you see in the pictures?
- In what ways do you think these people's choices can affect them?



Vocabulary

1 Read the forum answers. What do you think the forum question is?



Kate, 17

Exercising helps my body stay in great shape. It also helps me **get rid of**¹ stress and **anxiety**².

Pamela, 44

I loved sitting around and eating ice cream while watching a movie. This is something that I used to do years ago. Now I **avoid**³ eating anything with high calories. Having a healthy diet leads to happiness and **well-being**⁴ in my life.



Kevin, 15

Last year was very stressful for me. I often felt depressed and sad. That was because of a classmate who kept **bullying**⁵ me. I spoke to my teacher who helped me **deal with**⁶ that problem.




Samuel, 56

My busy schedule **prevented**⁷ me from eating healthy food. Since I had short breaks, I had to order some pizza or a hamburger to the office. Now I **regret**⁸ not bringing some healthy food from home instead of ordering fast food regularly.



- 2** Pay attention to the boldfaced words/phrases in Task 1. Choose the correct definition that matches the meaning of each boldfaced word/phrase.




1

get rid of sth (phr.v.)

a) continue having something because you like it

b) make yourself free of something that you do not want




2

anxiety (n.)

a) the feeling of being very happy about something

b) the feeling of being very worried about something




3

avoid (v.)

a) stay away from something, or not use something

b) use something very often




4

well-being (n.)

a) a feeling of being comfortable, healthy, and happy

b) a feeling of great sadness




5

bully (v.)

a) make somebody feel luckier

b) frighten or hurt a weaker person




6

deal with (v.)

a) start having a problem

b) take the necessary action in order to solve a problem



7

prevent (v.)

a) help someone do something

b) stop something from happening



8

regret (v.)

a) feel sorry about something you have done

b) feel happy about something you have done

Listen and check your answers. Pay attention to the pronunciation.



- 3** Complete the sentences with the words/phrases from Task 2.

0. Believe in yourself and never let anyone bully you!
1. You should work together to ★★★ the time waste.
2. Getting enough sleep is important for our ★★★.
3. I ★★★ not reading more when I was younger.
4. It's just time to ★★★ your unhealthy habits.
5. You should ★★★ this problem by yourself.
6. Try to ★★★ eating junk food if you want to have a long life.
7. Waiting for exam results is a time of great ★★★.

Reading

1 Discuss the questions with a partner.

- Do you think you have a healthy lifestyle?
- What makes your lifestyle healthy or unhealthy?

2 Read the article about healthy lifestyle tips for teens and match the titles (a-h) to the paragraphs (1-6). One title is extra. 0) is an example.

- | | |
|--|---------------------------------|
| a) Exercise regularly. | e) Have enough rest. |
| b) Get help if needed. | f) Have a well-balanced diet. |
| c) Find a balance and plan your week. | g) Get advice from doctors. |
| d) Have a passion and practise it regularly. | h) Learn how to manage stress. |

0 **e** Getting enough sleep is so important for growing bodies and minds. It sounds simple, but the 'body clock' of teens naturally keeps them up later at night and wants them to sleep more in the morning. Make sure you get 8-10 hours of sleep each night to reduce stress levels and avoid risky or emotional decisions. Create a calm and relaxing sleep environment, use your desk as a work area (not your bed). Limit sugary foods and electronic equipment close to bedtime. Getting enough sleep also helps prevent health problems like heart disease.

1 Find a healthy interest that you get excited about – sport, hobby or any other activity and add it into your schedule. Set yourself some short and long-term goals and go for them!

2 Our brain needs a lot of energy to function. Actually 20% of the nutrients we eat are used by our brain as energy. If you have unhealthy eating habits, it's never too late to stop! Start simple and do some research on areas you can improve like drinking more water, reducing junk food, eating more fruit and vegetables and staying away from fats and sugar! Remember that healthy eating habits promote a feeling of well-being.

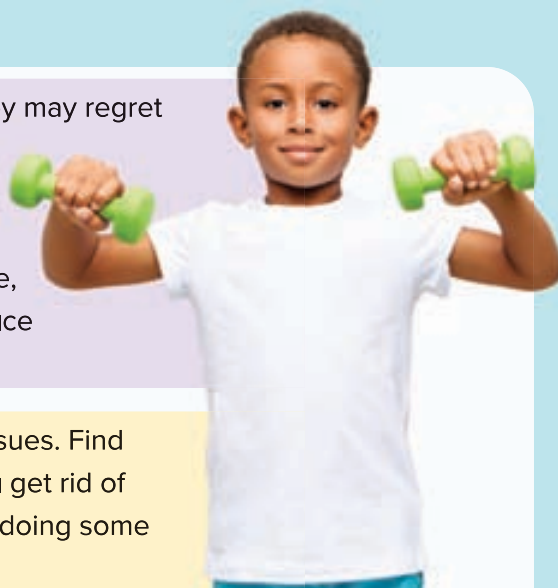
3 Make a decision to be active and get moving every day! Did you know that 9 in 10 young people lead an inactive lifestyle? Studies show that being active is an effective treatment for feelings of anxiety and depression. It can help reduce the risk of diseases, increase concentration and confidence and reduce aggression! You can set a realistic goal like 10000 steps per day or choose an activity that you enjoy.



4 Most teens prefer having a busy social life, which they may regret later on! Work with your family and friends to create a weekly schedule that works for all important areas of your life to include – school work, extra curricular activities, your passion, exercise, family time and social time with friends. This will reduce the chance of stress and anxiety.

5 It's important to deal with any negativity or difficult issues. Find an activity that makes you feel relaxed and helps you get rid of negative thoughts. It may be sitting quietly in peace, doing some yoga or listening to music.

6 During the teen years, your body and mind keep changing. So, it's important to understand what you can and can't control, and make positive steps to stay healthy and happy! If you feel something isn't right, or if you are bullied, speak to your parents, friends and teachers as soon as possible to make some changes for the better.



3 Read the article again and complete the sentences.

1. It is important that teenagers sleep at least ★★ a day.
2. It is a good idea to avoid ★★ and ★★ before going to bed.
3. People who lead an active lifestyle have better ★★ and ★★.
4. Teenagers should consult ★★, ★★ and ★★ if something goes wrong in their life.

4 Discuss the questions with a partner.

- Which of the tips in the article do you think you should follow?
- What other tips would you add?

5 Role-play the situation.



Student A:

You are an expert in healthcare. Give advice to a teenager (Student B) on how to lead a healthy life.



Student B:

You are a teenager who doesn't lead a healthy lifestyle. Speak to a healthcare expert (Student A) and get some advice.

1 Discuss the questions with a partner.

- How many hours of sleep do you generally need per night?
- What are you like if you don't get enough sleep?

2 Read the article written by a sleep specialist and choose the best title.

- a) Causes of sleeplessness
- b) Sleepy drivers
- c) The importance of sleeping well
- d) Sleepy teenagers



If you're like many other teens, you like to sleep. And that's a good thing! But these days **a number of** young people are facing sleep problems and this has harmful effects on their body and mind. The bad news is that **the number of** teenagers with sleep problems is rising, and this is a real danger. While you sleep, your body regularly produces cells that fight infections. If you don't sleep enough, fewer cells are produced, and your immune system doesn't

work effectively. As a result, you can become sick more easily.

Not only your immune system **but also** your mind suffers if you don't sleep well. You feel angry or depressed, so you react negatively to almost everything. A lack of sleep also makes it difficult to have academic success in school. **Neither** the students **nor** the teacher is to blame if the results are poor. According to a study, students with poor sleeping habits usually get low exam grades.

Making good decisions, solving problems, and remembering always seem much harder when you don't get a good night's sleep. Lack of sleep also makes you react to things more slowly. In fact, tired drivers may be responsible for around twenty percent of all traffic accidents.

If you have sleep problems, please contact us.

***Either** our specialists **or** I am at your service 24 hours a day.*

3 Look at the sentences with the boldfaced expressions in the text and complete the rules with the phrases below.

neither... nor

either... or

the number of

not only... but also

a number of

Rules

1. ★★★ means many, so use a plural verb with it.
2. ★★★ means “the amount of”, so use a singular verb with it.
3. In the expressions ★★★, ★★★ and ★★★ the noun closest to the verb determines if that verb is singular or plural.



GRAMMAR TARGET

Subject-verb Agreement

Study the rules and examples on Page 183 before you do the following tasks.

4 Choose the correct options to complete the sentences.

0. Neither my classmates nor my teacher was/were at school yesterday.
1. A number of people has/have sleep problems nowadays.
2. Not only my sister but also my cousins exercises/exercise every day.
3. Neither playing computer games nor chatting on phone keeps/keep your body physically active.
4. The number of students in our class is/are 27.
5. Talk to the adults around you. Either your teacher or your parents is/are going to stop the bully.
6. Not only sugar but also electronic equipment before bedtime causes/cause lack of sleep.

5 Complete the sentences with *either ... or*, *neither ... nor*, *not only ... but also*.

0. All my family members have good sleeping habits. Neither my parents nor my brother sleeps late.
1. ★★★ you ★★★ I am thinking of giving up unhealthy habits. It's good that we realised it in time.
2. I will be alone on my birthday. ★★★ my family ★★★ my friend is coming.
3. Don't worry! ★★★ our uncle ★★★ Murad is going to pick you up at the airport. One of them will definitely be there.
4. ★★★ my friend ★★★ my brother is going to the cinema with me. I have only one ticket.
5. ★★★ Barcelona ★★★ Madrid is a good holiday destination. I recommend both of them!

6 Do a survey about the sleeping habits of your classmates. Then prepare a report. Use *a number of...*, *the number of ...*, *either ... or*, *neither ... nor*, *not only ... but also*.

1. How often has poor sleep troubled you recently?
2. How many nights a week do you think you get poor sleep?
3. How many hours of sleep do you get in 24 hours? (approximately)
4. How often do you feel sleepy in the daytime while studying?
5. On average, what time do you usually go to sleep?
6. Did you get good quality sleep when you were a child?

Grammar B

1 Discuss the questions with a partner.

- What are your daily responsibilities?
- How do you balance your study and play time? Do you have enough time for both?
- What do you do for fun?

2 Read the conversation between Daniel and Sam and answer the question.

- What kind of health problems might Sam have if he doesn't listen to Daniel?



Daniel: Sam, it's almost midnight. You've been playing for more than four hours. Don't you remember you have an exam tomorrow?

Sam: I don't need to revise anything. It's a math exam and I'm quite good at it.

Daniel: **You'd better** stop it now and go to bed. If you sleep late, you will feel tired tomorrow and will not be able to concentrate on exam questions. Whenever you sleep late, you have headache and your eyes sore the next day.

Sam: I'd **rather** complete one more level today.

Daniel: I'm sure you will regret it tomorrow during the exam. You'd better not ignore your studies. If you fail again, our parents will get upset. I'd rather call them and ask them to speak to you.

Sam: OK, Daniel. Wait a second! I am coming.

3 Look at the boldfaced words in the conversation. Which of them expresses

- a) advice?
- b) preference?



GRAMMAR TARGET

Would rather/Had better

Study the rules and examples on Page 183 before you do the following tasks.

4 Listen and match the speakers to the pieces of advice. One is extra.



Speaker 1	Speaker 2	Speaker 3
a) This person had better study.	b) This person had better take a painkiller.	c) This person had better speak to those people.
		d) This person had better make new friends.

5 Complete the sentences with the verbs below using **had better**.

recycle not let appreciate get rid of donate ~~invite~~

0. You had better invite Megan to your birthday party this year.
1. It's time to think about your own well-being. You ★★★ your bad habits.
2. James ★★★ his cousin talk to him in a disrespectful way.
3. Teenagers don't realise what their families do for them. They ★★★ their hard work.
4. You ★★★ food and clothes to the people in need.
5. Everyone ★★★ plastic in order to help the planet.

6 Rewrite the second sentence in each conversation. Use **I would rather**.

- | | |
|---|---|
| 0. A: Let's go out.
B: I would prefer to stay in. <u>I would rather stay in.</u> | 3. A: You should see a doctor.
B: I don't want to visit a doctor. |
| 1. A: Why don't you ask for help?
B: I want to deal with it by myself. | 4. A: Would you like a hamburger?
B: No, thanks. I prefer healthy food. |
| 2. A: Let's order dinner from a restaurant.
B: I can cook it. | 5. A: Let's play tennis after school.
B: I want to have a rest after school. |

7 Work with your partner and choose one of the scenarios below and act it out. Use **had better** or **would rather**.

You eat only junk food.

Your friend doesn't get enough sleep.

You failed the exam. You feel upset.

Your friend looks bored.

You spend too much time inside.

Your friend is bullied and doesn't want to speak to anyone about it.

Listening

1 Discuss the questions with a partner.



- What sports do you do?
- How do sports affect your well-being?

2 Listen to two people talking about the sport they do and choose the options that they both talk about. You can choose more than one option.



- a) The support they receive from their family
- b) Time when they started a certain type of sport
- c) Health benefits of the sport they do
- d) Health problems that they have

3 Listen again and choose the correct option.



1. David learned how to play volleyball ★★★.

- a) from his family
- b) from a professional player
- c) from his friend
- d) on his own

2. David thinks that playing volleyball can help people ★★★.

(You can choose more than one option.)

- a) have stronger bones
- b) get rid of stress
- c) recover from arthritis
- d) think better

3. Angela ★★★.

- a) has started scuba-diving recently
- b) felt scared when she first started
- c) prefers not to think about possible dangers
- d) also likes watching scuba-divers on TV



4. Scuba-diving is good for ★★★. (You can choose more than one option.)

- a) eyesight
- b) blood circulation
- c) skin
- d) bones

5. Both speakers ★★★.

- a) need to buy new equipment
- b) want to start a new sport
- c) also train others
- d) recommend the sport they do

4 Discuss the questions with a partner.

- Which sport would you like to take up? Volleyball or scuba-diving? Why?
- What kind of people will make better volleyball players/scuba-divers?

5 Look at the pictures and discuss the questions.

- How important is each activity for staying fit?
- What kind of health benefits do you think they have?
- Which one would you prefer and why?



6 Think of a sport you would like to do in the future and research about its health benefits. Share your findings with a partner.

Opinion Paragraphs

Purpose: An opinion paragraph tells what the writer feels about a topic.

Key features: An opinion paragraph

- gives the writer's opinion about the topic;
- uses reasons and facts to explain the opinion;
- is often about a controversial issue;
- considers both sides of an argument.

1 Discuss the questions with a partner.

- Do you like playing video games? Why or why not?
- Are video games good or bad for your health? Why do you think so?

2 Read the sample paragraph about *active video games** and answer the questions.



Young people should play active video games for several reasons. First of all, active video games are a good way to keep fit. Most importantly, some studies show that active video games prevent excessive weight gain in teenagers. There are different types of exercise which you can do such as basketball, waterskiing and dance, and what is more, you can play them in the comfort of your home. Moreover, these games are fun and interactive because you can play them with friends, and if you play online, you do not need to be in the same place with your friend. In addition, you can play them whenever you want. Some people may claim that it is better to do exercise in the fresh air. Although

this is true, it is actually difficult when it is rainy or very hot. To sum up, playing active video games is great fun and also a social way to keep fit.

* the video games which are played by moving the whole body instead of just tapping buttons or a screen

1. What is the topic sentence of the paragraph?
2. What are the reasons that support the writer's opinion?
3. Which fact does the writer include to support his/her opinion?
4. Which sentence does not express the writer's opinion?
5. What is your reaction to this paragraph? Do you agree or disagree with the writer's opinion? Why or why not?

3 **A. Choose a topic and then brainstorm ideas for that topic. Here are some topics to choose from. You can also come up with your own topic.**

- Do you think modern lifestyles are healthy or not?
- School children shouldn't be allowed to eat junk food.
- Kids should be allowed to stay up late.

B. Write an opinion paragraph. Make sure that your paragraph has:

- a topic sentence with a controlling idea
- supporting details (reasons and facts)
- both sides of the argument
- a concluding sentence

USEFUL LANGUAGE

TO EXPRESS FACTS

It is a well-known fact that
Research has shown that
It is a fact that

TO ADD IDEAS

Firstly
First of all
Secondly
Thirdly
Finally
Moreover
In addition
What is more

TO CONCLUDE

To sum up
To conclude
In conclusion

C. Exchange your paragraph with a partner. Read your partner's paragraph and answer the Peer Editing Questions.

1. Does the paragraph have a clear topic sentence?
2. Does the topic sentence have a controlling idea?
3. Does the paragraph have supporting sentences?
4. Do the supporting sentences relate to the topic?
5. Does the paragraph have a concluding sentence that restates the main idea?

D. Write your suggestions to help your partner improve his/her paragraph.

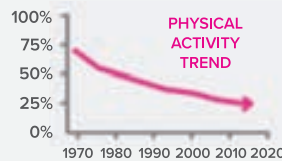
Time to watch

- 1 You are going to watch a video about *Ride to School Day*. Before that, read the fact sheet about students' health and active travel and mark the sentences as True or False.

In the 1970s, 8 out of 10 students rode or walked to school. Today there are only 2 out of 10.



Over the past 10 years, the number of children who are physically active every day has significantly dropped.



Schools that participate in Ride to School programme achieve an average of 5 in 10 students who actively travel to school.



60 minutes is the minimum daily requirement for physical activity for people under 18.



Students who actively travel to school have better concentration in class and ability to understand their lessons.



Physically active students are healthier, happier and more socially connected.



- The number of students who rode or walked to school in the past was much higher than it is today.
- Over the past decade, the number of active kids has increased.
- Kids who ride or walk to school have better academic performance.

- 2 Read the sentences. The words in bold are used in the video. First guess the meaning of the words. Then match the words (1-6) to their definitions (a-f).

- Parking cars near the school causes bad traffic **congestion**.
- For **safety** reasons, children should not operate the machine alone.
- It's very risky to ride your bike without wearing a cycle **helmet**.
- The building was built in 1843 and has recently been **refurbished** by local school children.
- I **gave** my bicycle **away** when I moved to another country.
- Kids wear **reflective** vests which help them be visible in daylight or in the dark.

- to repair something in order to improve its appearance
- the problem of too much traffic in a place
- to give something to someone because you do not want or need it for yourself
- capable of sending light back
- a strong hard hat that soldiers, riders, the police etc. wear to protect their heads
- when someone or something is safe from danger or harm

3 Watch the first part of the talk and complete the sentences.

1. People celebrate *Ride to School Day* in ★★★.
2. The purpose is to ★★★.
3. If more people ride to school, there will be less ★★★ and ★★★.



4 Watch the second part of the talk and complete the sentences.



1. The organisers of the *Ride to School Day* want schoolchildren to ★★★ and ★★★.
2. One of the children says that they learn ★★★ and ★★★.
3. The school received ★★★ which were given to them for free.
4. One of the partner organisations is *Bike Walk Wichita*, which gave away ★★★.
5. School children also get ★★★ and ★★★ so that they can learn about how to be safe bicycle riders.

Do not panic when you listen to authentic speech. Don't try to understand each word. Just stay relaxed and keep listening.

5 Discuss the questions with a partner.

- Is it a good idea to have *Bike to School Day* in our country? Why or why not?
- In which parts of the country will it be easier to ride to school?
- What should be done to have safe roads for school children?



Use of English

1 Each of the words in bold is in the wrong sentence. Put the words in the sentences they belong to.

1. I couldn't **limit** on my lessons because I was worried about my aunt.
2. He can't come out tonight. He has to **avoid** for the exam.
3. You should immediately **revise** eating fatty food. You have gained a lot of weight recently.
4. I **concentrate** that I ate a lot of unhealthy food in my childhood.
5. You should **regret** screen time if you really want to be fit and healthy.

2 Choose the correct word to complete the sentences.

1. There is great **anxiety/passion** among students about poor exam results.
2. Avoid studying in a **relaxing/stressful** environment if you want to succeed.
3. Violence in video games can encourage **aggression/weight** in children.
4. Better grades will contribute to the students' **regret/well-being**.
5. Your health is getting worse. Don't **prevent/ignore** your doctor's advice.

3 Complete the sentences with the prepositions below. Some of them can be used more than once.

at

of

from

in

on

with

1. You had better not eat fatty foods if you want to stay ★★★ good shape.
2. I would rather get rid of ★★★ the old computer because it doesn't work anymore.
3. She is doing research ★★★ the effects of ★★★ sleeping late.
4. He drinks a lot of water and stays away from ★★★ junk food.
5. You should have a lot of patience when you're dealing with ★★★ kids.
6. She ran away from ★★★ the crowd and sat in ★★★ peace.
7. You look tired. You had better have a break or sleep for ★★★ least an hour.

4 Read the sentences and fill in the gaps with an appropriate form of the given words.

1. Stress affects us in a number of ways, especially (emotion).
2. My brother's voice from outside broke my (concentrate).
3. They have to make an important (choose) as soon as possible.
4. My friend exercises (regular) and; therefore, he never gains weight.
5. I have to do some (revise) for tomorrow's history exam.
6. Most students often feel (anxiety) about getting work after university.

5 Rewrite the sentence so that its meaning is similar to the first sentence. Use the word given in brackets.

1. Young people shouldn't stay up late. (had better)
2. I'd prefer to exercise early in the morning. (would rather)
3. Your grandparents should walk in the open air every day. (had better)
4. Many kids think that active video games are fun. (A number of)
5. Two thousand students study at my school. (The number of)

6 Read the text and decide which answer (a, b or c) best fits each gap.

Most of us want to be healthy and not to
0 b any kind of health problems. Doctors
 say that in order to achieve this, **1** ★★ is
 better than cure. So, we had better **2** ★★
 certain activities like smoking and drinking
 alcohol if we really want to **3** ★★ serious
 diseases like high blood pressure and
 cancer. Eating well, doing **4** ★★ exercise
 and living in clean conditions can help
5 ★★ some of the diseases at a later
 stage of life.

Unfortunately, many of us have difficulty
6 ★★ this very good advice, which they
 will definitely **7** ★★ later. Exercising, for
 example, can be boring and inconvenient.
 Even worse, some of our favourite foods
 like hamburgers, pizza and ice-cream are
 unhealthier ones, and some things **8** ★★ young people often really enjoy, like car
 racing, surfing and parachuting are the most exciting things that we do although they
 can be dangerous.



0	a. revise	b. <u>deal with</u>	c. distract
1	a. environment	b. well-being	c. prevention
2	a. avoid	b. start	c. manage
3	a. focus	b. keep away from	c. stay away
4	a. interactive	b. limited	c. regular
5	a. prevent	b. cause	c. suffer from
6	a. to follow	b. following	c. follow
7	a. regret	b. ignore	c. limit
8	a. when	b. where	c. that

Mistake Detector

Read the sentences. Some of the shaded words and phrases have mistakes. Find 12 mistakes and correct them.



1. A number of people who lose their lives in car accidents is increasing. One of the factors that contribute to this problem are sleepy drivers.
2. Neither the teacher nor the students is to blame if the results are poor. According to a study, students with poor sleeping habits often have poor exam results.
3. This is such a complicated problem. I can't deal it anymore. I would rather get specialist's advice.
4. Not only my friends but also my brother wants to ride a bike to school. They think that it will make them healthy and fitter.
5. Being active is an effective treatment for feelings of anxious and depression. It can also help increase concentration and confidence!
6. You had better ask your teacher for help if you really want to get rid off this problem.
7. There are things which avoid people from having a healthy lifestyle. For example, we spend a lot of time sitting down, and this often means we have less time for activities which keep us fit.
8. Active video games are fun and they can help prevent excessive weigh gain in teenagers.
9. You had better avoid to eat anything with high calories.
10. Neither my friends or the library have this book. I don't know where to find it.

UNIT 7

Stages of LIFE

FOCUS ON THE TOPIC

Work in small groups. Look at the photos and discuss the questions.

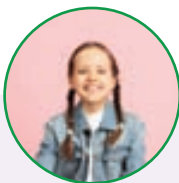
- What events do these pictures show?
- What makes these events special?
- How do the people feel and why?



Vocabulary

1 Read the comments of the people in the forum and answer the question.

Which commenter has chosen the best quotation to describe his/her life? Explain your choice.



5 months ago, we moved to a mountainous village. My parents were worried about me in the beginning. But they were surprised to see how easily I could **adapt to**¹ my new life. Though my parents sometimes find it difficult to live here, for me every day is a new adventure.

“Childhood is simplicity. Look at the world with the child’s eye – It is beautiful.”

Kira, 8 years old



This is the last year of my school. In **adolescence**⁶, friend influence is very strong. I am happy that all teenagers around me are hardworking and try hard to enter the university. “Friendships in childhood are usually a matter of chance, whereas in adolescence they are mostly a matter of choice.”

James, 16 years old



I live alone and try not to depend on anyone. Becoming a **self-sufficient**² adult is the first step of early **adulthood**³. This period is also a **self-discovery**⁴ period and it is very important to know what you want in this life and then **pursue**⁵ your purpose. I am lucky that I already know what I want from this life and how I am going to get it.

“Adulthood is not an age but a stage of knowledge of self.”

Parviz, 27 years old



Since my **retirement**⁷, I have had a lot of time to spend with my grandchildren. I love spending time with them as they are full of energy and joy.

In my early adulthood, I didn’t have much time to spend with my family.

Now in my late adulthood, I **double down on**⁸ spending more meaningful time with them.

“Retirement is not the end of the road. It is the beginning of the open highway.”

Lara, 67 years old

- 2 Pay attention to the boldfaced words in Task 1. Choose the correct definition that matches the meaning of each boldfaced word.



adapt to (v.)

- a) change your life to make it similar to the others' lives
- b) change your ideas or behaviours to make them suitable for a new situation



self-sufficient (adj.)

- a) able to care of yourself or deal with problems without help from others
- b) able to take care of others or solve others' problems



adulthood (n.)

- a) a phase of life that starts when people are 20
- b) a phase of life before people become teenagers



self-discovery (n.)

- a) the process of learning about the details of your job
- b) the process of learning about yourself and your beliefs



pursue (v.)

- a) If you pursue a plan, you try to do it or achieve it.
- b) If you pursue a plan, you don't show interest to succeed.



adolescence (n.)

- a) a phase of life between the ages of 10 and 19
- b) a phase of life before people reach 10 years old



retirement (n.)

- a) a period of life when people become grandparents
- b) a period of life when people stop working as they are over 60



double down (on sth) (phr. v.)

- a) increase one's efforts or focus on doing something
- b) decrease the amount of time one spends on doing something

Listen and check your answers. Pay attention to the pronunciation.



- 3 Complete the sentences with the words/phrases from Task 2. You may need to change word forms.

0. In his middle adulthood, at the age of 43, Karim decided to change his career and become an actor.
1. Studying abroad from an early age made him become ★★★ at an early age.
2. ★★★ is a phase of life that comes after childhood.
3. He decided to take an early ★★★ and have a world tour with his family.
4. It took me a while to ★★★ my new life in Los Angeles.
5. This year he has ★★★ his efforts to enter the university.
6. If you set a new goal, do your best to ★★★ that goal and you will make it in the end.
7. She describes this painful experience as the start of her ★★★ journey.

- 1 Read the article and choose the answer (a, b, c or d) that fits best according to the text.

Legacy – is something that people have achieved and that continues to exist after they stop working or die.

Stages of life

1 stage

– lasts until late adolescence and early adulthood. People are born helpless. They can't walk, talk, or feed themselves. As children, they learn by watching others. Here, the first stage of their life starts. First, they learn physical skills and then they develop social skills. Finally, in late childhood, they learn to adapt to their culture by observing the rules and norms around them. This helps them behave in such a way that is generally considered acceptable by society. The goal of this stage is to teach young people how to function within society so that they can be autonomous and self-sufficient adults. Older adults help them reach this point through supporting their ability to make decisions and take actions themselves.

2 stage

– lasts into a person's mid-30s. This stage is about learning what makes people at this stage different from the others around them. In this stage, people begin making decisions by themselves, testing and understanding themselves. The stage involves a lot of trial and error and experimentation. It is a process of self-discovery. When people try things, some of them go well. However, they're just going to be bad at some other things, no matter how hard they have tried. The goal is to stick with the ones that go well for a while and move on.

3 stage

– lasts until one reaches retirement age. In this stage, people get rid of the activities and hobbies that are a waste of time. Also, they say goodbye to their old dreams that are clearly not coming true any time soon. Then they double down on what they're best at and what is best for them. They double down on the most important relationships in their life, on their mission in life and maximise their own potential in this life.

4 stage

People arrive into this stage, after they have spent somewhere around half a century. They did great things, worked hard, earned everything they have now. They've reached the age where their energy and circumstances no longer allow them to pursue their purpose any further. In this stage, people want to be sure that their legacy will continue. This could be as simple as supporting and advising their children what to do or passing on their projects, or maybe just by teaching someone the secrets of their job.

1. The author mentions that people in the first stage of their life

- a)** try to do the things that are accepted by the majority.
- b)** grow from a helpless child to an adult helping other society members.
- c)** become independent and make all their decisions themselves.
- d)** learn to do physical skills more easily than social skills.

3. The author mentions that people in the third stage of their life

- a)** spend equal amounts of time on old and new dreams.
- b)** have more potential than they used to.
- c)** can decide what is not for them anymore.
- d)** double the number of friends.

2. The author mentions that people in the second stage of their life

- a)** try not to do new things at all.
- b)** are in search of finding what makes them special.
- c)** become successful in whatever they try.
- d)** behave as independent adults.

4. The author mentions that people in the fourth stage of their life

- a)** have worked at least for 50 years.
- b)** still work toward achieving their goals in life.
- c)** have the same energy that they had in the previous stage.
- d)** have a different understanding of how to continue their legacy.

(2) Read the text again and answer the questions.

- 1.** What do people want to achieve in the first stage and how do they do that?
- 2.** What does the underlined word in the second paragraph refer to?
- 3.** Majority of people become very successful in the third stage. What might be the reason for that?
- 4.** What is the main goal of the people in stage four and in what different ways they realise their dreams?

(3) Discuss the questions with a partner.

What are the main goals that people in your country want to achieve

- in childhood?
- during school years?
- when they finish school?
- in middle adulthood?

(4) Role-play the situation.



Student A:

You are an adviser. You should give advice to teenagers about how to have a successful teenage life.



Student B:

You are a TV presenter. Your guest is an adviser. Ask him/her questions about success in teenage life and the ways how teenagers can achieve it.

Grammar A

1 Discuss the questions with a partner.

- Is it important to study hard in order to succeed in an exam? Why or why not?
- How do you feel when you have a lot of lessons?

2 Read the conversation between Zumrud and Elias. Which sentences are True, False or Not Given?



Zumrud: Who were you talking to, Elias?

Elias: It was Seymour. He said that he had talked to the psychologist Mrs Ismayilova.

Zumrud: Really, what did she say to him?

Elias: She said that it was normal to be stressed during the exam preparations. She also said that she could help him with that problem.

Zumrud: I am happy to hear that. Seymour has been very anxious recently. He even didn't want to attend lessons.

Elias: Yes, you are right. He told me that he had lost all his hopes. He also said he wouldn't be able to enter the university.

Zumrud: He is actually very talented. I just cannot understand why he thinks so.

Elias: Our Chemistry teacher Mrs Gambarova told us that it was because of the exam stress and a lot of students had such problems. She also mentioned that a good psychologist could easily help solve that problem.

Zumrud: I hope the psychologist can help Seymour.

Elias: I am sure she will. Actually, Mrs Gambarova recommended Mrs Ismayilova to Seymour's parents. She said that a lot of students had felt better after consultation with the doctor.

1. Zumrud and Elias are aware of Seymour's problem.
2. Seymour has met Mrs Ismayilova.
3. Zumrud advised Seymour to visit the doctor.
4. Mrs Gambarova had other students with anxiety problems.

3 Read the conversation again and answer the question.

- Which verbs did Elias use to introduce Seymour's and Mrs Gambarova's speeches?



GRAMMAR TARGET

Reported Speech

Study the rules and examples on Pages 184-185 before you do the following tasks.

4 Find examples of Reported Speech in the conversation.

5 Change the sentences into Reported Speech.

1. Rauf said, "Jamal talked to the doctor yesterday."
2. Alina says, "I love ice-cream with caramel."
3. She says, "It is cold for me."
4. He said, "I am taking an exam tomorrow."

6 Change the following sentences into Reported Speech.

0. "I went to the museum last week," said Bahar.
Bahar said (that) she had gone to the museum the previous week.
1. "I am going to meet Jeyla at 3 o'clock," said Kamran.
2. "I had a job interview yesterday," said Angela.
3. "I will call her," said Ella.
4. "I cannot adapt to my new life," said Aiko.
5. "I have talked to the professor," said Nur.
6. "I have to buy a new uniform," said Umid.

7 Find the mistakes and correct them.

0. Uncle Ben said that he hadn't gone to work ~~yesterday~~ *the previous day*.
1. Berta told to me that she had met Kevin in the hall.
2. Jonatan said her he had no free time that day.
3. Leo said that he will visit his grandparents the next week.
4. Meltem said she wants to have a meeting with the whole class.

8 Interview and report.

A. Write 5 questions to interview your partner.

B. Find a new partner and report the first partner's answers to him/her.



Grammar B

- (1)** Read the problems (1-5) and match them to the doctor's advice (A-B). Two problems are extra.

1. I can't concentrate well and always feel hungry whenever I want to study.
2. I used to think I was doing well, but I am no longer sure of that.
3. I don't know how to take notes when I study something.

to dedicate – give all of your energy, time, etc.

4. I feel that I am always in a hurry and cannot manage my time well.
5. I'm always afraid that I haven't studied enough as I still make some mistakes in my tests.



A Almost all students have such kinds of doubts. You have to regain your self-confidence. Praise yourself for correct answers. Don't blame yourself for mistakes. Otherwise, it will even hurt your self-confidence. Find ways to improve your mistakes instead.

Dr Kant

B Sticking to a routine by eating, sleeping and studying at around the same time is a very good idea to help with that problem. Also, make sure that you don't do many things in a short period of time. It is effective to distribute your preparation over the day.

Dr Thomas

C Don't expect to be perfect. Otherwise you will fall into the perfectionist trap. Take a piece of paper and make notes of the times you study during the day. You will probably see that you have dedicated enough hours to studying.

Dr Nyssa

- (2)** **A.** Listen to the recording and complete the sentences. Use no more than 3 words.



1. The doctor explained that it was better to ★★ well throughout the day.
2. The doctor suggested that I should prepare for my lessons at the ★★ every day.
3. The doctor recommended I keep a ★★ I study during the day.
4. The doctor advised me to self-talk ★★.
5. The doctor warned me not to try to be ★★ all the time.
6. The doctor asked me to ★★.

B. Match the sentences to the doctors' advice (A, B or C) in Task 1.

3 Look at the sentence structures in Task 2 and complete the sentences.

0. "Praise yourself for correct answers."

The doctor advised me to praise myself for the correct answers.

1. "Don't blame yourself for mistakes."

The doctor warned ★★★.

2. "Don't expect to be perfect."

The doctor asked me ★★★.

3. "Take a piece of paper and make notes of the times you study during the day."

The doctor suggested ★★★.

4. "Distribute your preparation over the day."

The doctor recommended ★★★.



GRAMMAR TARGET

Reported Orders, Requests and Suggestions

Study the rules and examples on Page 186 before you do the following tasks.

4 Read the sentences and choose the appropriate introductory verb for each from the box. Then change the sentences into Reported Speech.

order

warn

ask

advise

suggest

tell

explain

0

"You have to enter your password first," said the man.

The man explained that I had to enter my password first.

explain

1

"Do your homework," said Gunel to Ali.

★★★

2

"Don't eat junk food," said the doctor.

★★★

3

"Could you please give me a pen?" said the girl.

★★★

4

"We can go to the museum as well," said Ayla.

★★★

5

"You should go to the doctor," said the teacher.

★★★

6

"Stop filming," said the guide.

★★★

5 Change the sentences into Reported Speech.

0. Sila, "We could solve this task first."

Sila suggested that they solve that task first.

3. Jahan, "I'd like to have a cup of tea."

4. The security guard said to the student, "Show your ID card first."

1. Ali, "Let's go to the park."

5. Mom said to her son, "Don't sleep late."

2. Kevin, "You should sleep earlier, Hasan."

6 Follow the instructions.



Student A: Look at Page 172.



Student B: Look at Page 173.

Listening

1 Discuss the questions with a partner.

- Is it good to have friends of all ages? Why or why not?
- Is it easy to build friendships with younger or older people? Why or why not?



rollercoaster

2 Listen to a teacher working at the Skills Centre and complete the sentences. Use no more than three words.



Working with younger learners adds

1) ★★★ to the speaker's life.

The speaker finds children and kids

- 2) ★★★;
- kind-hearted;
- 3) ★★★.



Thanks to the time spent with adolescents, the speaker becomes more 4) ★★★ gradually.

The speaker compares a teenager's life with a rollercoaster as their lives also have a lot of 5) ★★★. The speaker is pleased as her adolescent students follow her 6) ★★★.

Working with elderly people gives the speaker a better understanding of

- 7) ★★★;
- history;
- 8) ★★★.

The speaker is happy that elderly people quite often compliment and 9) ★★★ her.



3 Read the audio script on Page 196 and guess the meanings of these phrases. Choose a or b.

- 1. to find yourself doing something**
a) to understand your feelings well
b) to realise that you are doing a thing, when you didn't intend to

- 2. to see through someone's eyes**
a) to think about or see something the way that another person sees it
b) to have different opinions about something

- 3. to think outside the box**
a) to think imaginatively using new ideas
b) to think primitively

- 4. to be willing to do something**
a) to be forced to do something
b) to be happy and ready to do something

- 5. to show gratitude**
a) to express one's anger to another person
b) to express one's thanks to another person

4 Look at the photos and discuss the questions with a partner.

- How are these relationships different?
- How can these people benefit from their relationships?
- What might be difficult in these relationships?



5 Role-play the situation.



Student A:

- You are a teacher. You work with small children. Say why you love working with them. Also, share 2 or 3 things that are challenging for you.
- Ask your partners questions to encourage them to speak about their jobs more.



Student B:

- You have a dance school. You teach teenagers. Say why you love working with them. Also, share 2 or 3 things that challenge you when you work with them.
- Ask your partners questions to encourage them to speak about their jobs more.



Student C:

- You are a social worker. You work with elderly people. Say why you love working with them. Also, share 2 or 3 things that are challenging for you.
- Ask your partners questions to encourage them to speak about their jobs more.

Classification Paragraphs

Purpose: A **classification paragraph** categorises ideas into specific groups according to some basis or rule.

Uses: A classification paragraph can be used to do the following:

- show the different types or categories of something.
- differentiate between the parts of something.

NOTE: The topic sentence of a classification paragraph has two parts: the topic and the basis of classification. This is also the controlling idea. It controls how the writer approaches the subject.

1 Think about two or three of your friends and discuss the questions with a partner.

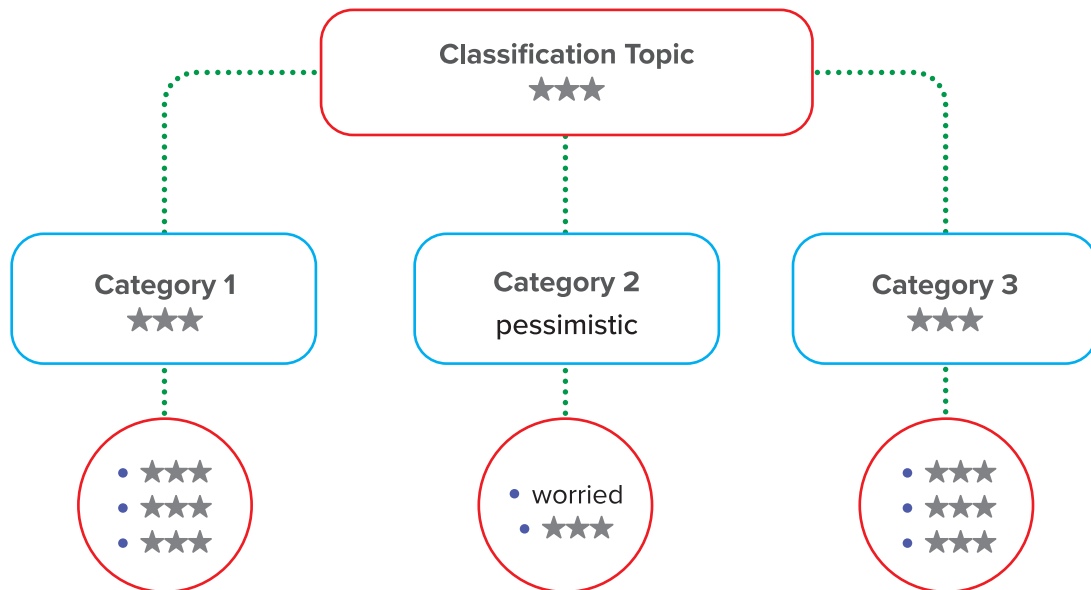
- Do they all have anything in common? What is it?
- How are your friends different from each other?

2 Read the sample classification paragraph and complete the table on the next page.

I can categorise my friends into three groups: optimistic, pessimistic and realistic. The first type is optimistic friends. They have a very positive outlook on life and they believe that all situations will have a happy ending. They are also very good at seeing the best in people. For instance, while others are criticising someone, my friend Samira always finds one great characteristic that person has. The second type of my friends are pessimistic. They are always worried about the worst case scenario for every situation. For example, my friend Leyla is always stressed out because of her pessimistic outlook. She believes that she will fail her exams or will never find a job in the future. The last group is realistic friends. They look at each situation logically. If they are studying for an exam, they will predict their success based on how much they were able to study. Realistic friends also view friendships very logically. For instance, my best friend Nigar loves asking different questions to the people she wants to make friends with. Based on that person's answers, she can decide if that person will be a good friend or not. All in all, these are the types of friends I have.



Organizing a Classification Essay



3 In each group, choose one item that has not been classified on the same basis.

Success in the exams	Friends at adolescence	Entertainment for teenagers
1. being hard-working	1. classmates	1. eating fruit
2. planning each day	2. neighbours	2. playing online games
3. giving a rest to your brain	3. virtual friends	3. hanging out with friends
4. sleeping all day long	4. cousins	4. doing or playing sports
5. analysing your mistakes	5. video games	5. organising parties

4 Write a classification paragraph on one of the topics in Task 3.

5 Exchange your paragraph with a partner. Use the checklist to write suggestions to your partner to improve his/her paragraph.

Classification Paragraph checklist

- ✓ Has he/she classified his/her topic into at least 3 parts?
- ✓ Has he/she given example sentences that support the classification?
- ✓ Has he/she edited his/her paragraph for spelling and other errors?

Time to watch

- ① You are going to watch a news programme about two different generations. Before that, read the text about generation gap and answer the questions.

Concierge is employed by a company to do some jobs for elderly people.

senior citizens – elderly people

extended family – a family that includes grandmothers, grandfathers, aunts, and uncles, etc. in addition to parents and children



Generation gap refers to the differences between generations that cause conflict and make communication better.

Although there have always been differences between the generations, the term was first used in the 1960s. Before that time, society was not very mobile. Young people typically lived near their extended families and often worked on the family farm or in a family business.

With the invention of television and movies, young people were exposed to cultural influences different from their own families and cultures. So, the younger generation's beliefs, their views and clothing styles started to be hugely different from their parents.

Nowadays the top areas of disagreement between young and old are the use of technology and taste in music.

However, the two largest areas of difference – technology and music – are less emotionally judged than for example, clothing styles. The older generation is likely to be proud of the younger generation's progress in technology, rather than to view it as a problem. As for the musical differences, each generation wants its own style of music, and the older generation generally can relate to that desire.

1. What does generation gap mean?
2. When did the term first appear?
3. What caused the start of differences between younger and older generations?
4. In what areas were the younger and older generations mostly different?
5. Differences in which areas are welcomed by the older generation? Why?

NOTE!

Generations defined by name and birth year in 2022

Gen Z – Born between 1997-2012

Millennials – Born between 1981-1996

Gen X – Born between 1965-1980

Baby Boomers – Born between 1946-1964

Do not panic when you listen to authentic speech. Don't try to understand each word. Just stay relaxed and keep listening.

2) Watch the first part of the video and complete the sentences.

Courtney Kershaw is **1) ★★★** years old.

Dorothy Stone is **2) ★★★** years old.

They visited **3) ★★★** and **4) ★★★**.

Kershaw works for the concierge business called **5) ★★★**.

All the employees in that business are **6) ★★★**.

The goal of the company is to **7) ★★★** between millennials and senior citizens.

Amanda Cavaleri founded the company when she was just **8) ★★★** years old.

In 10 years, millennials will make 75% of the **9) ★★★**.



3) Watch the second part of the video and answer the questions.

- 1.** Why does Amanda think that it is important to connect the younger generation with the older?
- 2.** What is the goal of Cavaleri's Cyber Seniors project?
- 3.** How did a volunteer help Mackenzie?
- 4.** What do the volunteers find special about the programme?
- 5.** What is Cavaleri's future project?

4) Discuss the questions with a partner.

- What are the things that you can learn from the older generation?
- What are the things that you can teach the older generation?
- What differences do you have between your generation and millennials?



Use of English

- (1)** Use the word given in capitals at the end of some lines to form a word that fits in the gap in the same line.

People are born to live and create. Some prefer living a quiet life, whereas others love experimenting and finding new

0) fascinations in life. Life is a kind of journey full of

1) ★★★ for such people. Of course, not all

2) ★★★ they try are successful. Some people can have painful experiences during the process. Sometimes they need **3) ★★★** with other people no matter whether they are older or younger than them. In such

cases, those people's **4) ★★★**, their own

5) ★★★ and willingness to succeed help them to make it till the end. Sometimes no matter how hard they've tried they still fail. However, most people are so strong that they

6) ★★★ their power back and continue pursuing their aims.

It is also true that some people cannot find the

7) ★★★ to continue from where they have stopped. They need a helping hand from the people around them. Let's be kind to others and show them the attention they need and the **8) ★★★** they express in return will definitely make your day.

FASCINATE
DISCOVER
EXPERIMENT

CONSULT

KIND
PATIENT

GAIN

STRONG

GRATEFUL

- (2)** Look at the pairs of the sentences and decide which is correct.

1

- a.** She advised I stopped thinking about negative things.
b. She advised me to stop thinking about negative things.

2

- a.** He told me to leave the room.
b. He told me leave the room.

3

- a.** Jahan recommended me to go to the cinema.
b. Jahan recommended going to the cinema.

4

- a.** She said that she wants to volunteer.
b. She said that she wanted to volunteer.

3) Write of, to (2), on, for, from in each gap to complete the sentences.

0. I benefited from her friendship a lot.
1. When you grow older, it becomes difficult to adapt ★★★ new conditions easily.
2. Don't give up! Instead, double down ★★★ what you want to achieve.
3. When you plan things, never forget leaving room ★★★ changes.
4. As we grow older, we get rid ★★★ unnecessary doubts about life.
5. Once teenagers are committed ★★★ their goals, nothing can stop them.

4) Complete the sentences. You can use only one word.

When I graduated 0) from the university, I immediately started job hunting. Unfortunately, things didn't go 1) ★★★ for me. Most available jobs in the market were office jobs where I had to do boring things all day long, 2) ★★★ wasn't for me. 3) ★★★ nature, I am an active and creative person. So, I 4) ★★★ willing to find a job which could involve working on different projects with different people at different places. However, I wasn't able to find such a job, no matter 5) ★★★ hard I tried. Thus, I just gave up. One day when I was sitting in the park, an old lady sat next to me. She had a book in her hand. I was really surprised 6) ★★★ I saw the title of the book – *Improving your abilities is never late*. I started a conversation with that lady and I felt how much I wanted to talk 7) ★★★ someone like her. Every day, I met that lady in the park and we became good friends. As she knew my problems, she suggested 8) ★★★ I set up my own company. I was very realistic and I knew that I didn't 9) ★★★ the necessary skills to start my own job. But her suggestion gave me hope and I started to work on myself and soon I found myself more responsible and self-confident. As a result, I was able to find a very good job. Three years later, I had enough money to realise my dream and I started my own company. Now I help young people 10) ★★★ their business ideas.



Mistake Detector

Read the sentences. Some of the shaded words and phrases have mistakes. Find 9 mistakes and correct them.



1. Nobody reaches late **adult** without a number of trials and experimentations. That's what makes them more knowledgeable about life.
2. My granddad's advice changed my life when I was in my twenties. He advised me **open** a small studio where I could sell my paintings.
3. He has decided to travel the world in his **retired**. He will take one of his grandchildren with him as he can speak three foreign languages well.
4. In **adolescenhood**, teens develop from children to adults, they're trying to find their voices and places in this world. This is the period when they also start being **themselves-sufficient**.
5. My teacher always **told us to pursuing** our goals in this life even if they seem unrealistic.
6. Suddenly, **the boss said everyone to leave** the room. Though people were confused, they followed his order and left the room.
7. The biggest problem in our society is that we are not able to **look the world through someone else's eyes**.
8. If you want to succeed, it is very important not to give up **pursuing your goals**.
9. Children and elderly people **more willing to build** friendships and spend time together with their friends.
10. In the course, young mothers learn how to encourage their children to **show grateful** in different ways. People believe that if children are thankful, they **lead a happier life**.

UNIT 8

Happiness

FOCUS ON THE TOPIC

Work in small groups. Look at the photos and discuss the questions.

- What activities do these pictures show?
- Why do you think that these activities make these people happy?
- How can feeling happy affect their day?



Vocabulary

1 Read the comments and answer the question.

- Which of the topics below have been mentioned by the people?

- a) Feeling helpless
- b) A technique for increasing self-confidence
- c) Communication problems of young people
- d) How to become successful in your friendship
- e) The importance of building strong relationships
- f) A threat to young people's well-being

1. I used to be very unconfident. Thanks to one of my teachers, I started believing in my abilities and it **boosted**¹ my self-confidence. She taught me to focus on what's working because when we focus on what's not working, we feel powerless and unconfident. As I feel good about what's working, this feeling **extends to**² all my life. So, I find better solutions for what's not working and improve the situation.

2. There are certain periods when you don't know what to do and you feel powerless. In such moments, you just **seek**³ advice from others. The biggest mistake you make is thinking that only older people who have more life experience can help you. In fact, you might need advice from your **peers**⁴. They might understand your situation better than anyone else.

3. One of the major issues today is the obesity problem among young people, which is the case with me as well. Not having healthy eating habits and an active lifestyle feeds that problem. Luckily, a lot of people are aware of their problems and do their best to be fitter, which **alters**⁵ their lives for the best. Losing some weight will not only **ease**⁶ their problems, but also uplift their spirit as well.

4. Sometimes people believe that gaining success **counts**⁷ more than anything else in life. To my mind, there are more important things in life such as building good relationships, doing the activities that you enjoy, helping other people, and, of course, improving yourself as a better person. In my opinion, only then one can find peace in mind and **maintain**⁸ this relaxing feeling for a long time.



2 Pay attention to the boldfaced words in Task 1. Then choose the correct option to complete the idea.



boost (v.)

If you **boost** your self-confidence,
a) you increase it.
b) you lose it.



extend to (phr. v)

If something **extends to** all your life, it
a) affects all aspects of your life.
b) limits all the aspects of your life.



seek (v.)

If you **seek** something,
a) you give something to others.
b) you try to get or find it.



peer (n.)

Your **peers**
a) are the same age or have the same position as you.
b) are older than you and have different positions.



alter (v.)

If something **alters** your life,
a) it makes your life boring.
b) it changes your life.



ease (v.)

If something **eases** your problems,
a) they become less difficult or painful.
b) they become even stronger.



count (v.)

If something **counts** more for you,
a) it is important and valuable for you.
b) you can get it with difficulty.



maintain (v.)

If you **maintain** something,
a) you let it become less.
b) you continue having it.

Listen and check your answers. Pay attention to pronunciation.



3 Complete the gaps with the words/phrases from Task 2. You may need to change word forms.

0. To ease your problems with stress, you need to avoid risks in your life.
1. Entering the university has ★★★ my life completely. I have a more interesting life now.
2. Her children ★★★ more to her than anything else in the world.
3. He paid more attention to his relationship with his ★★★.
4. Finding happiness is not always as difficult as ★★★ it.
5. When you wake up energetic, it ★★★ all your day.
6. If you want to ★★★ your energy, just do some sport.
7. She never refuses to help those who ★★★ advice from her.

Reading

1 Discuss the questions with a partner.

- What do you do when you are sad?
- What activities can help you feel better?

to be on the brink of sth
– to be extremely close to something

2 Read the text and for questions 1-9, choose from the sections A-D. The sections may be chosen more than once.

A

Many people think that if they boost the quality of their life and get what they wish for, like fame, a car or a certain amount in the bank, then they can start being happy. We do this with our bodies, too. We believe that if we reach our ideal weight, we can feel happy. But isn't this a way of putting off happiness into the future instead of living a happy life now?

It's time to alter your way of thinking.

Happiness doesn't have to be big, bright or shiny. For me, sometimes happiness is a day of being in nature and breathing fresh air or just remembering a memory that makes me smile.

Zoe, from Kyiv

B

Happiness is hidden in simple strategies. Some years ago, nothing could make me happy. One day I came across a research paper on happiness. It suggested saying "thank you" to people in order to increase your happiness or maintain it.

At first, the idea seemed very funny and I just wanted to have some fun by applying it. But after a while, I really felt that my mood was getting better and better. I started showing my gratitude more and more. It also encouraged me to help people in need. So, happiness can indeed be learned. If you feel happy in your life, it is just great! If you are seeking happiness, just try expressing your gratitude, you won't regret it!

Methew, from London

C

Happiness is in self-happiness. If you are pleased with yourself and your choices, and with the person that you are, that is where your happiness starts.

You might have a lot of different problems, but this doesn't mean that you should feel guilty or have self-doubt. For example, doctors have diagnosed that I am on the brink of obesity; I also have communication problems with my peers. You might think that my life is awful. But it is not. I do my best to solve my problems without letting those problems pull me down. It is very easy to do so. I just greet each day with confidence, excitement and feeling certain of my choices.

Tom, from New York

To my mind happiness is connecting with others. When I think of myself as a part of a community, it helps me feel like I exist and matter, which is what counts more in life. Being a part of a community helps me build strong relationships with others and feel safe and secure. When I have friends around, it helps ease stress and feelings of loneliness. So, I feel happy and it makes me more productive and creative. This effect extends to all my life.

Yasemin, from Turkey

Which person ...

encourages others to love themselves as they are?	1	★★★
at first didn't believe in the effectiveness of a new technique?	2	★★★
finds happiness easily in simple everyday activities?	3	★★★
finds belonging to some groups important?	4	★★★
suggests people should change their thoughts about happiness?	5	★★★
mentions how feeling happy affects his/her life?	6	★★★
doesn't get sad despite difficulties?	7	★★★
shares his/her knowledge on how one can feel happy?	8	★★★
thinks that people should try to be happy at real time?	9	★★★

3 Walk around and talk to your friends.

Find someone who

- thinks walking in the open air is happiness for him/her.
- finds happiness in everyday activities like doing sport or eating.
- thinks shopping makes him/her happy.
- becomes happy by helping others.
- becomes happy when he/she gets together with his/her friends.
- thinks happiness is succeeding.
- always feels cheerful.
- can easily get upset.

1 Discuss the questions with a partner.

- Why are people so keen on travelling?
- What countries can you travel without a visa?
- How can students benefit from travelling?

2 Read the email and answer the questions. Some questions don't have answers in the text.

New message

← → ↺

To

Edvin

Subject

Schengen Visa

Hello Edvin,

Yesterday, I had an interview for a Schengen Visa. I think the interview went well. Thanks to you I was ready for the questions.

They asked if I was travelling with my family members or not.¹ I explained to them that I was going there alone.

They also wanted to know whether I had any relatives or friends living in the Schengen Area.² As you had informed me beforehand, I had the list of relatives living there and I gave all the necessary information about them.

They also asked if I had booked my flight or not.³ I told them that I had made all necessary arrangements, but I hadn't booked my flight yet.

There were some more questions related to my research. I think I answered all the questions properly.

I have almost forgotten to say that my teacher arranged some meetings with the students at the universities in Finland and Denmark. She also decided to make some changes in my research topic. The new title is *How are the lives of students different in the 2 top happiest countries of the world?*

I am looking forward to coming to Finland and starting to do my research about the life of students there.

Thank you a lot for all your support.

Best regards,
Mia

▼
📎
🖼️
😊
🔍

Send

- | | |
|---|---|
| <p>1. Who is the email written by?</p> <p>2. What is the relationship of Edvin and Mia?</p> <p>3. When did the interview take place?</p> <p>4. Who helped Mia to prepare for the interview questions?</p> | <p>5. In which country do Mia's relatives live?</p> <p>6. When is Mia's flight?</p> <p>7. What is Mia's research about?</p> <p>8. What country is Mia planning to go first?</p> |
|---|---|

3 Look at the underlined sentences in the email and complete the interview questions.

1. "Are you travelling with your ★★★?"
2. "Do you have any ★★★ who live in the Schengen Area?"
3. "Have you booked your ★★★?"



GRAMMAR TARGET

Reported Yes/No questions

Study the rules and examples on Page 187 before you do the following tasks.

4 Look at the questions and complete the second sentences with the right forms of the verbs.

0. "Does the weather affect your mood?"
She asked if the weather affected my mood.
1. "Do you go to yoga classes?"
She asked if I ★★★ to yoga classes.
2. "Have you visited any foreign countries?"
She wanted to know if I ★★★ any foreign countries.
3. "Did you have funny friends in your childhood?"
He wondered if I ★★★ funny friends in my childhood.

5 Look at the questions and complete the sentences.

0. Emma, "Did you attend your guitar lesson yesterday?"
Emma asked if I had attended my guitar lesson the day before.
1. Jamal, "Are you a part of the student community?"
Jamal asked ★★★.
2. Selma, "Have you ever tried walking in the rain?"
Selma wondered ★★★.
3. John, "Do you often meet with your friends?"
John asked ★★★.
4. Mirana, "Can we meet tomorrow?"
Mirana wants to know ★★★.

6 Read the reported questions and guess the direct questions.

0. Sare asked, "Do you have an extra pen?" She asked if I had an extra pen.
1. Jeyla asked, "★★★?" She asked if I had finished my project work.
2. Audrey asked, "★★★?" She asked whether I could play any musical instrument.
3. Hasan asked, "★★★?" He asked if I had met Kira the day before.
4. Ulvi asked, "★★★?" He asked if I was going to the conference.

7 Follow the instructions on Page 174.

Grammar B

- (1) Read the part of the conversation between Ava and Gabil. Are the sentences True or False?

Survey – an investigation of the opinions, behaviour, etc. done by asking people questions

Gabil: Ava, yesterday a group of interviewers came to our school and asked the students to take a survey.

Ava: Really? *What was it about?*¹

Gabil: The survey was designed to define the happiness level of students.

Ava: That sounds interesting! Tell me about questions, please.

Gabil: They were related to our everyday life and how we feel in different situations. For example, *they asked which words we related to happiness.*²

Ava: I wonder how I would answer that question. What other questions did they ask?

Gabil: They asked what time of the day I felt most happy.

Ava: I got curious, Gabil. I am sure you are a morning person.

Gabil: Yes, I am. But that wasn't my answer. Sleeping time encourages me to end all the negativity of the day and get energy for the start of the new day. So, it is not morning when I feel most happy.

Ava: Were there any questions you couldn't answer?

Gabil: Sure. They asked when I cried out of happiness. I was sure I cried out of happiness, but I couldn't remember when and how it happened.

Ava: I am sure I have never cried tears of joy. For me, crying is a sign of anger or frustration.

Gabil: People tend to show their feelings in different ways. That's what makes them different.

Ava: Yes, you have a point there. Feelings make us special.

1. Ava and Gabil were interviewed at school.
2. The survey questions were about how students feel on a typical day.
3. Gabil feels most happy at the start of each day.
4. Ava never cries when she is happy.

- (2) Look at the numbered sentences in the conversation and answer the questions.

Which question is

- a) a **direct question** – a person asks his/her question?
- b) a **reported question** – a person reports another person's question?

- (3) Look at the conversation again and find other examples of ...

direct questions

★★★

reported questions

★★★

**GRAMMAR TARGET****Reported Wh questions**

Study the rules and examples on Page 188 before you do the following tasks.

4 Report the questions.

0. The interviewer, "How often did you feel joy in your previous job?"

The interviewer asked how often I had felt joy in my previous job.

1. Kamran said to me, "What volunteering activities have you done?"

Kamran asked me ★★★

2. Audrey said to the class, "Who wants to see the new film?"

Audrey asked the class ★★★

3. Timati said, "How often do I have to take my dog out?"

Timati asked ★★★

4. Clara, "When are they going to return?"

Clara wanted to know ★★★

5 Listen and complete the sentences.

1. She asked ★★★ I did ★★★.

3. He asked ★★★ I started doing ★★★.

2. He wanted to know ★★★ I was
going to ★★★ with.

4. She wondered ★★★ movies I had watched ★★★.

6 Look at the report of an interview with happiness experts. Change the reported questions to direct speech.

0. I asked professor Diener what had surprised him most in his research findings.

I asked, "Professor Diener, what surprised you most about your research findings?"

1. I asked professor Krismer what people needed to change in their lives in order to be happy.

2. Nihad asked professor Baker how he could help his friends feel happier.

3. Melisa asked professor Steeve why he hadn't shared his research results yet.

4. Joshua asked professor Hansen what encouraged her to start her research on happiness.

5. Anna asked professor Beadley how long he had spent on his first research.

7 Play a game.

- A. Write 2 WH questions to ask your friend.

- B. Mingle around and read your questions to as many people as you can and listen to others' questions very attentively.

- C. Sit down and try to remember as many questions as you can. Write questions in reported speech. For example, Kanan asked what activities made me happy.

Listening

(1) Read the statements and say whether you agree to them or not. Justify your answers.

1. A person can choose to be happy or sad.
2. We cannot have meaningful conversations with strangers.
3. At difficult times, all people need support from others.
4. If people are happy, they can make other people happy as well.
5. A good conversation can change a person's day.
6. You can be happy by helping others.

Barista is a person who serves customers in a coffee shop.

(2) You are going to listen to a story. Listen to the first part and complete the sentences. Use no more than 3 words.



1. As the airport was not crowded, Ryan decided to have ★★★.
2. There was a lady in front of Ryan in ★★★.
3. Her conversation with the barista was about her ★★★, holiday plans and ★★★.
4. The barista greeted Ryan with the warmest and most ★★★ welcome.
5. Ryan ordered a ★★★ with ★★★ on it.
6. Ryan was going to celebrate holiday with ★★★ in Cleveland.



(3) Now listen to the second part of the story. Are the sentences True or False?



1. The barista didn't seem to enjoy working on Christmas Eve.
2. Ryan didn't like his drink, so he walked back to the coffee shop.
3. The barista's answer surprised Ryan.
4. For Lilly, helping other people matters more than gaining success.
5. Lilly believes that she can change everything in her life.
6. Ryan had a difficult time when he met Lilly.

4 Read Ryan's advice and discuss the questions with a partner.

When you decide to show up as the best version of who you are, it gives you the best opportunity to meet people who are in need. You never know when someone needs you to be your best. Be your best self always.

1. What do you think *Be your best self* means?
2. How can people show the best version of themselves?
3. How can others benefit from that?



5 Make a poster.



6 Read the task and answer the questions.

Think of a time when you made someone happy.

- Who was that person?
- What did you do?
- How did he/she react to it?
- How did you feel about it?

A Definition Paragraph

Purpose: A definition paragraph is a type of paragraph that defines the essential qualities of something. While writing a definition paragraph, we aim to inform the reader what something is with the help of facts and details.

Uses: A definition paragraph can be used to do the following:

- to explain a term that the reader doesn't know.
- to explain a term that has a subjective meaning – this means that people can have different definitions for the same term.

Ways to develop your definition paragraph:

- Examples: give several examples that support your topic sentence.
- Extended example: Use one longer example to support your idea.
- Contrast: Support your topic sentence by contrasting your topic with its opposite.

For example, Some people think happiness is having great achievements, but for me, happiness is hidden in small things.

1 Read the sample definition paragraph and answer the questions.



Hygge is a Danish word used when accepting a feeling or moment as cosy, charming or special. Danes created hygge because they were trying to survive boredom,

cold, dark and the sameness of the days. For them, hygge was a way to find moments to celebrate. There's nothing more hygge than small things in life. It doesn't matter if you are alone or with friends, at home or out, doing ordinary or extraordinary things. Just be aware that hygge means creating a warm atmosphere and enjoying the good things in life. The simple act of lighting a candle and enjoying a cup of tea could make a huge difference to one's spirit. Perhaps hygge explains why the Danes are one of the happiest people in the world.

boring – adjective
boredom – noun



1. Has the author defined the word well? Why or why not?
2. Is there a contrast sentence in the paragraph?
3. Which sentences provide examples to make the definition clear?

2 Match the words to their definitions to complete the topic sentences of different paragraphs. Then write one example sentence for each topic sentence.

1 Stress

a is something that helps us choose wrong from right, good from bad and is often approved by society.

2 Optimism

b is a feeling of losing control over things as you feel a lot of tension and pressure in your everyday life or after a difficult period.

3 Moral value

c is seeing the good sides of things or not getting demotivated in the face of disappointment and insisting on turning out the situation in a good way.

4 Happiness

d is having a peaceful mind, being able to find ways to make your and others' lives a better place to live and being away from bad feelings.

5 Pessimism

e is an attitude toward life that doesn't let you see the good sides of things, thus you never have hope or confidence for your future.

3 Write a definition paragraph on the topic "What does happiness mean for you?". When you finish, use the checklist to review your paragraph.

- ☒ Does the topic sentence define the term clearly?
- ☒ Are there examples to support the topic sentence?
- ☒ Do all the details and example sentences explain the term well?
- ☒ Are the sentences varied?
- ☒ Have I edited for spelling, grammar or vocabulary mistakes?

4 Exchange your paragraph with a partner. Give your friend suggestions to improve his/her paragraph.

Time to watch

- 1** You are going to watch a video about happiness. Before that, read the text about a happiness scientist. Are the sentences True or False?



Mark Holder is one of the researchers who is keen on finding links to people's happiness. He is a professor at the University of British Columbia. He studies the science of happiness and leads a research team. They are identifying factors that contribute to happiness in children in Canada, India and Zambia. His team is also investigating strategies to increase happiness in adults and the links between personality problems and happiness.

Mark Holder regularly gives workshops on happiness in the people's workplaces or in their personal lives. He regularly appears on television and radio. He has published two books on positive well-being. He also has a series of videos about happiness on his YouTube channel. He uses a motto at the end of each video – "Tell me more!" He strongly believes that human relationships are very important, so people should listen to each

other very attentively and say 3 golden words – *tell, me* and *more*. This is one of the signs of true affection for people's feelings.

1. Mark Holder is the only researcher working on happiness.
2. He researches the links to the happiness in children in Columbia.
3. His research never targets adults.
4. He can give consultation on personal happiness.
5. He encourages people to listen to each other carefully.

- 2** These words are used in the video. Guess the meaning of the words and choose the correct options.

1. External beauty
 - a) is related to your appearance.
 - b) refers to how you feel and think.
2. Internal beauty
 - a) refers to how good you look.
 - b) refers to the type of personality you have.
3. "to be on the wrong path" means
 - a) to be mistaken about your decision.
 - b) to be sure about your decision.
4. "Nurturing internal beauty" means
 - a) paying no attention to your good qualities.
 - b) developing your good qualities.

Do not panic when you listen to authentic speech. Don't try to understand each word. Just stay relaxed and keep listening.

3) Watch the first part of the video and match the halves.



- | | |
|---|--|
| 1 In traditional psychology, the main focus | a focuses on what is right with you and how to make it even better. |
| 2 Positive psychology | b is explained by our genetics. |
| 3 40 % of happiness | c is on what's wrong with you and how to fix it. |
| 4 60 % of happiness | d some social advantages. |
| 5 Attractive people might have | e a lot to our happiness. |
| 6 Someone trying to become happier by focusing on their appearance | f depends on us. |
| 7 Internal beauty matters | g is on the wrong path. |

4) Watch the second part of the video and answer the questions.

1. Why do people in positive psychology research gratitude?
2. Why have people been asked to write a gratitude list?
3. What have people been asked to write in their gratitude list?
4. Did the happiness level increase when people wrote about the things they were proud of?
5. What are the 3 most important tips on how to write a gratitude list?
6. Why is writing a gratitude list more than once a week ineffective?

5) Discuss the questions.

1. How do you think happiness is linked with
 - creativity?
 - beauty?
 - money?
2. What is internal beauty for you and how can it affect one's happiness level?
3. What do you think Mark Holder wants to say with this saying? Do you agree with him?
Why or why not?
"Everything in moderation, even expressing gratitude."

Use of English

- 1 Complete the sentences with the words in the box. Some of them can be used more than once.

to

with

into

from

across

1. I am looking forward ★★★ attending the Positive Psychology conference.
2. For me, it is important to connect ★★★ other people.
3. He always looked emotionally strong. However, when he saw his daughter winning the competition, he cried ★★★ happiness.
4. That's a pity that most people tend ★★★ find happiness in material wealth.
5. Waking up to the songs of the birds makes me more than happy. This feeling also extends ★★★ my entire day.
6. She is like an angel who pours positivity ★★★ people's lives.
7. Yesterday, I came ★★★ interesting research findings about the happiest countries.

- 2 Complete the sentences with the correct verbs. There might be more than one true answer.

feel

build

create

make

decrease

keep

boost

improve

ease

increase

lose

Psychologists believe that there are 2 types of stress. First type is considered good as it helps you to find solutions in difficult situations, whereas the second type isn't desirable as you 1) ★★★ control over your life. The key here is to 2) ★★★ the stress level lower. Only then it can help 3) ★★★ your performance. If your stress is above the level, it will definitely 4) ★★★ your performance.

Positive psychologists suggest some ways to 5) ★★★ stress. Here are some of them:

- Be around reliable people. You will 6) ★★★ more secure.
- Get more physical activity. It will improve your mood.
- 7) ★★★ strong relationships. Having real friends around will make you happier.
- 8) ★★★ meaningful conversations. It is important for your overall mental health.
- 9) ★★★ happy memories. Think about what makes you happy and do those things.
- Find ways to 10) ★★★ your self-confidence. Confident people are more satisfied with their life.

3) Use the word given in capitals at the end of some lines to form a word that fits in the gap in the same line.

There are times in peoples' lives when they feel **0. powerless**. There might be different reasons behind that. For example, they can feel a lot of pressure as they have lots of things to do, but not enough time, or they just feel **1. ★★★** and cannot realise their dreams.

There is not a single **2. ★★★** to overcome the feeling; however, there are some techniques that might help regain your **3. ★★★** back.

Experts believe that **4. ★★★** life makes you less able to achieve your goals. So, the first thing is to avoid getting stressed. Of course, it is not an easy task. You have to decide what is **5. ★★★** for you and what things aren't. That might help you to get rid of **6. ★★★** duties and activities. This will make your job easier but won't give you full control over your life. You should also try your best to live a **7. ★★★** life. Everyone has a different definition for this term. To my mind, it is a life where you have strong **8. ★★★**, where you help others and you know that you can get help from others whenever you need it. It is also a life full of optimism and there is not a place for pessimism. No matter if you are **9. ★★★**, famous, active or not, or if you are struggling with obesity or not, just love your life. Believe this will help you be more **10. ★★★** and bring even more happiness to your life.

POWER

CONFIDENCE

SOLVE
STRONG

STRESS

VALUE
NECESSARY

MEAN

RELATE

CREATE

POWER

4) Choose the right sentence in each pair.

1

- a.** Robert asked if I have been to the new art exhibition.
b. Robert asked if I had been to the new art exhibition.

2

- a.** Umid asked how often I took yoga classes.
b. Umid asked how often do I take yoga classes.

3

- a.** Jeyla asked the barista, "Can you give me a latte, please?"
b. Jeyla asked the barista, "If she can give me a latte, please?"

4

- a.** Gisele wanted to know whether I went to school yesterday.
b. Gisele wanted to know whether I had gone to school the day before.

Mistake Detector

Read the sentences. Some of the shaded words and phrases have mistakes.
Find 10 mistakes and correct them.



1. If people don't do much physical activity , it means that they are very active .
2. It is sometimes hard to persuade people to put surveys . They think they waste their time by answering those questions.
3. Ughur had a new book in his hand and he asked me if I had read this book or not.
4. There are some things in our life that have moral values, which are mostly approve by the society.
5. My friends are very valuable to me. They are count more than anything else.
6. Despite living in two different countries, I still meintein a close friendship with my childhood friend.
7. Many younger people are getting discouraged by other people. This leads to self-doubtness among them and they become unconfident .
8. Raul asked to me how many books I had read the previous year.
9. Sometimes just a simple smile on your face can make a difference in people's lives. Seeing that will definitely bost your happy mood.
10. Audrey asked who does want to join the tennis club.

UNIT 9

Media

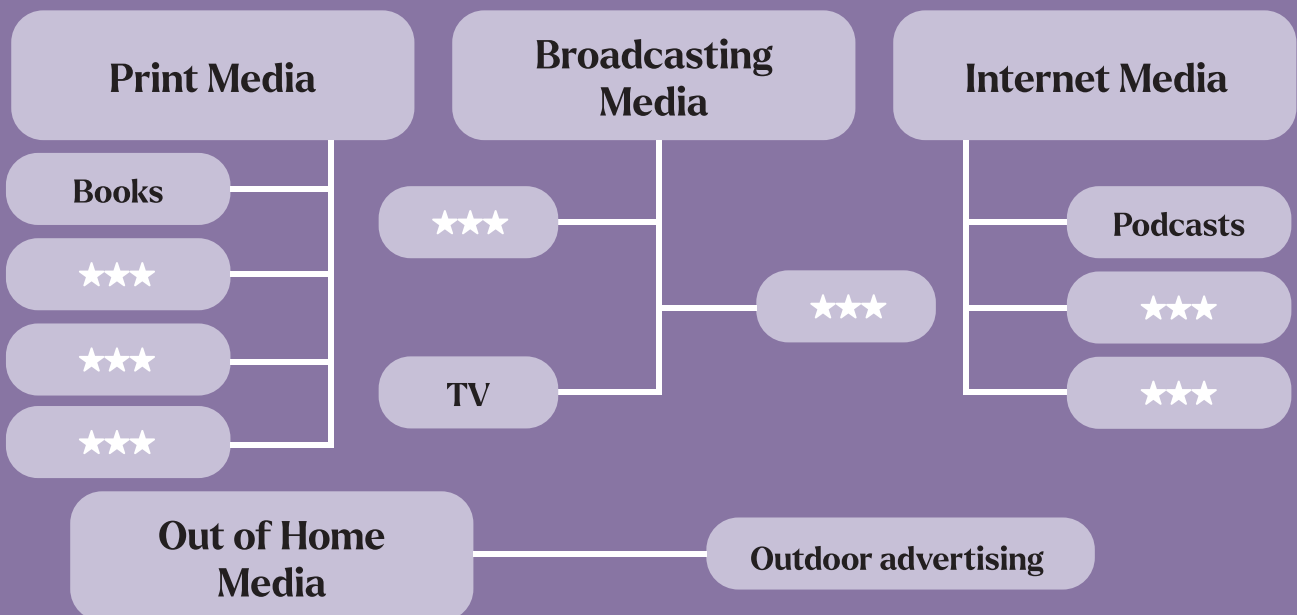
FOCUS ON THE TOPIC

Work in small groups. Look at the map of Types of Media and put the words in the right section. Then discuss the question.

Which types of Media do you use most and why?

~~TV~~ Movies Newspapers ~~Outdoor advertising~~ Brochures
Radio Social network and websites Online forums
~~Podcasts~~ Magazines ~~Books~~

Types of Media



Vocabulary

1 Read the posts and discuss the questions.

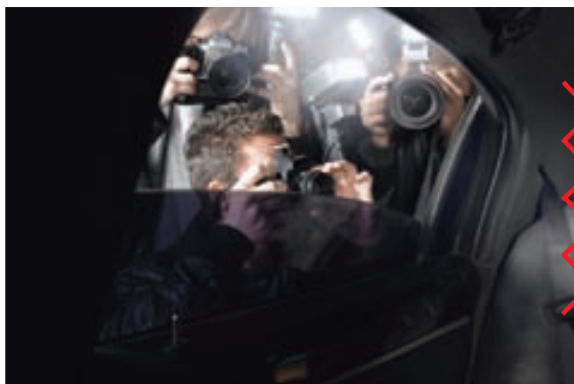
1. Why doesn't Ellis like the programme?
2. What does Jessica complain about?
3. How did Harry overcome his problem?



I don't like watching this programme. The presenter is very rude. He likes **putting the guests down**¹ in front of the audience.

I don't understand why people find this funny and laugh at the presenter's comments. I think the guests have low **self-esteem**². They know that they will be made to look silly, but they still accept the invitation.

Ellis, from New York



It is hard to be a daughter of a celebrity. I am always being **harassed**³ by the paparazzi. You cannot imagine how upsetting this experience is. But if your dad is a famous film actor, you have to be ready to take the **consequences**⁴. It is sometimes too hard to **handle**⁵ this problem. I have to learn to live with that.

Jessica, from Stockholm



When I was a teenager I **was exposed to**⁶ **cyberbullying**⁷ for a long time. I got bad comments on my photos. It really **got me down**⁸ and affected all my life. I lost my interest in everything and my life became very boring. Luckily, with the help of my aunt, I was able to regain my confidence and fought against bullies. Now I have a website called *Speak Up Against Bullies*. I help people who suffer from cyberbullying.

Harry, from London

- 2 Pay attention to the boldfaced words in Task 1. Choose the correct definition that matches the meaning of each boldfaced word.

1

put somebody down
(phr. v.)

a) praise somebody
b) make somebody feel silly

2

self-esteem (n.)

a) criticism for your behaviour
b) respect for yourself

3

harass (v.)

a) annoy or trouble somebody repeatedly
b) take care of somebody

4

consequence (n.)

a) a result of a situation or an action, often a bad one
b) an advantage of a situation or an action

5

handle (v.)

a) talk about something
b) deal with something

6

to be exposed to sth (phr. v.)

a) experience something or be affected by something
b) try to do something

7

cyberbullying (n.)

a) the activity of using the Internet to like other peoples' comments
b) the activity of using the Internet to harm other people

8

get somebody down (phr. v.)

a) make someone feel unhappy or stressed
b) make someone feel happy

Listen and check your answers. Pay attention to the pronunciation.



- 3 Complete the sentences with the words/phrases from Task 2. You may need to change word forms.

- I know the situation is really upsetting, but don't let it get you down.
- With his comments, he just wants to ★★★ you ★★★. Don't let him make you feel silly.
- If students are ★★★ a foreign language for a long time, they have a better opportunity to learn it.
- To be ★★★ by someone must be the most awful experience. Why are people so cruel on social media?
- The research showed that if children's opinions and choices mattered, they had higher ★★★.
- There are a lot of websites that offer help on how to ★★★ difficult situations like these. Get help from them.
- For the most part, students do not recognise the negative ★★★ of social media on their academic performance.
- It is not always paparazzi who ★★★ celebrities. Sometimes celebrities continue troubling and annoying journalists unless they get what they want.

Reading

1 Read the text and match the headings to the paragraphs. There is one extra heading.

1. What are the consequences of cyberbullying?
2. Why do people do it?
3. What can I do about cyberbullying?
4. What is cyberbullying?
5. How to stop a friend from cyberbullying others?

A Social media allows teens to communicate with others easily. Teens also use social media for entertainment and self-expression. Social media might even help teens avoid depression. However, social media use can also negatively affect teens by exposing them to cyberbullying. Cyberbullying is the use of technology to harass, threaten, or embarrass another person. Online threats, photos, aggressive or rude texts, tweets, posts or messages all count. In other words, it's anything that is posted online and is meant to hurt, harass, or upset someone else.

B When bullying happens online, it can seem like there's no escape because you're being attacked everywhere, even inside your own home. The effects can last a long time and affect a person in many ways:

Mentally – feeling upset, embarrassed, stupid or angry

Emotionally – feeling ashamed or losing interest in the things they love

Physically – tired (loss of sleep), or having symptoms like stomach aches and headaches

"In addition to feeling stressed or ashamed teens also may feel fear for their safety and may even blame themselves for the cyberbullying," says psychologist Charisse Nixon.

C As communication is mostly indirect, it is now easier to be cruel on social media. "Children text all sorts of things that they will never say to anyone's face," says Donna Wick, a psychologist. She notes that this is especially true of those who typically don't like to disagree with each other in "real life."

Steiner-Adair, another psychologist, claims that teens who compare themselves to others are most likely to cyberbully. She warns that a lack of self-esteem is often to blame. "We forget that aggression in relationships comes from the lack of self-confidence and feeling awful about yourself, and wanting to put other people down so you feel better."

D It's often better to ignore cyberbullying. By ignoring them, you can take away their power. Try to step away from the computer or turn off your phone for a while and do something you love and focus on the good things in your life. It also gives you time to understand how you want to handle things.

But if ignoring doesn't stop cyberbullying, most experts agree that telling an adult you trust is the best thing to do.

If cyberbullying really gets you down, therapy can help.

Also, it's wise to think twice before sharing personal information, photos or videos that you don't want the world to see. Once you've posted them, it can be difficult or impossible to delete them.

(2) Read the text again and match the ideas to the psychologists. There is 1 extra idea.

1 Nixon Charisse

2 Donna Wick

3 Steiner-Adair

a People think that they are being cyberbullied because of their own faults.

b Some people cannot share their disagreements, so they prefer cyberbullying.

c People who don't believe in their own abilities prefer to criticise others.

d When people feel better about their lives, they cyberbully others.

(3) Answer the questions.

1. What negative aspect of social media is mentioned in the text?
2. What can be considered cyberbullying?
3. What are the best ways to fight against cyberbullying?

(4) Follow the instructions.

A: List the advantages and disadvantages of social media.

B: Compare and contrast your list with the others to find similarities and differences.

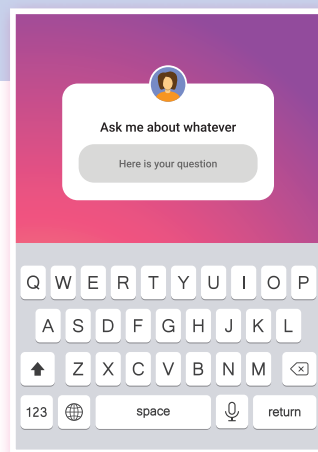
(5) Write your answers to the questions.

1. What are two most dangerous disadvantages of social media?
2. What are the consequences of them?
3. How can we deal with those consequences?



1 Discuss the questions with a partner.

- Why do you think some people like posting questions on their social media pages?
- Do you think word games are interesting? Why or why not?



2 Read the report about an instagram post. Are the sentences True or False?

It was always interesting to me why people show great interest in “*What would you do if..?*” game. Last week, I posted “*What would you do if..?*” questions on my Instagram page and asked my followers to answer the questions. My posts both on Instagram and Facebook always get great attention, but this one was definitely a hit. More than 20,000 people took part in the game.

If you could create an app, what would it be?

What would your pet say if it could speak?

If all people followed your advice, what would you tell them to do?

If he could speak, he would want to be a blogger.

If I could create an app, it would be an app blocking and deleting accounts of all cyberbullies.

I would send them this message – No one is you, and that’s your power. Love yourself.

If my cat could speak, she would ask me to stop taking selfies with her.

Now I have an answer to my question “Why do people show great interest in “*What would you do if..?*” game? These are the types of questions that people never thought they would have to answer in a billion years, and that's what makes them awesome.

1. He posted “What would you do if..?” questions on his instagram account.
2. He has 20,000 followers on Instagram.
3. No other post of his has got that great interest.
4. He thinks the questions are interesting to people as they often get such questions.

3 Look at the underlined sentences in the text and complete the sentences with the right forms of the verbs.

1. What ★★★ (do) if you ★★★ (win) the lottery?
2. If I ★★★ (can), I ★★★ (live) on another planet.
3. I ★★★ (sing) this song if I ★★★ (to know) the lyrics.
4. If you ★★★ (to play) video games less, your eyes (not/to get) red.



GRAMMAR TARGET

Second Conditional

Study the rules and examples on Pages 188-189 before you do the following tasks.

4 Complete the sentences with the right form of the verbs.

0. If I weren't shy, I would be a news reporter.
1. If I ★★★ (to be) a child of a famous person, I ★★★ (enjoy) the fame.
2. If anyone ★★★ (harass) me on social media, I ★★★ (block) them forever.
3. If I ★★★ (have) time, I ★★★ (go) to the festival with you.
4. What ★★★ you ★★★ (do) if you ★★★ (to be invited) to a famous TV programme?
5. If you ★★★ (create) an app, what ★★★ it (be)?

5 Complete the sentences with your own words.

1. If I had the power to erase one social media site, ★★★.
2. If I were a filmmaker, my first film ★★★.
3. If there weren't the Internet for a day, ★★★.
4. If I had more free time, I ★★★.

6 Follow the instructions.

A: Prepare 4 *What would you do if...?* questions.

B: Role-play the situation.



Student A:

You are a presenter. You have to ask your guest What would you do if...? questions.



Student B:

You are a guest at a TV programme. You have to answer the presenter's questions.



Grammar B

1 Discuss the question with a partner.

- How important is it to be computer-literate?



computer-literate –
able to use computers well
adjective
noun
literate /'lɪt.ər.ət/
literacy /'lɪt.ər.ə.si/

2 Read the conversation between Rumi and Brielle and complete the sentences.

Brielle: Hi, Rumi, what are you doing?

Rumi: Hi, Brielle, nothing special. You know me, *if I have free time in the evening, I always watch movies.*¹

Brielle: Oh, good. *If I find some free time, I will also watch a movie this week.*² Listen, I would like to get your help with my project.

Rumi: What exactly do you want, Brielle?

Brielle: I have to prepare a brochure for a school project. But you know that I am not good at using technology.

Rumi: *Brielle, I really would help if I could.*³ But, you know, 2 days ago I broke my right arm, so I can't hold the mouse.

Brielle: Oh, sorry to hear that. No worries, I will find someone else to help me.

Rumi: Listen, if I were you, I would ask Mia to help. If she has free time, she will help you for sure.

Brielle: Yeah, you are right. Whenever she can, she is always ready to help others.

Rumi: Tell me if she agrees. If I can, I will also join you just to give some ideas on the design.

Brielle: Thanks, Rumi. As always, you are very helpful.

1. Brielle asks if Rumi can ★★★.
2. Brielle needs to create a ★★★.
3. Brielle cannot deal with her school project because she ★★★.
4. Rumi cannot help Brielle as he ★★★.
5. Rumi suggests that Brielle should ★★★ for help.

3 Look at the numbered sentences in the conversation and answer the question. Which sentences is

a) Zero Conditional?

b) First Conditional?

c) Second Conditional?

- 4 Look at the conversation again and find other examples of the same structures.



GRAMMAR TARGET

Zero, First and Second Conditionals

Study the rules and examples on Page 189 before you do the following tasks.

- 5 Listen to the recording and complete the sentences.



1. If I ★★, I ★★ buy an electronic book.
2. ★★ you hide yourself, the paparazzi ★★ to harass you.
3. If you ★★, others ★★ respect you either.
4. If you ★★ on useless things, you ★★ for a computer.
5. If he ★★, he always ★★ get others down as well.

- 6 Read the situations and with the help of the key words, write sentences using Zero, First or Second Conditionals.

0. I don't want to sleep late. I always have headaches in the morning.
(sleep late/have headaches)
If I sleep late, I always have headaches.
1. I am allergic to oranges.
(eat oranges/get allergy)
2. These days I have some health issues. I cannot eat this orange. I am afraid of getting allergies.
(eat this orange/get allergy)
3. Nara plays computer games all day long and she can't stop. There is no chance for her to succeed in the exam.
(play less/succeed in the exam)
4. I think you should advertise your product using posters.
(I/to be/use posters)

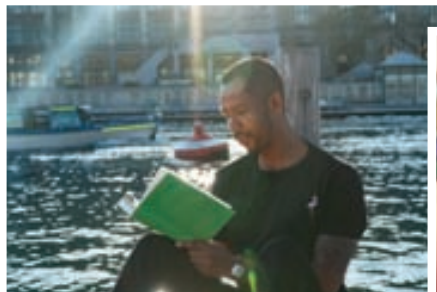
- 7 Play a board game.

Open Page 175 and follow the instructions.

Listening

1 Look at the photos and discuss the questions.

- How can people benefit from reading books?
- Why do you think people prefer consuming books in these 3 different ways?



2 Choose the correct meaning of the underlined words/phrases.

- If newspapers outsell magazines, they
 - a) are sold in greater amounts than magazines.
 - b) are sold less than magazines.
- If you are inclined to read news online,
 - a) you never want to do so.
 - b) you are likely or want to do so.
- If you are involved in something,
 - a) you are very interested in what you are doing.
 - b) you are not very motivated to finish what you are doing.

3 Listen to the first part of the talk. Are the sentences True or False?



- Analysts' predictions haven't come true.
- Meryl Halls thinks that people like to show others that they have read books.
- E-book collections are always permanent.
- People focus on details when they read from the screen.
- Deep reading gets activated when we read something on the Internet.
- According to the study, people remember better when they read an ebook.

- 4 Listen to the second part of the recording and complete the sentences. Use no more than 2 words.



The most obvious advantages of e-books

- They are easy 1. ★★★.
- They are beneficial for people with poor eyesight and 2. ★★★ as they have options of range of text size and line spacing.
- They are handy for language learners as they have 3. ★★★.

The benefits of audiobooks

- They offer great opportunities to people who cannot read on paper.
- They are best for activating people's 4. ★★★.

The findings of the study, published in the *Journal of Verbal Learning and Verbal Behaviour*

- When people listen to a story, 5. ★★★ can easily be formed.
- This process helps our brain's 6. ★★★ to start.

- 5 Complete the sentences so that they are true for you.

1. E-books are ★★★ for me because ★★★.
2. Printed books are ★★★ as ★★★.
3. Audiobooks are ★★★, so ★★★.
4. If I had to choose, I would choose ★★★.

- 6 Make a Brochure.
Write about the advantages of printed books, e-books and audio books.



Process Paragraph

Purpose: A Process paragraph explains something in step-by-step detail, or shows how something happens.

Key features: A Process paragraph has the following features:

- a series of connected steps
- logical and chronological order
- time words and transitional expressions to show the sequence

Types: A Process paragraph has two kinds:

- **Informational.** (A process is explained to a reader.)
- **Directional.** (A set of instructions are given to a reader.)

USEFUL LANGUAGE

TRANSITION WORDS

First,/The first step is to ..
Second,/After that...
Next, Then...
Finally,/Last, ...

PHRASES FOR ADVICE

should + base form of verb
need to + base form of verb
had better + base form of verb

1 Read the sample paragraph and answer the questions.



How to Spot Fake News

Read and follow these main tips for spotting fake news if you don't want to get fooled. First thing you need to do is to check the source of the news. Look at the website where the story comes from. Fake news websites often use addresses that sound like real newspapers, but don't have many real stories about other topics. If you aren't sure, click on the 'About' page and look for a clear

description of the organisation. The other important tip is watching out for fake photos. Many fake news stories use images that are Photoshopped or taken from an unrelated site. Sometimes, if you just look closely at an image, you can see if it has been changed. Or use a tool like *Google Reverse Image* search. It will show you if the same image has been used in other contexts. Finally, check if the story is on other news sites that you know and trust. If you find it on many other sites, then it probably isn't fake (although there are some exceptions), as many big news organisations try to check their sources before they publish a story. If you know these things about online news and can apply them in your everyday life, then you have the control over what to read, what to believe and most importantly what to share.

1. Is the paragraph Informational or Directional or a combination of both? Why?
2. What is the purpose of the author?
3. How many tips have been given?
4. Which transitional words or expressions are used?

2) Read the questions and write four instructions for each.

1. How to stay safe online?
2. How to create a social media account?
3. How to fight against cyberbullying?
4. How to download a video game?

3) Write a Process Paragraph.

Your grandfather needs to send an email. He has an active email address, but he doesn't know how to write an email. Write a paragraph explaining all steps.



PROCESS CHECKLIST



My topic sentence identifies the process I am going to discuss.

My paragraph describes all necessary steps in a logical order.

I have edited my paragraph for spelling and other sentence skills mistakes.

4) Exchange your paragraph with a partner and give your partner suggestions how to improve his/her paragraph.

Time to watch

- 1 You are going to watch some episodes from the TV show *What would you do?*. Before that, read the text about the TV show and complete the sentences.



What would you do? is a TV show which has been broadcast in the USA since 2008. The host of the show is journalist John Quinones. The show tries to know people's reactions to strangers in uncomfortable situations.

Actors play various scenarios of conflict in front of the hidden cameras. They choose places with a lot of people around. People don't know about the cameras and the show. The purpose is to discover how and when people feel they must show their reactions and when and why they choose to mind their own business.

Name of the show: What would you do?

The show has been on TV since 1) ★★★.

The show is hosted by 2) ★★★.

The 3) ★★★★★ are set beforehand in different places where film actors are going to act out disturbing scenarios.

The show's purpose is to discover people's 4) ★★★ to strangers.

- 2 The boldfaced words/phrases are used in the video. Read the sentences and match them with their alternatives.

0 He pays with **change**. a

1 He **lost track of** it.

2 He **ignores** her.

3 It hits **close to home** for her.

4 He **treats** her unfairly.

5 It **bothers** other diners.

6 He is **indignant** with other people.

a ~~He pays with coins.~~

b It causes problems for others.

c He couldn't remember it.

d He gives no attention to her.

e He is angry with others.

f He behaves toward her very badly.

g It affects her deeply and emotionally as it involves her directly.



3) Watch the first part of the video and answer the questions.

1. What is the old man doing?
2. Why does the cashier seem unhappy?
3. How do people offer their help to the old man?
4. What did some people do when they didn't want to help?

4) Watch the second part of the video and complete the sentences.

Actor: (Mike)

1. Just seems like it is going to be a ★★★★★.

The narrator: (John Quinones)

2. If you overheard this man being ★★★ and indignant with a customer who has Down syndrome, what would you do?

Actor: (Mike)

3. People with Down syndrome have a ★★★, where is yours?

Amanda (a diner in the restaurant)

4. My number one model is ★★★ everybody the way you would like to be ★★★.

The narrator: (John Quinones is commenting about Robert – a man in a white cap)

5. After the actor leaves the restaurant, he gives Peter one more sign of ★★★.

Jason: (the man in the last scene)

6. My message is to be ★★★ to everybody.

5) Discuss the question with your partner.

- What would you do in the situations shown in the video?

6) Read the situations and answer the questions.

- Almost everyone has been in disturbing situations in everyday life. For example, you witness that one of your classmates bullies another classmate. And that little voice in the back of your head says, "Do something!" Do you step in or step away?
- An old lady cannot carry her bag. You are in a hurry. Would you stop and help her?
- There is one boy/girl at school. Nobody wants to talk to him/her. Would you be friends with him/her?

Do not panic when you listen to authentic speech. Don't try to understand each word. Just stay relaxed and keep listening.

Use of English

- (1)** Complete the sentences with the words in the box. Some of them can be used more than once.

to in against with from

1. Children who cannot disagree with their peers in real life are more inclined ★★★ cyberbully.
2. During Garabagh war II, our heroic soldiers bravely fought ★★★ Armenian armed forces.
3. Some teenagers tend ★★★ compare themselves with their peers.
4. Aida was so involved ★★★ reading that she didn't see me.
5. If children have longer screen time, they can suffer ★★★ anxiety.
6. Social media is a great tool to communicate ★★★ the friends who live abroad.

- (2)** Choose the word that cannot collocate with the given word.

0

a) fire up

b) activate

c) ~~provide~~

imagination

1

a) show

b) lose

c) skip

interest

2

a) handle

b) lose

c) solve

the problem

3

a) activate

b) suffer

c) take

the consequences

4

a) consume

b) print

c) stay

books

3) Read the comments about social media and choose the right answers to complete the sentences.

Social media doesn't only make us feel lonely, but it also **1. ★★★** self-esteem, with all the influencers doing things the average person can't do. However, social media also **2. ★★★** people together and teaches them how to interact with others. It is also a good source of **3. ★★★** as many people have fun using social media. In my opinion, social media is neither good nor bad.

1	a. shows	b. decreases	c. skips	d. builds
2	a. feels	b. loses	c. takes	d. connects
3	a. entertainment	b. embarrassment	c. agreement	d. harassment

If you know how to use social media, it is actually a good tool. You can learn a lot by **1. ★★★** interesting pages. However, you should also be aware that there are a lot of people who are ready to **2. ★★★** you by writing threatening comments. Even if these comments are **3. ★★★**, try not to let them get you down.

1	a. exposed to	b. agreeing	c. interacting	d. following
2	a. cyberbully	b. disagree	c. suffer	d. struggle
3	a. humorous	b. upsetting	c. entertaining	d. fun

4) Complete the sentences using Conditionals. Pay attention to the situations given in brackets.

- 0.** If you were (to be) an author, what would you write (write) about? (This person isn't an author.)
- 1.** If she ★★★ (read) books, she ★★★ (be) able to join the conversation. (She doesn't like reading.)
- 2.** If your advertisement campaign ★★★ (be) successful, you ★★★ (become) famous. (This person is working hard on a campaign.)
- 3.** If there ★★★ (be) fewer ads on TV, kids ★★★ (not/demand) many things from their parents. (Kids watch TV ads and ask their parents to buy them.)
- 4.** If we ★★★ (find) tickets, we ★★★ (go) to the cinema tonight. (We are heading to the ticket office.)
- 5.** If actors ★★★ (win) an Oscar award, they ★★★ (give) a speech. (It has always been like that.)

Mistake Detector

Read the sentences. Some of the shaded words and phrases have mistakes. Find 9 mistakes and correct them.



1. The arrival of satellite television changed the face of broadcasting media .
2. Today, young people have more opportunities to learn English. They are constantly exposed with the language through the media.
3. Cyberbullying is a form of aggression . People who cyberbullying cannot control their negative feelings and emotions.
4. If you don't have a purpose in life, life will become useful for you . You will probably lose interest in everything and live a boring life.
5. The Internet has completely changed the way we communication with others . Now it is very easy to interact with people all over the world.
6. If I am you , I would never blame her for this situation. It is not her fault that people are aggressive and can easily upset others.
7. When people will have healthy self-esteem, they tend to feel positive about themselves and about life in general.
8. If people are threatened on social media, it is quite normal that they feel fear for their safe .
9. Some teenagers find social media a valuable source of self-expression and helpful in making them feel less lonely and more connected. They also claim that social media helps them skip depression .
10. Whenever I start listening to an audio book, I will sleep immediately . I think audio books aren't for me.

Irregular Verbs List

Simple form	Past	Past participle
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	gotten
give	gave	given
go	went	gone
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain

light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
quit	quit	quit
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
speak	spoke	spoken
spend	spent	spent
spin	spun	spun
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
wind	wound	wound
write	wrote	written

Activities

Unit 1

A PARAGRAPH FORMAT

The topic sentence is usually the first sentence in a paragraph. It presents the topic and explains what the writer will say about the topic.

The supporting sentences explain the topic sentence. They are more detailed ideas that follow the topic sentence.

The concluding sentence is the last sentence of a paragraph. It can finish a paragraph by repeating the main idea or just giving the final comment about the topic.



SAMPLE PARAGRAPH

The topic sentence

Americans love their pet dogs, so they do several things for them. **First of all**, they treat their pets like human beings. They like to talk to their dogs and treat them like children. For example, my neighbour Mrs Green talks to her dog Ruffy all the time. Also, she takes him for a walk twice a day and will not leave him when he is sick. Moreover, Americans send their dogs to training school to learn to be good and to listen to commands. **Second**, Americans spend a lot of money on their pets. They feed them expensive dog food with flavours that people like such as beef, chicken, liver and cheese. **Also**, their pets have brightly coloured balls, rubber bones, and other toys to play with. Some dogs even wear collars with colourful, sparkling stones that look like diamonds or rubies. Some owners bathe their dogs in the bathtub, while others take their pets to a dog beauty shop. First, their toenails are clipped. Then their fur is brushed and trimmed. Finally, they are given a bath with a special

The supporting sentences

The concluding sentence
dog shampoo. This beauty treatment costs about forty dollars. In brief, because Americans love their pet dogs a lot, they are willing to spend both time and money on them.

Taken from: Introduction to Academic writing by Alice Oshima

Unit 2

Page 33



Thousands of Azerbaijanis are on their way back to Gubadli.

All the mines have been removed from the liberated lands.

Garabagh horses race on Jidir Duzu next week.

A young Azerbaijani scientist has been awarded a Nobel prize.

An old woman is happy in her house after many years.

A new Zoo in Jabrayil welcomes its new pandas.

Garabagh Football Club's next match will be in Aghdam.

People from Turkic countries are in Shusha for the Kharibulbul Festival.

Kite flying festival is to be held in Baku.

People all over Azerbaijan are getting ready to celebrate the Victory Day.

*Good morning. Here is the news on...
Latest reports suggest that...
Here is/ Over to.. Our correspondent in...
A source close to ... has revealed that...
And finally,*

Activities

Unit 7, Page 123

Student A

Use the given reporting verbs and change the pieces of advice into the Reported Speech. Then ask Student B questions to complete the missing information.

<p>"Stay calm and go on with life." (told)</p> <p>0. <u>Tom told us to stay calm and go on with life.</u></p> <p><i>Tom, aged 9</i></p>	<p>?</p> <p><i>Kate, aged 14</i></p>	<p>"Don't take things too seriously." (warned)</p> <p>1. ★★★</p> <p><i>Rio, aged 20</i></p>	<p>?</p> <p><i>Shelly, aged 26</i></p>
<p>"Be kind and work hard." (recommended)</p> <p>2. ★★★</p> <p><i>Bob, aged 34</i></p>	<p>?</p> <p><i>Mira, aged 38</i></p>	<p>"Follow your passion." (asked)</p> <p>3. ★★★</p> <p><i>Adele, aged 43</i></p>	<p>?</p> <p><i>Robert, aged 48</i></p>
<p>"Do it all." (advised)</p> <p>4. ★★★</p> <p><i>Nathan, aged 48</i></p>	<p>?</p> <p><i>Julio, aged 52</i></p>	<p>"Practise kindness and patience with yourself and with others." (explained)</p> <p>5. ★★★</p> <p><i>Eva, aged 53</i></p>	<p>?</p> <p><i>Scarlet, aged 56</i></p>
<p>"Do your best." (asked)</p> <p>6. ★★★</p> <p><i>Martin, aged 60</i></p>	<p>?</p> <p><i>Anet, aged 65</i></p>	<p>"Why don't you start right now?" (suggested)</p> <p>7. ★★★</p> <p><i>Sophia, aged 70</i></p>	<p>?</p> <p><i>Olivia, aged 73</i></p>

Student B

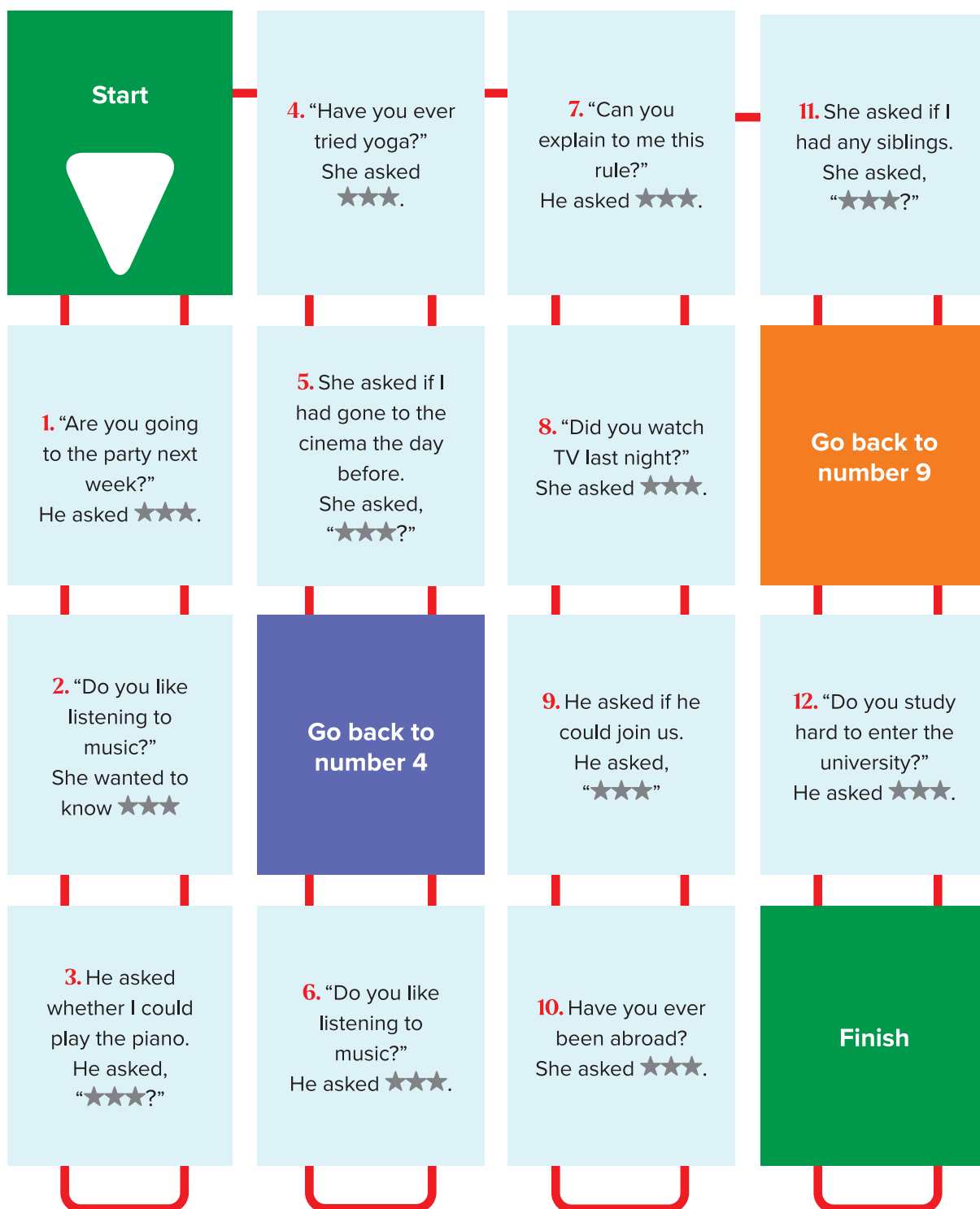
Change the pieces of advice to the Reported Speech. Then ask Student A questions to complete the missing information.

<p>"Do what you want in life." (advised)</p> <p>0. <u>Kate advised us to do what we want in life.</u></p> <p>Kate, aged 14</p>	<p>?</p> <p>Tom, aged 9</p>	<p>"Always be yourself, no matter what." (advised)</p> <p>1. ★★★</p> <p>Shelly, aged 26</p>	<p>?</p> <p>Rio, aged 20</p>
<p>"Don't rush to get old. Take your time growing up." (warned)</p> <p>2. ★★★</p> <p>Mira, aged 38</p>	<p>?</p> <p>Bob aged 34</p>	<p>"Plan, but always leave room for changes." (recommended)</p> <p>3. ★★★</p> <p>Robert, aged 48</p>	<p>?</p> <p>Adele, aged 43</p>
<p>"Enjoy every single day." (explained)</p> <p>4. ★★★</p> <p>Julio, aged 52</p>	<p>?</p> <p>Nathan, aged 48</p>	<p>"Believe in yourself and be strong." (advised)</p> <p>5. ★★★</p> <p>Scarlet, aged 56</p>	<p>?</p> <p>Eva, aged 53</p>
<p>"Why don't you slow down and take your time?" (suggested)</p> <p>6. ★★★</p> <p>Anet, aged 65</p>	<p>?</p> <p>Martin, aged 60</p>	<p>"Listen to your heart" (asked)</p> <p>7. ★★★</p> <p>Olivia, aged 73</p>	<p>?</p> <p>Sophia, aged 70</p>

Activities

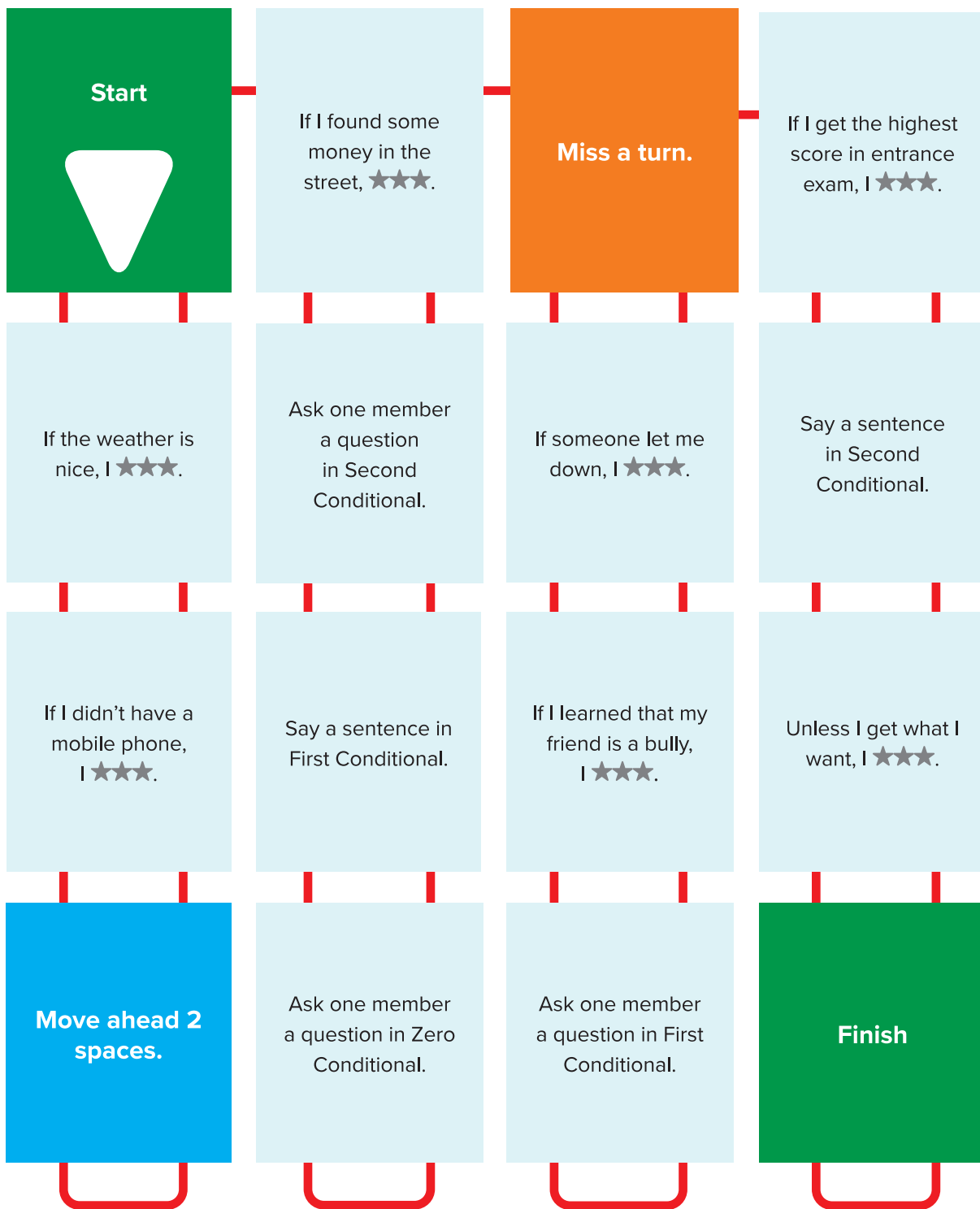
Unit 8

Take turns to throw the dice, make your move and report the questions or guess the questions.



Unit 9

Take turns to throw the dice, make your move and complete the sentences or ask questions.



Grammar Bank

UNIT 1. GRAMMAR A



Adjective Clauses

An adjective clause is a group of words that describes or identifies the noun before it.

Examples

A man who was sitting on a road helped a baby squirrel drink water from a bottle.

The tweet that classmate Nick Vaughn posted on social media got more than 296,000 likes.

Explanations

In this sentence on the left, the adjective clause tells you about the man.

In this sentence on the left, the adjective clause tells you about the tweet.



Relative Pronoun as Subject

The relative pronouns **who**, **that** and **which** can be the subject of an adjective clause

A big number of social media followers reposted a video. **The video** shared this heartwarming story.

A big number of social media followers reposted a video **that (which)** shared this heartwarming story.

A woman helps people with these ordinary shelves.

A woman **who (that)** is from Texas helps people with these ordinary shelves.

- Use relative pronouns **who** and **that** for people.
- Use relative pronouns **which** and **that** for things.
- Make sure that a present-tense verb in the adjective clause agrees in number with its subject.

Where is the man **who** you are talking about?

People **who** want to help the poor **put** something on the shelf.



Relative Pronoun as Object

The relative pronouns **who**, **whom**, **that** and **which** can be the object of an adjective clause

A group of homeless people will stay in the hotels. A couple rented the hotels for them.

A group of homeless people will stay in the hotels **that (which/Ø)** a couple rented for them.

Object
I don't know a man.
A man helped a baby squirrel.

A man **who (whom/that/Ø)** I don't know helped a baby squirrel.

The relative pronoun is usually omitted in conversation when it is the object of the adjective clause.
A group of homeless people will stay in the hotels ~~**that**~~ a couple rented for them.

Whom is considered more correct when used as the object of the adjective clause.

A person **whom** I don't know helped me. (Formal)

A person **who** I don't know helped me. (Less formal)

In an adjective clause, don't repeat the object of the adjective clause with *an object pronoun*.

The tweet **that** classmate Nick Vaughn posted ~~**it**~~ on social media got more than 296,000 likes.



Whose + Noun in an Adjective Clause

Whose is the possessive form of *who*. It stands for *his*, *her*, *its*, *their*, or the possessive form of the noun.

The couple got very emotional. **Their dream** was to do something for the homeless.

The couple **whose dream** was to do something for the homeless got very emotional.

The book is mine. Its cover is green. The book **whose cover** is green is mine.



Where and When in Adjective Clauses

He has started a Wall of Kindness where people can leave warm clothes, food and items of everyday use.

Where means “in that place.” *Where* cannot be omitted.

November 13 was the day when the first donation was made.

When means “at that time.” *When* can be omitted.

UNIT 1. GRAMMAR B



Essential and Nonessential Adjective Clauses

Nonessential Adjective Clauses

Examples

Haji Zeynalabdin Taghiyev, who was one of the greatest philanthropists of Azerbaijan, went from rags to riches.

Andrew Carnegie, whose formal education ended when he left Scotland, found a job in a cotton factory in Pittsburgh at the age of 14.

Before Carnegie died, there were more than 2,500 public libraries, which were located in the English-speaking world.

Explanations

Some adjective clauses are not essential to the meaning of the sentence. A nonessential adjective clause adds extra information.

A nonessential adjective clause is separated by commas from the main part of the sentence.

A nonessential adjective clause begins with *who*, *whom*, *which*, *where*, *when* or *whose*. *That* is not used in nonessential adjective clauses.

In these examples, the adjective clause is nonessential because, without it, we can still identify the noun in the main clause.

Try reading the sentences without the adjective clause. The sentences are complete.

Essential Adjective Clauses

He paid for the studies of the young people who were studying at various universities abroad.

He always remembered the day when he wanted to use a library in Pittsburgh but was not allowed to enter.

In these sentences, the adjective clause is essential because, without it, we can't identify the noun. If we take the adjective clause out, the noun isn't properly identified and the idea isn't complete.

UNIT 2. GRAMMAR A



Adverb clauses of reason and result

	Examples	Explanation
Reason	I am so happy today because our brave soldiers have returned our Shusha back.	Because introduces a clause of reason.
	Since they fought bravely, they won the war.	Since means <i>because</i> . It is used to introduce a fact. The main clause is the result of this fact. Since is normally used at the beginning of the sentences.
	Our soldiers have overcome all the difficulties of the war because of their love for their motherland. Our success is due to the strongest will of the Azerbaijani army!	You can also use the phrases because of and due to to express reason.
Result	Azerbaijan has got back its long-awaited lands and ensured justice, so today we are celebrating this great event with pride.	Use so to introduce a result clause.
	We had been looking forward to getting our lands back. Therefore , everybody was ready to sacrifice their life. The bravest and courageous Azerbaijani soldiers fought as real heroes. As a result , we have been able to regain our territories after 30 years of occupation.	There are many other ways to talk about the result of an action or situation. Sentence connectors that show result are therefore and as a result . These words are similar in meaning to so .
	Four UN resolutions had remained unfulfilled for many years. Therefore , Azerbaijan had to restore justice. Four UN resolutions had remained unfulfilled for many years; therefore , Azerbaijan had to restore justice.	Punctuation Note: Use either a period (.) or a semicolon (;) before a sentence connector. Use a comma after a sentence connector.

UNIT 2. GRAMMAR B



Adverb clauses of purpose

Examples

We will take the people there in the near future **so that** they can see those places.
They drove us out of there **so that** they could live there on their own.

Explanation

So that shows purpose. The purpose clause usually contains a modal: *can, will, or may for future; could, would, or might for past.*

Alternative structures to express purpose

We have enough drones **in order to** achieve our targets.
They should listen to us **in order not to** have more victims.

In order to shows purpose. The short form is **to**. Use base form of the verb with them. For the negative form use **in order not to**.

They came to Azerbaijan **for** military exercise.
They came to Azerbaijan **to** take part in military exercise.

For + noun or noun phrase shows purpose. Use **to** before a verb.

UNIT 3. GRAMMAR A



Adverb clauses of concession

Explanation

Adverb clauses of concession express a special kind of contrast. They show that the idea in the main clause is surprising or unexpected.

Adverb clauses of concession are introduced by subordinators: **although, even though** and **though**.

Prepositions can also signal concession. They are followed by a noun phrase. Often the noun phrase begins with a verb + **-ing**.

Despite and **in spite of** express an unexpected fact or idea.

Examples

Adverb clause of concession
Even though we saw each other every day, **surprising result** we didn't really know each other.

Although the man tried a lot, he couldn't grow Kharibulbul far away from his country. The man couldn't grow Kharibulbul far away from his country **although** he tried a lot.

Despite 29 years of separation, Azerbaijani people forgot neither Shusha nor Kharibulbul.

In spite of having different cultural backgrounds, all the peoples in Azerbaijan have always proved to have the same absolute loyalty to the motherland.

Despite the rain, we enjoyed the festival. We enjoyed the festival despite the rain.

UNIT 3. GRAMMAR B



Adverb clauses of contrast

Adverb clauses of contrast are used mainly to contrast two things or two ideas.

In Azerbaijan, when we meet, we usually shake hands, hug or kiss each other, **whereas** in New Zealand they use a much warmer greeting.

Adverb clauses of contrast are introduced by the subordinators **while** and **whereas**. *While* is much more common than *whereas*. *Whereas* appears in academic writing. It is rare in spoken English.

In Azerbaijan, not many people have tattoos, **while** in New Zealand most Māori people have them.

UNIT 4. GRAMMAR A



Present Perfect Progressive

Explanation

Examples

Present Perfect Progressive is used to indicate the duration of an activity that began in the past and continues to the present. When the tense has this meaning, it is used with time words, such as *for*, *since*, *all morning*, *all day*, *all week*.

Scientists **have been studying** changes in the Arctic Sea ice **for** more than 100 years.
We have been discussing the problem **since** morning.
It has been snowing **all day**.

Verbs with stative meanings are not used in the progressive. **Present Perfect**, not Present Perfect Progressive, is used with stative verbs to describe the duration of a state that began in the past and continues to the present.

I **have known** my best friend **since** my childhood.
We **have been** friends **for** a long time.

With certain verbs (*live*, *work*, *teach*), there is little or no difference in meaning between the two tenses when *since* or *for* is used.

I **have lived** in Azerbaijan **since** I was born.
I **have been living** in Azerbaijan **since** I was born.

UNIT 4. GRAMMAR B



Past Simple, Present Perfect and Present Perfect Progressive

Explanation	Examples
<p>We use Past Simple for an action that was completed in the past. Often a definite time is mentioned.</p> <p>Signal words: <i>yesterday, last week, ago, then, when, in 1981</i>, etc.</p>	<p>Last year, I read an article in your newspaper.</p>
<p>We use Present Perfect for</p> <ul style="list-style-type: none"> complete past actions connected to the present with a stated or unstated time reference. recently completed actions and whose results are visible in the present. actions that started in the past and continue up to the present with stative verbs such as <i>be, have, like, know</i>, etc. <p>Signal words: <i>just, ever, never, already, yet, so far, recently, since, for, today, this week/ month</i>, etc.</p>	<p>They have gone to England. (unstated time; We don't know when they went; They are still there.)</p> <p>I have sent five emails this morning. (stated time; it is still morning; action connected to the present)</p> <p>He has cut the grass. (We can see the grass is now cut.)</p> <p>Ali has been a doctor for twenty years.</p>
<p>We use Present Perfect Progressive</p> <ul style="list-style-type: none"> for actions that started in the past and continue up to the present. for past actions of certain duration that have visible results in the present. 	<p>He has been watering the trees for an hour.</p> <p>Her eyes are red. She has been crying.</p>
<p>Signal words: For and since are usually used with Present Perfect Progressive to emphasise the duration of an action.</p>	

UNIT 5. GRAMMAR A



Past Perfect

Explanation	Examples
Past Perfect is used for an action which happened before another past action or before a stated time in the past.	He had lived in Baku for 10 years before his family moved to Iran in 1932. After he had moved to the USA, he got married.
Past Perfect can be used with <i>by</i> + a time reference.	By 1959 , Lotfi Zadeh had received Ph.D and Doctor of Science degrees at Massachusetts Institute of Technology and Columbia University. By the time he retired , he had done a lot of research.
Past Perfect is used for an action which finished in the past and whose result was visible in the past.	When he came home, he was happy because he had found a good job.
Signal words: <i>for, since, already, after, just, never, yet, before, by, by the time</i> , etc.	

UNIT 5. GRAMMAR B



Past Perfect Passive

Active voice	By the time the train reached King's Cross station, J. K. Rowling had invented most of the characters.
Passive voice	By the time the train reached King's Cross station, most of the characters had been invented .
Active voice <i>Subject + had + past participle + object</i>	Passive voice <i>Object+ had+ been +past participle</i>
Publishing houses had turned her down 12 times before the book was finally published. The brave men had liberated the city by October. Had you solved the problems by the time they came?	She had been turned down 12 times before the book was finally published. The city had been liberated by the brave men by October. Had the problems been solved by the time they came?

UNIT 6. GRAMMAR A



Subject-verb Agreement

	Explanation	Examples
a number of	<i>A number of</i> means “many,” so use a plural verb.	A number of young people are facing sleep problems
the number of	<i>The number of</i> means “the amount,” so use a singular verb.	The number of teenagers with sleep problems is rising.
neither/nor	The noun closest to the verb determines if that verb is singular or plural.	Neither the students nor the <u>teacher</u> is to blame if the results are poor
either/or	The noun closest to the verb determines if that verb is singular or plural.	Either me or <u>our specialists</u> are at your service 24 hours a day.
not only/but also	The noun closest to the verb determines if that verb is singular or plural.	Not only your immune system but also <u>your mind</u> suffers if you don’t sleep well.

UNIT 6. GRAMMAR B



Had better/would rather

	Explanation	Examples
would rather (‘d rather)	We use would rather to express a preference in English.	I would rather complete one more level today. I’d rather go out for dinner. I’m hungry.
had better (‘d better)	We use had better when we give advice to others. The meaning of <i>had better</i> is similar to <i>should</i> .	You had better stop it now. You’d better not ignore your studies.

UNIT 7. GRAMMAR A



Reported Speech

Reported Speech is how we represent the speech of other people or what we ourselves say. There are two main types of reported speech: **Direct Speech** and **Indirect Speech** (also called **Reported Speech**).

* * *

Direct Speech repeats the exact words the person used, or how we remember their words. We use inverted commas (" ") in Direct Speech.

Example: "I am going to meet Mrs Ismayilova tomorrow," said Seymour.

Indirect Speech (Reported Speech) focuses more on the content of what someone said rather than their exact words. We don't use inverted commas (" ") in Indirect Speech.

Example: Seymour said that he was going to meet Mrs Ismayilova.

* * *

Indirect Speech (Reported Speech) can be in the form of *statements, questions* and *commands/requests/suggestions*.

Indirect statements are introduced with **say** or **tell**. We can use **that** to introduce a reported clause. But it can be omitted as well.

Example: Kamila **said that** she would take her driving test the following week./ Kamila said she would take her driving test the following week.

We don't say

~~say somebody~~

Example: Kevin ~~said me~~ that he wouldn't come to the party.

~~tell to somebody~~

Example: Kevin ~~told to me~~ that he wouldn't come to the party.

~~tell + (that) + reported clause~~

Example: Kevin ~~told (that)~~ he wouldn't come to the party.

We say

say to somebody

Example: Kevin said to me that he wouldn't come to the party.

tell somebody

Example: Kevin told me that he wouldn't come to the party.

say + (that) + reported clause

Example: Kevin said (that) he wouldn't come to the party.

In Indirect Speech, tense forms, pronouns and adverbs change. See the tables on Page 185 for the changes in Indirect Speech.

Tense forms do not change when

1. the reporting verbs (say, tell, mention, etc.) are in Present, Future or Present Perfect.
Example: "I can help Mira," says Hilal. Hilal says he can help Mira.
2. the speaker expresses general truth. Example: "Baku is the capital of Azerbaijan," said Madina. Madina said that Baku is the capital of Azerbaijan.

Past Simple remains unchanged when the reported sentence contains a time clause.

Example: "A big shark attacked me while I was surfing," said Ahmad. Ahmad said that a big shark attacked him while he was surfing.

Changes in Reported Speech

Present Simple



Past Simple

Past Simple



Past Perfect

Present Perfect



Past Perfect

Present Continuous



Past Continuous

will



would

can



could

have to



had to

must



had to

may



might

Time Expressions

now



then/at that moment

today



that day

tonight



that night

last night



the previous night/the night before

yesterday



the day before

tomorrow



the next day/the following day

this week/this month



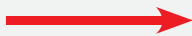
that week/that month

next week/next year



the following week/the following year

ago/2 days ago



before/2 days before

Place

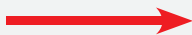
here



there

Demonstratives

this



that

these



those

UNIT 7. GRAMMAR B



Reported Orders, Requests and Suggestions

Reported Orders and Requests

When we report an order or request, we use the structure **verb + indirect object + to + reported clause**. The indirect object is the person spoken to.

The verbs that are mainly used in reported orders and requests are **tell, command, order, warn, ask, advise, invite, beg, teach**, etc.

"Stop thinking about bad things," said the doctor.

The doctor told me to stop thinking about bad things.

"Could you please speak quietly?" she said.

She asked to speak quietly.

NOTES!

In negative orders, we use the structure **verb + indirect object + not to + reported clause**.

"Don't sleep late," said the doctor.

The doctor advised me not to sleep late.

Requests for objects

Requests for objects are reported using the pattern **asked for + object**.

"Can I have a glass of water, please?" said the boy.

The boy asked for a glass of water.

"2 cups of coffee, please," said the girl.

The girl asked for 2 cups of coffee.

Reported Suggestions

The verbs that are mainly used in reported suggestions are **suggest, insist, recommend, request, and propose**.

When we report suggestions, we can use 2 different structures:

1. reporting verbs + that clause with should.

"Why don't you read about successful people?" said the doctor.

The doctor suggested that we should read about successful people.

NOTE! 'That' and 'should' are optional in these clauses and either or both can be omitted.

The doctor **suggested that we read** about successful people.

The doctor **suggested we should read** about successful people.

The doctor **suggested we read** about successful people.

2. reporting verbs + gerund

"Why don't you read about successful people?" said the doctor.

The doctor suggested reading about successful people.

We say

He recommended we go.

We don't say

He ~~recommended us~~ going.

UNIT 8. GRAMMAR A



Reported questions

Yes/No questions	
Direct speech	Reported Speech
<p>Auxiliary + subject + verb</p> <p>Example: Audrey, “<i>Do you have any relatives in Canada?</i>”</p>	<p>Subject + asked + if (or whether) + a clause</p> <p>Example: <i>Audrey asked if I had any relatives in Canada.</i></p> <p>Note: We can also introduce reported questions with wanted to know and wondered.</p> <p>Example: Audrey <i>wanted to know if I had any relatives in Canada.</i></p> <p>Audrey <i>wondered if I had any relatives in Canada.</i></p>

Important **NOTES**:

- All rules (tense, pronouns, adverbial changes) related to reported statements are actual when we report questions.
Example: Audrey, “*Did you go to school yesterday?*” Audrey asked if *I had gone* to school *the day before*.
- We don't change tense forms if the reporting verb is in present form.
Example: Audrey, “*Do you have any relatives in Canada?*” Audrey *asks* if *I have* any relatives in Canada.
- After reporting verb **ask** we can use **a direct object**.
Example: *asked me, asked the students*

Grammar Bank

UNIT 8. GRAMMAR B



Reported speech

Wh - questions	
Direct speech	Reported Speech
Question word + auxiliary + subject + verb Example: Audrey, "Where did the interview take place?"	Subject + asked + question word + a clause Example: Audrey asked where the interview had taken place. NOTE: We can also introduce reported questions with wanted to know and wondered . Example: Audrey wanted to know where the interview had taken place. Audrey wondered where the interview had taken place.

Important NOTES:

1. All rules (tense, pronouns, adverbial changes) related to reported statements are actual when we report questions.
Example: Audrey, "How did you go to school yesterday?" Audrey asked how I had gone to school the day before.
2. We don't change tense forms if the reporting verb is in present form and if it contains a time clause Past Simple remains unchanged.
Example: Audrey, "Where did you buy the tickets?" Audrey asks where I bought the tickets.
Example: Audrey, "When did you go to the cinema?" Audrey asked when I went to the cinema.
3. After reporting verb ask we can use a direct object.
Example: asked me, asked students

UNIT 9. GRAMMAR A



Second Conditional

We use Second Conditional to show that something is less likely to happen in the present or imaginary and to give advice.

If clause

Main Clause

If + Past Simple

would/could/might + bare infinitive

Example: If I didn't spend that much time on social media, I would have better score in the exam. (He spends a lot of time on social media, so it is untrue and less likely to happen in the present.)
 If I could, I would create my own TV channel.
 If I were you, I wouldn't let him talk to me like that.

Notes:

– We can use the *if clause* before or after the *main clause*. If it is before the main clause, we separate the clauses with *commas*.

Example: *If he didn't spend that much time on social media, he would have a better score in the exam.*

He would have a better score in the exam if he didn't spend that much time on social media.

– After *If*, we mainly use *were* for all persons.

Example: *If I were you, I wouldn't participate in this game.*

– In negative sentences, we can use *unless* instead of *if/not*.

If you don't stop eating, you'll be sick. Unless you stop eating, you will be sick.

UNIT 9. GRAMMAR B



Zero, First and Second Conditionals

We use **Zero Conditional** to describe general truths, things that happen all the time.

We use *when* or *if* in the condition part of the sentence. The meaning is the same.

Examples:

If the weather is fine, I always walk in the park. (It always happens.)

When the weather is fine, I always walk in the park.

We use **First Conditional** to show that something is more likely to happen.

If the weather is fine, I'll walk in the park. (This is more likely to happen. There is a chance that the weather is going to be fine and in that case you will go to the park and walk there.)

We can also use modals like *can*, *may/might*, *must*, and *should*, as well as imperatives in the main clause instead of *will*.

Examples:

If I finish my assignment, I can join you.

If you go to the concert, you might see her.

If you don't know what to do, ask me.

We use **Second Conditional** to show that something is less likely to happen in the present or imaginary and to give advice.

If the weather was fine, I would walk in the park. (The weather is very bad, so it is less likely that you can go to the park.)

Notes:

– We can use the *if clause* before or after the main clause. If it is before the main clause, we separate the clauses with *commas*.

Example: *If I finish my assignment, I can join you.*

I can join you if I finish my assignment..

Track 1

1. appreciate – be thankful for something that somebody has done
2. donate – give money, food, clothes, etc. to somebody/something, especially a charity
3. encourage – give someone support, courage or confidence to do something
4. inspire – give somebody the desire or confidence to do something well
5. generosity – readiness to give or share
6. grief – a very sad feeling
7. volunteer – a person who does a job willingly and gets no payment
8. uplift the spirit – make somebody feel happier

Track 2

1. Taghiyev rented a piece of land in Bibi-Heybat, which is one of the first places where oil was discovered in Baku.
2. His mother was from Bilgah, which is a village on the seacoast of the Absheron Peninsula.
3. Taghiyev, who was the son of a shoemaker, became a millionaire.
4. One of the girls' schools was in Balakhani, which was a district for oil workers.
5. Andrew Carnegie, who was a Scottish-born American, was also one of the most important philanthropists of his era.
6. Carnegie's family decided to settle in Allegheny, which is a suburb of Pittsburgh.

Track 3

1. Hi! My name is Sabina. The centre where I am currently volunteering is just great. When I graduated from the university, I started volunteering here. First, I worked with the disabled and taught them English. Then I began working with elderly people in nursing homes. I often read them books or just talked to them so that they didn't feel lonely. Now I am working with teenagers who live in remote regions of the country and teaching them some basic computer skills.
2. Hi! I am Natig. I started volunteering last summer. I was interested in war stories and wanted to learn more about the participants of the Garabagh War. I often meet war veterans and ask them to share their memories with

me. I sometimes feel very emotional while listening to them. I record their voices. One day I am planning to publish a book which will contain their stories.

3. Hi! My name is John. I have recently begun volunteering in a web-based program. We chat for one hour per week with students in a chat room and talk to them about their life, schooling or career options. I am really excited about this opportunity because in this way I can help children in school.
4. Hi! I am Banu. Last week I started visiting an elderly woman who doesn't have any relatives. She can't really move around so much, so I do her shopping. I also do her ironing and cleaning. For her, my visits are very special. When I visit her, she loves telling me her life story. Yesterday I took her for a walk in a wheelchair. Just imagine, the poor woman had stayed inside her house for more than five years. Our walk lasted about two hours and she enjoyed it very much.
5. Hi! I am Sam. Last year I started volunteering in the community vegetable garden. You know that's a kind of garden where community members grow vegetables in their free time. I noticed that there were many people who needed help with heavy work. So, I had a strong desire to help those people. Now I dig the garden, water the vegetables and carry heavy buckets of vegetables. Most of all, I enjoy carrying heavy buckets for others who are not as strong as me. I feel really helpful then. I don't get paid for the work I do, but it is OK for me. It's great fun and I have made a lot of friends.

Track 4

1. launch – start an activity, especially an organised one
2. break out – start suddenly
3. rightful – correct
4. realise – understand
5. liberate – free
6. triumph – victory
7. stand up for somebody/something – defend or support somebody or something
8. martyr – a person who sacrifices his/her life for the sake of the motherland

Track 5

1. When I heard the news about the liberation of Shusha, I was so happy that I didn't know what to do. I only remember calling my mother and informing her about the exciting news.
2. What a great day it was! I felt that day was the happiest day in my life. When I heard the news, I ran to the office supplies store and bought a big Azerbaijani flag.
3. What great happiness we all had that day. When I heard the news, I remember taking my heart pills. I didn't want to have a heart attack.
4. That was my dream for many years. When I heard the news, I called my uncle who is a veteran of the Garabagh War and congratulated him. We both cried because we were so happy.
5. I felt that the president was going to share the good news soon. So, my TV set was always on those days. I wanted to hear good news.

Track 6

1. We, as every other nation, should know its history, our new generation should know its history, ancient history and which territories we were living on and how to go back. And I am sure that we will go back, but we will go back, as I said many times, not on tanks. We will go back by cars, by trains.
2. Self-determination is one of the important principles of international law. But if we go back to UN Charter, if we go back to Helsinki Final Act, we will see that self-determination should not damage the territorial integrity of the countries. Another important point, the territorial integrity of the country cannot be changed by force, and cannot be changed without an agreement of the people of the country.
3. It is our land, we regained it. We regained it by force, we regained it giving our victims. We will never step back from them. We will rebuild the cities. We will rebuild the villages. We will return their initial names because Armenians committed a cultural genocide against us. They destroyed all the mosques on the occupied territories. They changed the

names of our cities, changed the names of our villages. All the names will go back. We will go back to our lands. This is our legitimate right, this is a historical task for us and I am sure we will succeed.

4. This is false information. It has no proof. I already made statements about that. Turkey is our brotherly country from the very first day of Armenian attack, from the very first hour, Turkey expressed its full support to Azerbaijan. My brother, president Erdogan, many times made very important statements that Turkey is next to Azerbaijan, and Azerbaijan is not alone. We feel the support. We are very grateful to our Turkish brothers and president, and other officials. But Turkey in no other way is involved in the conflict.

Track 7

1. In China, white is traditionally the colour worn for funerals. If you wrap a gift in white, the receiver of the gift will be reminded of death.
2. In India, opening a gift in front of the person who gave it to you can be seen as greed; and therefore, it is not advisable.
3. In Germany, many students would knock on their desks or a table to show appreciation for a good lecture or presentation. In this culture, this action serves as a form of applause in schools and universities.
4. In Norway, even sandwiches are eaten using a fork and a knife.
5. If you plan to make a gift to a friend from the Netherlands, it is best to avoid sharp objects as they are considered bad luck.
6. In South Korea, you can use any colour to write your name, except red ink as it is believed to symbolise death.
7. In Austria, finger-pulling is actually a serious traditional sport and the rules of the game are quite strict.
8. The US tops the list of countries with the most museums with a total of 33,098 museums. If you visit them all, you will gain knowledge of modern art, dinosaurs, World War II, Renaissance, and many others.

Track 8

1. date back – have existed since a particular time in the past
2. annual – happening once a year
3. festivities – the activities that are organised to celebrate a special event
4. excuse – a reason, either true or invented, that you give to explain or defend your behaviour
5. live – given or made when people are watching, not recorded
6. range – a variety of things of a particular type
7. ritual – a ceremony that is always performed in the same way
8. preserve – keep safe from harm or injury

Track 9

- Moana:** Tena Koe.
- Nurdan:** Kia Ora. What are you doing here?
- Moana:** Kia Ora. I'm preparing chicken for dinner.
- Nurdan:** That seems interesting. Are you going to cook the chicken in the ground?
- Moana:** Yes, I'm preparing the food for the hangi. It is a special technique. In our family our men cook meat and vegetables in the hangi. Cooking the food in the hangi is a long process, which usually takes half of the day.
- Nurdan:** You know I work long hours in the office, so I always cook in a rush. Unlike you, it takes me about 20 minutes to prepare chicken.
- Moana:** We're all busy, but for me, it is a pleasure to spend time cooking for my family.
- Nurdan:** You have a large family. Do you think it will be enough for you all?
- Moana:** At the present, we are sixteen: my six kids and their eight cousins – we all are staying together. Yes, I think we'll have enough for everyone.
- Nurdan:** It must be fun to be living in such a crowd. You know my family is not that large. We are just five in the family. In the past, we used to have large families in Azerbaijan. Now people in my country prefer having smaller

families. Let me help you put that basket into the hole. It looks so heavy.

Moana: That'd be nice.

Track 10

About 2,500 languages worldwide face extinction. According to National Geographic, Peru is one of the countries with the greatest number of endangered languages. Taushiro and Resigaro are two of the endangered languages in Peru. They are among 17 languages that are critically endangered in this country. Amadeo Garcia and Pablo Andrade are the last speakers of their mother tongues. Garcia speaks the indigenous language Taushiro, while Andrade speaks Resigaro. Garcia, who is 67 years old, is the last living Taushiro, an indigenous group native to northern Peru. The group was destroyed by disease and poisoned river water. The Taushiro were also killed during fights with outsiders who came to take rubber from nearby trees. Andrade, who is 65, has also watched his people and their language disappear. He lived until recently with his sister, Rosa, the other surviving speaker of Resigaro. Last month, she was killed, leaving him with no one to talk to in their dying Amazonian language. There were 37 Resigaro speakers left 10 years ago, but the others have all married into a larger ethnic group, the Ocaina. As a result, they have stopped speaking their mother tongue. At least 37 indigenous languages have already disappeared. This is mainly because of the Spanish language. Spanish is used in the government, schools and on TV. Since Spanish is everywhere, children are less likely to learn another language. The government is working to help indigenous languages survive. They are developing writing systems for the larger languages. For the smaller ones, they are making audio recordings.

Track 11

1. excessive – too much
2. artificial – made or produced to copy

something natural; not real

3. threat – a possible danger
4. end up – finally be in a particular place
5. depend on – need the support of someone or something in order to exist
6. reduce – make something less or smaller in size, quantity, price, etc.
7. lead to something – have something as a result
8. invisible – that cannot be seen

Track 12

Part 1

- Dad:** Hi, Alex. I have been calling you for 2 hours. Where are you?
- Alex:** Hi, dad. I am in the country house. First, I wanted to plant some trees, but then I saw that the trees needed water. So, I have been watering them since 12 p.m. I have already watered half of the trees in the garden.
- Dad:** You can't be serious. Don't you know that you should water the trees early in the morning or late in the day? It helps reduce evaporation.
- Alex:** Thanks a lot for telling me that. You know I have always tried to be green. Then, I'll stop now and continue it in the evening.
- Dad:** That'd be fine.
- Some hours later.*

Part 2

- Alex:** Hi, dad. I'm back home. Where's mum?
- Dad:** Hi, Alex. She is in the kitchen. Jessica, are you still washing the dishes there?
- Mum:** Yes, I am. After I finish it, I am going to bake a cake for you.
- Dad:** How long have you been washing the dishes? An hour? You are wasting so much water.
- Mum:** I'm almost done.
- Alex:** Mum, please turn off the tap while scrubbing the dishes.
- Mum:** You're right, Alex. I mustn't waste water. You look so tired, Alex.
- Alex:** I am exhausted. I've been working in the garden all day long.
- Mum:** You must be hungry. I'll bring something for you to eat.
- Alex:** Thanks, mum.

Track 13

In Beijing, pollution has become so bad that breathing the air in this city is dangerous. There are days when the sun is invisible because of the smog. On these days, children do not go to school and there is no construction work in the city. You can see people wearing masks in order not to breathe in the dangerous smog.

Some people in Beijing have started buying bottled air from Canada in order not to breathe in the dirty air of the city. They pay about \$28 for a bottle of fresh air. They say that the fresh bottled air helps them be active and do things like exercise which they never do in dirty air.

A study shows that over 80 percent of Chinese people breathe in dangerous air. In fact, about 4,000 people die from air pollution each day in China. According to researchers, breathing Beijing's air is like smoking a cigarette all day long.

Unfortunately, this problem is not unique to China. Worldwide, more than 3 million people die each year from air pollution, according to a new study. This number could double by 2050 if we continue to pollute the air.

So, let's take care of the air so that we'll not need to buy bottled fresh air one day like people in Beijing.

Track 14

I've heard some tourists say that they want to visit Beijing but are scared of the air pollution or the smog. Well, I would say, no need to worry so much. It's true that the air in Beijing is heavily polluted, but I'll give you some tips to keep your stay in Beijing safe.

First, try not to visit Beijing in the winter. Just like most of the smogs in the world, Beijing's smog usually takes place in December. If you follow my advice, you'll have less chance of seeing smog. Second, bring an anti-pollution face mask to Beijing or buy one after you arrive in Beijing. There are actually several different types of masks, some of which are really effective. If you're afraid that you're not strong enough, buy

the most expensive one. The last tip is quite simple: just relax. Beijing's smog isn't a killer. In other words, even if you breathe in smog for several days, you're not going to die from it. Your nose and throat may feel uncomfortable if you don't wear a mask during a Beijing smog, but after the smog is gone, you will immediately get better. So, don't be too worried. Maybe you'll say when there isn't smog in Beijing, the air is still polluted. Yes, it's totally true. But no worries. When there is no smog, you can't feel the pollution. All in all, if you follow my advice, you'll be fine in Beijing.

Track 15

1. make an impact – have a strong effect or influence on a situation or person
2. effort – a hard try; attempt
3. mindset – a person's way of thinking and their opinions
4. crucial – extremely important
5. focus – direct one's attention towards one thing
6. discipline – the ability to control your own behaviour and do what you are expected to do
7. overnight – happening suddenly or quickly
8. distract – take somebody's attention away from work

Track 16

Cristiano Ronaldo was born on the 5th of February in 1985. His family was very poor. He had lived in a very small house before his name became famous all over the world. By the time he was 10 years old, Ronaldo had been recognised as a phenomenon – a kid who ate, slept and drank soccer! His first professional job as a footballer had been offered to Ronaldo by Sporting Club in Portugal by the time he was 17. After Ronaldo's talent had caught the attention of Manchester United manager Alex Ferguson, the £12 million contract was signed by an 18-year-old Ronaldo. He was 19 years old and he had already won his first club honour and the FA

Cup. His first international goal was scored in the Euro 2004 final. Ronaldo is currently the most expensive player in football history.

Track 17

Rowan Atkinson is considered to be one of the 50 funniest actors in British comedy, and among the top 50 comedians ever.

He was born in a middle class family. He suffered terribly as a child because of the speech disorder. He had difficulty pronouncing certain sounds or starting a sentence. His classmates often laughed at him because of his appearance.

He soon became a very shy kid who didn't have many friends, so he dived into science. He spent a lot of hours studying his favourite subject.

One of his teachers said: "There was nothing unusual about him. I didn't expect him to become a fantastic scientist in the future."

But he proved everybody wrong and got admitted to Oxford University. During his days in Oxford, he started falling in love with acting, but couldn't perform due to his speaking disorder. So, he got his master's degree in electrical engineering before appearing in any movie or TV show.

After getting his degree, he decided to realise his dream and become an actor. So, he enrolled in a comedy group. But again the problem with his speech got in the way. A lot of TV shows rejected him. He felt really upset. Despite the rejections, he never stopped believing in himself. He had a great passion for making people laugh, and he knew that he was very good at it. Soon he realised that he could speak fluently whenever he played a character. Even though he had success with other shows, "Mr Bean" made Rowan globally famous. So, despite all the obstacles he faced because of his looks and his speaking disorder, he proved

that even without a heroic body or a Hollywood face, you can become one of the most loved and respected actors in the world.

The motivational success story of Rowan Atkinson is so inspiring because it teaches us that in order to be successful in life the most important things are passion, hard work, dedication and never giving up!

Track 18

1. get rid of something – make yourself free of something that you do not want
2. anxiety – the feeling of being very worried about something
3. avoid – stay away from something, or not use something
4. well-being – a feeling of being comfortable, healthy, and happy
5. bully – frighten or hurt a weaker person
6. deal with – take the necessary action in order to solve a problem
7. prevent – stop something from happening
8. regret – feel sorry about something you have done

Track 19

1. I am new in this country. I know almost no one here. After work, I'd rather stay at home and watch TV. Sometimes I feel really bored and lonely.
2. I work from home. I really love my job. But there is a problem. I can't concentrate on the project I am currently working on. My neighbours are making a lot of noise. Sometimes I think I'd rather take my computer and work somewhere outside.
3. I have quite good sleeping habits. I sleep about 9 hours a day. But recently, I have started having terrible headaches and feeling tired in the morning.

Track 20

1. Hi! I'm David. I'd like to tell you about how I decided to start playing volleyball. Actually, that was about 7 years ago. I was on holiday with

my family and there we met a famous volleyball player. He was very friendly and taught me how to play volleyball. I am lucky that I can do this sport. First of all, playing volleyball is good for your health. Playing volleyball makes the bones stronger. Healthy bones and joints reduce the risk of catching diseases like arthritis. It also helps to reduce stress and anxiety levels. Another advantage is that you can play in a team, which can really be fun!

For me, this game is an art where you have to use your skills and brain as well.

My advice to anyone who wants to try this sport is to start it as soon as possible. You will start feeling healthier and happier once you begin doing this great sport.

2. Hi! I'm Angela. I'm 23 years old and I've been scuba-diving for many years. It is not just a hobby for me, it's much more than that. When my parents learned about my passion, they got terrified because anything can happen at any time. But I'd rather not think about the possible risks. I just want to enjoy the moment. My best friend says I can see all that on TV, but I'm sure it isn't the same. You must see everything with your own eyes. This great sport is also good for your health. It improves blood circulation and increases emotional well being. Salty water and sun are good for your skin and bones. I suggest everyone try scuba-diving at least once. You will need a good teacher, equipment and some practice when you first start. But believe me it is worth a try.

Track 21

1. adapt to – change your ideas or behaviours to make them suitable for a new situation
2. self-sufficient – able to care of yourself or deal with problems without help from others
3. adulthood – a phase of life that starts when people are 20
4. self-discovery – the process of learning about yourself and your beliefs
5. pursue – if you pursue a plan you try to do it or achieve it
6. adolescence – a phase of life between the ages of 10 and 19

7. retirement – a period of life when people stop working as they are over 60
8. double down (on something) – increase one's efforts or focus on doing something

Track 22

1. The doctor explained that it was better to spread studying time well throughout the day.
2. The doctor suggested that I should prepare for my lessons at the exact time every day.
3. The doctor recommended I keep track of the hours I study during the day.
4. The doctor advised me to self-talk positively.
5. The doctor warned me not to try to be without mistakes all the time.
6. The doctor asked me to accept my mistakes.

Track 23

As I work at the Skills Centre, I have the opportunity to work with people of different ages. Each age group affects my life differently. For example, working with kids and children always brings variety to my life. No single day is the same! They are so innocent and kind-hearted that working with them motivates me to be a better person.

Children are, by nature, very curious. With all the questions they ask, sometimes I realise that I don't know the answer to the most simple questions and very often I find myself looking for answers in books or on the Internet.

Teens have a unique worldview. I love the chance to see life through their eyes! Their creativity and ability to think outside the box inspires me and I find myself more creative day by day.

The teenage years can often be a turning point in people's lives. I often compare their life with a rollercoaster hitting so many ups and downs and moving at full speed. Without the proper positive influences, they often take risky decisions. I am happy that I can become friends with my adolescent students and they seem to listen to my advice.

When it comes to working with the elderly, I love learning from their experience. Most elderly people have lived full and fascinating lives and working with them gives me valuable understanding of the aging process, which helps me think about what matters most to me in life. Their memories also take me into a different time and I understand more about history as well as the human experience over time. They are also often quite willing to show their gratitude; thus, they often compliment and thank me, which makes my day.

Track 24

1. boost – If you boost your self-confidence, you increase it.
2. extend to – If something extends to all your life, it affects all aspects of your life.
3. seek – If you seek something, you try to get or find it.
4. peer – Your peers are the same age or have the same position as you.
5. alter – If something alters your life, it changes your life.
6. ease – If something eases your problems, they become less difficult or painful.
7. count – If something counts more for you, it is important and valuable for you.
8. maintain – If you maintain something, you continue having it.

Track 25

1. How often do you do sports?
2. Who are you going to travel with?
3. When did you first start doing yoga?
4. What movies have you watched recently?

Track 26

A couple of years ago, I was travelling on Christmas Eve. I thought that there would be a lot of people in the airport, but it wasn't crowded at all. For me, that meant a cup of coffee. I walked toward the coffee shop. There was one woman in front of me in the line. She was having a very interesting conversation with the barista. She was waving her hands, smiling and laughing and talking about her kids, holiday plans and presents.

When it was my turn to order, I was greeted with the warmest and most sincere welcome. She said, “Hi, my name is Lily. What is your name?” I said, “I am Ryan”. She asked what she could make for me that day. I said I wanted a latte. She said, “You definitely want cream on it, don’t you?” I said yes, definitely. Then she continued asking me questions. She asked me where I was going. I said Cleveland. She asked me if I was going there to spend the holiday together with my family. I said yes. The conversation continued. She was asking me questions and also talking about her holiday traditions. She was laughing and I was laughing. Then she handed me my drink and said, “Ryan, have a safe trip and create some extraordinary memories with your family. When you come back, I want you to stop here and tell me all about your trip.”

Track 27

With a lot of surprise on my face, I took my drink and I walked away. I started thinking about her. It was Christmas Eve and most people would rather be anywhere else in the world than serving a coffee at an airport. But not her. It was like she was meant to be there. I couldn’t help myself and I walked back and said, “Excuse me, Lilly,” she jumped around and asked if everything was OK with the latte. I said that the latte was perfect. I just had to come and ask you about the secret of such meaningful connections over serving coffee. She corrected me, “Ryan, I am not serving coffee. I’m pouring happiness into people’s lives.” When I asked her what it meant, her definition of pouring happiness amazed me. She wants to be happy and she wants to be around happy people. She cares about her customers and wants them to come back, so she chooses to smile and to help them. Instead of focusing on how to be successful, she focuses on how to be helpful. Another thing she understands and masters is how she chooses to show up. A lot of things happening in our life are beyond our control. She knows that she cannot control these things, but what makes her happy is how she chooses to respond to those things. When I met Lily, I had a lot of problems in my

life. But I will never forget that cup of coffee. She made my day then. When you decide to show up as the best version of who you are, it gives you the best opportunity to meet people who are in need. You never know when someone needs you to be your best. Be your best self always.

Track 28

1. put somebody down – make somebody feel silly
2. self-esteem – respect for yourself
3. harass – annoy or trouble somebody repeatedly
4. consequence – a result of a situation or an action, often a bad one
5. handle – deal with something
6. to be exposed to something – experience something or be affected by something
7. cyberbullying – the activity of using the Internet to harm other people
8. get somebody down – make someone feel unhappy or stressed

Track 29

1. If I were you, I wouldn’t buy an electronic book.
2. Unless you hide yourself, the paparazzi will continue to harass you.
3. If you don’t have self-esteem, others won’t respect you either.
4. If you spent less money on useless things, you could save up for a computer.
5. If he is sad, he always tends to get others down as well.

Track 30

Part 1

Though analysts once predicted that e-book sales will outsell printed books by 2015, physical books still sell more. Meryl Halls, managing director of the Booksellers’ Association in the U.K., says it is partly due to the fact that people like to have a record of what they’ve read and to signal about it to the rest of the world. There is also a risk that your e-book collection can completely disappear. As it happened with Microsoft’s e-book in 2019.

Scientifically, there are 2 main reasons why people are more inclined to read physical books. First, people’s paper brain and e-book brain are

not the same. When people read from a screen, they tend to read quickly in order to understand main points; thus, they skip details. They can also easily switch from one line to the other or do completely different things in between. “It is a ‘bi-literate’ brain,” Manoush Zomorodi, managing editor of New Tech City, said in one report.

“On the other hand, deep reading happens when people get fully involved in a novel or read a very important document, which requires deep understanding and on the Internet they don’t do that,” Zomorodi says.

Second reason is that reading on paper guarantees a better memory of the story. This was proven in a study done by The Guardian in Norway. Several people were asked to read a short story either on an e-book or in a paperback book. The people who had read the paperback books were more likely to remember the plot points in the correct order.

Track 31

Part 2

We haven’t exactly been positive about e-books up to this point, but they do have their advantages. The most obvious, of course, is the fact that they are very light, which makes them

easy to carry. Also, the range of text size and line spacing options in e-books means that readers with poor eyesight as well as those with reading disorders can benefit greatly.

Language learners can also benefit greatly from interactive screens. By clicking a word within a text in a different language, a reader can look up its meaning.

And what of audiobooks? Don’t think we’ve forgotten. Much like e-books, audiobooks offer an alternative for people who struggle with reading on paper. However, you might be surprised to find that one study claims audiobooks are the most effective form of consuming books when it comes to activating our imaginations.

The study, published in the Journal of Verbal Learning and Verbal Behaviour found that human brains are actually more likely to create meaningful imagery when listening to a story, rather than reading it. It allows more power for our brain’s visual processes to start.

Whatever way you decide to consume a book, it will fire up your imagination and help you create a new world. As for which one is best, you decide. The science is just there to point you towards what’s best for you.

Wordlist

Unit 1

Vocabulary

anonymous (adj) /ə'nonɪməs/
 appreciate(v) /ə'pri:ʃiət/

charity (n) /'tʃærɪti/
 confidence (n) /'kɒnfɪdəns/
 desire (n) /dɪ'zaɪə/
 donate(v) /dəʊ'neɪt/

donation (n) /dəʊ'neɪʃən/

encourage (v) /ɪn'kʌrɪdʒ/
 encouraging (adj) /ɪn'kʌrɪdʒɪŋ/
 generosity (n) /,dʒenə'rɒsɪti/
 generous (adj) /'dʒenərəs/
 grief (n) /gri:f/
 inspire (v) /ɪn'spaɪə/
 kindness (n) /'kaɪndnɪs/
 not necessarily (idm) /nɒt'nesɪsərɪli/

negativity (n) /,negə'tɪvɪti/

surround (yourself with sb/sth)
 /sə'raʊnd/

uplift the spirit /'ʌplɪft ðə spɪrɪt/
 ups and downs /,ʌps ən 'daʊnz/

volunteer (n) /,vɒlən'tiə/
 willingly (adv) /'wɪlɪŋli/

Reading

bill (n) /bɪl/

budget (n) /'bʌdʒɪt/

cheer up (phr.v) /tʃɪər ʌp/
 cover the cost /'kʌvə ðə kɒst/
 front line (n) /'frʌntləɪn/
 manage (v) /'mænɪdʒ/
 package (n) /'pækɪdʒ/

rake leaves /reɪk li:vz/
 rough (adj) /rʌf/
 rush (v) /rʌʃ/
 sale (n) /seɪl/

shovel snow /'ʃʌvəl snəʊ/
 sibling (n) /'sɪblɪŋ/
 sincere (adj) /sɪn'sɪə/
 sincerity (n) /sɪn'serɪti/
 speed through /spi:d θru: /

(of a person) with a name that is not known or that is not made public
 to realise that someone has good qualities and that they are important

to organization for helping people in need
 a belief in your own ability to do things and be successful
 a strong wish to have or do something
 to give money, food, clothes, etc. to somebody/something, especially to a charity

something that is given to a person or an organization such as a charity, in order to help them

to give someone the confidence to do something

that gives somebody support, courage or hope

readiness to give or to share

giving or willing to give freely

a very sad feeling

to give somebody the desire or confidence to do something well

the quality of being kind

used to say that something is possibly true but not definitely or

always true

an attitude in which someone considers only the bad qualities of a situation, person etc.

to choose to have particular people or things near you all the time

make somebody feel happier

the mixture of good and bad things in life or in a particular situation or relationship

a person who does a job willingly and gets no payment

in a way that shows you are happy or pleased to do something

a document that shows how much you owe somebody for goods or services

the money that is available to an organization or person, or a plan of how it will be spent

to become less sad, or to make someone feel less sad

to pay for something

the place where fighting happens in a war

to succeed in doing something, especially something difficult

something that is wrapped in paper or put into a thick envelope so that it can be sent by mail, carried easily, or given as a present

to move a rake across a surface in order to gather dead leaves

difficult and unpleasant

to move or to do something with great speed, often too fast

an occasion when a shop or business sells its products at a lower price than usual

to lift and move snow with a shovel

a brother or sister

showing what somebody really thinks

the quality of showing or saying what you really think or feel

to move or pass through something very quickly

surroundings (n) /səˈraʊndɪŋz/
valuable (adj) /ˈvæljuəbəl/

Grammar A

animal shelter (n) /ˈænɪməl ˈʃeltə/

couple (n) /ˈkʌpəl/

emotional (adj) /ɪˈməʊʃənəl/

fundraiser (n) /ˈfʌndˌreɪzə/

fundraising (n) /ˈfʌndˌreɪzɪŋ/

give a lecture /ɡɪv ə ˈlektʃə/

heartwarming (adj) /ˈhɑːtˌwɔːmɪŋ/

hug (n) /hʌɡ/

massive (adj) /ˈmæsɪv/

ordinary (adj) /ˈɔːdnəri/

squirrel (n) /ˈskwɪrəl/

Grammar B

go from rags to riches

/gəʊ frəm rægz tə ˈrɪtʃɪz/

gush (v) /ɡʌʃ/

make a fortune /meɪk ə ˈfɔːtʃən/

make a living /meɪk ə ˈlɪvɪŋ/

orphan (n) /ˈɔːfən/

philanthropist (n) /fɪˈlænrəpɪst/

prominent (adj) /ˈprɒmɪnənt/

secular (adj) /ˈsekjələ/

Listening

currently (adv) /ˈkʌrəntli/

disabled (adj) /dɪsˈeɪbld/

notice (v) /ˈnəʊtɪs/

nursing home (n) /ˈnɜːsɪŋ həʊm/

remote (adj) /rɪˈməʊt/

Writing

casual (adj) /ˈkæʒjuəl/

curious (adj) /ˈkjʊəriəs/

feature (n) /ˈfiːtʃə/

flat-heeled (adj) /flæt hiːld/

girlish (adj) /ˈgɜːlɪʃ/

high-heeled (adj) /haɪ hiːld/

knee-length (adj) /niː lenθ/

slim (adj) /slɪm/

everything that is around or near somebody/something
very useful or important

a place where animals that have been badly treated, or are lost or not wanted, can be cared for

two people who are seen together, especially if they are married or in a romantic relationship

showing strong emotions

a person who collects money for a charity or an organisation

the activity of collecting money for a charity or organisation, often by organising social events or entertainments

to give a talk or a series of talks to a group of people on a subject, especially as a way of teaching in a university

causing feelings of happiness and pleasure

an act of putting your arms around somebody and holding them tightly, especially to show that you like or love them

very large in size, amount, or number

not unusual or different in any way

a small animal with a long furry tail that climbs trees and eats nuts

start your life very poor and then later in life become very rich

to flow or pour suddenly and quickly out of a hole in large amounts

to earn a very large amount of money, especially by doing something very successfully

to earn the money one needs to pay for housing, food, etc.

a child whose parents are dead

someone who believes in helping people, especially by giving money to those who need it

important or well known

not connected with religious matters

at the present time

unable to use a part of your body completely or easily because of a physical condition, an illness, an injury, etc.

to see or hear somebody/something

a small private hospital, especially one where old people live and are cared for

far away from places where other people live

not formal

having a strong desire to know about something

important or interesting characteristic of sth (for example, of a face) (about shoes) with no heels

like a girl

(about shoes) with high heels

long enough to reach your knees

(of a person) thin, in a way that is attractive

teenaged (adj) /'ti:n,eɪdʒd/
well-built (adj) /wel bɪlt/

between 13 and 19 years old
(of a person) with a solid, strong body

Time to watch

boomerang (n) /'bu:mərəŋ/

a curved flat piece of wood that you throw and that can fly in a circle and come back to you

fame (n) /feɪm/

the state of being known and talked about by many people

found (v) /faʊnd/

to start something, such as an organization or an institution,

especially by providing money

gain (v) /geɪn/

to gradually get more of something

grateful (adj) /'ɡreɪtʃəl/

feeling or showing thanks because somebody has done something kind for you

hardship (n) /'hɑ:dʃɪp/

a situation that is difficult and unpleasant because you do not have enough money, food, clothes, etc.

matter (v) /'mætə/

to be important or have an important effect on somebody/something

powerful (adj) /'paʊəfəl/

having great strength

praise (v) /preɪz/

to say that you approve of and admire somebody/something

ripple effect /'rɪpəl ɪ'fekt/

a situation in which one thing makes others happen

self-worth (n) /self wɜ:θ/

a feeling of confidence in yourself that you are a good and useful person

specific /spɪ'sɪfɪk/

detailed and exact

vest (n) /vest/

a special piece of clothing that covers the upper part of the body

Unit 2

Vocabulary

break out (phr.v) /breɪk aʊt/

to start suddenly

counter-attack (n) /'kaʊntəreɪtæk/

an attack made in response to the attack of an enemy

defend (v) /dɪ'fend/

to protect against attack

defence (n) /dɪ'fens/

protection against attack

event (n) /ɪ'vent/

a thing that happens, especially something important

heroic (adj) /hɪ'rəʊɪk/

showing extreme courage

joy (n) /dʒɔɪ/

a feeling of great happiness

launch (v) /lɔ:ntʃ/

to start an activity, especially an organised one

liberate (v) /'lɪbəreɪt/

to free a country or a person from the control of somebody else

liberation (n) /,lɪbə'reɪʃn/

the act or process of freeing a country or a person from the control of somebody else

martyr (n) /'mɑ:tə/

a person who sacrifices his/her life for the sake of the motherland

occupy (v) /'ɒkjupaɪ/

to enter a place in a large group and take control of it, especially by military force

occupation (n) /,ɒkju'peɪʃn/

the act of moving into a country, town, etc. and taking control of it using military force

realise (v) /'ri:əlaɪz/

to understand or become aware of a particular fact or situation

rightful (adj) /'raɪtʃəl/

that is correct, right or legal

stand up for (phr.v) /stænd ʌp fɔ:/

defend or support somebody or something

triumph (n) /'traɪəmf/

victory

victorious (adj) /vɪk'tɔ:riəs/

having won a victory

Reading

at the cost of sth

by giving up or hurting (something else)

/ət ðə kɒst əv 'sʌmθɪŋ/

claim (v) /kleɪm/

to say that something is true although it has not been proven and other people may not believe it

eventually(adv) /ɪ'ventʃəli/

at the end of a period of time or a series of events

Wordlist

exhausted (adj) /ɪg'zɔ:stɪd/
 extremely (adv) /ɪks'tri:mli/
 factor (n) /'fæktə/
 give up (phr.v) /gɪv ʌp/
 immense (adj) /ɪ'mens/
 injustice (n) /ɪn'dʒʌstɪs/
 long-awaited (adj) /lɒŋ ə'weɪtɪd/
 reputation (n) /,repjə'teɪʃən/

stain (n) /steɪn/

supplement (n) /'sʌplɪmənt/
 be worth doing sth
 /bi wɜ:θ du:ɪŋ 'sʌmθɪŋ/

Grammar A

the armed forces /ði ,ɑ:md 'fɔ:sɪz/
 bravely (adv) /'breɪvli/
 bravery (n) /'breɪvəri/
 cradle (of something) (n) /'kreɪdl/
 ensure (v) /ɪn'ʃʊə/
 heroism (n) /'herəʊɪzəm/
 justice (n) /'dʒʌstɪs/
 overcome (v) /,əʊvə'kʌm/

pearl (n) /pɜ:l/
 pride (n) /praɪd/

remain (v) /rɪ'meɪn/
 scream (v) /skri:m/

will (n) /wɪl/

Grammar B

ally (n) /'ælaɪ/

ancestor (n) /'ænsɪstə/
 blame (v) /bleɪm/

ceasefire (n) /'si:s,faɪə/
 disclose (v) /dɪs'kləʊz/

intention (n) /ɪn'tenʃən/
 long for (v) /lɒŋ fɔ:'/

target (n) /'tɑ:ɡɪt/
 unfair (adj) /ʌn'feə/

Listening

agreement (n) /ə'ɡri:mənt/
 be involved in sth
 /bi ɪn'vɒlvɪd ɪn 'sʌmθɪŋ/
 claim (n) /kleɪm/
 clarify (v) /'klærɪfaɪ/

very tired
 to a very high degree
 things that cause or influence something
 to stop trying to do something
 extremely large or great
 an unfair act or an example of unfair treatment
 that people have been waiting for for a long time
 the opinion that people have about what somebody/something is like,
 based on what has happened in the past
 something that damages a person's reputation, so that people think
 badly of them
 a thing that is added to something else to complete it
 used to say that something is interesting, useful, or helpful

a country's army, navy and air force
 in a way that shows courage
 the quality of being brave
 the place where something important began
 to make sure that something happens or is definite
 very great courage
 the fair treatment of people
 to succeed in dealing with a problem that has been preventing you
 from achieving something
 a thing that is very highly valued
 a feeling that you are proud of something that you or someone
 connected with you has achieved
 to continue to be something
 to give a loud, high shout, because you are hurt, frightened, excited,
 etc.
 a strong desire to do something that you want to do

a country that has agreed to help and support another country,
 especially in case of a war
 a person in your family who lived a long time ago
 to think or say that somebody/something is responsible for
 something bad
 a time when enemies agree to stop fighting
 to give somebody information about something, especially something
 that was previously secret
 what you intend or plan to do; your aim
 to want something very much, especially if it does not seem likely to
 happen soon
 a result that you try to achieve
 not right or fair according to a set of rules or principles

an arrangement, a promise or a contract made with somebody
 taking part in something

saying something is true
 to make something clearer or easier to understand

commit (v) /kə'mɪt/
define (v) /dɪ'faɪn/
deny (v) /dɪ'naɪ/
genocide (n) /'dʒenəsaɪd/

initial (adj) /ɪ'nɪʃəl/
integrity (n) /ɪn'tegriti/
legitimate (adj) /lɪ'dʒɪtɪmət/
proof (n) /pru:f/
regain (v) /rɪ'geɪn/
self determination (n)
/self dɪ,tɜ:mɪ'neɪʃən/
settlement (n) /'setlmənt/
victim (n) /'vɪktɪm/

Writing

resettle (v) /,rɪ:'setl/
resume (v) /rɪ'zju:m/
significant (adj) /sɪg'nɪfɪkənt/

Time to watch

attend (v) /ə'tend/
breed (n) /bri:d/
enthusiasm (n) /ɪn'θju:zɪəzm/
envy (v) /'envi/
originate from (v) /ə'rɪdʒɪneɪt frɒm/
passion (n) /'pæʃən/
stallion (n) /'stæljən/
vet (n) /vet/
well-protected (adj) /wel prə'tektɪd/

Unit 3

Vocabulary

annual (adj) /'ænjʊəl/
approach (v) /ə'prəʊtʃ/
date back (v) /deɪt bæk/
diverse (adj) /daɪ'vɜ:s/
excuse (n) /ɪks'kju:s/

exist (v) /ɪg'zɪst/
festivities (n) /fes'tɪvɪtɪz/
live (adj) /laɪv/
nationwide (adj) /'neɪʃənwaɪd/
preserve (v) /prɪ'zɜ:v/
range (n) /reɪndʒ/
record (n) /'rekɔ:d/

ritual (n) /'rɪʃʊəl/

Reading

attendee (n) /ə'ten'di:/

to do something wrong or illegal
to say or explain what the meaning of a word or phrase is
to say that something is not true
the murder of a large number of people from a particular nation or ethnic group, with the aim of destroying that nation or group
the first
the state of being whole and not divided
allowed and acceptable according to the law
information, documents, etc. that show that something is true
get back
the process by which a group of people form their own state and choose their own government
the process of people making their homes in a place
a person who has been attacked, injured or killed as the result of a crime, a disease, an accident, etc.

to help people go and live in a new area
to start again after a pause
important

to be present at an event
a type of animal that is kept as a pet or on a farm
a strong feeling of interest and enjoyment about something
to wish that you had someone else's possessions, abilities, etc.
to come from a particular place
an extreme interest in something
a male horse that is fully grown
a person whose job is to treat animals who are sick or injured
kept safe from danger or harm

happening once a year
to come near to somebody/something in distance or time
to have existed since a particular time in the past
very different from each other and of various kinds
reason, either true or invented, that you give to explain or defend your behaviour
to be real; to be present in a place or situation
the activities that are organised to celebrate a special event
given or made when people are watching, not recorded
happening or existing in all parts of a particular country
to keep safe from harm or injury
a variety of things of a particular type
a written account of something that is kept so that it can be looked at and used in the future
a ceremony that is always performed in the same way

a person who attends a meeting, etc.

disappointment (n) /ˌdɪsəˈpɔɪntmənt/

festival goer (n) /ˈfestɪvəl ˈgəʊə/

festive (adj) /ˈfestɪv/

modest (adj) /ˈmɒdɪst/

operate (v) /ˈɒpəreɪt/

parking lot (n) /ˈpɑːkɪŋ lɒt/

prank (n) /præŋk/

promote (v) /prəˈməʊt/

take place (v) /teɪk pleɪs/

the feeling of being sad because something has not been as good as you expected

a person who attends a music festival, film festival, etc.

typical of a special event or celebration

not very large, expensive, important, etc.

(of a business, organisation or service) to work

an area where people can leave their cars

a practical joke

to try to persuade people to support or use something

to happen, especially after being planned or arranged

Grammar A

absolute (adj) /ˈæbsəluːt/

associate (v) /əˈsəʊʃɪt/

except for (prep) /ɪkˈsept fɔːr/

homesick (adj) /ˈhəʊmsɪk/

loyalty (n) /ˈlɔɪəlti/

perform (v) /pəˈfɔːm/

performance (n) /pəˈfɔːməns/

regardless of (prep) /rɪˈɡɔːdlɪs əv/

total and complete

to make a connection between people or things in your mind

with the exception of

sad because you are away from home and you miss your family and friends

the quality of staying firm in your friendship or support for someone or something

to entertain an audience by playing a piece of music, acting in a play, etc.

the act of performing a play, concert or some other form of entertainment

paying no attention to something/somebody

Grammar B

identical (adj) /aɪˈdentɪkəl/

root (in sth)(v) /ruːt/

salutation (n) /ˌsæljuːˈteɪʃən/

surface (n) /ˈsɜːfɪs/

symbolise (v) /ˈsɪmbəlaɪz/

tattoo (n) /təˈtuː/

similar in every detail

formed, made, or developed by using (something) as a basis

something that you say to welcome or say hello to somebody

the outside or top layer of something

to be a symbol of something

a picture or design that is marked permanently on a person's skin by making small holes in the skin with a needle and filling them with coloured ink

Listening

critically (adv) /ˈkrɪtɪkəli/

endangered (adj) /ɪnˈdeɪndʒəd/

extinct (adj) /ɪksˈtɪŋkt/

indigenous (adj) /ɪnˈdɪdʒɪnəs/

outsider (n) /ˌaʊtˈsaɪdə/

Peruvian (adj) /pəˈruːviən/

poison (v) /ˈpɔɪzn/

survive (v) /səˈvaɪv/

in a way that is serious, uncertain and possibly dangerous

(used especially about groups of animals, plants, etc.) at risk of no longer existing

(of a type of plant, animal, etc.) no longer in existence

(of people and their culture) coming from a particular place and having lived there for a long time before other people came there

someone who is not accepted as a member of a particular social group

from Peru or connected with Peru

to put poison in or on something

to continue to live or exist

Writing

campus (n) /ˈkæmpəs/

dormitory (n) /ˈdɔːmɪtri/

hall (n) /hɔːl/

the buildings of a university or college and the land around them

a room for several people to sleep in, especially in a school or other institution

a building for university or college students to live in

mutually (adv) /'mju:tʃuəli/
socialise (v) /'səʊʃlaɪz/

theorise (v) /'θɪəraɪz/

felt or done equally by two or more people
to meet and spend time with people in a friendly way, in order to enjoy yourself
to form a theory or theories about something

Time to watch

adapt (v) /ə'dæpt/

to change your behaviour in order to deal more successfully with a new situation

disturb (v) /dɪs'tɜ:b/

to interrupt somebody when they are trying to work, sleep, etc.

illustration (n) /,ɪlə'streɪʃən/

a drawing or picture in a book, magazine, for decoration or to explain something

interact (v) /,ɪntər'ækt/

to communicate with somebody, especially while you work, play or spend time with them

perceive (v) /pə'si:v/

to understand or think of somebody/something in a particular way

perspective (n) /pə'spektɪv/

a way of thinking about something

weird (adj) /wɪəd/

very strange and unusual

wonder (v) /'wʌndə/

to want to know

Unit 4

Vocabulary

artificial (adj) /,ɑ:tɪ'fɪʃəl/

made or produced to copy something natural; not real

deforestation (n) /dɪ'fɒrɪ'steɪʃən/

the clearing of forests by humans

depend on (v) /dɪ'pend ɒn/

to need the support of someone or something in order to exist

end up (phr.v) /end ʌp/

finally to be in a particular place

excessive (adj) /ɪk'sesɪv/

too much

extinction (n) /ɪks'tɪŋkʃən/

when a particular type of animal or plant stops existing

invisible (adj) /ɪn'vɪzəbəl/

that cannot be seen

keep away from (phr. v)

to avoid going near somebody/something

/ki:p ə'weɪ frəm/

lead (to) (v) /li:d tə/

to have something as a result

reduce (v) /rɪ'dju:s/

to make something less or smaller in size, quantity, price, etc.

threat (n) /θret/

the possibility of trouble, danger or disaster

Reading

blinds (n) /blaɪndz/

a covering, especially one made of cloth, that can be rolled up and down to cover a window inside a building

bulb (n) /bʌlb/

the glass part that fits into an electric lamp, etc. to give light when it is switched on

eyesight (n) /'aɪsaɪt/

the ability to see

guide (v) /gaɪd/

to show somebody the way to a place, often by going with them

lit-up (adj) /lɪt ʌp/

bright with light

migration (n) /maɪ'greɪʃən/

when birds or animals travel regularly from one part of the world to another

observe (v) /əb'zɜ:v/

to see somebody/something

wildlife (n) /'waɪldlaɪf/

animals and plants growing in natural conditions

Grammar A

directly (adv) /dɪ'rektli/

immediately

global warming (n) /'gləʊbəl 'wɔ:mɪŋ/

the increase in temperature of the earth's atmosphere that is caused by the increase of particular gases, especially carbon dioxide

overpopulated (adj) /,əʊvə'pɒpjəleɪtɪd/

(of a country or city) with too many people living in it

polar (adj) /'pəʊlə/

connected with, or near the North or South Pole

probably (adv) /'prɒbəbli/

used to say that something is likely to happen or to be true

Grammar B

concern (n) /kən'sɜ:n/
 drinkable (adj) /'drɪŋkəbəl/
 glacier (n) /'glæsiə(r)/
 industrial waste (n) /ɪn'dʌstriəl weɪst/
 lock up (phr.v) /lɒk ʌp/
 opposite (adj) /'ɒpəzɪt/
 store (v) /stɔ:'/
 total (adj) /'təʊtəl/
 water barrel (n) /'wɔ:tə 'bærəl/
 water body (n) /'wɔ:tə 'bɒdi/

a feeling of worry, especially one that is shared by many people
 clean and safe to drink
 a slow-moving mass of ice, formed from snow on mountains or near the North Pole or South Pole
 waste material produced by industrial processes or activity
 to put something in a safe place that can be locked
 as different as possible from something
 to put something somewhere and keep it there to use later
 including the whole amount
 a large container for storing water for later use
 the part of the earth's surface covered with water (such as a river or lake or ocean)

Listening

breathe (v) /bri:ð/
 breath (n) /breθ/
 construction (n) /kən'strʌkʃən/
 double (v) /'dʌbəl/
 harm (v) /hɑ:m/
 hybrid (adj) /'haɪbrɪd/
 researcher (n) /rɪ'sɜ:tʃər/
 smog (n) /smɒg/
 smoggy (adj) /'smɒgi/
 solar power (n) /'səʊlə 'paʊər/
 unique (adj) /ju:'ni:k/

to take air into your lungs and send it out again through your nose or mouth
 the air that you take into your lungs and send out again
 the process or method of building or making something, especially roads, buildings, bridges, etc.
 to become twice as much/many
 to hurt or injure somebody or to damage something
 (of a vehicle) using two different types of power, especially petrol or diesel and electricity
 a person who studies something carefully and tries to discover new facts about it
 a form of air pollution that is or looks like a mixture of smoke and fog, especially in cities
 (of air) containing pollution that is a mixture of smoke and fog
 energy obtained from the light and heat from the sun, used to produce electricity
 being the only one of its kind

Writing

rate (n) /reɪt/
 fuel (n) /fju:əl/
 soil (n) /sɔɪl/
 solution (n) /sə'lu:ʃən/
 suitable (adj) /'sju:təbəl/

a measure, quantity, or frequency
 any material that produces heat or power, usually when it is burnt
 the top layer of the earth in which plants, trees, etc. grow
 a way of solving a problem or dealing with a difficult situation
 right or appropriate for a particular purpose or occasion

Time to watch

choke (v) /tʃəʊk/
 drought (n) /draʊt/
 eco-friendly (adj) /'i:kəʊ 'frendli/
 flood (n) /flʌd/
 fossil fuel (n) /'fɒsl fju:əl/
 outstanding (adj) /aʊt'stændɪŋ/
 star (v) /stɑ:'/
 urgency (n) /'ɜ:ʒənsi/

to be unable to breathe because you cannot get enough air
 a long period of time when there is little or no rain
 not harmful to the environment
 a large amount of water covering an area that is usually dry
 fuel such as coal or oil that was formed over millions of years from parts of dead animals or plants
 extremely good; excellent
 to have one of the main parts in a film, play, etc.
 the quality of needing to be dealt with or happen immediately

Unit 5

Vocabulary

attempt (n) /ə'tempt/

an act of trying to do something, especially something difficult, often with no success

crucial (adj) /'kru:ʃl/

extremely important, because it will affect other things

discipline (n) /'dɪsɪplɪn/

the ability to control your own behaviour, so that you do what you are expected to do

distract (v) /dɪs'trækt/

take somebody's attention away from what they are trying to do

effort (n) /'efət/

a hard try; attempt

emotion (n) /ɪ'məʊʃən/

a strong feeling such as love, fear or anger

focus (v) /'fəʊkəs/

to direct one's attention towards one thing; concentrate

make an effort /meɪk ən 'efət/

to attempt to do something

make an impact /meɪk ən 'ɪmpækt/

to have a strong effect or influence on a situation or person

mindset (n) /'maɪndset/

a person's way of thinking and their opinions

overnight (adj) /,əʊvə'naɪt/

happening suddenly or quickly

top (adj) /tɒp/

highest in position; very good

Reading

backup (n) /bæk ʌp/

extra help or support that you can get if necessary

career (n) /kə'riə/

the work a person chooses to do through life

concept (n) /'kɒnsept/

a general idea or thought

define (v) /dɪ'faɪn/

to explain the meaning of something

excitement (n) /ɪk'saɪtmənt/

the state of feeling or showing happiness and enthusiasm

keep in contact (with)

to maintain (close) contact (with someone)

/ki:p ɪn 'kɒntækt wɪð/

path (n) /pɑ:θ/

a direction in which a person is moving to achieve a goal

potential (adj) /pəʊ'tenʃl/

possible

put aside (phr.v) /put ə'saɪd/

to save something or keep it available to use

remote control (n) /rɪ'məʊt kən'trəʊl/

a device that allows you to operate a television, etc. from a distance

Grammar A

artificial intelligence (n)

the study and development of computer systems that can copy intelligent human behaviour

/,ɑ:tɪ'fɪʃl ɪn'telɪdʒəns/

emigrate (v) /'emɪɡreɪt/

to leave your own country to go and live permanently in another country

greedy (adj) /'ɡri:di/

wanting more money, power, food, etc. than you really need

lifelong (adj) /'laɪflɒŋ/

lasting or existing all through your life

prominent (adj) /'prɒmɪnənt/

important or well known

degree (n) /dɪ'ɡri:/

the qualification obtained by students who successfully complete a university or college course

refer (v) /rɪ'fɜ:/

to mention or speak about somebody/something

Grammar B

bestseller (n) /,best'selər/

a product, usually a book, which is bought by large numbers of people

catch the attention /kætʃ ðɪ ə'tenʃən/

to cause one to become interested in something

incredibly (adv) /ɪn'kredəbli/

extremely

offer (v) /'ɒfər/

to say that you are willing to give something to somebody

phenomenon (n) /fə'nɒmɪnən/

a person or thing that is very successful or impressive

score a goal /skɔ:r ə ɡəʊl/

to win or get a point, goal, etc. in a competition, sport, game, or test

Wordlist

series (n) /'sɪəri:z/

sign a contract /saɪn ə 'kɒntrækt/

turn down (phr.v) /tɜ:n daʊn/

unnoticed (adj) /ʌn'nəʊtɪst/

wizard (n) /'wɪzəd/

Listening

dedication (n) /,dedɪ'keɪʃən/

dive into (phr.v) /daɪv 'ɪntu:/

enrol (in) (v) /ɪn'rəʊl ɪn/

inspiring (adj) /ɪn'spaɪərɪŋ/

motivational (adj) /,məʊtɪ'veɪʃənəl/

prove(v) /pru:v/

proof (n) /pru:f/

react (v) /ri:'ækt/

reject (v) /'ri:dʒekt/

rejection (n) /rɪ'dʒekʃən/

speech disorder (n) /spi:tʃ dɪs'ɔ:də/

a set of books published by the same company that deal with the same subject

to make a document legal by writing your signature on it

to reject or refuse to consider an offer, a proposal, etc. or the person who makes it

not seen or noticed

(in stories) a man with magic powers

the willingness to give a lot of time and energy to something because it is important

to start or join in something without hesitating, or with enthusiasm

to arrange for yourself or for somebody else to officially join a course, school, etc.

exciting and encouraging you to do or feel something

making somebody want to do something, especially something that involves hard work and effort

to show something is true

information, documents, etc. that show that something is true

to change or behave in a particular way as a result of or in response to something

to refuse to accept or consider something

the act of refusing to accept or consider something

a condition in which a person has problems forming the speech sounds needed to communicate with others

Writing

afterwards (adv) /'ɑ:ftəwədz/

exact (adj) /ɪg'zækt/

stuck (adj) /get stʌk/

at a later time

correct in every detail

unable to move or to be moved

Time to watch

face challenges /feɪs 'tʃælɪndʒɪz/

failure (n) /'feɪljər/

IDP (Internally Displaced Person)

/aɪ-di:-pi:/

remote (adj) /rɪ'məʊt/

responsibility(n) /rɪs,pɒnsɪ'bɪləti/

role model (n) /rəʊl 'mɒdəl/

to be in a difficult situation

lack of success in doing or achieving something

a person who has been forced to move within their own country

because of conflict or disaster

far away from places where other people live

a duty or task that you are required or expected to do

a person that people admire and try to copy

UNIT 6

Vocabulary

anxiety (n) /æŋ'zaɪəti/

avoid (v) /ə'vɔɪd/

bully (v) /'bʊli/

calorie (n) /'kæləri/

deal with (phr.v) /di:l wɪð/

get rid of (phr.v) /get rɪd əv/

prevent (v) /prɪ'vent/

an uncomfortable feeling of worry about something that is happening or might happen in future.

to stay away from someone or something

to frighten or hurt a weaker person

a unit for measuring how much energy food will produce

to take the necessary action in order to solve a problem

to make yourself free of something that you do not want

to stop something from happening

regret (v) /rɪ'ɡret/
regularly (adv) /'regjʊləli/
well-being (n) /wel 'bi:ɪŋ/

Reading

aggression (n) /ə'ɡreʃən/
confidence (n) /'kɒnfɪdəns/
depression (n) /dɪ'preʃən/

emotional (adj) /ɪ'məʊʃnəl/

go for sth (phr. v) /gəʊ fə 'sʌmθɪŋ/

long-term (adj) /lɒŋ tɜ:m/

nutrient (n) /'nju:triənt/

schedule (n) /'ʃedju:l/

short-term (adj) /ʃɔ:t tɜ:m/

sugary (adj) /'ʃʊɡəri/

treatment (n) /'tri:tmənt/

to feel sorry about something you have done
often
a feeling of being comfortable, healthy, and happy

actions or behaviour that use threats or force against others
a belief in your own ability to do things and be successful
a medical condition in which a person feels very sad, anxious and without hope and often has physical symptoms such as being unable to sleep, etc.

showing strong emotions, sometimes in a way that other people think is unnecessary

to put a lot of effort into something, so that you get or achieve something

lasting or having an effect over a long period of time

a substance that is needed to keep a living thing alive and to help it to grow

a plan of when and what someone is going to do

lasting a short time

containing sugar

something that is done to cure an illness or injury, or to make somebody look and feel good

Grammar A

academic (adj) /,ækə'demɪk/

cell (n) /sel/

harmful (adj) /'hɑ:mfʊl/

immune system (n) /ɪ'mju:n 'sɪstəm/

infection (n) /ɪn'fekʃən/

lack (n) /læk/

on average /ɒn 'ævərɪdʒ/

sleeplessness (n) /'sli:pləsnes/

trouble (v) /'trʌbəl/

connected with education, especially studying in schools and universities

the smallest unit of living matter that can exist on its own
causing damage or injury to somebody/something, especially to a person's health or to the environment

the system in your body that produces substances to help it fight against infection and disease

an illness that is caused by bacteria or a virus and that affects one part of the body

the state of not having something or not having enough of something
used for talking about what is usually true; in general

the state of being unable to sleep

to make somebody worried or upset

Grammar B

disrespectful (adj) /,dɪsrɪs'pektfəl/

ignore (v) /ɪg'nɔ:/

painkiller (n) /'peɪn,kɪlə/

revise (v) /rɪ'vaɪz/

showing a lack of respect for somebody/something

to pay no attention to something

a drug that reduces pain

to prepare for an exam by looking again at work that you have done

Listening

arthritis (n) /ɑ:'θraɪtɪs/

blood circulation (n) /blʌd sɜ:kjʊ'leɪʃən/

bone (n) /bəʊn/

joint (n) /dʒɔɪnt/

recover (v) /rɪ'kʌvər/

scuba-diving (n) /'sku:bə 'daɪvɪŋ/

a disease that causes one or more joints of the body to become painful and swollen

the flow of blood through the heart and blood vessels

any of the hard parts that form the skeleton of the body of a human or an animal

a place where two bones are joined together in the body in a way that enables them to bend and move

to get well again after being ill, hurt, etc.

the sport or activity of swimming underwater using special breathing equipment

terrified (adj) /'terfaɪd/
worth (adj) /wɜːθ/

Writing

in the comfort of one's home
/ɪn ðə 'kʌmfət əv wʌnz həʊm/
interactive (adj) /,ɪntər'æktɪv/

keep fit /ki:p fɪt/
waterskiing (n) /'wɔ:tə 'ski:ɪŋ/

weight gain (n) /weɪt geɪn/

Time To watch

congestion (n) /kən'dʒestʃən/
drop (v) /drɒp/
give away (phr. v.) /gɪv ə'weɪ/
helmet (n) /'helmət/
purpose (n) /'pɜ:pəs/
reflective (adj) /rɪ'flektɪv/
refurbish (v) /,rɪ:'fɜ:bɪʃ/
requirement (n) /rɪ'kwəɪəmənt/
safety (n) /'seɪftɪ/
significantly (adv) /sɪg'nɪfɪkəntli/

UNIT 7

Vocabulary

adapt to (v.) /ə'dæpt tə/

adolescence (n) /,ædəʊ'lesnəs/
adulthood (n) /ə'dʌlthʊd/

double down on something (phr. v.)
/'dʌbəl/ daʊn/ /ɒn/ 'sʌmθɪŋ/
matter (v) /'mætə/
pursue (v) /pə'sjuː/
retirement (n) /rɪ'taɪəmənt/

self-discovery (n) /self dɪs'kʌvəri/
self-sufficient (adj) /self sə'fɪʃənt/

simplicity (n) /sɪm'plɪsɪti/

Reading

acceptable (adj) /ək'septəbəl/

autonomous (adj) /ɔ:'tɒnəməs/
circumstance (n) /'sɜ:kəmstɑːns/
commit (v) /kə'mɪt/

experimentation (n)
/rɪks.pərɪmen'teɪʃən/
function (v) /'fʌŋkʃən/

very frightened
used to recommend the action mentioned because you think it may be useful, pleasant, etc.

at home

used to describe a system or computer program that is designed to allow the user to exchange information with it
to remain strong, healthy, and physically sound
the sport or activity of skiing on water while being pulled by a fast boat
an increase in body weight

the state of being crowded and full of traffic
to become or make something weaker, lower or less; fall
to give something as a gift
a type of hard hat to protect the head
the intention; aim
capable of sending light back
to repair something to improve its appearance
a thing that is needed or wanted
the state of being safe and protected from danger or harm
in a way that is large or important enough to have an effect on something or to be noticed

to change your ideas or behaviour to make them suitable for a new situation
the period of a time in a person's life from ages 11 to 19
the state or period of being fully grown, fully developed, usually after age 20.
to continue to do something in an even more determined way than before
to be important or to affect what happens
to try to achieve something
the act of leaving your job and stopping working, usually because you are old
the process of learning about yourself and your beliefs
able to take care of yourself, to be happy, or to deal with problems, without help from other people
the fact that something is ordinary, natural and not complicated

considered by most people to be reasonable, or to be something that can be allowed
independent and having the power to make your own decisions
a fact or condition that affects a situation
to promise or give your loyalty or money to a particular principle, person or plan of action
the process of trying methods, activities, etc. to discover what effect they have
to work or operate

stuck (adj) /stʌk/

impact (n) /'ɪmpækt/

legacy (n) /'legəsi/

maximise (v) /'mæksɪmaɪz/

mission (n) /'mɪʃən/

pass on something (phr.v)

/pɑ:s ɒn sʌmθɪŋ/

potential (n) /pə'tenʃl/

previous (adj) /'pri:vɪəs/

somewhere (adv) /'sʌmwɛə/

trial and error (n) /'traɪəl ənd ɪr.ə/

in a difficult situation, or unable to change or get away from a difficult situation

the powerful effect that something has on a situation or a person
something that someone has achieved that continues to exist after they stop working or die

to make something as great in amount, size, or importance as possible

any work that someone believes it is their duty to do

to give something to someone who lives after you die, usually a person in your family

someone's or something's ability to develop, achieve, or succeed
happening or existing before something or someone else

(used especially before a number) approximately, about

a way of achieving an aim or solving problem by trying a number of different methods and learning from your mistakes

Grammar A

anxious (adj) /'æŋkʃəs/

consultation (n) /,kɒnsəl'teɪʃən/

psychologist (n) /saɪ'kɒlədʒɪst/

worried or nervous

a meeting to discuss something or to get advice

someone who studies human mind and human emotions and behaviour, and how different situations have an effect on people

Grammar B

dedicate (v) /'dedɪkeɪt/

distribute (v) /dɪs'trɪbjʊ:t/

doubt (n) /daʊt/

perfectionist (n) /pə'fekʃənɪst/

regain (v) /rɪ'geɪn/

trap (n) /træp/

warn (v) /wɔ:n/

to give **all** of your energy, time, etc.

to spread something

a feeling of not being certain about something, especially how good or true something is

a person who wants to be perfect and demands the highest standards possible

to take or get possession of something again

a dangerous or unpleasant situation which you have got into and from which it is difficult or impossible to escape

to make someone realise a possible danger or problem, especially one in the future

Listening

fascinating (adj) /'fæsə'neɪtɪŋ/

gratitude (n) /'grætɪtju:d/

innocent (adj) /'ɪnəsənt/

social worker /'səʊʃl 'wɜ:kə/

to see through someone's eyes

/tə si: θru: 'sʌmwʌnz aɪz/

be willing (adj) /bi:'wɪlɪŋ/

extremely interesting

thankfulness

having no knowledge of unpleasant things in life

a person who works for social services providing help and support for people in need

if someone sees or considers something through your eyes, they consider it in the way that you do, from your point of view

to be happy to do something if it is needed

Writing

amaze (v) /ə'meɪz/

assess (v) /ə'ses/

basis (n) /'beɪsɪs/

categorise (v) /'kætəgə'reɪz/

doable (adj) /'du:əbəl/

imaginative (adj) /ɪ'mædʒɪnətɪv/

impressive (adj) /ɪm'presɪv/

to cause someone to be extremely surprised

to decide the quality or importance of something

the most important facts or principles or ideas that support something

to put people or things into groups with the same features

if something is doable, it can be achieved or performed

new, original and showing a quick intelligence

if something is impressive, you admire or respect it, usually it is special, important, or very large

innovation (n) /ˌɪnəˈveɪʃən/

lifespan (n) /ˈlaɪfspæn/

Time to watch

concierge (n) /ˌkɔːnsɪˈeɪʒ/

extended family (n)

/ɪksˈtendɪd ˈfæməli/

found (v) /faʊnd/

generation gap (n)

/ˌdʒenəˈreɪʃən ɡæp/

judge (v) /ˈdʒʌdʒ/

mobile (adj) /ˈməʊbaɪl/

relate to sth /rɪˈleɪt tə sʌmθɪŋ/

senior /ˈsiːniə/

UNIT 8

Vocabulary

alter (v) /ˈɔːltə/

boost (v) /buːst/

count (v) /kaʊnt/

ease (v) /iːz/

extend to (phr.v) /ɪksˈtend tə/

inactive (adj) /ɪnˈæktɪv/

maintain (v) /meɪnˈteɪn/

peer (v) /piə/

secure (adj) /sɪˈkjʊə/

seek (v) /siːk/

unconfident (adj) /ˌʌnˈkɒnfɪdənt/

Reading

come across (phr.v) /kʌm əˈkrɒs/

community (n) /kəˈmjuːnəti/

loneliness (n) /ˈləʊnlɪnəs/

productive (adj) /prəˈdʌktɪv/

pull sb down (phr.v)

/pʊl sʌm.bə.di daʊn/

self-doubt (n) /self daʊt/

to be on the brink of sth

/tə bi ɒn ðə brɪŋk əv ˈsʌmθɪŋ/

Grammar A

arrangement (n) /əˈreɪndʒmənt/

beforehand (adv) /bɪˈfɔːhænd/

Grammar B

findings (n) /ˈfaɪndɪŋz/

a new idea or method

the length of time for which a person, animal, or thing exists

someone who is employed to do jobs, such as shopping for other people

a family unit that includes grandmothers, grandfathers, aunts, and uncles, etc. in addition to parents and children

to bring something into existence

a situation in which older and younger people do not understand each other because of their different experiences, opinions, habits, and behaviour

to express a bad opinion of someone's behaviour, often because you think you are better than them

able to move easily, or be easily moved

to understand a situation or someone's feelings because you have experienced a similar situation or similar feelings

older

to change something, usually slightly, or cause the characteristics of something to change

to improve or increase something

to have value or importance

to make or to become less difficult, unpleasant, painful, etc.

to affect or include someone or something

doing nothing

to continue to have something or not to allow to become less

a person who is the same age or has the same social position or the same abilities as people in a group

not doubting or being worried about yourself and your personal relationship

to try to get something, especially something that is not a physical object

not being certain of your abilities or having trust in people, plans, or the future

to find something by chance

a group of people who have common interests, religion, etc.

the state of being alone

doing a lot of work

if something pulls you down, it makes you feel unhappy or physically weak

a feeling of not having confidence in your abilities and decisions

to be extremely close to something

a plan for how something will happen

earlier (than a particular time)

(often plural) information or a fact that is discovered by studying something

frustration (n) /frʌs'treɪʃən/

morning person /'mɔ:nɪŋ 'pɜ:sən/

survey (n) /'sʌ:veɪ/

the feeling of being annoyed or less confident because you cannot achieve what you want or something that makes you feel like this
someone who feels awake and full of energy in the mornings
examination of opinions, behaviour, etc., made by asking people questions

Listening

barista (n) /bə:'rɪ:stə/

beyond (adv) /bɪ'jɒnd/

in need /ɪn ni:d/

a person who serves customers in a coffee shop

outside

people who are in need do not have enough money or need some type of help

intentional (adj) /ɪn'tenʃənəl/

planned or intended

meaningful (adj) /'mi:nɪŋfʊl/

useful, serious, or important

pour (v) /pɔ:'/

to cause to flow quickly and in large amounts

Writing

boredom (n) /'bɔ:dəm/

the state of being bored

charming (adj) /'tʃɑ:mɪŋ/

pleasant and attractive

cosy (adj) /'kəʊzi/

comfortable and pleasant

moral (adj) /'mɒrəl/

relating to right and wrong and the way people should behave

optimism (n) /'ɒptɪmɪzəm/

the quality of being full of hope and emphasizing the good parts of a situation, or a belief that something good will happen

pessimism (n) /'pesɪmɪzəm/

emphasising or thinking of the bad part of a situation rather than the good part, or the feeling that bad things are more likely to happen

sameness (n) /'seɪmənəs/

the quality of being the same as or very similar to something else

spirit (n) /'spɪrɪt/

a state of mind or attitude

value (v) /'vælju:/

to consider something important

Time to watch

affection (n) /ə'fekʃən/

a feeling of liking someone or something

appearance (n) /ə'piərəns/

the way a person or a thing looks to other people

contribute to sth (phr.v)

to be one of the things that help to make something happen

/kən'trɪbjʊ:t tə 'sʌmθɪŋ/

external (adj) /ɪks'tɜ:nəl/

existing outside a person

genetic (adj) /dʒə'netɪk/

relating to the biological process by which the characteristics of living things are passed from parent to children

internal (adj) /ɪn'tɜ:nəl/

inside the body; inside a person's mind

motto (n) /'mɒtəʊ/

a short sentence or phrase that expresses a belief or purpose

nurture (v) /'nɜ:tʃə/

to take care of or to develop something

onerous chore /'əʊnərəs tʃɔ:'/

a task/job that you find as difficult to do or needing a lot of effort

overlooked dimension of something
/ˌəʊvə'lʊkt dɪ'menʃən əv 'sʌmθɪŋ/

the part or area of something that you have failed to notice or consider

pathway (n) /'pɑ:θweɪ/

a series of actions that can be taken in order to achieve something

to be keen on (phr.v) /tə bi ki:n ɒn/

to be interested or eager; to want to do something very much

traditional (adj) /trə'dɪʃənəl/

related to or based on very old customs, beliefs, or stories

workshop (n) /'wɜ:kʃɒp/

a meeting of people to discuss and/or perform practical work in a subject or activity

UNIT 9

Vocabulary

advertisement (n) /əd'vɜ:tɪsmənt/

a picture, song, short film, etc. that tries to persuade people to buy a product or service

be inclined to sth (v) /ɪn'klaɪnd tə
sʌmθɪŋ/

to think that a belief or opinion is probably correct

broadcast (v) /'brɔ:dka:st/

to send out a programme on television or radio

consequence (n) /'kɒnsɪkwəns/

cyberbullying (n) /'saɪbəˌbʊlɪŋ/

get somebody down

/get 'sʌmbədi daʊn/

handle (v) /'hændl/

harass (v) /'hærəs/

media (n) /'mi:diə/

paparazzi (n) /,pæpə'retsi/

put somebody down (phr.v)

/put 'sʌmbədi daʊn/

self-esteem (n) /self ɪs'ti:m/

to be exposed to something

/tə bi ɪks'pəʊzd tə 'sʌmθɪŋ/

upsetting (adj) /ʌp'setɪŋ/

Reading

aggression (n) /ə'ɡresʃn/

ashamed (adj) /ə'ʃeɪmd/

criticise (v) /'krɪtɪsaɪz/

embarrass (v) /ɪm'bærəs/

escape (v) /ɪs'keɪp/

fault (n) /fɔ:lt/

figure out (phr.v) /'fɪɡə' aʊt/

ignore (v) /ɪɡ'no:/'

loss (n) /lɒs/

self-expression (n) /self ɪks'preʃn/

wise (adj) /waɪz/

Grammar A

erase (v) /ɪ'reɪz/

hit (n) /hɪt/

Grammar B

advertise (v) /'ædvətaɪz/

brochure (n) /'brɒʃə/

literacy (n) /'lɪtərəsi/

literate (adj) /'lɪtərɪt/

save up (phr.v) /seɪv ʌp/

Listening

activate (v) /'æktɪveɪt/

advance (n) /əd'vɑ:ns/

a result of a particular action or situation, often one that is bad or not convenient

the activity of using the Internet to harm or frighten another person, especially by sending them unpleasant messages

if something gets you down, it makes you feel unhappy or depressed

to take action in order to deal with a difficult situation

to continue to annoy or upset someone over a period of time

the Internet, newspapers, magazines, television, etc., considered as a group

the photographers who follow famous people everywhere they go in order to take photographs of them for newspapers and magazines to make someone feel silly or not important by criticising them

belief and confidence in your own ability and value; respect for yourself

to experience something or be affected by something

making someone feel worried, unhappy, or angry

actions or behaviour that use threats or force against others

feeling guilty or embarrassed about something you have done

to express disapproval of someone or something

to cause someone to feel anxious, ashamed, or uncomfortable

to get free from something, or to avoid something

a mistake, especially something for which you are to blame

to understand or solve something

to intentionally not listen or give attention to

the fact that you no longer have something or have less of something

expression of your personality, emotions, or ideas

having or showing the ability to make good judgements, based on a deep understanding and experience of life

to remove something

a great success

to make something known generally or in public, especially in order to sell it

a type of small magazine that contains pictures and information on a product or a company

knowledge of a particular subject, or a particular type of knowledge

having knowledge of a particular subject

to keep money so that you can buy something with it in the future

to cause something to start

an improvement relating to a particular activity or area of knowledge

analyst (n) /'ænəlist/	someone whose job is to study or examine something in an organised way
consume (v) /kən'sju:m/	to use something
eyesight (n) /'aɪsaɪt/	the ability to see
fire (v) /'faɪə/	to cause a strong emotion in someone
guarantee (v) /,gærən'ti:/	if something guarantees something else, it makes certain that it will happen
imagery (n) /'ɪmɪdʒəri/	the ability to form mental images of things or events
interactive (adj) /,ɪntər'æktɪv/	an interactive computer program, video etc. reacts to the information and instructions that you give it
involved (adj) /ɪn'vɒlvd/	interested in something you are doing
multi-usability (n) /'mʌltɪ ,ju:zə'bɪlɪti/	having different easy features
outsell (v) /aʊt'sel/	to be sold in greater numbers than another product
permanent (adj) /'pɜ:mənənt/	lasting for a long time or for ever
require (v) /rɪ'kwaɪə/	to need something or make something necessary
shift (v) /ʃɪft/	to change
signal (v) /'sɪgnəl/	to show
skip (v) /skɪp/	to leave one thing or place, especially quickly, in order to go to another
spacing (n) /'speɪsɪŋ/	the amount of distance between lines or words, especially on a printed page

Writing

convince (v) /kən'vɪns/	to persuade someone or make someone certain
fake (adj) /feɪk/	not real, but made to look or seem real
spot (v) /spɒt/	to notice someone or something
unrelated (adj) /,ʌnrɪ'leɪtɪd/	having no connection

Time to watch

bother (v) /'bɒðə/	to make someone feel worried or upset
conflict (n) /'kɒnflɪkt/	an active disagreement between people with opposing opinions or principles
disturbing (adj) /dɪs'tɜ:bɪŋ/	making you feel worried or upset
hit close to home /hɪt kləʊs tə həʊm/	If something hits close to home for you, it affects you deeply.
host (n) /həʊst/	a person who introduces guests and performers, especially on television or radio
indignant (adj) /ɪn'dɪgnənt/	angry because of unfair situation
lose track /lu:z træk/	not to remember something
mind your own business /maɪnd jər əʊn 'bɪznɪs/	to be doing the things you normally do, without affecting what other people are doing
overhear (v) /,əʊvə'hɪə/	to hear what other people are saying without intending to and without their knowledge
scenario (n) /sɪ'nɑ:riəʊ/	a written plan of the characters and events in a play or film
treat (v) /tri:t/	to behave someone or deal with someone in a particular way
witness (v) /'wɪtnəs/	to see something happen, especially an accident or crime

Text credits

1. Academic Writing and Reading, From Sentences to Paragraphs by George Bishop, Jr. James A. Solan
2. Academic Writing from paragraph to essay by Dorothy E Zemach and Lisa A Rumisek
3. Introduction to Academic Writing by Alice Oshima and Ann Hogue
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Azərbaycan Respublikasının ümumtəhsil məktəbləri üçün xarici dil fənləri üzrə təhsil proqramı (kurikulumu) (I–XI siniflər) – Bakı, 2013

Buraxılış məlumatı

İNGİLİS DİLİ 10

Ümumi təhsil müəssisələrinin 10-cu sinifləri üçün
İngilis dili (əsas xarici dil) fənni üzrə

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