

Student Book

English

as the main
foreign language



9



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 qadırız!
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
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English

Student Book

as the main foreign language for the 9th grades of
general secondary schools

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We thank you for the cooperation.




ŞƏRQ-QƏRB

CONTENTS

| UNITS | SECTIONS | LESSON FOCUS | PAGES |
|--|---------------------------|--|-------|
| UNIT 1 MY LANGUAGE - MY IDENTITY! | Focus on the topic | A lead-in to the topic: My Language - My Identity! | p. 07 |
| | Vocabulary | Key words and phrases | p. 08 |
| | Reading | An article about mother tongue | p. 10 |
| | Grammar A | Articles | p. 12 |
| | Grammar B | Specific nouns | p. 14 |
| | Listening | A talk about the Pirahã language | p. 16 |
| | Use of English | Language development: Focus on vocabulary and grammar | p. 18 |
| | Speaking | Individual and collaborative speaking tasks about languages | p. 20 |
| | Writing | How to write an email requesting something | p. 22 |
| | Time to Watch | A video about learning languages | p. 24 |
| | Mistake Detector | Self-assessment through mistake identification | p. 26 |
| UNIT 2 LOST IN A BOOK | Focus on the topic | A lead-in to the topic: Lost in a book | p. 27 |
| | Vocabulary | Key words and phrases | p. 28 |
| | Reading | An article about the benefits of reading books | p. 30 |
| | Grammar A | Concrete and abstract nouns | p. 32 |
| | Grammar B | Making generalisations | p. 34 |
| | Listening | News reports | p. 36 |
| | Use of English | Language development: Focus on vocabulary and grammar | p. 38 |
| | Speaking | Individual and collaborative speaking tasks about reading books | p. 40 |
| | Writing | Third-person narratives | p. 42 |
| | Time to Watch | A video about the Guinness Book of World Records | p. 44 |
| | Mistake Detector | Self-assessment through mistake identification | p. 46 |

| UNITS | SECTIONS | LESSON FOCUS | PAGES |
|---|---------------------------|--|-------|
| UNIT 3 WHY DO WE DO THAT? | Focus on the topic | A lead-in to the topic: Why do we do that? | p. 47 |
| | Vocabulary | Key words and phrases | p. 48 |
| | Reading | A text about the reasons why people yawn, forget and laugh | p. 50 |
| | Grammar A | So do I; Neither / Nor do I | p. 52 |
| | Grammar B | Imperative tags; Special cases with tag questions | p. 54 |
| | Listening | People talking about superstitions | p. 56 |
| | Use of English | Language development: Focus on vocabulary and grammar | p. 58 |
| | Speaking | Individual and collaborative speaking tasks about the reasons why people do certain things | p. 60 |
| | Writing | Tips for expressing your opinion and paraphrasing | p. 62 |
| | Time to Watch | A video about sleeping | p. 64 |
| | Mistake Detector | Self-assessment through mistake identification | p. 66 |
| UNIT 4 THE SKY'S THE LIMIT | Focus on the topic | A lead-in to the topic: The sky's the limit | p. 67 |
| | Vocabulary | Key words and phrases | p. 68 |
| | Reading | A magazine article about travelling to Mars | p. 70 |
| | Grammar A | The Present Simple Passive and Present Progressive Passive | p. 72 |
| | Grammar B | The Past Simple Passive and Future Simple Passive | p. 74 |
| | Listening | A talk about Asgardia | p. 76 |
| | Use of English | Language development: Focus on vocabulary and grammar | p. 78 |
| | Speaking | Individual and collaborative speaking tasks about space, Mars and aliens | p. 80 |
| | Writing | First-person narratives | p. 82 |
| | Time to Watch | A video about space travel | p. 84 |
| | Mistake Detector | Self-assessment through mistake identification | p. 86 |

| UNITS | SECTIONS | LESSON FOCUS | PAGES |
|--|---------------------------|--|--------|
| UNIT 5 WORTH A THOUSAND WORDS | Focus on the topic | A lead-in to the topic: Worth a thousand words | p. 87 |
| | Vocabulary | Key words and phrases | p. 88 |
| | Reading | A text about famous artists | p. 90 |
| | Grammar A | The Past Progressive Passive and Present Perfect Passive | p. 92 |
| | Grammar B | The Passive with Modals | p. 94 |
| | Listening | A talk about Stendhal syndrome | p. 96 |
| | Use of English | Language development: Focus on vocabulary and grammar | p. 98 |
| | Speaking | Individual and collaborative speaking tasks about art | p. 100 |
| | Writing | Descriptive paragraphs | p. 102 |
| | Time to Watch | A video about young artists | p. 104 |
| | Mistake Detector | Self-assessment through mistake identification | p. 106 |

| | | | |
|---|---------------------------|---|--------|
| UNIT 6 SHINE WITH THE RIGHT SKILLS | Focus on the topic | A lead-in to the topic: Shine with the right skills | p. 107 |
| | Vocabulary | Key words and phrases | p. 108 |
| | Reading | A text about five teachers' advice to teenagers on soft skills | p. 110 |
| | Grammar A | Intensifiers with comparatives and superlatives | p. 112 |
| | Grammar B | Modifiers with gradable and non-gradable adjectives | p. 114 |
| | Listening | A talk about Six Thinking Hats | p. 116 |
| | Use of English | Language development: Focus on vocabulary and grammar | p. 118 |
| | Speaking | Individual and collaborative speaking tasks that involve Six Thinking Hats technique and tasks about different learning experiences | p. 120 |
| | Writing | CV for Students | p. 122 |
| | Time to Watch | A video about Emotional Intelligence | p. 124 |
| | Mistake Detector | Self-assessment through mistake identification | p. 126 |
|  | | Irregular verbs list | p. 127 |
| | | Communication Activities | p. 128 |
| | | Grammar Bank | p. 130 |
| | | Wordlist | p. 141 |
| | | Tracks | p. 156 |

UNIT 1

MY LANGUAGE - MY IDENTITY!

FOCUS ON THE TOPIC



**Work in small groups and describe the pictures.
Then discuss the questions.**

- How important is it to speak your mother tongue in these situations?
- In which situation is it OK to speak other languages?



at home



at school



with friends



in a foreign country

VOCABULARY

1

Read the forum answers. What do you think the forum question is?
Choose a, b or c.

- a) Do you like learning other languages?
- b) Do you feel at home in a foreign country?
- c) Why is it important for you to speak your mother tongue?

Hey there! It's important to remember the language I grew up with because it helps me feel **connected**¹ to my family and the country I come from. Speaking my mother tongue also helps me build a strong **relationship**² with my relatives who speak the same language.

Here I'm learning English, but using my mother tongue gives me **confidence**³ because it's a part of who I am. It's like having a special treasure that I can share with others while being proud of my **roots**⁴.



Irada, 18

Hey there! Yes, of course. It gives me **a sense of belonging**⁵ because it connects me to my family and the country I'm from. Being **fluent**⁶ in my mother tongue helps me **recognise**⁷ and understand things better. It's like having a secret code that makes me feel at home.

Speaking my mother tongue is **essential**⁸ for me. I proudly speak my mother tongue with my Azerbaijani friends because it's like a warm hug from my home country, and it makes me feel right at home!



Nurlan, 20

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. connected (adj.) a) feeling that you have nothing to do with people or things around b) feeling that you understand, like and are interested in someone or something | 2. relationship (n.) a) the way in which two or more people feel and behave towards each other b) the way how people act in a difficult situation | 3. confidence (n.) a) feeling uncertain about yourself and giving up b) feeling sure of yourself and believing you can do things well | 4. roots (n.) a) origin b) future |
| 5. a sense of belonging (phr.) a) feeling like you are from a different group or place b) feeling like you are part of a group or place | 6. fluent (adj.) a) When a person is fluent, he/she can speak a language well and quickly. b) When a person is fluent, he/she cannot speak a language at all. | 7. recognise (v.) a) not to know someone or something because you haven't seen or heard him or her or experienced it before b) know someone or something because you have seen or heard him or her or experienced it before | 8. essential (adj.) a) necessary or needed b) unimportant |

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



TRACK 1

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

0. Joining the school choir gave me **a sense of belonging**; we feel like one big family.
1. My dog and I have a special **relationship**; he's always happy to see me when I come home.
2. I could **recognise** my friend even with her new glasses; her smile is always the same.
3. Eating fruits and vegetables is **essential** for staying healthy.
4. At the family picnic, everyone felt **connected** because of the warm family atmosphere.
5. After I practised riding my bike every day, I gained **confidence**.
6. Sally is **fluent** in Spanish; she can have conversations with her Spanish friends.
7. Understanding your cultural **roots** means knowing about the history of your family.

READING

1 Read the quotation and discuss the question.

What do you think the great leader meant?

"Not knowing a mother tongue, not valuing it, certainly is a great fault in the eyes of the nation."

*Heydar Aliyev, the national leader
of the Azerbaijani people*

2 Read the article and answer the question. Choose a, b, c or d.

What is the main idea of the text?

- a. Learning a new language is easy.
- b. Knowing your mother tongue is important.
- c. It is never late to learn a language.
- d. Children should learn English.

When babies are born, the first language they hear is their mother tongue. Even before they are born, babies can recognise voices, especially their mother's voice. This early connection is important for a good life and strong relationships.

Your mother tongue, the language you hear after you are born, helps you share your feelings and thoughts. Studies show that kids who are good at their mother tongue learn and think faster.

Language is not just words; it is also about understanding culture. Your mother tongue keeps your cultural traditions alive. Knowing your native language well makes you feel good about yourself. It gives you confidence and connects you to your cultural identity.

Knowing your history and culture strengthens your roots and gives you a sense of belonging. Feeling connected is important for your emotions. Your mother tongue helps you connect deeply with your culture and community. Studying in your mother tongue is important for thinking and understanding. Kids who study in their



mother tongue do better in school and have more success. If you are fluent in your mother tongue and have good reading and writing skills, it's easier to learn a new language, too. When I was studying teaching, I heard about "water lily children". These are kids who know many languages but aren't really good at any. It's like having a flower floating on the water without strong roots. The roots, like your mother tongue, help all the languages grow strong. Some parents are so excited about their kids learning English that they forget how important it is for kids to be good at their mother tongue first. It is like building a strong house - you need a solid foundation before adding more floors.

3 Choose the benefits of knowing your native language mentioned by the author.

1. Children who are good at their mother tongue are likely to learn and think faster.
2. Knowing one's mother tongue helps people keep their cultural heritage alive.
3. Being knowledgeable in the mother tongue helps them feel connected to their cultural community.
4. Being fluent in the mother tongue helps to have effective communication with older family members who may not be good at other languages.
5. Studying in one's mother tongue helps to have better academic performance.
6. Knowing one's mother tongue well can open up career opportunities in different fields.
7. Fluency in the mother tongue makes learning additional languages easier.

4 Make a presentation about the importance of the mother tongue.



GRAMMAR A

1 Discuss the questions with a partner.

- Why do you think people make mistakes when they are learning languages?
- How do you feel when you make a mistake? Why?

go hand in hand - to be closely connected with each other

2 Read the conversation between two friends and complete the sentence.

Unlike Kate, Rashad thinks that it is OK to ★★★ when you are learning a language.

Rashad: Hey, Kate! I made a funny mistake in my Chinese lesson today.

Kate: Oh no, Rashad! Mistakes are not good. You should be perfect in Chinese.

Rashad: Really? I thought making mistakes was okay. It helps me learn better. Mistakes provide us with **an** opportunity to learn.

Kate: No way! Mistakes are embarrassing. Everyone should be perfect from the start.

Rashad: But, Kate, our teacher says it's normal to make mistakes when you are learning **a** language. It's part of the learning process.

Kate: Well, I don't like it. I want to be the best without any mistakes.

Rashad: But what if we learn from our mistakes and get even better? Isn't that good?

Kate: Hmm, I'm not sure. I still don't like **the** idea of making mistakes.

Rashad: Let me check it on **the** Internet, too ... You see, the study says mistakes and learning **a** language go hand in hand.

Kate: Okay then.



3 Look at the boldfaced words in the conversation and decide if the statements are True or False.

1. We use the indefinite articles **a** and **an** before a noun to refer to non-specific things and people (*singular only*).
2. We use the definite article **the** before a noun to refer to specific things and people (*singular or plural*).
3. We use articles **a**, **an** and **the** before pronouns.



GRAMMAR TARGET

Articles

Study the rules and examples on Page 130 before you do the following tasks.

4 Complete the sentences with **a**, **an** or **the**.

0. I saw **a** colourful butterfly in **the** garden.
1. She has **★★★** interesting book about space.
2. **★★★** bright moon is shining in **★★★** sky.
3. They adopted **★★★** playful puppy from **★★★** shelter near our school.
4. **★★★** teacher told us **★★★** fascinating story about ancient civilisations.
5. He has **★★★** beautiful painting of **★★★** flower on his wall.
6. Can I have **★★★** slice of delicious cake?
7. We saw **★★★** impressive waterfall during our hike.
8. **★★★** school librarian recommended **★★★** fantastic adventure book.

5 A. Complete the sentences with **a**, **an** or **the**.

Learning several languages at the same time can be fun! Imagine you want to learn 1) **★★★** new language. You start with 2) **★★★** book in your hand and 3) **★★★** app on your phone. You read 4) **★★★** words from 5) **★★★** book, practise 6) **★★★** sounds on 7) **★★★** app and soon you feel more confident in that language.

Now, let's say you want to learn another language. You find 8) **★★★** friend who speaks that language and 9) **★★★** website with lessons. You use 10) **★★★** same methods - reading, listening and speaking.

You continue learning, and soon you can speak not just one, but two languages! It's like opening 11) **★★★** door to new worlds. You enjoy 12) **★★★** process of discovering words, phrases and cultures. You compare 13) **★★★** languages that you are learning.

Each language is like 14) **★★★** colourful piece in the puzzle of your knowledge. Happy learning!

B. Now, listen and check your answers.



TRACK 2

6 Make a presentation on one of the topics. Pay attention to the use of articles.

How I started learning a foreign language

The person who helps me learn a foreign language

An app for learning a foreign language

The website I recommend for learning a foreign language

GRAMMAR B

- 1** You are going to read a newspaper article. Before that, read the words and phrases from the article and guess what it is about.

accident go into shock speak Spanish fluently remember

- 2** Read the newspaper article in Task 3 and check your answers.

- 3** Now choose the best title.

- a) A Health Problem Among Most Footballers c) A Football Player's Spanish Surprise
b) A Life with No Memories from the Past d) The Best Football Match for Reuben

December

NEWSPAPER

Reuben was playing for a youth football team in Georgia when the unfortunate accident happened. A player from **the** other team accidentally kicked Reuben in **the** head. **The** injury was serious and Reuben went into shock.

His friends and family took him to the hospital to make sure he was okay. He fell into a deep coma. After several days, Reuben woke up. But something very surprising happened. He said, 'I'm hungry' in Spanish.

Reuben's mom told **the** nurse, "We speak English. Why is he speaking Spanish?" It was like a puzzle. Reuben could only speak a little Spanish before, but now it was his main language. Reuben thinks he probably picked up **the** language from his brother who studied abroad in Spain and some of his teammates who are fluent Spanish speakers.

Reuben described speaking Spanish as strange but enjoyable. After a few days, Reuben's English came back, but he can still speak some Spanish.

Soon Reuben's story became one of **the** most popular stories on **the** Internet. It turns out that Reuben is not **the** only person to have ever woken up with a mysterious language condition. There's a condition called "foreign accent syndrome," where people start talking in a different accent usually after some head trauma.

The first case of this happened in 1941 when a Norwegian woman, who was injured during a bombing, suddenly began speaking in a German accent.

- 4** Pay attention to the use of the definite article **the** in Task 3 and decide which statement is False.

- a) We use **the** with a specific noun. c) We use **the** with a non-specific noun.
b) We use **the** when there is only one of something. d) We use **the** before a superlative form.



GRAMMAR TARGET

Specific nouns

Study the rules and examples on Page 130 before you do the following tasks.

5 Complete the sentences with **a**, **an** or **the**.

0. Look at **the** moon in **the** sky. It's so bright and beautiful!
1. ★★★ sun is shining brightly and giving us light and warmth.
2. I placed my books on ★★★ shelf at ★★★ back of the room.
3. ★★★ new student joined our class today. His name is Ali.
4. Yesterday, I saw ★★★ red balloon in ★★★ sky. Today I saw ★★★ same balloon again.
5. We are going to have ★★★ picnic at ★★★ seaside this weekend.
6. ★★★ best part of my day is when I have ★★★ delicious snack.
7. Let's play in ★★★ park on ★★★ left side of our school.
8. ★★★ easiest math problem is at ★★★ end of ★★★ homework.
9. Look at ★★★ rainbow after ★★★ rain; it has so many colours!
10. On ★★★ way to school, I saw ★★★ exotic bird in ★★★ tree.



6 Complete the conversation with **a**, **an** or **the**.

Ayan: What do you like most about this book?

Vusal: You know I love learning languages and 1) ★★★ first unit in this book is about languages.

Ayan: I also like this book. 2) ★★★ pictures in the unit are very colourful and 3) ★★★ information is interesting. It also includes 4) ★★★ app with 5) ★★★ lot of fun games.

Vusal: I think it is 6) ★★★ right book to choose if you want to learn English.



7 In groups, choose one of the story starters and write a story. Pay attention to the use of articles.

- A. When Tim woke up on Saturday morning, he thought it was just another day, as usual. When he went outside, however, he saw that everything was different. ★★★
- B. It all started when we were walking to school. I was waiting to cross a street when I looked down, and there was a small box with ★★★.

LISTENING

1

Look at the photo of the Pirahã people of Brazil and discuss the questions.

- What kind of lifestyle do you think they have?
- What do you think might be unique about their language?



2

A. Read a sentence from the talk you are going to listen to about the Pirahã language. What do you think it means?

The Pirahã language has a grammar of happiness.

B. Listen to the talk and check your ideas.



TRACK 3

tribe – a group of people who live together and share similar customs and traditions

jungle – a wild and thick forest with many trees, plants and animals

3

Listen to the talk again and choose the correct option.



TRACK 3

1. The Pirahã people don't talk about ★★★.

a) abstract ideas b) their experiences

c) stupid people

2. These people know a lot about ★★★.

a) tools and weapons

b) the wildlife in their territory

c) the life outside the jungle

3. The Pirahã people can talk about the ★★★.

a) present

b) past

c) future

4. They don't have ★★★.

a) good relationships with their kids

b) special words for numbers

c) enough people in their tribe

5. Dan Everett thinks highly of the Pirahã culture because ★★★.

a) they are worried about the future

b) everything is free in this culture

c) they live in the present moment

4

Discuss the questions with a partner.

- What kind of problems do you think a Pirahã would have if he/she joined your group?
- How would you help him/her solve these problems? Would it be easy or hard? Why?

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 have a good **identity** with my best friend. We play and talk together every day.
2. The head of the **sense** made important decisions for the well-being of everyone.
3. Each person has their own **tribe**. I am proud to be me!
4. When I'm with my classmates, I feel a **jungle** of belonging. We are like a big family.
5. The **relationship** is full of tall trees and wild animals. I learned about it in school.

2 Complete the gaps with an appropriate form of the word given in brackets.

1. Sarah felt a strong ★★★ (*connect*) with her new friend at school.
2. Playing games with friends is always ★★★ (*enjoy*).
3. Yusuf's ★★★ (*confident*) grew as he practised riding his bike.
4. The teacher asked everyone to be ★★★ (*patience*) while waiting for their turn.
5. Maria can speak Spanish ★★★ (*fluent*) after practising it every day.
6. After finishing the puzzle, Asli jumped with ★★★ (*happy*) and shouted, "I did it!"

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

1.

- a) Nuray is the most patient person I know; she never gets upset when things take a long time.
- b) Nuray is a most patient person I know; she never gets upset when things take a long time.

2.

- a) In our class, Tim is an only person who can solve complex math problems quickly.
- b) In our class, Tim is the only person who can solve complex math problems quickly.

3.

- a) The teacher told us the amazing story about ancient tribes.
- b) The teacher told us an amazing story about ancient tribes.

4.

- a) When moon is full, the night sky becomes bright and magical.
- b) When the moon is full, the night sky becomes bright and magical.

4

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

The British are famous 0) **b** not speaking foreign languages. According to a survey published by the European Commission, the British are officially 1) **★★★** worst language learners in Europe! Let's look at some statistics:

62 per cent of people can't speak

2) **★★★** other languages apart from English.

38 per cent of Britons speak at least one foreign language, 18 per cent of people speak two and only 6 per cent of the population speak three or more

languages. Learning 3) **★★★** foreign language is not popular at schools in Britain. In UK schools, it is common for children to start studying a foreign language 4) **★★★** 11 and many students give up learning languages 5) **★★★** at 14. So, why don't young people continue with languages at school? A study suggests that students think that it is more difficult to get 6) **★★★** in languages than in other subjects

7) **★★★** Science or History. The British government is now looking at different ways to improve language learning at school. One idea is to start much younger; there are plans to start teaching 8) **★★★** in preschools.



| | | | |
|----|------------------------|---------------------|----------------------|
| 0. | a. about | b. <u>for</u> | c. of |
| 1. | a. X | b. a | c. the |
| 2. | a. any | b. some | c. the |
| 3. | a. the | b. X | c. a |
| 4. | a. at the age of | b. at an age of | c. at age of |
| 5. | a. fluently | b. completely | c. essentially |
| 6. | a. good grade | b. good grades | c. a good grades |
| 7. | a. such as | b. for | c. because of |
| 8. | a. a foreign languages | b. foreign language | c. foreign languages |

SPEAKING

1

Compare the pictures and state the advantages of learning languages in these ways. Which way do you prefer and why?



learning on your own



learning with a tutor



learning in groups



learning from videos

2

Look at the different things that English language learners do to master English. In pairs, discuss them all and agree on the most effective one.

- Making international friends
- Watching films in English
- Taking online English courses
- Travelling to an English-speaking country
- Speaking to yourself in English
- Singing songs in English
- Add your own idea

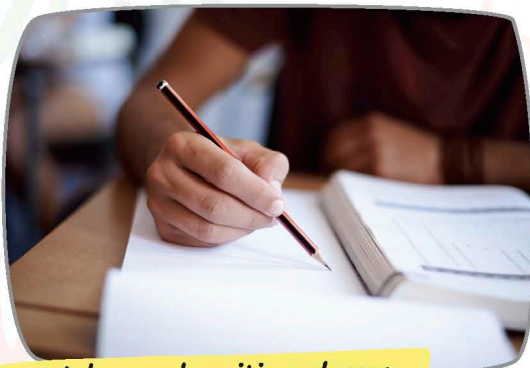
Useful Language

Let's start by discussing ★★★.
I agree with you that ★★★.
That's a good point, and I also think ★★★.
I see your perspective, but I feel that ★★★.
Personally, I think that ★★★.
Can you explain more about ★★★?
So, if I understand correctly, we agree that ★★★.

3 Your school wants to organise a club to encourage students to master their mother tongue. They asked you to give your opinion on the suggestions below.

Useful Language

I personally prefer ★★★.
In my opinion, the first suggestion is better than the second because ★★★.
I think the second idea would be more effective because ★★★.
In conclusion, I believe that ★★★.



Advanced writing classes



A conversation club



A story writing contest



A drama club

WRITING



Writing tips

How to write an email requesting something

- **Clear subject line:** Use a clear subject line that shows the purpose of your email.
- **Polite greeting:** Start your email with a polite greeting. Use the recipient's name if you know it; for example, "Dear [Name]". If you don't know it, start with "Dear Sir/Madam".
- **Introduction:** Briefly introduce yourself and mention why you are writing this email.
- **Be specific:** Clearly ask the questions that you need to get answer to.
- **Be concise:** Don't include unnecessary details.
- **Polite tone:** Remember to use *please* and *thank you* appropriately.
- **Closing:** End your email with a closing statement. Have a polite closing such as "Best regards" or "Thank you".

1

Read the email below and label the paragraphs with the headings.

- A. Closing salutation
- B. Closing
- C. Specific information you need
- D. Opening remarks/reason(s) for writing

Dear Sir/Madam,

I hope this email finds you well. I am Lala Mammadova, and I am writing to inquire about the language courses you offer at *My Language School*. I am interested in Italian courses and would appreciate it if you could provide me with detailed information regarding the following:

- **Course Duration:** How long do the language courses last?
- **Class Schedule:** What is the class schedule?
- **Course Fees:** How much does a course cost? Are there any additional costs?
- **Registration Process:** How can I enroll in the language course?
- **Learning Materials:** Will I have to buy any textbooks?

I am keen on improving my language skills and believe that *My Language*

1) ★★★

2) ★★★

School would be an excellent place to achieve this goal. Thank you for taking the time to provide me with the necessary information. I am looking forward to hearing from you soon.

Best regards,
Lala Mammadova

3) ★★★

4) ★★★

2 Read the sentences below and decide in which part of the email (1-4) you can write them.

- a) Thank you for your time, and I look forward to receiving more details.
- b) Please feel free to contact me if you need any additional information.
- c) Could you share information about the qualifications and experience of the language instructors?
- d) Are there evening classes or online courses?
- e) I would like to get some information about the language classes at *My Language School*. Can you help me with some information?
- f) Do teachers use fun ways to teach? Like games or stories?
- g) How many days a week are the classes, and how long do they last?
- h) I hope you are doing well!

3 Look at the language course ad. Imagine that you want to join this course. Write an email requesting some information about the course.

Opportunities Language School

- Intensive courses
- Learn any 3 languages in 6 months
 - 30 hours per week
- Small groups or individual lessons

4 Exchange your email with a partner. Check if he/she has followed the tips provided in the Writing Tips section. Write suggestions to help your partner improve his/her email.

TIME TO WATCH

1

You are going to watch a Ted talk by Lýdia Machová. Before that, read the comments on the video and guess what her talk is about.



jasmin @jasmin · 23 Nov

Wow, this video is so cool! It is great to know many languages. I also want to be a **polyglot**¹ like her. I **wonder**² how she can do it.

15

26

37



eduard @eduard · 15 Nov

I am a patient learner just like her. This is what we **have in common**⁴. I prefer learning **in small chunks**⁵ and it helps me remember things better.

56

72

43



liana @liana · 22 Nov

I watched this video one year ago. I remember turning on the English subtitles because I didn't understand the words. And now I'm watching this again and I can **figure out**³ what she's saying without turning on the subtitles!

32

51

95



maria @maria · 30 Nov

This video really opened my eyes. I completely agree with her. When learning is boring, it's really hard. Now I want to find fun ways to learn. The important thing is to have **patience**⁶, which means giving yourself the time you need to learn and get better.

63

46

88



2

Read the comments again and choose the correct definition that matches the meaning of each numbered word/phrase. These words/phrases are also used in the video.

1. a) a person who can speak or understand many different languages
b) a dictionary that includes all the words in a language
2. a) to decide to ignore what is true, what will happen, or what you should do, etc.
b) to think about something and try to decide what is true, what will happen, what you should do, etc.
3. a) to understand something that was unclear
b) to be confused about something
4. a) not to tell or show things that you like or have done to someone or something
b) to share interests, experiences or other characteristics with someone or something
5. a) breaking down a big task into smaller, more manageable pieces to make it easier
b) doing many tasks successfully at the same time
6. a) the ability to learn too many things at the same time
b) the ability to wait calmly and not to get upset



3 Watch the first part of the video and decide if the sentences are True or False.

1. The speaker is currently learning her eighth language.
2. The speaker decided to meet other polyglots to find out their secrets about learning languages.
3. Benny's method of language learning involves starting to speak from day one.
4. Benny tries not to make any mistakes while learning a new language.
5. Lucas from Brazil learned Russian by having face-to-face conversations.
6. The speaker discovered that polyglots all have the same method of learning languages.
7. The speaker found out that all polyglots find learning languages enjoyable.

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

1. Memorising a list of words for a test may result in storing them in ★★★ memory.
2. The speaker encourages checking out polyglots' YouTube channels and websites to get ★★★.
3. The third principle involves creating a ★★★ in your learning to make time for language learning.
4. The speaker suggests waking up 15 minutes earlier to ★★★.
5. The final principle for learning a language fluently is having ★★★.



**5 In pairs, discuss this statement from the speech.
Do you agree or disagree?**

"There is nothing that motivates us more than our own success."

6 Discuss the questions with a partner.

- Have you ever tried learning a new language? Which one was it?
- What do you think is the most important thing when learning a language?
- Do you have a favourite method for learning new words?
- Why do you think patience is important when learning something new?



MISTAKE DETECTOR



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

1

Reading colourful storybooks is so **enjoyably**; the pictures and words together create exciting **the adventures**.

2

Speaking a language **fluent** means you can tell your friends about your day and share your favourite stories.

3

Learning about my **family's root's** means discovering where my grandparents and parents grew up, and it helps me understand our family history.

4

A jungle adventure is fun; there are **the monkeys**, colourful birds, and a lot of trees.

5

When is **the right time** to start learning foreign languages?

6

Just like how food is **essential of** my body, learning new things every day is important for my brain to grow strong.

7

Solving **a puzzle** with friends is like a team mission; we work together, share ideas and figure out the tricky parts.

8

What is **a best way** to learn words in a foreign language?

9

Being part **of a school club** gives me **a sense of belonging** because we all like **same things** and work together on projects.

10

Internet has changed **the** way people look for homes.

11

The teacher **provides us with** the links to **interesting websites**.

12

We were excited to try a new restaurant, but **a restaurant** we chose was terrible.

13

I was happy to see **the policeman** who saved my dog.

14

This is **the last sentence** in the Mistake Detector section of Unit 1.

UNIT 2

LOST IN A BOOK

FOCUS ON THE TOPIC

Work in small groups and discuss the questions.

- How do these people feel about reading in these ways?
- Which way do you prefer and why?



reading in groups



reading while
listening to music



reading in nature



reading in a coffee
shop

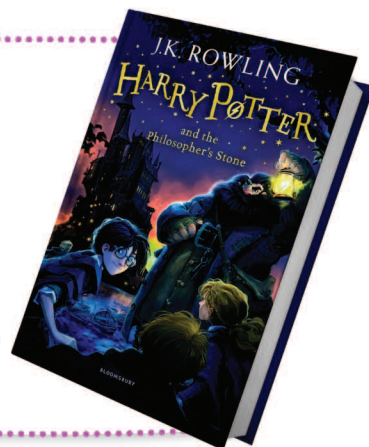
VOCABULARY

1

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

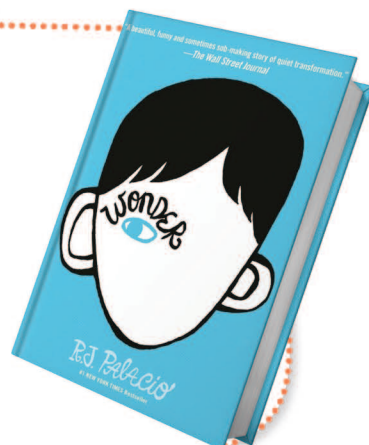
It is "The Harry Potter" series by J.K. Rowling! The stories are about a young wizard named Harry and his friends. They go to a special school for wizards called Hogwarts. Harry and his friends work together to solve mysteries and **improve¹** their magical skills.

The adventures in the Harry Potter series **require²** a lot of bravery from the characters. They meet dangerous creatures and even battle the dark wizard Voldemort. I think reading the Harry Potter series is like a journey to a new world.



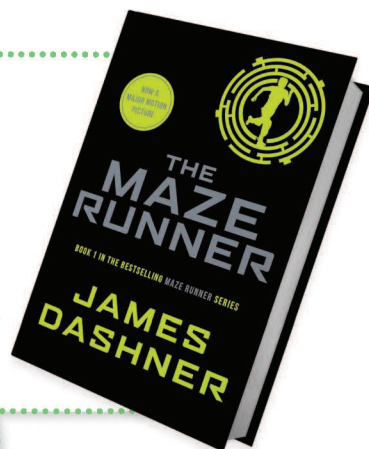
It is "Wonder" by R.J. Palacio! It's a great story about a boy named Auggie who looks different from others. Auggie teaches us important things about kindness and friendship.

I like "Wonder" because it **introduces³** how we can increase kindness by understanding and accepting each other, even if we're different. While reading this story, we **put ourselves in Auggie's shoes⁴** and it helps us understand his feelings. We can **set an example⁵** by being kind, just like Auggie's friends do in the book. It's a special story that teaches us great lessons!



It is "The Maze Runner" series by James Dashner! It's a **fiction⁶** book about a group of children who find themselves in a mysterious maze with no memories of their past. I **regularly⁷** read this book because I can't wait to find out what happens next.

When I **concentrate⁸** on the pages, it's like I'm there with the characters, solving the maze. The best part is when they discover the secrets of the maze and try to find a way out.



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. improve (v.) a) make something/somebody better than before b) make something/somebody worse than before | 2. require (v.) a) forget something b) need something | 3. introduce (v.) a) take something from someone b) present somebody/something to someone | 4. put yourself in somebody's shoes (idiom) a) imagine that you are in another person's situation b) imagine that you are wearing someone else's shoes |
| 5. set an example (phr.) a) show others the right way to do something by doing it yourself b) tell others what you think about them | 6. fiction (n.) a) a type of material that people use for making clothes b) a type of literature that describes imaginary people and events, not real ones | 7. regularly (adv.) a) If you do something regularly, it means you do it often. b) If you do something regularly, it means you never do it. | 8. concentrate (v.) a) focus all your attention and energy on one thing b) not to pay attention to anything else |

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



TRACK 4

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

0. To understand others, you should try to **put yourself in their shoes** even if they are different from you.
1. Our teachers **★★★★** to us by reading books during break times.
2. It's important to **★★★★** while reading so you can understand the story better.
3. I try to read **★★★★** so that I can learn new things all the time.
4. It **★★★★** practice and patience to become a good reader.
5. **★★★★** books are full of imagination and creativity, making them so much fun to read.
6. Reading every day helps **★★★★** our reading skills.
7. The science experiment will **★★★★** students to the amazing world of chemistry.

READING

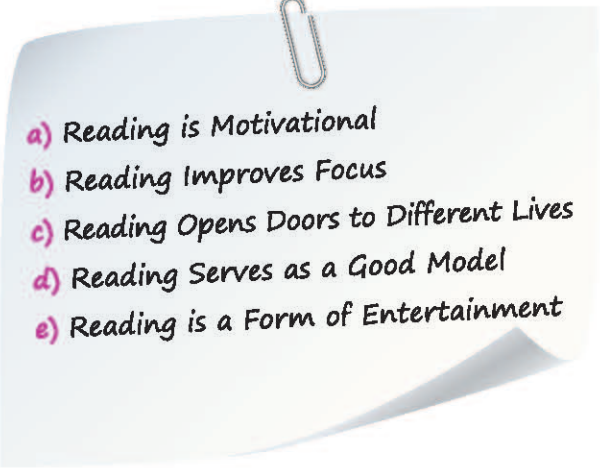
1

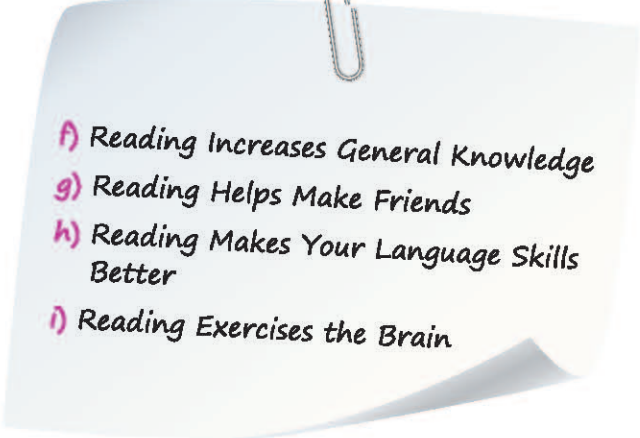
Walk around and talk to your classmates. Find someone who

1. has been to the library this month.
2. likes to read outside.
3. enjoys reading before bedtime.
4. has borrowed a book from a friend.
5. can sing a song related to a book they've read.
6. has read a book that is over 200 pages long.
7. can name the names of 3 Azerbaijani story writers.

2

Read the passages about the benefits of reading books and match the titles (a-i) to the paragraphs (1-8). One title is extra.

- 
- a) Reading is Motivational
 - b) Reading Improves Focus
 - c) Reading Opens Doors to Different Lives
 - d) Reading Serves as a Good Model
 - e) Reading is a Form of Entertainment

- 
- f) Reading Increases General Knowledge
 - g) Reading Helps Make Friends
 - h) Reading Makes Your Language Skills Better
 - i) Reading Exercises the Brain

1. While reading, we have to remember different characters in the story. This helps our memory get stronger because we practise remembering things. Therefore, reading is a **workout** that improves memory.

2. Did you know that most of the popular TV shows and movies are based on books? So, why not **dive into** the world of reading? When you read, you can **picture** everything in your head – the characters, the places, and all the exciting things happening. It's like having your very own cinema inside your brain!

3. We can all agree we have to concentrate on each page that we read. In a world where gadgets are getting faster and shortening our **attention span**, we need to practise concentration. Reading is an activity that requires your attention.

4. Have you ever read a book where you came across a new word? Books have the power to improve your vocabulary by introducing you to new words. The more you read, the more your vocabulary grows, along with your ability to effectively communicate. Additionally, reading improves writing skills by helping the reader understand and learn different writing styles.

5. Books are full of interesting facts. Reading fiction or non-fiction can provide you with essential information. Reading different topics can make you a more informed person, in turn improving your conversation skills.

6. Reading books about people who have **overcome** difficulties can inspire us to do the same. The right book can teach you to never give up.

7. Reading is a key component of early **literacy** development and you can set a positive example by reading regularly. Children are keen on repeating the adults. So, if you have some "me time" for reading, the children in your family will learn to do the same.

8. Books help us experience realities outside of our lives. They teach us to understand others by putting us in the shoes of the characters. This simple technique is called empathy. Empathy means being able to understand and share the feelings of someone else. When we read, we get better at empathy because we see lots of different thoughts and situations that are not always like ours.

3 Match the definitions to the boldfaced words/phrases in the text.

1. to start doing something with enthusiasm and energy
2. the length of time for which somebody is able to concentrate on something
3. the ability to read and write
4. to imagine somebody/something
5. to succeed in controlling a problem
6. a period of physical exercise that you do to keep fit

4 Act out the situation.



Student A: You love reading. Talk to Student B and try to encourage him/her to read books.



Student B: You enjoy playing video games and you think that reading is not fun at all. Talk to Student A and try to encourage him/her to play video games.

GRAMMAR A

1 Discuss the questions with a partner.

- What kind of story books do you enjoy reading most?
- Would you ever want to write a story? Why or why not? If yes, what kind of story would it be?

adventure love mystery science humorous historical

2 Read the social media post by a young story writer and discuss the questions with a partner.

- Who do you think would enjoy reading this new book? Why?
- Would you like to read it? Why or why not?



mary  @mary · 11 Dec

...

Exciting news, young readers! My new book, "The Adventures of Khan in Surprisia" is here! It's filled with **love**, **happiness** and all the amazing things that make stories super fun!

Join Khan on a journey where **patience** and **truth** help him discover the true meaning of **friendship**. Learn valuable **advice** and useful **information** that will make you smile!

In the land of Surprisia, follow Khan as he learns about **luck** and **fortune** and discovers the **beauty** in everyone and everything around him.

Discover the exciting world of Surprisia, where every adventure is a mix of play and **intelligence**.

Come along on this magical ride as we discover the secrets of Surprisia! Grab your copy and let the adventure begin!



💬 205

↻ 112

❤ 398



3 Look at the boldfaced nouns in the post and choose the correct options below. There is more than one correct answer.

- a) These nouns are not usually plural.
- b) We can use **the** with these nouns.
- c) We normally do not use **a/an** with these nouns.
- d) These nouns are physical things that we can see, touch, hear, etc.

**GRAMMAR TARGET****Concrete and abstract nouns**

Study the rules and examples on Page 131 before you do the following tasks.

4

a) Listen and choose the nouns used in the conversation.

**TRACK 5**

| | | |
|-------------------|------------------|------------------|
| <i>class</i> | <i>kindness</i> | <i>hero</i> |
| <i>story</i> | <i>challenge</i> | <i>beauty</i> |
| <i>happiness</i> | <i>advice</i> | <i>sense</i> |
| <i>importance</i> | <i>friend</i> | <i>joy</i> |
| <i>honesty</i> | <i>character</i> | <i>enjoyment</i> |
| <i>courage</i> | <i>truth</i> | <i>fun</i> |

b) Are the nouns in the table in Task 4a concrete or abstract?

5

Complete the sentences using the following words. Sometimes the word needs to be plural (-s), and sometimes you need to use a/an.

advice

luck

hero

health

knowledge

friend

secret

language

0. I found some money on the sidewalk today, and my mom said it's a sign of good **luck**!
1. Reading books gives us ★★★ about different places and interesting facts.
2. I love playing with my ★★★ during the break; they make school so much fun!
3. My grandma gives me good ★★★ when I feel confused about something.
4. Superheroes are my favourite because they're brave ★★★ who save the day.
5. "Can you keep a secret?" ★★★ asked Murad to his friend.
6. Eating fruits and vegetables is important for our ★★★, so I make sure to have them every day.
7. Learning a new ★★★ is exciting; it helps us make friends with people from all over the world.

6

Look at the book titles and imagine that you are the writer of one of them. Write a social media post about your book using abstract and concrete nouns.

*Jungle Detectives**Super Football Stars**Fantastic Friends**Candy Kingdom Quest**Time-Travel Machine**Friendly Drones*

GRAMMAR B

1 Read the quotation and answer the question.

What do you think the word **bookworm** means?

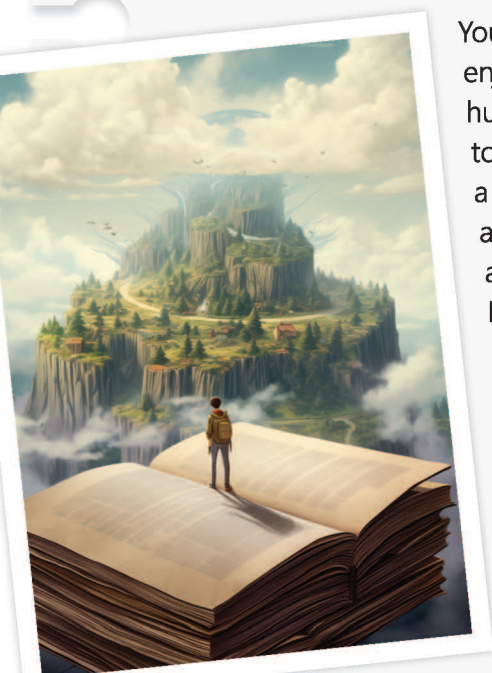
"Asking a bookworm to name their favourite book is like asking a mother to pick a favourite child."

(Anonymous)



2 Read the article and choose the best title.

- a) Why Isn't It Good to Be a Bookworm?
- b) Which Books Would a Bookworm Never Read?
- c) How Much of a Bookworm Are You?
- d) What to Do If Your Friend Is a Bookworm



You love reading stories that take you to new places, and you always enjoy visiting **bookshops** and **libraries**. Everyone who acts like that is a huge bookworm. **Bookworms** usually don't watch TV. Maybe they'll go to the movies to see an adaptation of one of their favourite novels, but a true bookworm is someone who actually can't take their nose out of a book. They like non-fiction, fiction, biographies, romantic novels and all others.

If you're a bookworm, when you start reading a story, it's all you can think about. You spend the time that you aren't reading talking about what you're reading. **Fun** is not important if it is not related to books. They get **pleasure** from books only.

A bookworm loves the idea that an author can create a world with his or her writing and take readers to it. Sometimes, a good book becomes a good movie. But for bookworms, books are always better. Some people say that they don't have time for reading, but a bookworm always makes time for a good story. They love spending time at the library, returning a book or picking up a new one.

Bookworms usually don't judge books based on their genre. Whether it's a novel or a biography, as long as they're reading, they're happy. They could sit for hours in a quiet place and read. They will bring a book with them wherever they go just in case they have some free time. Reading is their top interest in life.

3 Look at the underlined parts of the article in Task 2 and find examples of these rules.

1. We can make a generalisation about a countable subject of the sentence in two ways: no article + plural noun OR a/an + singular noun
2. We don't use an article to make a generalisation about an uncountable subject of the sentence.
3. To make a generalisation about an object of the sentence, countable or uncountable, we don't use an article. We use the plural form for countable nouns. Uncountable nouns are always singular.



GRAMMAR TARGET

Making Generalisations

Study the rules and examples on Page 131 before you do the following tasks.

4 Match the subject on the left with the verb phrase on the right.

- | | |
|------------------|--|
| 1. A good reader | a) loves to play and learn new things every day. |
| 2. Libraries | b) is a big journey full of exciting moments and challenges. |
| 3. A child | c) is what we use to buy things. |
| 4. Fiction books | d) is a quiet place filled with books. |
| 5. Money | e) take us on amazing adventures with unreal stories. |
| 6. Grandparents | f) are like magic on a screen. |
| 7. Life | g) are places where you can borrow and read lots of books. |
| 8. Movies | h) enjoys reading books and telling stories to others. |
| 9. A library | i) are like the second parents who share their best stories. |

5 Complete the sentences to make a generalisation about the given subject.

- | | | |
|---------------------|---------------------|-------------------------|
| 1. Teachers ★★★. | 4. Friends ★★★. | 7. Kind people ★★★. |
| 2. A teenager ★★★. | 5. A classmate ★★★. | 8. Good neighbours ★★★. |
| 3. Good advice ★★★. | 6. A computer ★★★. | |

6 Choose one of the topics below and make a presentation. Make generalisations when necessary.

Ideal classmates

A true friend

Catchy books

Cartoons

Success

Happiness

Sports

LISTENING

1 Look at the photos from news stories. Discuss the question with a partner.

- What do you think each news story is about?



2 Listen to the news reports. Are the headlines correct?



1
Read more and get a free drone!

2
A five-year-old boy loves reading in police cars

3
Dream job - Get money for reading books before bed

4
A 100-year-old library book returns home

3 Listen to the news reports again and decide if the sentences are True or False.



1. The library has a collection of 115,000 books.
2. The school started using the idea a long time ago.
3. Connor took part in a reading challenge.
4. His dream is to become a police officer in the future.
5. If the company chooses you, you will have to pay some money.
6. This study aims to learn how bedtime reading affects sleep.
7. A grandfather gave an old book back to the library.
8. People can borrow this book from the library now.



4

Look at the news headlines and discuss the questions in small groups.

- What do you think the story behind each news headline is?
- Which news story would you like to read? Why?

Calling All Bookworms: Join the Fun Reading Club!

Bookworm Olympics: Who Can Read the Most Pages in a Week?

A man finds grandma's money while reading her diary.

Rock Out with Reading: Concert Time at the Library!

Fairy Tale Fiesta: Princes and Princesses, Get Ready for Magic!

Book Change Fun: Trade Your Favourite for Something New!

5

Imagine that you are a TV reporter. Prepare a television news broadcast about some of the news stories in Task 4.

TV reporter



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 will work hard to **overcome** my skills and become a better reader.
2. Learning math well will **concentrate** some extra practice, but I won't give up.
3. Let's **improve** our new friend to everyone in the class and make her feel part of the team.
4. With more practice, I can **introduce** any challenges that come my way.
5. During the test, it's important to **require** on each question.

2

Complete the sentences with the prepositions below. You can use some of them more than once.

from in for with out of on

1. This exciting adventure story is based ★★★ a magical land filled ★★★ talking animals.
2. It's important to concentrate ★★★ your homework to do it accurately and finish it ★★★ time.
3. The school librarian will provide us ★★★ new books to read during the summer holiday.
4. Sometimes, it's okay to take your nose ★★★ the book and join your friends.
5. I get pleasure ★★★ spending time ★★★ my family and playing ★★★ my pet.
6. When your friends are sad, try to put yourself ★★★ their shoes and find a way to help them feel better.
7. I love borrowing books ★★★ the library because there are so many exciting stories to discover.

3

Choose an odd one in each line.

1. happiness, love, friendship, hero
2. advice, information, sense, beauty
3. bookworm, library, challenge, truth
4. luck, knowledge, skill, courage
5. honest, lucky, true, fortune



4

Complete the gaps with an appropriate form of the word given in brackets.

1. My mom likes to ★★★ (advice) me on how to organise my room.
2. My teacher shares ★★★ (motivate) stories that teach us to work hard.
3. Sarah is very ★★★ (intelligence); she always knows the answers to all questions.
4. Learning to ride a bike takes practice and ★★★ (patient).
5. To get better at football, it's important to practise ★★★ (regular) with your team.
6. ★★★ (Live) is full of exciting adventures and opportunities.

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

WHAT TO DO WITH USED BOOKS?

1. Give Them to Secondhand Bookstores

0) **b** always look for used books! If you have any books that 1) ★★★, give them away. That way, other people can enjoy 2) ★★★ your books and start a collection without spending money. Plus, your favourite books will find new homes!

2. Find a Little Free Library

Little Free Library is a non-profit organization that helps 3) ★★★ share their favourite stories and find new ones-for free!

All you need to do is bring your books to the library and leave them for someone to take. Plus, you can even use it to find your next book. It's one of 4) ★★★ book exchanges in the world and it keeps books from going to landfills.

3. Host a Book Swap

5) ★★★ you're looking to unload old books, host a Book Swap with book lovers. Gather your friends, family and neighbours and trade! Swapping books not only 6) ★★★ your money, but it also finds new homes for old books you no longer need.

4. Leave Them on Your Stoop

If you live in a busy city, try stooping! Stooping means leaving your used things - furniture, home decor and even books - on the steps in front of your house so other people can take 7) ★★★.

This is popular in big cities. Just leave your books outside with 8) ★★★ that says they're free. People who love books will come and take them!

| 0. | a. Bookstore | b. Bookstores | c. The bookstores |
|----|--------------------------|---------------------|----------------------------|
| 1. | a. you have already read | b. you already read | c. you are already reading |
| 2. | a. to reading | b. to read | c. reading |
| 3. | a. the book lover | b. book lover | c. book lovers |
| 4. | a. the biggest | b. the big | c. bigger |
| 5. | a. Before | b. If | c. After |
| 6. | a. saves | b. saving | c. save |
| 7. | a. us | b. it | c. them |
| 8. | a. a sign | b. an example | c. a mark |

SPEAKING

1

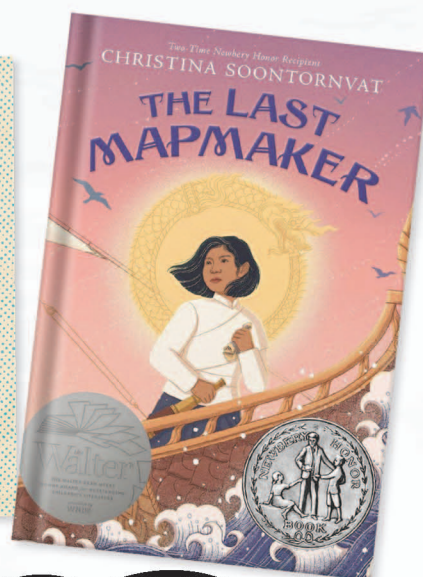
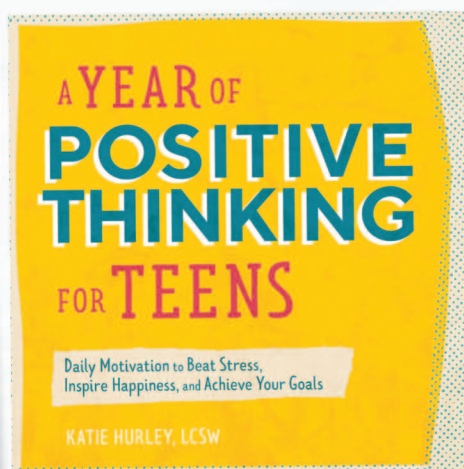
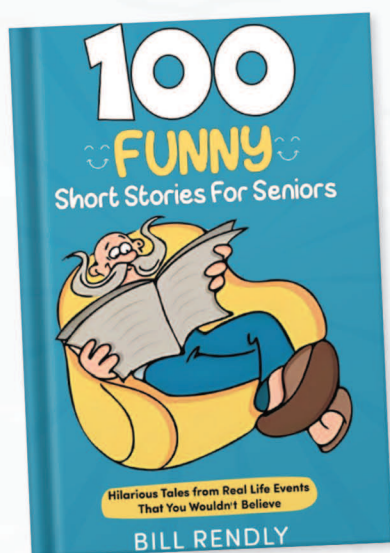
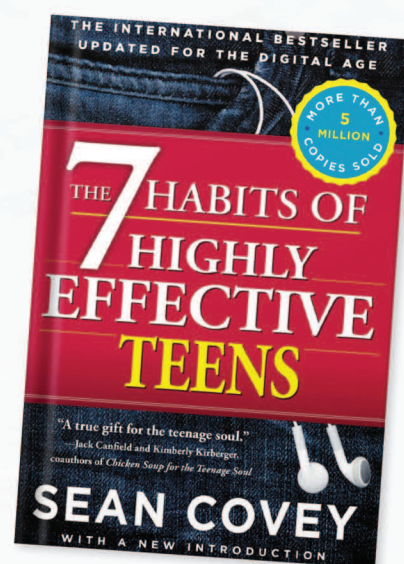
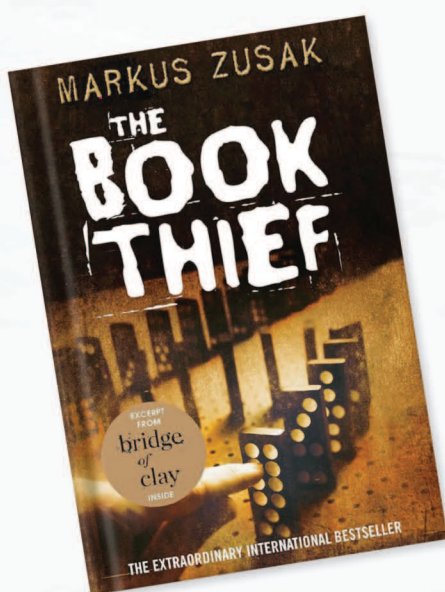
Look at the book covers and discuss the questions.

What do you think each book is about?
Which book

- do you think sells well? Why?
- would you like to read? Why?
- would you never read? Why?

Useful Language

(This book) really grabs my attention.
(This book) is (not) very catchy.
I think it is for young/ middle-aged/ elderly people.



2

Imagine that you are your favourite book character. Make a brief speech explaining why readers should find you interesting. Share the main characteristics, experiences or adventures that make you the best book character.

Useful Language

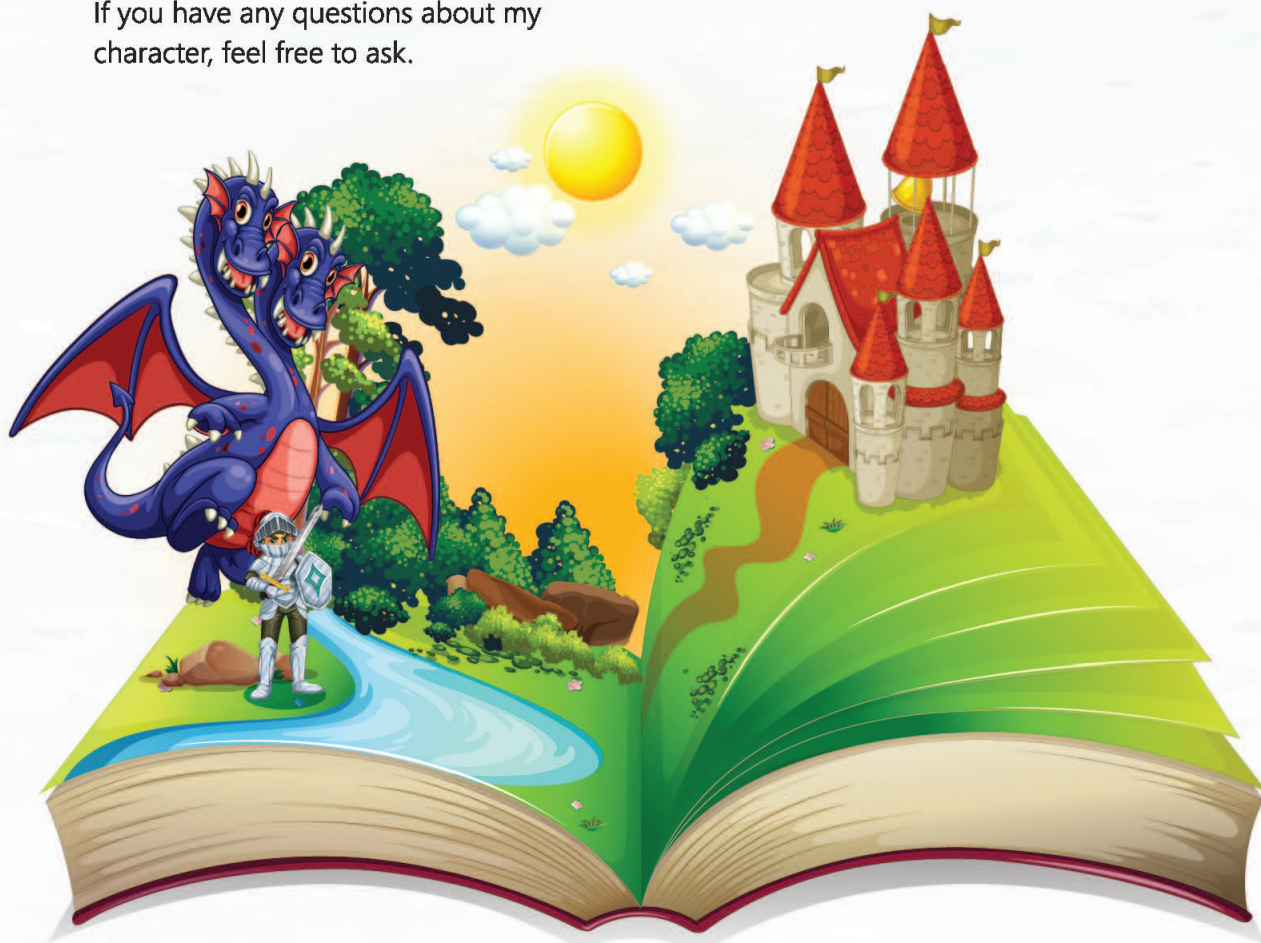
I am *(character's name)* from *(book title)*.

In the story, I experienced...

You should like me because...

One thing I can do that others can't is...

If you have any questions about my character, feel free to ask.



3

In pairs, ask and answer the questions.

1. What kind of books do you like to read?
2. What was your favourite book as a child?
3. Have you ever borrowed a book from the school library?
4. Who were the main characters in the last book you read?
5. Which book would you recommend reading?

WRITING



Writing tips

Third-person Narratives

Third-person narratives are written in the third person (he/she/they/etc.) and are real or imaginary stories about another person or other people. A third-person narrative should consist of:

- an introduction in which you set the scene (who was involved, time, place, etc.) in an interesting way to help the reader imagine the scene and want to continue reading;
- a main body consisting of two or more paragraphs in which you develop your story presenting the events in the order that they happened;
- a conclusion in which you say what happened in the end and refer to people's feelings or reactions.

Introduction

Set the scene (who - where - when - what)

Main body

Develop the story: give a detailed description of the events in the order they happened.

Conclusion

End the story. Add feelings, comments and reactions.

1

Look at the picture and answer the questions.

1. What were Tim and his friends doing before he climbed the tree?
2. Why did he decide to climb the tree?
3. What happened when he climbed the tree?
4. How did he feel?
5. What do you think happened to him in the end?

2

Read the story and find out what truly happened to Tim. Then label the paragraphs with the headings below.

- A. End of the story: feelings and comments
- B. Setting the scene
- C. Development of the story



"Are you sure that you want to climb the tree?" Tim's friend asked him. Tim looked at his friend's favourite ball which was stuck in the tree and said, "Of course, I am. I love climbing trees."

1) ★★★

Without thinking much, Tim started to climb up the tree. At first, he wasn't scared; he just wanted to get the ball. But as he reached it, he found himself going higher and higher until he got stuck in the branches of the tall tree!

"Oh, no!" Tim said to himself, looking down at the ground below.

Tim started feeling scared. He asked his friends for help, but unfortunately, none of them could help.

2) ★★★

Suddenly, Tim remembered his favourite storybook. In that book, one of the characters was in a similar situation. Tim remembered how the character successfully climbed down a tree using the Hug-and-Slide method. Inspired by the story, Tim decided to hug the trunk of the tree and slowly slide down, using his hands and legs to control the descent.

Tim felt really happy and proud as he stood safely on the ground. He realised that the adventures he read about in books weren't just exciting stories; they could also teach valuable lessons. He understood the importance of learning from stories and using that knowledge in real-life situations.

3) ★★★

3 Choose one of the pictures below and write a third-person narrative. Make sure that you follow the tips in the Writing Tips section.



TIME TO WATCH

- 1** You are going to watch a video about The Guinness Book of World Records. Before that, read the text about it. Which of the letters (A-D) indicates where the sentence “*It became a best seller in England in only four months.*” best fits?

The Guinness Book of World Records is a special book that comes out every year. It is about amazing things around the world and what people can do. (A) You can find its copies in more than 40 languages. It is one of the top-selling books in publishing history, selling about 3.5 million books every year. The book has lots of records such as the world’s tallest person, heaviest onion, fastest animal and most remote human-made object. (B)



It started long ago when a man named Sir Hugh Beaver had a question about the fastest bird. He wanted to find a book that would help him answer questions like that. (C) Some time later the McWhirter brothers published the 198-page first edition of 4,000 entries. (D) Many people love reading *The Guinness Book of World Records* and do their best to break the records themselves!

- 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

I am excited to **own** a new puppy and now I can play with it every day.

a) something that you have

2

My toy car is my favourite **possession** in the whole world.

b) very good; excellent

3

There are **plenty of** colourful crayons in the box for everyone to use.

c) a special version or copy of a book, magazine or other things

4

I love reading the newest **edition** of my favourite storybook.

d) to have something

5

I want to **complete** my puzzle by putting all the pieces together.

e) a lot or more than enough of something

6

My cousin baked a **fabulous** cake for my birthday, and it tasted delicious!

f) to finish or do all the parts of something

3

Watch the video and decide if the sentences are True or False.

1. He got his first copy of the Guinness Book of Records as a birthday present.
2. Martin had difficulty finding old books in the 1980s.
3. Martin's collection now includes about 1,220 books.
4. One of Martin's favourite editions is from 1972 because he found a mistake in it.
5. Martin's most prized possession is in a language that he doesn't know.
6. Martin recommends starting a collection by comparing the first edition with the latest edition.



4

A. Look at the pictures of some records from the Guinness Book of World Records and guess what each record is about. Share your guesses in groups.



Purin - the Japanese beagle



Sir Nils Olav - the penguin



Chico - the cockatoo



Bertie - the tortoise



Lismore Comprehensive School



Swiss World Wedding Fair

B. Research and make a short presentation about the records.

MISTAKE DETECTOR



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

- 1 Bookworms love to read regular because it brings them happiness.
- 2 Extra reading classes help us improve our reading skills.
- 3 A library is a great place to find informations in books.
- 4 When we read, we can put ourselves into other people's boots and understand their feelings.
- 5 Setting an example of honest through stories is important for the young readers.
- 6 Books teach us the importance of being truthful in our lives.
- 7 You can find happiness in the pages of a good book.
- 8 It is great to complete my homeworks and have free time to play.
- 9 There are plenties of snacks in the kitchen for us to enjoy.
- 10 I want to own a pet dog because they are cute and fun.
- 11 My mom likes to advice me on how to tie my shoes properly.
- 12 The fiction books are stories that take us to magical places.
- 13 In a bookstore, there are shelves filled with stories, adventures and knowledge.
- 14 Sometimes, a good book becomes a good movie . But bookworms always prefers books.

UNIT 3

WHY DO WE DO THAT?

FOCUS ON THE TOPIC

**Work in small groups and describe the pictures.
Then discuss the questions.**

- Why do people cry? How can it help us?
- Why do people need to sleep? What can happen to us if we don't sleep?
- Why do people feel shy or embarrassed? What are the different ways people show their embarrassment?
- Why do people have fear instincts? What are the different ways people show their fear?



VOCABULARY

1

Read the text and complete the sentences.

1. When people are acting on intuition, ★★★.
2. When people don't know their next step in new relationships, ★★★.
3. Intuition can help people in situations where ★★★.
4. At the moments ★★★, people shouldn't use their intuition.

- Have you ever found yourself forming an opinion without knowing the reason? That's most probably your "gut feeling". Scientists call it intuition. When intuition **takes charge**¹, people's feelings and instincts guide their decisions or actions. It is like a special feeling or sense that helps you understand or know something. Sometimes you even might not have all the information and you can't explain exactly why you have acted in a particular way. Intuition can be very helpful in everyday situations. Here are some examples:
- It can be a good guide in social situations. For example, you have met someone new, and you have some **confusion**² in your mind. Should you build a relationship or not? In such situations, your intuition can help you decide whether to trust people or not.
- Intuition can keep you safe. For example, if you are about to cross the street and you suddenly feel that it's not the right time, that's your intuition keeping you safe.
- It can **decrease**³ the chance of making mistakes or facing problems. Imagine you're in a situation where something doesn't feel right. For example, you got a phone call and the person introduced himself as a bank worker. As he continued asking for details, your gut feeling warned you not to give the details. Later you learn that it was a bank scam.
- Intuition can be particularly helpful when you cannot **recall**⁴ specific information or details. Here's a simple explanation: Imagine you're trying to remember where you left your glasses. You can't recall, but your intuition might guide you to places where you usually put them, helping you find them. Your intuition doesn't **rely on**⁵ remembering every detail, instead it brings **reminders**⁶ into your memory.
- So, can we say that intuition **stretches**⁷ our decision-making abilities? Well, experts say that it can help you but that might not be the **case**⁸ all the time. Because it is not a good thing to believe your gut feeling all the time. For example, experts believe that using intuition at the moments of high emotion might bring bad results. Thus they advise people to calm down before deciding anything.

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

| | | | |
|--|---|---|---|
| 1. take charge (collocation) a) stop controlling something b) take responsibility for controlling something | 2. confusion (n.) a) being sure of the facts b) not knowing what you should do, what something means | 3. decrease (v.) a) become less or make something become less b) become more or make something become more | 4. recall (v.) a) forget the memory of a past event b) bring the memory of a past event into your mind |
| 5. rely on sth (phr.v.) a) continue without any help b) depend on or trust someone or something | 6. reminder (n.) a) something that helps you to remember b) something that confuses your mind | 7. stretch smb/sth a) limit somebody's skill, intelligence, etc. b) make use of all somebody's skill, intelligence, etc. | 8. (not) the case (phr.) a) (not) true b) (not) effective |

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



TRACK 7

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

0. When your blood doesn't have enough oxygen, you might experience **confusion**.
1. His memory is very good. I think we can ★★★ the facts he shared with us.
2. She claims that she has a headache, so she cannot perform. But I'm sure that's ★★★.
3. Brain exercises help ★★★ your brain functions and memory.
4. Sometimes our brains play tricks on us and we cannot even ★★★ simple things like what we ate yesterday.
5. If you let your anger ★★★ of you, you cannot make good decisions.
6. The number of fights among children ★★★ with age.
7. She used the door of her fridge as a board. It serves as a ★★★ for her. Otherwise, she forgets everything.

READING

1 Discuss the question. Then read the text and check your answers.

- Why do people yawn, laugh and forget things?

2 Six sentences have been removed from the text below. Choose from the sentences (A-H) the one which fits each gap. There are two extra sentences which you do not need to use.

Everybody yawns - from unborn babies to the oldest great-grandparent. Animals do it, too. No one knows the reason behind it for sure. But there are many theories. **1. ★★★** As this theory goes, our bodies take in less oxygen because our breathing has slowed. That's why yawning helps us bring more oxygen into the blood and move more carbon dioxide out of the blood.

Sounds good, but other studies have shown that breathing more oxygen does not decrease yawning. Likewise, breathing more carbon dioxide does not increase yawning.

Another theory is that yawning stretches the lungs. Stretching and yawning may be a way to feel more awake.

Other people think that yawning helps our body protect itself. It helps improve lung function. **2. ★★★**

These theories might or might not be true, but there is one cool thing about yawning that everyone knows to be true. Yawning is a bit like a team sport. When one person yawns, it can make others around them yawn, too! Even thinking about yawning can get you yawning.



Have you ever walked into a room only to forget what you needed? Or opened the fridge only to forget what food you were looking for? **3. ★★★**

Psychologist Hermann Ebbinghaus found in his research that within about 20 minutes of reading the paper, people often forget about 42% of what they learned or read.

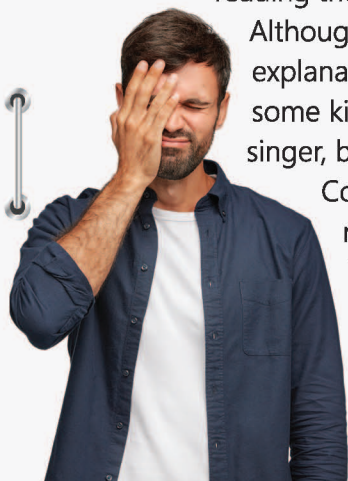
Although there is no one clear reason for forgetfulness, there are 3 common explanations. The first one is the inability to recall a memory without relying on some kind of reminder. For example, you cannot remember the name of a certain singer, but when one of their songs comes on, you suddenly remember.

Confusion is the second reason. This happens when similar thoughts or memories get confused.

The last one is ineffective coding. Sometimes you simply fail to move the information from your short term to your long term memory.

Also, scientists say that our brains are like superhero organisers or filters.

4. ★★★ It's like saying, "Okay, we've had fun with these memories, now let's make space for some new adventures!"



Most people think that we laugh because something is funny. **5. ★★★** Laughter expert Robert Provine spent hours recording real conversations at different places, and he found that most laughter did not come after jokes. People laughed at the end of normal sentences, or questions such as "Look, it's Sam," or "Are you sure?".

If we want to understand laughter, we should look deep into our brains. Imagine your brain is like a big city. The regions responsible for laughing are like the oldest neighbourhoods.

However, the regions responsible for talking and remembering things are newer ones.

When we laugh, the old regions take charge, and they don't always listen to the newer regions. That's why it's hard to stop laughing, even when we should be serious.

Now, here's something cool: everybody laughs, no matter if they can hear or not. Even if you've never heard a sound, your body still knows how to laugh.

It's like laughter is a language our bodies speak, and everyone understands it.

However, we still don't know why certain things make us laugh. **6. ★★★**

Lastly, laughter is like a happy virus. If you hear someone laugh, you might start laughing, too. It's just our way of sharing joy with each other!



- A. People have similar moments daily.
- B. One is that when we are bored or tired, we just don't breathe as deeply as we usually do.
- C. They decide what's really important to keep and what not to.
- D. Oxygen we breathe in makes us more awake.
- E. But if you watch when people actually do it, you'll find this isn't the case.
- F. Our brain can confuse us sometimes while acting like that.
- G. It's like our brain has a secret code for acting like that.
- H. Without this, taking a deep breath might be hard and that wouldn't be good!

3 Read the text again and decide if the sentences are True, False or Not Given.

- 1. More oxygen in your body will help you yawn less.
- 2. Sportsmen yawn more.
- 3. Hermann Ebbinghaus's research findings show how long people spend reading.
- 4. The reason behind forgetfulness can be different.
- 5. People laugh more after jokes rather than at the end of normal conversations.
- 6. Brain parts responsible for laughter developed earlier.

4 Find the opposites of these words in the text.

born bring into decrease ability forget effective short

5 Discuss the questions with a partner.

- How often do you experience forgetfulness?
- What's your funniest story about forgetfulness?
- What kind of things make you laugh?

GRAMMAR A

1

Discuss the questions with a partner.

- How do you learn about recent events in the world and in your country?
- Is there mostly negative or positive news? What is the reason for that?

violence – forceful actions in order to hurt someone or that is likely to cause damage

2

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

Gunel: What are you reading, Araz?

Araz: It is an article about doomscrolling.

Gunel: Doomscrolling? What does it mean? I have never heard about it.

Araz: Neither have I. I just wanted to find ways to help my granny watch less sad news. While reading the articles, I learned that it is called doomscrolling.

Gunel: Ah, that's a big problem in my family as well. My grandparents get some dose of sad news everyday.

Araz: So do my family members. I guess it is the same for many people. I don't like sad things.

Gunel: Nor do I. Sad things make me unhappy. I am doing my best to stay away from them.

Araz: So am I. They make me very stressed. So, I just simply limit myself.

Gunel: What have you learned about doomscrolling from the article?

Araz: It is interesting that people like negative things because of the working system of our brains. Our brains scan all the potential dangers because it is a part of biological survival instinct. Dangers are more important for our brains than other information.

Gunel: Sounds interesting. Are there any tips to stop doomscrolling?

Araz: Of course, there are. I will read the article to my granny.

Gunel: So will I. But I will start with my granddad. Let's hope that it will help them.

Araz: I hope there will be less violence and fewer negative things in the news in future.



1. Doomscrolling is reading too much news.
2. Both Araz's and Gunel's family members doomscroll.
3. Neither Araz nor Gunel enjoy reading about negative events.
4. Doomscrolling is something that our brains avoid doing.
5. Gunel and Araz are planning to give their family members tips about doomscrolling.

3 Look at the boldfaced structures and complete the rules.

1. ★★★ + auxiliary + subject means 'in the same way', 'as well' or 'too'.

2. ★★★ / ★★★ + auxiliary + subject means 'also not'



GRAMMAR TARGET

So do I; Neither/Nor do I

Study the rules and examples on Page 132 before you do the following tasks.

4 Complete the sentences with the right auxiliary/modal verbs.

0. **A:** I don't like getting information from videos.
B: Neither **do** I.
1. **A:** I am doing my best to doomscroll less.
B: So ★★★ I. It makes me aggressive.
2. **A:** Parvin cannot watch videos if there is violence.
B: Neither ★★★ I. I close my eyes if I see such videos.
3. **A:** Sheila's sister spends hours watching sad things.
B: So ★★★ my brother. He doomscrolls for about 5-6 hours a day.
4. **A:** I cried a lot over yesterday's news about the cat that died in the fire.
B: So ★★★ I. It was so sad to watch.
5. **A:** Karim never watches anything that can make him sad.
B: Neither ★★★ Zumrud. She spends a maximum of an hour on the phone.

5 Complete the sentences with *So* or *Neither* and the right auxiliary/modal verbs.

0. **A:** I am tired of all the news programmes on social media.
B: **So am** I.
1. **A:** I have my own blog about the recent fun events in the world.
B: Oh, really! ★★★ ★★★ my sister.
2. **A:** I couldn't watch the video where they beat the dog. It is violence.
B: ★★★ ★★★ I. Those people were very violent.
3. **A:** Kelly was so happy when her mom deleted that channel from TV.
B: ★★★ ★★★ Harry. They both were very worried about their mom and dad.
4. **A:** I laughed so much at the video about koalas.
B: ★★★ ★★★ I. They were cute and funny.
5. **A:** Kanan and Giesle didn't believe that the video was real.
B: ★★★ ★★★ I. I thought it was fake.

6 Follow the instructions.

- A.** Write 3 affirmative and 3 negative sentences about the way you get news.
- B.** Work with a partner. Take turns to read your sentences to each other and then respond using *So* or *Neither/Nor*.

GRAMMAR B

1

Discuss the questions with a partner.

- Why do people tell lies?
- Do you think that white lies are harmless? Why or why not?

2

Look at the pictures and read the conversations. Some sentences have been removed. Put them back in the conversation. There is one extra sentence.

1 Let me sleep, will you?
Stop snoring, will you?

2 1. ★★★★★
Let's see the doctor, shall we?

3 Have you talked to the doctor?
Hmm, yeah. She doesn't have time today.

4 Don't lie to me, will you?
I have talked to the doctor. She is waiting for you at 5 p.m.
I have forgotten to call her, so I just lied.

5 2. ★★★★★
You seldom lie, don't you?

6 Doctor, I am healthy, aren't I?
Yes, you are. I will give you some advice. 3. ★★★★★

- A. Sometimes I do, but only white lies.
B. Let's see if it stops your snoring.
C. I don't think I snore.
D. I promise I will talk to the doctor today.

3 Look at the boldfaced structures and complete the tag sentences.

1. Raise the head of your bed, ★★★ you?
2. Don't sleep on your back, ★★★ you?
3. Let's see a cardiologist to be sure your heart is healthy, ★★★ we?
4. Now, let my assistant take you to the cardiologist, ★★★ you?
5. I am going to return here, ★★★ I?



GRAMMAR TARGET

Imperative tags; Special cases with tag questions

Study the rules and examples on Page 133 before you do the following tasks.

4 Choose the right option to complete the tag questions.

0. She has to sleep early,
1. Don't watch sad programmes,
2. Turn the TV off,
3. She doesn't like jokes,
4. They slept very late,
5. Lala is unlikely going to like the idea,

- | | |
|------------------------|----------------|
| a. <u>doesn't she?</u> | b. hasn't she? |
| a. do you? | b. will you? |
| a. will you? | b. don't you? |
| a. will she? | b. does she? |
| a. didn't they? | b. do they? |
| a. isn't she? | b. is she? |

5 Complete the sentences as tag questions.

- | | |
|--|---|
| 0. Stop laughing, will you? | 5. Don't forget to talk to the doctor, ★★★? |
| 1. I am snoring at night, ★★★? | 6. Use this breathing app, ★★★? |
| 2. She never lies, ★★★? | 7. Let's talk to her, ★★★? |
| 3. He used to sleep on his back, ★★★? | 8. Let me do it myself, ★★★? |
| 4. They rarely keep their promises, ★★★? | 9. They could seldom visit her, ★★★? |

**6 Listen to the recording and complete the sentences.
Then write them as tag questions.**



TRACK 8

1. Kamal never ★★★. Please, stop making yourself ★★★.
2. She easily ★★★. Let's ★★★ ourselves.
3. He ★★★ easily. Don't let him ★★★ without careful thought.
4. Jahan rarely ★★★ her intuition.

7 Follow the instructions.



Student A: Go to page 128.



Student B: Go to page 129.

LISTENING

1

Look at the photos and discuss the questions.

- For what purposes do people use these things?
- Have you used any of these? Why or why not?



horseshoe



evil eye beads



wild rue (harmel)

superstition (n) – the belief that particular events bring good or bad luck; the belief that explains the causes for events in ways that are connected to magic not to science.
superstitious (adj) – believing in superstitions

2

Complete the famous superstitions with the phrases in the box. There are some extra phrases.

receive unexpected money spill sugar break a mirror
walk under the ladder realise your dream buy an elephant souvenir
cut your nails at night buy an umbrella

Good Luck Superstitions

1. If your right hand itches, you will ★★★.
2. If you ★★★ to someone, it will bring them good luck.
3. If you blow all the candles on your birthday cake in one blow, you will ★★★.

Bad Luck Superstition

1. If you ★★★, you will have bad luck.
2. If you ★★★, it will bring you seven years of bad luck.
3. If you ★★★, it might shorten your life.

3

Listen to the talk and match the speakers to the statements.
There is one extra statement.



TRACK 9

broom



Speaker 1

a) This person left the floor dirty for a while because of a superstition.

Speaker 2

b) This person never believed superstitions.

Speaker 3

c) This person had no idea why a certain thing was bad.

Speaker 4

d) This person had to start an activity earlier because of a superstition.

e) This person didn't experience bad luck even if he/she couldn't follow the superstition.

4

Listen to the speakers again and answer the question.



TRACK 9

- What superstitions does each speaker talk about?

5

Look at the pictures and find superstitions related to these things.



to spill salt



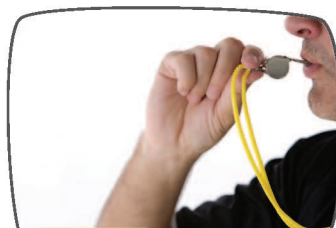
a shooting star



open an umbrella



ladybird



whistle at home

6

Discuss the questions.

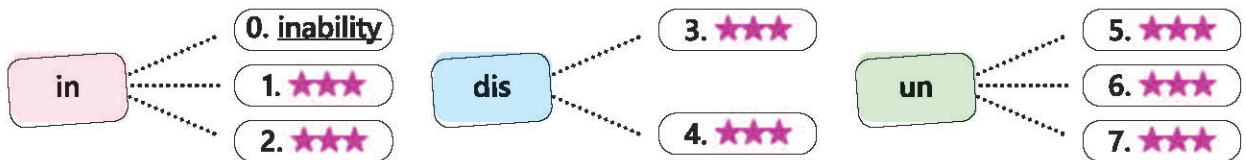
- Why do you think people believe superstitions?
- Which superstitions mentioned in this unit are common in your country?
- What are the superstitions that you or your family members believe?

USE OF ENGLISH

1

Use the prefixes in the box to make the opposite of the words.

agree born kind effective advantages ability likely correct



2

Complete the sentences with the phrases from Task 1.

- Do you know unborn babies also yawn?
- ★★★ comments make people sad. Be careful with your words.
- The ★★★ to stop laughing can put you in bad situations when you need to be serious.
- All the methods I have tried to solve my problems with forgetfulness were ★★★. I still forget things easily.
- There are some ★★★ of relying on your intuition all the time. They don't often guide you well.
- Superstitions are ★★★ to be true. I don't believe them.

3

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

1.

- She has never believed in superstitions, hasn't she?
- She has never believed in superstitions, has she?

2.

- This is an important project. Don't procrastinate, do you?
- This is an important project. Don't procrastinate, will you?

3.

- A: Last night my dog snored very loudly. B: So did my cat.
- A: Last night my dog snored very loudly. B: Neither did my cat.

4.

- A: She has to make an effort to decrease doomscrolling. B: So has he.
- A: She has to make an effort to decrease doomscrolling. B: So does he.

4

Complete the sentences. You can use only one word.

Why do people body shame?

**YOU WERE
BORN to BE
REAL NOT to
BE PERFECT**

**LOVE
your body**

*fall in love
with taking
care of your
body*

Body shaming is 0) when people say bad things about how someone looks, their size or shape. It's a kind of behaviour that can really hurt 1) ★★★ person's feelings and even their health.

Here are some reasons that experts believe why people body shame others.

It often happens because people have formed certain ideas 2) ★★★ how people should look. The worst thing is that social media makes these ideas more famous. If someone doesn't match these ideas, they might 3) ★★★ bad comments, which can make them feel bad about themselves.

- People who feel bad about themselves might body shame others. It can make them feel better about their 4) ★★★ problems and feel more in control. Also, in some situations, people believe that making fun of others can make them more popular or liked. This is the worst of all as such people continue body shaming even if they know it is a bad thing.
- Sometimes, people don't understand 5) ★★★ hurtful their comments can be. If people don't know that saying unkind things about someone's appearance is hurtful, they might do it 6) ★★★ meaning to. Teaching people about why it's wrong can help stop this.

To stop body shaming, it's important to encourage positive feelings about our bodies. Everyone is different, and that's okay. Beauty exists 7) ★★★ all shapes, sizes and colours.

People need to feel good about themselves, no matter what others think.

To make things better, we need to teach people about body positivity, help them understand the effects of hurtful comments, and create a world 8) ★★★ everyone feels important and accepted for who they 9) ★★★.

SPEAKING

1

Work in small groups. Look at the pictures and discuss the questions. The key words will help you.



dropping fork



owl hoots
(the sound that owls make)



black cats

- What are the superstitions around these things and animals?
- Do people in your country believe them?
- What do people normally do if they experience any of those superstitions?



throwing water
after someone



touch the wood



folding arms

2

Group Project. Work in small groups and discuss the questions. Then prepare a group presentation.

Group 1

Why do some people ...?

like taking risks

*do things that
are bad for them*

*often
procrastinate*

*like competing
with others*

Group 2

Why can't some people ...?

stop laughing

*get up early in
the morning*

stop lying

trust others

Group 3

Why shouldn't we ...?

*rely on our
intuition all the
time*

doomscroll

body shame

*trust everyone
with our secrets*

3

Say whether you agree or disagree with the given statements. Explain your answers.

1. If we learn about how our brain works, we can control our actions better.
2. Listening to your gut feeling is often advisable.
3. Loving yourself as you are will make others respect you.
4. People who like criticising others are mostly not happy with themselves.

WRITING



Writing tips

Tips for expressing your opinion

- Use these sentence starters when you write your opinion.

I think that watching sad things makes people aggressive over time.

I strongly believe that seeing a lot of violence on TV makes teenagers aggressive.

In my opinion, watching sad things can be good from time to time.

- Whenever possible expand your reasons with facts.

In my opinion, watching sad things can be good from time to time. As we know, when you cry, you get rid of stress hormones. So, watching sad things can help you get rid of those hormones.

Tips for paraphrasing

- use synonyms

Acting on intuition **can have negative results**. - Acting on intuition **might bring bad outcomes**.

- change word order

If you doomscroll all day long, you open your body to all sorts of stress. You create a stressful life for yourself when you doomscroll all day long.

- change grammatical structure

I remember acting on intuition from time to time. - There have been times when I acted on intuition.

1

Read the passage and choose the best answer.

The writer gives his opinion on ★★★.

- a) playing computer games and spending time on social media.
- b) the disadvantages of spending more time indoors.

These days a lot of children prefer spending more time at home compared to past times. This is mostly because of technology. Young people spend inactive time at home playing computer games, watching videos on social media platforms, etc.

There are a lot of disadvantages of spending less active time outdoors at that age. It can cause health problems. **We know that Vitamin D is very important for the human**

body. If you spend more time indoors, you don't get enough Vitamin D from the sun.

Also, children learn important life skills from active outdoor games. If they don't spend enough time outdoors, they cannot learn these skills. Their communication skills don't improve as well.



2 Write your opinions about these questions in 3 sentences.

1. How can we encourage children to spend more time outdoors?
2. What are the benefits of spending more time outdoors?

3 Look at the boldfaced sentences in the text and paraphrase them.

4 Read the passage about life-long learning and paraphrase the sentences. Change at least 3 words in each sentence.

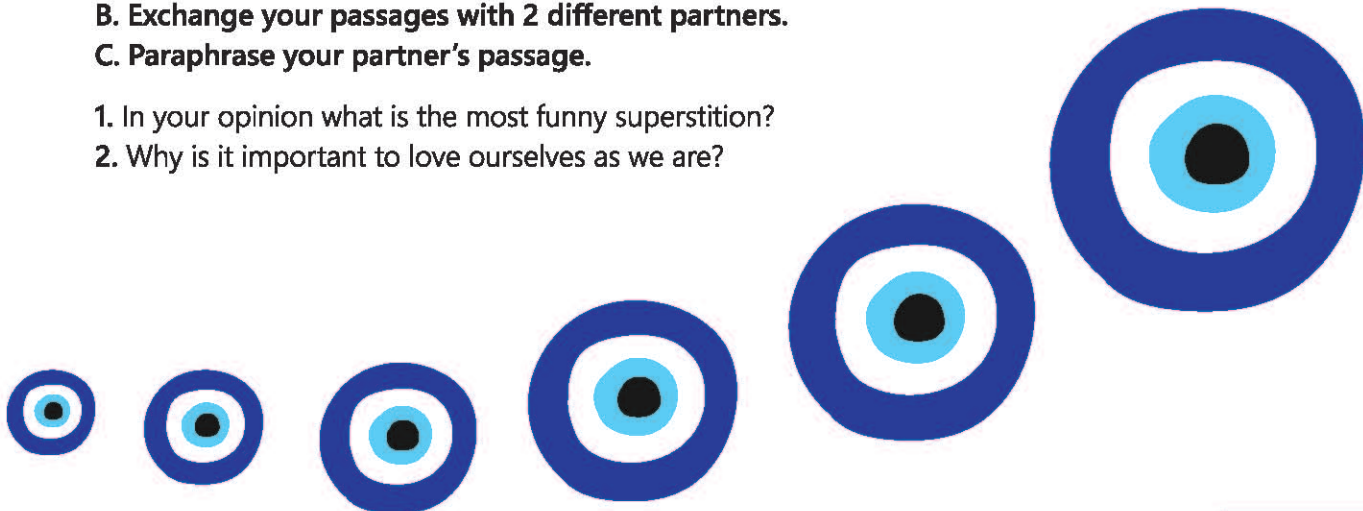
Why do some people prefer life-long learning?

Life-long learning means that you never stop learning. Such people are lucky as they don't get bored, find fun things to keep them busy, solve their problems easily and use chances better. In today's changing world, learning is a smart investment. It helps you build a better version of you and make a meaningful contribution to society.

5 Follow the instructions.

- A. Write your opinions about the questions bellow in 4-5 sentences.
- B. Exchange your passages with 2 different partners.
- C. Paraphrase your partner's passage.

1. In your opinion what is the most funny superstition?
2. Why is it important to love ourselves as we are?



TIME TO WATCH

- 1** You are going to watch a video about sleeping. Before that, read the text about body clocks and answer the questions.

Do you think it is the clock on the wall that decides for us when to sleep, when to eat or when to wake up? Well, not. The reason why we feel sleepy at night and wake up in the morning is thanks to our body clock. It is called the circadian rhythm. It is like our body's internal clock that runs things in a 24-hour **cycle**¹. It helps with many body changes like when we need to **wind down**² or feel awake, control our temperature, and **release**³ hormones.

The most important part of the circadian rhythm is the sleep-wake cycle. It decides when we feel wide awake and when we get sleepy. This rhythm, listens to outside signals, like light. Sunlight is a big helper of our internal clock. Light makes sure our bodies stay in time with the world outside. For example, when we travel across time zones, our circadian rhythm tries to reset itself to the new sleep-wake cycle. But it can take some time and you can get jet lag.

Two important hormones, cortisol and melatonin, follow circadian rhythm, too. Cortisol makes us **alert**⁴ in the morning, and melatonin helps us get ready for sleep at night by slowing our heartbeat and **respiratory rate**⁵. So, the body gets the opportunity to **restore**⁶ itself.

If we don't follow the signals of our body clock, we might feel **groggy**⁷. The worst thing is that if we continue working or studying in this state, we might later have **hazy**⁸ memories of the things we have done. Also, if we don't listen to our circadian rhythm, it can be bad for our health. To keep it healthy, we should stick to a regular sleep schedule and spend time in natural light. Understanding and respecting this natural cycle is important for a healthy and balanced life.



1. What is the other name for our body clock?
2. What body changes does it influence?
3. What are cortisol and melatonin hormones responsible for?
4. What are the disadvantages of not listening to our body clock?

- 2** Read the text again and match the numbered words (1-8) to their definitions (a-h).

- a) weak or unable to think clearly or walk correctly usually because of tiredness
- b) not remembering things clearly
- c) a regular period of time during which an activity, job, etc. is done
- d) to allow a hormone to flow out
- e) to start to relax gradually after a period of hard work or a worrying situation
- f) of or relating to breathing
- g) quick to see and understand and act in a particular situation
- h) to return something to an earlier good condition

3 Watch the first part of the video and complete the gaps.

N1 stage: ► People don't know the difference between being 1) ★★★ and being 2) ★★★. Lasts from 3) ★★★ to 4) ★★★ minutes.

N2 stage: ► Brain activity, 5) ★★★ and the respiratory rate slow down. Lasts from 6) ★★★ minutes to as long as 7) ★★★.

N3 stage: ► This stage is called 8) ★★★. Helps restore your 9) ★★★ and 10) ★★★.

N4 stage: ► In the REM stage, your brain is very 11) ★★★. Brain cleans up 12) ★★★.

All these stages last 13) ★★★ and can repeat 14) ★★★ times in one sleep cycle.

4 Watch the second part of the video and correct the mistakes in the sentences. There are mistakes in each sentence.

1. Normally, naps last between 13 and 90 minutes.
2. Power nap lasts between 12 and 30 minutes.
3. You will feel relaxed if you nap for a long time.
4. Power nap is successful when you enter deep or REM sleep.
5. If you nap too early, you might have problems at night.
6. The best time for a power nap is known as the breakfast dip.



5 Discuss the questions with a partner.

- Why is it important to get a good night's sleep?
- How many hours do you normally sleep per night?
- How do you feel if you don't sleep well at night?
- Do you like napping? Why or why not?



6 Project work. Choose one of the given topics and prepare a group presentation.

Delta waves sleep

*Tips for falling
back to sleep*

Tips for better sleep

MISTAKE DETECTOR



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

1

It is very important to listen to your **internal clock**. When you sleep according to your internal clock, then your brain **relieves** melatonin hormone.

2

Some people believe that **relying your gut feeling** can **decrease the extra amount** of time you spend on unnecessary things.

3

Forgetful is a big problem for many people these days. I think it is because of poor diets.

4

When people **body shy others**, they don't often do it on purpose. Sometimes they just don't know how bad it can be for other people.

5

I am not a **superstition person**. But my grandparents are. When I lived with them, I did my best to prove to them that nothing bad happened when I **didn't follow the superstitions**. Unfortunately, nothing helped.

6

According to a famous superstition, if you hang a horseshoe on your door, it **takes good luck** to you.

7

My mom never watches sad things. **Neither does my dad**. They say that **doomscrolling** can make you stressed and sad throughout the day.

8

I did my best but couldn't **call the memory** of the day. I think my illness affected that. I was ill on that day and **couldn't wind down**. So, please help me, **do you?**

9

Kamran rarely procrastinates, **doesn't he?** I think that makes him successful in all his projects.

10

There is a **lot of violent** on TV these days. Such things make people more aggressive. The best thing is not to watch such programmes.

UNIT 4



THE SKY'S THE LIMIT

FOCUS ON THE TOPIC

**Work in small groups and describe the pictures.
Then discuss the questions.**

- Have you ever looked up at the night sky and wanted to know what is up there? What do you think is out in space?
- Do you think that one day people will start living on a different planet? Why or why not?



VOCABULARY

1

A. Use your best guess. Are the statements True or False?

1. Jupiter, Saturn, Uranus, and Neptune have hard ground like Earth.
2. Astronauts often feel cold in their spacesuits.
3. A spacesuit from NASA costs less than a million dollars.
4. A clock in outer space moves more quickly than a clock on Earth.
5. Scientists are sure that there is liquid water on Mars.

B. Read the Space Facts and check if your guesses are right or wrong.

1.

Imagine you're an astronaut and you're on an incredible journey on some cool planets like Jupiter, Saturn, Uranus and Neptune. But here's the exciting part: these planets are quite different and can be challenging¹. Unlike our home planet, they don't have a hard ground to stand on. Instead, they're more like big clouds in the sky!

2.

Space is a place with freezing temperatures, around -270.45 Celsius! Brr, that's really cold! When astronauts go to space, they wear amazing spacesuits that help them face² low temperatures. These suits are like super warm blankets. The cost of a spacesuit from NASA is \$12,000,000. A big part of this cost involves³ the control module and backpack. These spacesuits are important for astronauts to push the limits⁴!

3.

Astronauts must cope with⁵ a different concept of time in space. Because they orbit the Earth every 90 minutes, they experience 16 sunrises and sunsets in a 24-hour period! So, they have a new day-night schedule to explore⁶ the space.

4.

For a long time, scientists wanted to find an answer to the question: Is Earth the only planet with liquid water in our solar system? NASA's research⁷ brings exciting news — Mars might also have liquid water, which can help living things survive⁸!



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. challenging (adj.) a) not difficult or hard to do something b) difficult in an interesting way that tests your ability | 2. face (v.) a) If you face something difficult, you have to take action. b) If you face something, you stay away from it. | 3. involve (v.) a) have nothing to do with b) include or be a part of something | 4. push the limits (idiom) a) try to do your best and go beyond what you thought you could do b) not to try to do more than what is safe or allowed |
| 5. cope with (phr.) a) manage a difficult situation or problem b) forget to do something important | 6. explore (v.) a) go on an adventure to discover new things or places b) pay no attention to something | 7. research (n.) a) a plan about a future event which will help a lot of people b) a careful study of a subject, especially in order to discover new facts or information about it | 8. survive (v.) a) continue to live or exist b) not to stay safe or alive |

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



TRACK 10

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

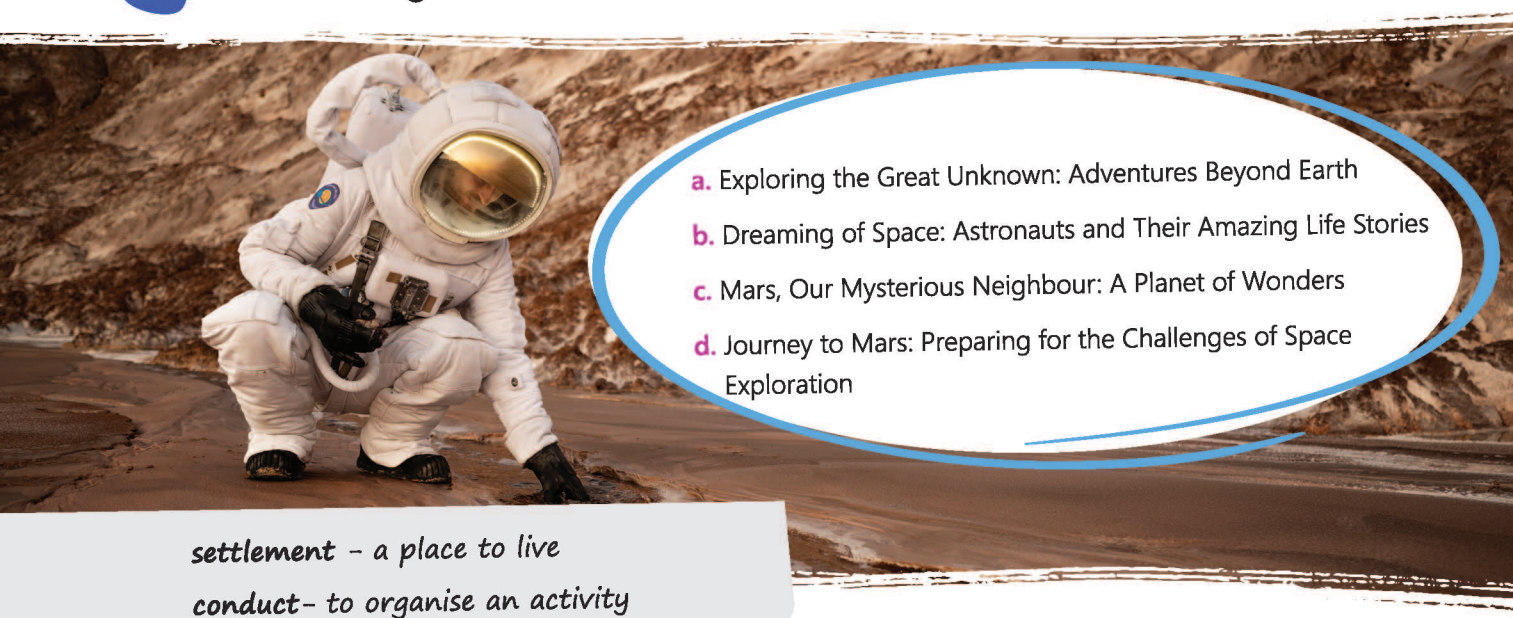
- It is very hard for an astronaut to **cope with** the stress in space.
- One of the main goals of space missions is to **★★★** the unknown.
- Astronauts should know how to **★★★** in the difficult conditions of space.
- Space travel is an exciting adventure, but it can be quite **★★★**.
- Astronauts **★★★** a lot of difficulties when they go to space.
- Space missions **★★★** teamwork between astronauts.
- Astronauts **★★★** of their abilities when they fly into space.
- Astronauts spend years doing **★★★** to understand how humans can live in space.

READING

1 Discuss the statements with a partner. Do you agree or disagree?

- Space exploration is important for the future of humanity.
- It will not be challenging for people to live on Mars.
- Life on Mars will be more exciting than life on Earth.

2 Read the magazine article and choose the best title.



- a. Exploring the Great Unknown: Adventures Beyond Earth
- b. Dreaming of Space: Astronauts and Their Amazing Life Stories
- c. Mars, Our Mysterious Neighbour: A Planet of Wonders
- d. Journey to Mars: Preparing for the Challenges of Space Exploration

3 Five sentences have been removed from the text on the next page. Choose from the sentences (A-G) the one which fits each gap. There is one extra sentence which you do not need to use.

- A. *This helps us prepare for the difficulties we will face.*
- B. They have learned a lot about it from robot geologists and telescopes.
- C. This place is very cold and dark, which is similar to what it might be like on Mars.
- D. They must be physically and psychologically ready for this period.
- E. Some countries do this, too, but they haven't been successful yet.
- F. They have everything they need to survive, like plants, exercise equipment, kitchens, and bathrooms in special settlements on their home planet.
- G. However, even with these challenges, we can explore Mars since it is one of the closest planets to us.

We often use words like *this*, *that*, *these*, *those*, *it*, and *they* to refer to a word or a group of words used earlier in the text.

Scientists have been practising for Mars missions on Earth for the past twenty years. This helps us prepare for the difficulties we will face.

Reference words in the sentences will help you find the answers.

Many people dream about going to Mars. Some, like Elon Musk from SpaceX, want to send a million people there in the next hundred years. Others have plans to land crews on Mars in the 2030s. However, getting to Mars and surviving there will be very challenging. So, scientists have started practising for Mars missions on Earth for the past twenty years. (0) A

The first trips to Mars will be long return journeys that push the limits of the human body. Astronauts will have to spend up to eight months in space, and they will also need to stay on Mars for months to do research. 1) ★★★

Mars is very different from Earth. Our planet has everything we need to survive, like a breathable atmosphere, food, and water. Mars, on the other hand, has a high level of radiation, a poisonous atmosphere and no water. 2) ★★★

Mars has become a focus for near-future explorations. Space agencies have enough data about Mars. 3) ★★★ They have even conducted simulation missions on Earth to prepare astronauts for Mars.

Over the past twenty years, we've had many missions to simulate life on Mars. People who are involved in these missions live in isolation on Earth for up to a year. 4) ★★★ Some of the simulations take place at the Research Stations in Canada and the USA. These missions help astronauts practise and get ready to explore Mars.

NASA is also testing how people feel in space. In 2015, an American astronaut named Scott Kelly spent a year on the International Space Station to see how he coped with the stress of being in space for a long time.

In Antarctica, there's another experiment. People live in isolation for up to a year in a French-Italian research station. 5) ★★★

All of these experiments show that people are keen on going to Mars. They're making new spaceships to make it happen. These practice missions help get ready for the loneliness of the first Mars missions, even though we hope to have many people living there in the future.

4

Choose one of the two topics to debate as a class. Your teacher will tell you whether you will be debating for or against the idea. You will have 10 minutes to prepare your arguments.

Topic 1: Mars exploration is a waste of money.

Topic 2: We should send only robots to explore Mars.

GRAMMAR A

1

Discuss the questions with a partner.

- How do you think life in space is different from life on Earth for astronauts?
- What challenges do you think astronauts might face in space?

available – something that is present

interaction – the act of communicating with somebody

supply – to provide something that is needed



2

Read the passages from a magazine article and decide if the sentences are True or False.

06:00

Post-sleep

Astronauts are woken up at 6 a.m. They get dressed before they eat breakfast, much like a regular day on Earth. There is a shower on the station, but most washing is done with a simple wet cloth.

06:40

Breakfast

Astronauts eat their first meal of the day. Fresh fruit and food are stored on the station, while tea and coffee are available in packets.

08:00

Daily conference/work

In the morning, astronauts are given their daily tasks by ground control. Also, they often have a daily conference where they discuss their jobs for a day.

10:00– 17:00

Physical exercise

Astronauts exercise regularly to keep their bodies healthy in space. Space stations are supplied with exercise machines to keep astronauts strong.

13:00

Lunch

In space, the sense of taste isn't good because of microgravity, so foods with strong flavours (such as spicy curries) are often preferred on the station.

14:00

Back to work

When astronauts have to leave the station, they wear special spacesuits to perform tasks outside the station.

19:30

Pre-sleep

In the evening, astronauts eat dinner. It is an important time for social interaction, as often many hours are spent working alone on the station.

21:30

Sleep

At 9:30 p.m., astronauts go to their sleeping areas to get some rest. Noises from fans and motors might seem strange at first, but astronauts get used to them over time. For astronauts staying on the station for the first time, it is like living next to a busy road on Earth.

Let's see what is happening in the mission control on Earth now.

It is 4 p.m. now. The space station **is being monitored** by the mission control on Earth. A plan **is being developed** for conducting the next spacewalk. Messages **are being sent** to the astronauts in space.

1. Astronauts take a shower every morning.
2. They don't want to lose their sense of taste, so they eat spicy food.
3. They usually work on their own during the day.
4. At night, the station usually becomes quiet.
5. A team is currently monitoring the space station.

3 Look at the boldfaced parts of the sentences in the article and complete the rules.

- We form the Present Simple Passive with ★★★ and the past participle.
- We form the Present Progressive Passive with ★★★ + ★★★ and the past participle.
- If we want to say who does the action, we use the preposition ★★★.

GRAMMAR TARGET

The Present Simple Passive and Present Progressive Passive

Study the rules and examples on Page 134 before you do the following tasks.

4 Complete the sentences with the passive or active forms of the verbs in brackets. Use the correct tense forms.

- Every year, rockets **are sent** (*send*) into space by scientists.
- Astronauts ★★★ (*never/send*) to space without any training.
- An experiment ★★★ (*conduct*) on the International Space Station at the moment.
- The space station ★★★ (*provide*) with fresh supplies regularly.
- Astronauts ★★★ (*currently/work*) on experiments on the space station.
- The tasks ★★★ (*discuss*) with the mission control team now.
- Astronauts ★★★ (*live*) in space for long periods.

5 Complete the questions with the passive forms of the verbs below.

conduct watch perform make conduct need train

- What kind of experiments **are conducted** on space missions?
- How ★★★ astronauts ★★★ for space missions?
- What skills ★★★ to become an astronaut?
- ★★★ the astronauts ★★★ by the mission control group?
- What tasks ★★★ by astronauts on the space station?
- ★★★ any repairs ★★★ on the space station currently?
- How often ★★★ spacewalks ★★★?

6 Act out the situation using the Present Simple Passive and Present Progressive Passive.



Student A:

You want to become an astronaut one day. Ask the astronaut (Student B) questions to learn about space exploration. You may use some of the questions in Task 5.



Student B:

You are an astronaut. Answer Student A's questions.

GRAMMAR B

1

Look at the photos and discuss the questions.

- What kind of event do you think it is?
- Which adjectives can you use to describe this event?

global educational prestigious unimportant cultural exciting casual local



2

Read the news article and choose the best title.

- a) The First International Astronautical Congress in Baku
- b) The First Space Station of Azerbaijan
- c) Astronauts in Baku for the First Time Ever
- d) The International Astronautical Congress Returns to Baku

In October 2023, the opening ceremony of the 74th International Astronautical Congress **was held** at the Baku Congress Center. After 50 years, Baku experienced the excitement and joy of the International Astronautical Congress for the second time. The opening ceremony **was attended** by more than 3,200 guests.

During the opening ceremony, President Ilham Aliyev got a special present. It was a photo of Great Leader Heydar Aliyev and Azerbaijani President Ilham Aliyev. The photo **was taken** at the Congress in 1973. It **was sent** into space by the Chinese Space Agency.

In the future, Azerbaijan **is going to be involved** in the exploration of outer space. Exciting projects **will be realised**. In the years to come, special space programs for students **will be introduced**, which will help them participate in educational space projects. Imagine students creating their own model rockets or learning about the planets in our solar system. The future is bright for young space explorers in Azerbaijan!

3

Look at the boldfaced parts of the sentences in the article and complete the rules.

- a. We form the Past Simple Passive with ★★★ and the past participle.
- b. We form the Future Passive with ★★★ + ★★★ and the past participle or *be going to* ★★★ + the past participle.



GRAMMAR TARGET

The Past Simple Passive and Future Passive

Study the rules and examples on Page 135 before you do the following tasks.

4

Listen to the speech made by astronauts at the International Astronautical Congress and complete the sentences.



TRACK 11

Astronaut 1

He invented a telescope to study the sun, which 1) ★★★ for the flight. He was sent to space to operate the instruments because he was an expert.

Astronaut 2

She 2) ★★★ as an astronaut because of her love of space. Before she flew to space, she 3) ★★★ by astronauts. She hopes that in the future, more young people 4) ★★★ to space.

Astronaut 3

He worked as an electrical engineer before he became an astronaut. In 2019, the Turkish Space Agency 5) ★★★. About 36,000 wanted to become an astronaut. After a long selection process, he 6) ★★★ as one of the two astronauts of the Turkish Space Agency.

5

Use the verbs below to complete the sentences in the Past Simple Passive or Future Passive forms.

explore

take

share

decorate

organise

attend

October 2023

1. The central street in Baku ★★★ with colourful banners during the international event.
2. Different cultural events ★★★ for the guests.
3. Tourists ★★★ to art exhibitions in different parts of the city.

Next year

4. The historic places ★★★ by the tourists.
5. The information about the rich history of the city ★★★ by guides during the city tours.
6. The closing ceremony ★★★ by a large number of tourists.

6

Imagine you are promoting your city as the host city for the international event. Create a travel brochure about

- the history of the city's main attractions;
- why it's a perfect location for such an event;
- what activities the visitors will be involved in during the event.

Use the lesson grammar.

LISTENING

1

Look at the photo and discuss the questions.

- Do you think the future is going to be like it?
- Would you like to live in such a place? Why or why not?



found – to establish something for the first time
apply for citizenship – to ask to become a citizen of a country
resident – a person who lives in a particular place, such as a city or a country

2

Listen to a talk about Asgardia, the world's first 'space nation' and answer the question.
What is NOT mentioned in the talk?

- a) Information about the founder of Asgardia
- b) Who Asgardians are
- c) The main goals of Asgardia
- d) Asgardians' first visit to space
- e) Future plans of Asgardia



3

Listen again and decide if the sentences are True or False.

1. Ashurbeyli left his motherland when he was in his 20s.
2. He started his space nation in 2016.
3. People of any age can apply for Asgardian citizenship.
4. Most of the citizens of Asgardia are from Türkiye.
5. Asgardia-1 carried physical objects representing Asgardians to space.
6. Some countries have already recognised Asgardia as a country.



TRACK 12



TRACK 12



4 Discuss the questions with a partner.

- What do you think "creating peace in space" means? Why is it important?
- How do you feel about the idea of Asgardia wanting to be part of the United Nations?

5 Follow the instructions.

A. Imagine you are going to live in space. Put these things in order based on what you will miss most about Earth. Explain.

B. Compare your list with a partner.

MISSING EARTH



1. rain



2. fresh air



3. travelling



4. delicious food



5. blue sky



6. your favourite season

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. In the **resident** lab, scientists conduct experiments and learn new things.
2. Astronauts go on space **interaction** missions to discover more about space.
3. The friendly **isolation** between the students made the school day fun.
4. During the storm, the family experienced **exploration** in their home because they couldn't go outside to see their friends.
5. The person who lives in the neighbourhood is called a **research**.

2

Complete the sentences with the prepositions below. You can use some of them more than once.

of for to on with by in about

1. It can be difficult, but we should learn how to cope ★★★ difficult situations by staying positive and asking ★★★ help from our friends and family.
2. Schoolwork may be challenging for most of us, but ★★★ practice, we can all improve and become better students.
3. What do you often dream ★★★? Maybe you imagine going ★★★ exciting adventures, meeting new friends, or even flying like a superhero!
4. Living ★★★ isolation means being ★★★ yourself without many people around. It's so important to find ways to connect ★★★ others.
5. When you go ★★★ a camping trip, make sure you're supplied ★★★ everything you need, like a tent, sleeping bag and snacks.
6. Imagine you moved ★★★ a new country and applied ★★★ citizenship. This means you're asking to become an official member ★★★ that country and enjoy all its rights.

3

Complete the gaps with an appropriate form of the word given in brackets.

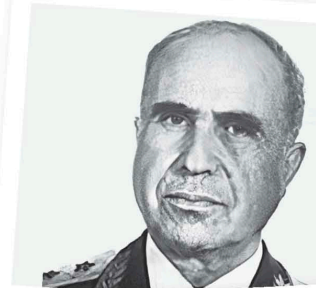
1. Let's go on an ★★★ (*explore*) and find new things!
2. I love playing ★★★ (*simulate*) games on the computer – it's fun!
3. Do you feel ★★★ (*isolate*)? Invite a friend to join you.
4. Your ★★★ (*perform*) in the play was awesome!
5. Solving math problems is a ★★★ (*challenging*), but you can do it!
6. ★★★ (*Settle*) is a place where people build homes and live.
7. Playing together helps us learn and ★★★ (*interactation*) with others.
8. Use the ★★★ (*apply*) to draw and create cool pictures.

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

Karim Karimov was born on November 14, 1917, and grew up in Baku. He worked in Soviet Aeronautics 0) **b** the chairman of the state commission. All the space programs of the Soviet Union 1) **★★★** by him. Until 1987, people in Azerbaijan 2) **★★★** that the person in the number one position in aerospace was from Azerbaijan. On TV programs, cameras always focused on the cosmonauts, not on the person they reported to. Because Karimov was a "secreted general", he 3) **★★★** from the camera's view, and only his voice was broadcast.

Musa Manarov was born on March 22, 1951, in Baku, Azerbaijan. He 4) **★★★** a cosmonaut in 1978 and went to space twice. He spent a total of more than 541 days there. In 1987, he had his first space journey on Soyuz TM-4. This spacecraft connected with the Mir space station where he 5) **★★★** for a whole year. Musa Manarov was the first person ever to spend a whole year in space. Then, in 1990, Manarov went to Mir for the second time. While he stayed there 6) **★★★** 176 days, he did 20 hours of spacewalks.

We hope that in the future, Azerbaijani astronauts 7) **★★★** in space exploration. Opportunities for training and missions 8) **★★★** for them.



| 0. | a. from | b. as | c. at |
|----|--------------------------|------------------------------|--------------------------|
| 1. | a. have headed | b. are headed | c. were headed |
| 2. | a. didn't know | b. don't know | c. haven't known |
| 3. | a. always hides | b. was always hidden | c. always hid |
| 4. | a. becomes | b. was becoming | c. became |
| 5. | a. lived | b. has lived | c. was lived |
| 6. | a. in | b. since | c. for |
| 7. | a. will actively involve | b. will be actively involved | c. are actively involved |
| 8. | a. will be provided | b. are provided | c. will provide |

SPEAKING

- 1** Work in groups. Imagine that you were selected for a special mission to Mars. Discuss all and agree on the top 5 things you want to take with you.

Useful Language

What do you think of *verb+ing*?

Why don't we ★★★ ?

I'd prefer to ★★★.

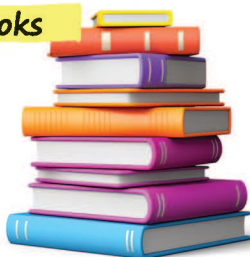
How about *verb+ing*?

Ok. Let's ★★★.

I'm not keen on.

That's a good idea.

books



video games



a first aid kit



plants and seeds



puzzles



musical instruments



a mobile phone



a favourite toy



a photo album



2 Imagine that you are attending the opening ceremony of a space museum in Baku. Look at the notes below, then report the event. Use passive forms when needed.

- night before opening – owners – organise – special party
- about 200 people – attend – party
- now – more than 1000 people – attend – opening ceremony
- owners – exhibit – spacesuits, samples of moon rocks and meteorites
- representatives of AzerSpace – give – speech
- tomorrow – owners – welcome – public – in the museum
- next year – visitors – attend – virtual version of the museum

e.g. The night before the opening, a special party was organised by the owners.



3 **A.** Imagine that you are a journalist and you are about to conduct an interview with aliens who have just landed on Earth. Write questions using passive forms.

B. Role-play the interviews.



WRITING



Writing tips

First-person narratives

First-person narratives are written in the first-person (I/we) about a series of events, real or imaginary, which happened to us.

A first-person narrative should consist of:

- an introduction in which you set the scene (who was involved, time, place, etc.) in an interesting way to make the reader want to continue reading;
- a main body where you develop your story, presenting the events in the order they happened;
- a conclusion which includes what happened at the end of the story, as well as people's feelings, final comments or reactions.

Use past tenses in such pieces of writing, as well as a variety of adjectives or adverbs to make your story more attractive to the reader.

1

Look at the picture and discuss the question with a partner.
What do you think is happening?



2

Read the story and check your guesses. Then label the paragraphs with the headings below.

- End of the story: feelings and comments
- Setting the scene
- Development of the story

Last year, I was just a regular kid who never thought aliens were real. Everything changed on a cold, dark winter night! I was walking home from my uncle's house when I accidentally dropped my keys.

1) _____

As I bent down to take my keys, something strange happened. When I looked up again, I saw a shiny, round object flying above my head. I couldn't believe my eyes! Before I could shout or run, the object suddenly moved and disappeared.

2) _____

After the object disappeared, I ran all the way home and called my uncle. When he answered the phone, I couldn't say anything. I mean, who would believe me, right? I never told anyone about what I saw that day. It's like my very own out-of-this-world mystery!

3) _____

3 Read the story again and answer the questions.

1. Which adjectives and adverbs did the writer use in the story?
2. Which other adjectives and adverbs would you add to the story?
3. How would you end this story differently?

4 Choose one of the story starters below and write a first-person narrative. Make sure that you follow the tips in the Writing Tips section.

A) One night, as I looked out of my window, I saw a bright light in the sky. To my surprise, it ★★★.

B) Late one night, I heard music coming from my closet. When I opened the door, I found ★★★.

C) One day, when I was playing in my room, I discovered a secret door that led to ★★★.



TIME TO WATCH

1

You are going to watch a video that has had more than 34 million views. Before that, read the comments on this video and guess what it is about.



katelyn @katelyn-23 Nov

Congratulations, Coby! 🥳 It must feel so amazing. I'm happy you all came back safely. It totally **blew my mind**!

15

26

37



steven @steven-6 Nov

I love how Coby made friends with all the people **on board**! It was so amazing! ❤️

23

35

33



murad @murad-15 Nov

This is **insane**! I am sure I will never agree to do it. The video made me feel a lot of emotions. I am happy that you are back safe and sound. 🎉

56

72

43



emil @emil-28 Nov

This really touched my heart. ❤️ It's just absolutely **unbelievable** what we have done as humans. 😊

34

25

53



kristen @kristen-15 Nov

Wow, Coby! It was so cool! I loved watching the crew capsule **descend** back to Earth. I cried when you kissed the ground. 😊

56

72

43



mary @mary-22 Nov

This is so cool! A lot of people dream of going to space and seeing a rocket **launch**. The video is full of exciting moments. That's certainly an experience all humans should have at least once in their lifetime. ❤️

32

51

95



2

Read the comments again and choose the correct definition that matches the meaning of each numbered word/phrase. These words/phrases are also used in the video.

1. a) when something is so surprising that it makes you feel shocked
b) when something is so usual that you don't feel surprised
2. a) being outside a spaceship before the journey
b) being inside a spaceship which is ready for a journey
3. a) something that is very crazy
b) something that is very calm
4. a) likely to be true
b) unlikely to be true
5. a) to go down or move from a higher place to a lower one
b) to go up or move from a lower position to a higher position
6. a) the act of building something, like a rocket or spaceship to send into the air
b) the act of sending something, like a rocket or spaceship, into the air to start its journey



3 Watch the video and complete the sentences.



2 days before the launch

Coby has a simulation in 1) ★★★, which shakes, vibrates and 2) ★★★.

1 day before the launch

He finds it interesting that there is no 3) ★★★ on board.

The crew include 4) ★★★ from ★★★.

On the rocket

Coby is one of the 5) ★★★ of a YouTube channel.

The speed of the rocket is 6) ★★★ miles an hour.



4 A. Watch the video again and choose the expressions that you hear.

Two expressions are not in the video.

1. This is insane!
2. Oh, my gosh!
3. Poor thing!
4. Oh, my world!
5. Unbelievable!
6. Oh, wow!
7. Poor our families!
8. Oh, my dear!
9. No way!

Useful Language

Expressions of excitement

This is insane!
Oh, my gosh!
Oh, my world!
Unbelievable!
Oh, wow!
No way!

Expressions of empathy or concern

Poor thing!
Poor our families!
Oh, my dear!

B. Work in groups. Imagine that you are in the same crew capsule. Share your thoughts and feelings with the crew members.

5 Discuss the questions with a partner.

- What do you think about Coby's space travel video?
- Can you share something from the video that you thought was unbelievable or really cool?

MISTAKE DETECTOR



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

1

After the earthquake, the brave firefighters **were rescued** many people, and together they all survived the difficult situation.

2

The difficult task of coping **with** zero gravity was practised **by** the astronauts during their training.

3

The research on stars and galaxies is **conducting** at the space agency this month.

4

The amazing scientists **are pushed** the limits of space **exploration**.

5

A space station **will be build** by engineers to help astronauts live and work in space.

6

The famous vlogger went to space and **was made** cool videos of our planet.

7

My brother wants **to became** an astronaut and **explore** the unknown planets in our solar system.

8

During the winter, bears go into **isolation** to stay warm and **safe**.

9

The **exciting** space adventure will **make place** next month, and we can't wait to watch it!

10

A new school building **is being constructed** in Lachin. It will be ready soon.

11

A book about the future of the planet **are being written**. I want to read it when it is published.

12

About a hundred cookies **were baked** by Sarah yesterday. They were so delicious.

13

A new university **is going to be opened** in Khankandi and we are all excited about **these great news**.

14

Planet Earth is our home planet, **because** let's take care of it and save it for the future.



UNIT 5

WORTH A THOUSAND WORDS

FOCUS ON THE TOPIC

Work in small groups.

Look at the pictures and discuss the questions.

- What do you think about these artworks?
- What do you think the story behind each work is?

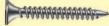


VOCABULARY

1

Read the social media posts about some unusual art pieces and discuss the questions with a partner.

- Which of them do you think is the most unusual? Why?
- Which of them would you like to try? Why?

screw – 

mural – a big and colourful painting on a wall that tells a story or shares a message



Emil
Baku, Azerbaijan



7453 likes

I have just discovered Andrew Myres and his art! 🤩 His ability to transform thousands of screws into portraits is truly **inspiring**¹. It's great to see how he brings **imagination**² to life through this unique technique.

[View all 100 comments](#)



Mary
New York, America



4876 likes

Wow, this is so amazing! 😍 Amir Zainorin from Malaysia is like a superhero artist! He uses postcards to make murals of important people who often experienced **struggles**³ in history. He gets postcards for free from restaurants and culture houses. That's so cool! 😎 I **admire**⁴ how he turns simple things into art!

[View all 144 comments](#)



Katelyn
Paris, France



3564 likes

These pictures are so cool! 🤩 Christian Faur makes them using thousands of crayons. Each image is **filled with**⁵ lots and lots of colours! When you move around, the pictures look different, like magic! 🌈 I **consider**⁶ Christian Faur a magician – who turns crayons into art!

[View all 84 comments](#)



Murad
Roma, Italy



5565

Ran Hwang uses things from the fashion world, like beads and buttons, to make big wall pictures. 😊 People **value**⁷ her creative works and say they are great. What about you? How do you **express**⁸ yourself in art?

[View all 128 comments](#)

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. inspiring (adj.) a) uninteresting and making you feel bored b) exciting and encouraging you to do or feel something | 2. imagination (n.) a) something that you have imagined rather than something that exists b) something that exists rather than something that you have imagined | 3. struggle (n.) a) an easy task that people can do without any difficulties b) a hard fight in which people try to get or achieve something | 4. admire (v.) a) look at something and think that it is attractive b) look at something and think that it is simple |
| 5. filled with (phr.v.) a) full of something b) empty, without anything | 6. consider (v.) a) pay no attention to somebody/ something b) think of somebody/ something in a particular way | 7. value (v.) a) think that somebody/ something is important b) think that somebody/ something is unimportant | 8. express (v.) a) show a feeling, an opinion, etc. by words, looks or actions b) feel that something is not true |

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



TRACK 13

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

- Learning to ride a bike was a **struggle** for Timmy, but he didn't give up.
- The room was **filled with** sculptures, paintings and drawings that showed the artist's talents.
- My friend can **express** his feelings through beautiful drawings.
- The teacher's **inspiring** words motivated us to work hard and do our best.
- I **admire** my teacher an expert in Art because she knows so much about it.
- You should **value** the watch because it is a special gift from your grandfather.
- Artists, poets and composers have a lot of creativity and **imagination**.
- I **imagine** the painting of the animals because it is so colourful and creative.

READING

1

Look at the photos of famous artists and answer the questions. Then in pairs, compare your answers.

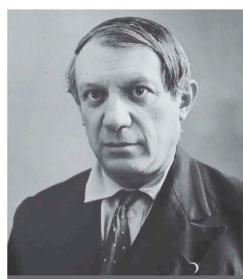
- What do you already know about these artists?
- What would you like to learn about them?



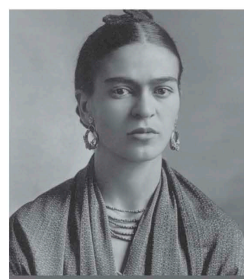
Geysar Kashiyeva



Vincent van Gogh



Pablo Picasso



Frida Kahlo

wrapped – covered with material

2

Read the text about famous artists and answer the questions (1-8). You can choose each letter more than once.

Which section contains information about

1. the number of his/her works that were saved?
2. the length of time he/she created works?
3. unusual way of painting?
4. the number of exhibitions he/she had?
5. his/her educational background?
6. money he/she made from a painting?
7. a health problem he/she had?
8. a new style in Art?

A.

Geysar Kashiyeva is considered the first professional Azerbaijani woman artist. She was born in 1893 in Tbilisi. In 1907, she joined an art studio where famous German professors taught her Art. Geysar's drawings were shown in exhibitions many times.

During the repression in the 1930s, most of the paintings and drawings of Kashiyeva-Seyidbayli got lost. Only 50 small pictures wrapped in an old newspaper survived. Now a small collection of personal items and drawings are in the National Museum of History of Azerbaijan. There are drawings of a kitten, a hedgehog and people. *National Art Museum of Azerbaijan* named after R. Mustafayev also has some of her works, like *Firefighter*, *Georgian Woman* and *Azerbaijani Scientist*.

B.

Vincent van Gogh was a Dutch artist of the 19th century. He had his way of painting. He wanted to make nature look even brighter and more colourful. When he painted a town called Arles in France, he made it look special with extra blue skies, a bright sun and lots of bright colours. His paintings such as *Sunflowers*, *Irises*, and *Starry Night* are famous because they're filled with amazing colours.

Van Gogh painted fast and with a lot of excitement. He wanted to show his feelings through his art. He only painted for ten years but he made over 800 paintings and 700 drawings! Surprisingly, he only sold one painting (400 francs - then about 35 manats) while he was alive because people didn't understand his paintings.

C.

There's a story that says the artist **Pablo Picasso** started to draw before he learned to speak. While this is probably only a story, it shows how much Picasso valued art. Picasso did amazing things like painting with his fingers, drawing with a nail and even making a bull's head from a bicycle. His studio was full of paint cans, brushes, chalk and other art stuff. It looked messy to some, but to Picasso, it was all inspiring! Sometimes his paintings were happy with warm colours like pink, and other times, they were sad and lonely with cool colours like dark blue. He sometimes painted people and animals the way they looked. But more often he painted them from his imagination. Picasso with his friend Georges Braque made a style of art called *Cubism*. They painted people and things so that you could see all parts and sides at the same time. They used simple shapes like squares and cubes to make great pictures.

D.

Mexican painter **Frida Kahlo's** life was filled with struggles. Frida grew up in a bright blue house called La Casa Azul with her parents and sisters. When Kahlo was six years old, she had polio – an illness that kept her right leg from growing. Then, at 18, she was in a terrible bus accident. She survived but broke lots of bones. Many of her paintings from that time show her pain and her powerful feelings about herself and the world. However, the bright colours in her art show Kahlo's positive thinking. Famous artists like Pablo Picasso admired her work. In the spring of 1953, Kahlo had the only exhibition of her work in Mexico. She died one year later. Today her house in Coyoacán is the Frida Kahlo Museum.

3

Look at the paintings. Refer to the text and find who they were painted by. Explain why you think so.

1



2



4



4

Talk with a partner about what makes a painting special. Discuss the options below and agree on the most important one.

- colours
- feelings and emotions
- story behind it
- personal connection (a painting that reminds you of something special in your life)

GRAMMAR A

1

A. Look at the news headlines and photos. Discuss the question with a partner.

What do you think each news story is about?

A



**'Grandma's House'
Disappears**

B



**Dusty
Attic Surprise**

B. Now read the news stories quickly and check your answers.

2

Read the news stories again and answer the questions. Choose a, b or c.

December

NEWSPAPER

A

The painting 'Grandma's House' **was being admired** by visitors when an elderly man started crying loudly. The people in the gallery turned to the man and tried to calm him down. Suddenly, the man stood up and ran out of the building. The painting wasn't on the wall anymore. The local police **haven't been found** yet. This is the first time a painting **has been stolen** from the gallery, leaving the town in shock.

Why did the elderly man start crying?

- A. He was probably in pain.
- B. He probably wanted to turn the visitors' attention away from the painting.
- C. He probably wanted to get help.

B

A centuries-old painting was found in the dusty attic while it **was being cleaned** by the new owners. The painting **has been** carefully **examined** by experts. Mrs Johnson, the old owner, said, "We had no idea there was such a special painting in our attic. A piece of history **has been found** in our own home."

Who was the painting found by?

- A. People who have bought the house recently
- B. Experts who study paintings
- C. People who owned the house for many years

3 Look at the boldfaced parts of the sentences in the news stories and complete the rules.

- a. We form the Past Progressive Passive with **★★★★** / **★★★★** + being and the past participle.
b. We form the Present Perfect Passive with **★★★★** / **★★★★** + **★★★★** and the past participle.



GRAMMAR TARGET

The Past Progressive Passive/ Present Perfect Passive

Study the rules and examples on Page 136 before you do the following tasks.

4 Change the sentences to passive sentences.

0. They have built a playground in the neighbourhood.
A playground has been built in the neighbourhood by them.
1. The chef was preparing a delicious meal in the kitchen.
2. He has written an interesting story for the magazine.
3. The children were planting flowers in the garden.
4. The workers were constructing a new bridge.
5. She has sung a beautiful song in the talent show.
6. The students were carrying the exam papers to the classroom.

5 A. Complete the conversations with the correct passive form of the verbs below.

take clean interview steal

1. A: What were you doing at the park yesterday at about 4 o'clock?
B: Well, I **★★★★** by the newspaper about my new puppy!
2. A: What happened to your bike?
B: It **★★★★**.
3. A: Wow, your room is so tidy! When did you clean it?
B: It **★★★★** by one of my cousins, not by me! They often give me a surprise like this.
4. A: Why are you so angry?
B: While I was walking in the park, my photos **★★★★**. I know I am a celebrity, but I also need some privacy.

B. Listen and check your answers.



TRACK 14

6 Choose one of the news headlines and write a news story. Use the lesson grammar.

The Paper Plane Art Contest

An Underwater Art Adventure

Grandma Damages a Painting

An Expensive Work of Art Found in the Forest

A Robot Artist's First Exhibition

The Thief Brings Back the Piece of Art

GRAMMAR B

1

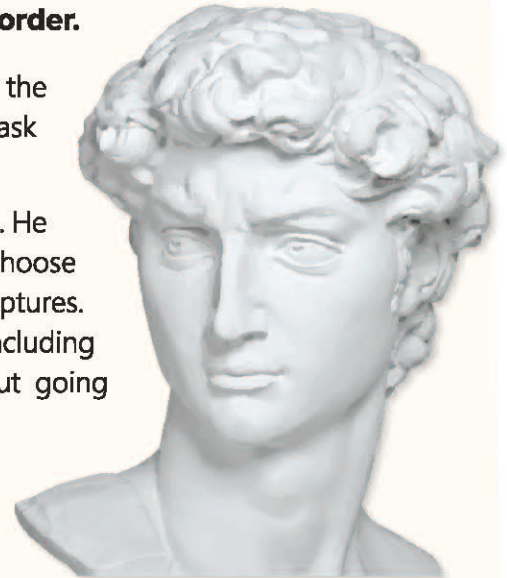
Look at the sculpture made from soap and discuss the questions with a partner.

- Have you ever carved anything before? What materials did you use?
- What kind of soap sculpture would you like to create? A person, animal or something else?
- Would you give it to someone as a present? Why or why not?

2

Read the text and put the paragraphs in the correct order.

- a) Mark where you will put the nose, mouth and eyes on the soap using the tool. Be careful not to press too hard and ask an adult for help if you need any.
- b) Michelangelo was an Italian sculptor, painter and architect. He used to travel to a place where marble was extracted to choose pieces of marble. He used the pieces to carve his sculptures. Carvings **can be made** from many different materials, including soap. You can also start carving a piece of art without going anywhere. Just follow the steps below.
- c) Add the details like eyebrows, hair, and cheeks. Try creating happy faces on your soap. Faces **can be made** in different colours and they **can be displayed** in the bathroom! Unused soap pieces can be kept for future projects. Don't forget an important detail: the workspace **must be left** tidy after completing the activity. Have fun being a soap artist!
- d) Take some soap and plastic modelling tools like an old nail file or a plastic knife. Work on paper so you do not make too much mess. Any sharp tools **should be kept** away from young children.



3

Look at the boldfaced parts of the sentences in Task 2 and complete the rule.

We form the Passive Modals with a modal verb (can/must/should) + ★★★ + ★★★.



GRAMMAR TARGET

The Passive with Modals

Study the rules and examples on Page 137 before you do the following tasks.

4

Listen and match the speakers to the comments.
One comment is extra.



TRACK 15

Speaker 1

a) He should be taken to hospital.

Speaker 2

b) It shouldn't be exhibited in the museum.

Speaker 3

c) The fire escape must be used immediately.

Speaker 4

d) Safety gloves are in the drawer. They should be worn to avoid injuries.

e) They can be found in the pencil case. They can be given to everyone who needs them.

5

Complete the comments about the Museum of Modern Art with the correct modal verbs (must/ should/ can) and the verbs in brackets.

I visited the Museum of Modern Art in Baku yesterday! The building is like a big artwork itself - all white and cool. The "Forgotten Ladder" is super interesting, connecting the two floors. It 1) ★★★ (see) by everyone! 🧐

It is a place where freedom and art meet! The coolest and most unusual artworks 2) ★★★ (admire) here 🎨 😊. The museum has a collection of paintings from Azerbaijani artists and even works by Picasso, Dali and Chagall.

Currently, the museum has about 800 exhibits. All of them 3) ★★★ (explore)! 📺

The Museum of Modern Art is not just inside a building; it's everywhere! The art cafe, restaurant, and library - are the parts of the cool museum. 😊 It 4) ★★★ (enjoy) by both kids and grown-ups.

The Metropolis Gallery at the Museum of Modern Art 5) ★★★ (visit)! There are so many works by great artists, and some 6) ★★★ (even/buy). ★



6

Work in pairs. Make a conversation about one of the situations below.
Use the lesson grammar.

A thief in the gallery

A lost Art book

A snow sculpture melted

A finger cut while carving

A broken statue

Money found in the street

LISTENING

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

- Can you guess how the painting makes her feel?
- How is being in a museum different from looking at pictures in a book or on a computer?
- Why do you think people go to museums to see paintings and art?



pen name – an alternate name used by an author instead of their real name
Sweating is when your body gets wet on the outside because it's hot or you're moving a lot.
to faint – to become unconscious when not enough blood is going to your brain, usually because of the heat, a shock, etc.
Rare is something that doesn't happen a lot or isn't found very often.

2 You are going to listen to a talk about Stendhal syndrome. As you listen, answer the question.



What causes this syndrome?

- | | |
|---|-----------------------------------|
| a) Visiting museums too often | c) Living in cities like Florence |
| b) Looking at really great works of art | d) Often feeling tired |

3 Listen to the talk again and complete the notes.





1. The syndrome is also called: Florence syndrome, ★★★ or museum disease
2. Henri-Marie Belle's occupation: ★★★
3. Symptoms that he experienced during his visit to Florence: sweated and felt ★★★
4. People with this syndrome often feel tired or ★★★.
5. Other things that may have the same effect: sunset, waves at the beach or ★★★
6. The positive thing about the syndrome: ★★★
7. People who love art, especially when they're in places that are ★★★ to them, usually experience this syndrome more.

4 Discuss the questions with a partner.

- Have you ever been to a museum? How did you feel when you were there?
- Do you know someone who really loves art? How do they react when they see something beautiful?

5 A. Act out the situation.

 **Student A:** Imagine that you are in the art gallery looking at the artworks below. Talk to the guide about them.

 **Student B:** Today you have started working as a new guide in the museum. You don't have much information about the artworks in the museum. Try to answer the visitor's questions using your imagination.



'Ancient Baku' by Tahir Salahov



'Jidir Plain' by Sattar Bahlulzade



'The Persistence of Memory' by Salvador Dalí



'Again Two' by Fyodor Pavlovich Reshetnikov

B. Do research and find out information about the painters and the artists in Task 5 A. Then make a group presentation.

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. Close your eyes and **struggle** a world where everyone is kind to each other.
2. Some children **value** themselves through drawing pictures.
3. We **imagine** when we play outside on hot days.
4. Some students **sweat** with their homework, but they never give up.
5. Teachers **express** their students' hard work and effort.

2 Complete the sentences with the prepositions below. You can use some of them more than once.

from in on for with

1. The room was filled ★★★ laughter and joy during the birthday party.
2. The news about the surprise party left her ★★★ shock.
3. The gift was wrapped ★★★ a newspaper, giving it a unique touch.
4. I need to search ★★★ my keys; I think I left them ★★★ the kitchen table.
5. If you're lost, please ask ★★★ help. Many people are usually ready to help.
6. To avoid getting sick, it's important to keep away ★★★ people who are not feeling well.

3 Complete the gaps with an appropriate form of the word given in brackets.

1. Yusif used his ★★★ (*imagine*) to turn a simple cardboard box into a box for his toys.
2. Emily's grandmother gave her a ★★★ (*value*) necklace that her grandmother wore years ago.
3. The science experiment got a little ★★★ (*mess*), but the students learned a lot about mixing colours.
4. The students were ★★★ (*amazing*) when the magician made a rabbit disappear and reappear in a different hat.
5. The ★★★ (*exciting*) grew as the class prepared for the art exhibition.
6. The young soldier's adventures in the storybook became an ★★★ (*inspire*) for Omar to write his own story.

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

1.

- a) The attic was filled with dusty old books that were considered valuable by the antique collector.
- b) The attic filled with dusty old books that were considered valuable by the antique collector.

2.

- a) The amazing story was written by the young author who grew up in a small town.
- b) The amazing story was written by the young author who has been grown up in a small town.

3.

- a) A funny joke was being told by the clown when someone knocked at the door.
b) A funny joke was being told by the clown when someone was knocked at the door.

4.

- a) The project must be completed by the end of the week.
b) The project must complete by the end of the week.

5

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

Mahammad 0) b in art since his childhood. In Grade 1, a statue of an eagle caught his eye in a shop, and he was 1) ★★. After school, the shop was a favourite place for him, and he 2) ★★ stand there, looking at the eagle statue. One day, he came back from school and created an exact copy of it from play dough. The eagle that he made left his parents 3) ★★ shock, and they admired his imagination and creativity.

As Mahammad grew older, his love for art also grew. Even at work, during break time, he 4) ★★ drawing portraits.

Once he 5) ★★ to create a model, so he started watching YouTube tutorials. For years, he has created a lot of models and they 6) ★★ by many people. For him, the most favourite one is the model of Garabagh. It covers 40 square meters. This unique artwork includes all the symbols of Garabagh: the Shusha fortress, Khudafarin Bridge, Sugovushan and Kharibulbul. The model 7) ★★ at Technofest Azerbaijan in 2022.

His models are so realistic that everyone 8) ★★ them. He says, "If you want perfection, focus on the task and don't give up even if you fail."



| | | | |
|----|---------------------|-------------------------------|-----------------------|
| 0. | a. has interested | b. <u>has been interested</u> | c. interested |
| 1. | a. amazed | b. amazing | c. amaze |
| 2. | a. was used to | b. used to | c. uses to |
| 3. | a. at | b. with | c. in |
| 4. | a. enjoyed | b. has enjoyed | c. has been enjoyed |
| 5. | a. asked | b. has been asked | c. was asked |
| 6. | a. admired | b. were admired | c. have been admired |
| 7. | a. can be exhibited | b. was exhibited | c. has been exhibited |
| 8. | a. admires | b. admiring | c. has been admired |

SPEAKING

1

You are planning a one-day excursion for a group of international students who are visiting Baku. In pairs, discuss where to take them and why. Decide which one to include.

Useful Language

Making suggestions

How about (*visiting the Carpet Museum?*)

Why don't we (*go to the art gallery?*)

Why not (*visit the Puppet Theatre?*)

I think we should ★★★.

Accepting

That would be great.

Yes. Let's do that.

That's not a bad idea.

That sounds perfect.

Rejecting

I don't think so. It might be boring.

It's a nice idea, but ★★★.

There won't be time for ★★★.

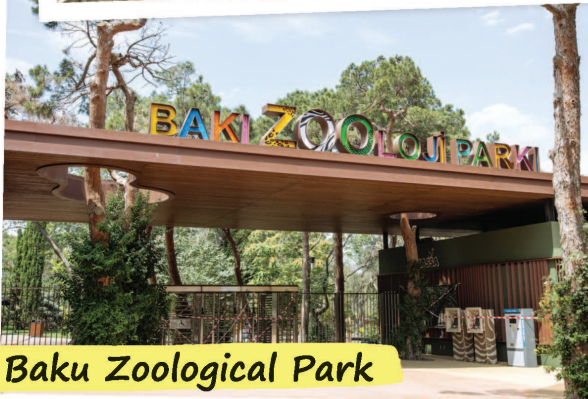
I think (*the concert*) would be a bad choice because ★★★.



Icherisheher



International
Mugham Center



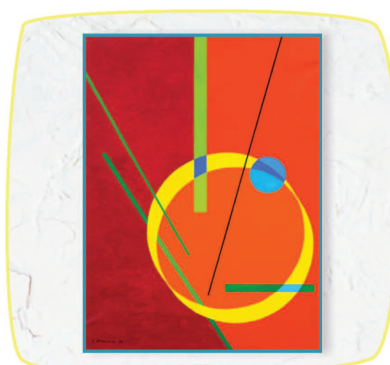
Baku Zoological Park



National Museum
of History

2 Answer the questions.

- Which three items would you like to have in your room? Why?
- Which of the items would you never want to have? Why?



3 Describe a piece of art you like. You should say:

- what the work of art is
- when you first saw it
- what you know about it
- why you like it.

WRITING



Writing tips

Descriptive paragraphs

Writing a description is like painting a picture. It provides readers with a mental picture of how something looks, feels, tastes and sounds. To write a good description, you need to pay attention to small details. A good way to start is to think about the place, object or a person you want to describe. Then make a list of all the words and phrases that come into your mind.

1

- A. Look at the painting. What words can you use to describe the place?
- B. Read the sample descriptive paragraph and check if you have said the same words.

My favourite painting is about the amazing park near my house. My father painted it about 10 years ago, and it has been my favourite since then. Outside my house, I hear cars honking loudly. The sidewalks are crowded with people, and the buildings are all close to each other. However, in the painting, I can see green grass and colourful



flowers in a peaceful space. I imagine hearing birds singing happily. Right in the middle of the park, there's a beautiful marble fountain and comfortable wooden benches. On a nice day, I picture myself sitting on one of those benches, reading a fantastic book. It's like having a quiet and relaxing spot right in the middle of the busy and noisy city. My favourite painting makes me feel like I'm in my special park, even when I'm at home.

2 Complete the outline of the sample paragraph.

Topic: the park

Topic sentence: My favourite painting is about the amazing park near my house.

Reasons why I like the place:

- ★★★★★
- ★★★★★

What the place is like

Atmosphere of the place: ★★★★★

Sounds/Views:

- ★★★★★
- ★★★★★

Activities:

- ★★★★★
- ★★★★★

Concluding sentence:

My favourite painting makes me feel like I'm in my special park, even when I'm at home.



3 Think about your favourite place. Which of the adjectives below would you use to describe it?

comfortable messy energetic breathtaking quiet
peaceful crowded noisy relaxing sunny

A. Make up an outline of a paragraph about your favourite place.

4 **B.** Write a descriptive paragraph about your favourite place. Use some of the adjectives in Task 3.

C. Exchange your paragraph with a partner. Write suggestions to help your partner improve his/her paragraph.

TIME TO WATCH

1

You are going to watch a video. Before that, read the comments on this video and guess what it is about.

She is like a magician with a paintbrush! 🎨⭐ Can you believe she is creating beautiful art at such a young age? Watching her turn a blank canvas¹ into a fantastic picture feels like a trip to a new universe²! 🤖👉👉👉

Wow, this young artist is like a superhero in drawing! ⭐ I love how his parents help and encourage³ him. Keep shining, little artist! ❤️

They're so amazing that I am sure that some people are feeling "sick with envy"⁴ because they wish they could draw like them! ❤️

I have spent a decade⁵ trying to learn to paint. I have taken art classes and been home tutored⁶ for years, but I am not as good as they are. ❤️

2

Read the comments again and choose the correct definition that matches the meaning of each numbered word/phrase. These words/phrases are also used in the video.

1. a) a type of cloth worn by painters
b) a strong material used by artists for painting on
2. a) a place full of people and things
b) everything that exists, including all stars, planets, galaxies and space
3. a) to give confidence or motivation to someone to do something
b) to do nothing to motivate a person you know well
4. a) feeling very jealous of someone else's success
b) feeling very happy because of the success
5. a) a period of thousand years
b) a period of ten years
6. a) to provide education to a student in their home
b) to attend school to get education



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

1. Aelita Andre comes from ★★★.
2. She is ★★★ years old.
3. She started painting when she was ★★★.
4. She has made \$ ★★★ from her paintings.
5. She has visited London, Russia, Japan, New York, ★★★, ★★★ and ★★★.
6. When she paints, she thinks about ★★★.
7. Her main critic starts ★★★ when he doesn't like the painting.



4 Watch the second part of the video and answer the questions.

1. How old is Kieron Williamson?
2. How is he called?
3. How much money did he make from his recent exhibition?
4. When did he start painting?
5. How much money has he made so far?
6. Why is he going to be home tutored?

5 Discuss the questions with a partner.

- How do you think being a young artist is different from being an adult artist?
- Do you think being a young artist is more about having fun or creating serious and meaningful art?



MISTAKE DETECTOR



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

- 1 A beautiful painting **was being** created by the artist when the visitors **arrived** .
- 2 The room was **filled by** colours, brushes and paper for us to create beautiful works.
- 3 We all **were admired** the artwork in the school hallway.
- 4 The exhibition was **amazed!** There were so many beautiful paintings and sculptures to see.
- 5 Art **is** a magical place where you can **get lost** in your thoughts and **create** wonderful works.
- 6 The sculpture **has admired** by art lovers **for** many years.
- 7 The surprise art show in the school hallway left everyone **in** shock because no one knew about it.
- 8 We **should be valued** art because each drawing and painting is special and **unique** .
- 9 The art studio **should kept** clean by all the students.
- 10 The gift **wrapped** in colourful paper, and inside was a set of crayons.
- 11 Use bright colours to **express happy** and dark colours to express sadness in your art.
- 12 The colourful paintings are **inspire** because they make us feel happy and creative.
- 13 When you **work hard** on your art, others will admire your **creative** and talent.
- 14 Artists use their **imagination** to create beautiful sculptures and drawings.

UNIT 6



SHINE WITH THE RIGHT SKILLS

FOCUS ON THE TOPIC

1. Complete the definitions with *Soft skills* or *Hard skills*.

★★★ help us perform a task. They are skills that people learn at schools or through practical tasks.

★★★ are non-technical skills. They include how you interact with people, how you solve problems, how you work in teams, etc.

2. Work in small groups and describe the pictures. Then discuss the questions.

- Which skill does each of the pictures describe, soft or hard?
- Which soft skills are necessary for teens? Why?
- How can soft skills help you in your academic life?
- What is the best way to develop soft skills?



VOCABULARY

1 Read the paragraphs about different soft skills and answer the questions.

In a successful team, everyone's unique skills and strengths help the team achieve a shared goal in the most effective way. If you have good people skills, you'll make a good team player, and skills like communication and having a positive **attitude**¹ make a team great. In such teams, members always **support**² each other and their **assistance**³ is always welcomed. In today's world, teamwork is one of the most important soft skills.

1. What is the paragraph mostly about?

- A. Effective ways of learning to work in teams
- B. Characteristics of a good team
- C. The importance of soft skills

One of the best ways for teens to develop soft skills is by spending time with their friends. When you **hang out**⁴ with friends, you learn to share, solve problems and take turns. You also learn to defend yourself. With a friend, it is easier to do so. If you are not good at it, in a friend group, there will definitely be someone who can defend themselves and ask for what their right is. Those friends are good life teachers and can positively **influence**⁵ your life.

2. Which ending is true according to the paragraph?

If you cannot defend yourself, you can... .

- A. ask your teacher to help you
- B. learn it from a friend
- C. have problems with your friends

When you argue with someone, sometimes you need to **step back**⁶. There are really great benefits of doing that. It doesn't mean you're weak; it means you respect yourself. If you have already expressed yourself fully, it's okay to take a pause. You don't need to continue explaining to someone who does not understand.

When you **acquire**⁷ this skill, a positive **outcome**⁸ will be guaranteed. You won't waste your energy and you will start to see the bigger picture. The ability to step back from your thoughts will give you more choices.

3. Which statement is wrong according to the paragraph?

- A. If you want to see things clearly, give yourself a pause.
- B. If you want people to understand you better, say all that you can.
- C. If you stop arguing, it can save you energy.

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

| | | | |
|--|--|---|---|
| 1. attitude (n.) a) the way how you feel about something or someone b) the way how you work with someone | 2. support (v.) a) demotivate somebody by saying that you cannot do it better b) help somebody by saying that you agree with them | 3. assistance (n.) a) help b) ideas | 4. hang out (phr.v.) a) spend a lot of time with a person or in a place b) have good relationships with a person |
| 5. influence (v.) a) have an effect on a person's behaviour or a situation. b) have a problem with a person's behaviour or a situation. | 6. step back (phr.v.) a) stop being involved in something b) start being involved in something | 7. acquire (v.) a) learn something such as a language or a skill b) practise what you have learned | 8. outcome (n.) a) the reason of an action b) the result or effect of an action |

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



TRACK 17

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

0. My grandad had a great **influence** on my education.
1. Some parents ★★★ when their children have a problem as they want to teach them to solve their problems on their own.
2. If you practise a lot, you can ★★★ better study habits.
3. My grandad has always ★★★ me in all my decisions.
4. The ★★★ of improving your soft skills is priceless.
5. If you want to be a successful learner, you need to have a positive ★★★ to learning.
6. My chemistry teacher's advice was of great ★★★ in my final project.
7. You should choose the friends who you ★★★ with wisely. They have more effect on your life than you think.

READING

1 Discuss the question with a partner.

- How can a person be socially successful?

2 Five teachers give advice to teenagers on soft skills that can help them succeed socially. Read the text and match the headings to the paragraphs. There are 2 extra headings.

- A. Never ask for help because people will think that you are weak.
- B. Don't be afraid to fail. It's a path to success.
- C. Don't panic if a family member steps back.
- D. Ask for help when you need it.
- E. Be strong when you have difficulties in your life.
- F. A friendly greeting can make a big difference.
- G. Limit the time you spend on people who bring more drama than joy to your life.

awkward – causing problems, worry or embarrassment

1. Adrina

I didn't learn this until I went to college, where I was fortunately surrounded by others who showed me the way. I'm sure you've experienced this, too, but I'm often surprised at how quickly a situation can go from awkward to fun when I offer my hand and introduce myself. They immediately start smiling back at me and this makes communication easier for both sides. It is a win-win!

2. Jason

Sometimes things didn't go as I wanted them to. At those times, I felt sad and unmotivated. Then I reminded myself of a conversation with my dad. During the college selection process, I was so afraid of making the wrong decision that I didn't know what to do. My dad told me it was okay to choose one and decide later it wasn't for me. I can't tell you how much better that made me feel. Sometimes we all need a reminder. So, believe me, making mistakes isn't always bad.

3. Helene

Once I had a problem at school and my parents left me alone to solve my problem myself. At first, I felt very lonely. However, when I was able to solve my problem, it helped me be very confident. Later, I learned that it was my parents' way to help me learn to be responsible for my actions, and try to resolve any conflicts in my relationships, in other words, to acquire soft skills.

4. Karam

It doesn't mean that you shouldn't support or give a helping hand when your friends need it. But some people like creating problems out of every situation. Once you are sure that your friend is one of them and you often find yourself trying to understand why your friend is angry with you or how you can improve the situation, think twice before hanging out with that friend.

5. Briar

It is definitely not a sign of weakness; everyone can have difficult times in their life and they might need assistance sometimes! What's more exciting, more people will be happy to support you than you think. You just need to ask for their assistance. And when you do that, you build better relationships and emotional support, too.

It also makes it easy for others to reach you when they need it. Isn't it a win-win?



3 Read the text again and answer the questions.

Which person ★★★

1. had to find an answer to his/her problem on his own?
2. got valuable advice from a parent?
3. believes that a positive attitude creates positive outcomes?
4. was disappointed with his/her parents at the beginning?
5. was able to change difficult situations into enjoyable ones?
6. thinks that we shouldn't spend much time with certain people?
7. believes that there are a lot of people who are ready to help you if you ask for it?
8. felt unhappy in the face of failures?

4 Look at the underlined sentences in the text and guess the meaning of *win-win*.

- a) a result that is good for everyone who is involved in a situation
- b) a result that is bad for everyone who is involved in a situation

5 Answer the questions.

- Which advice from the text do you like most? Explain your choice.
- Which advice from the text might not work for you? Explain your choice.

6 Discuss the questions with a partner.

- Do you ask for help when you need it? Why or why not?
- Is it good to solve problems on your own? Why or why not?
- What do you do when things don't go well?
- What do you do when you have a problem with your friends?

GRAMMAR A

1

Discuss the questions with a partner.

- How are theoretical and practical knowledge important for teens?
- Which one do you like learning most? Why?

flexible – able to change or to be changed easily according to the situation
enrol – to put yourself or someone else onto the official list of members of a course, college or group

2

Read the text and decide if the sentences are True, False or Not Given.

Vocational schools, Trade schools and Career colleges are some of the names for vocational education. A recent report shows that **a lot more** people have started to enrol in trade and technical schools compared to past years. There are several reasons for such a change:

- Such schools usually offer **far shorter** and more flexible programs than those offered at universities or four-year college education.
- In vocational schools, the main focus is on practical skills. Students spend a lot of time learning hard skills that are useful for their jobs. This makes them more ready to start working and earning money. For older people, who want to change careers or to learn a new skill but don't have four years for a bachelor's degree, vocational education is **just as effective as** it is for younger people. For them, vocational schools are **easily the best choice**.
- In vocational programs, students and teachers are part of the same industry. For example, in culinary school, students connect with others who love food and are starting careers in food service. Also, their teachers are experienced chefs. This network helps with support, advice and even job opportunities in the future. This is **by far the best** side of such schools for people who need to start their career as soon as possible.
- Trade schools often organise different events that bring people of the same interests together. These events help students make friends and practise important social skills. Building social skills is **nearly as important as** learning hard skills. It helps them build better networks and find jobs easily when they graduate from school.

1. In the past, fewer people showed interest in vocational schools.
2. In vocational schools, students learn theory more than practical skills.
3. Older people can benefit from vocational schools if they don't have a bachelor's degree.
4. Graduating from vocational schools might guarantee an early career start.
5. Events by trade schools are often organised in different locations.



3 Look at the boldfaced words in the text and complete the rules about intensifiers.

| Comparison | | Superlatives |
|---|--|----------------------------------|
| much/ slightly/ a little/ a bit/ 1) ★★★ and 2) ★★ | quite/ almost/ 3) ★★★ and 4) ★★★ + as...as | 5) ★★★ and 6) ★★★ + superlatives |
| ★ + comparatives | | |



GRAMMAR TARGET

Intensifiers with comparatives and superlatives

Study the rules and examples on Page 138 before you do the following tasks.

4 Read the situations and complete the sentences with **far, slightly, nearly, by far** and **just**. Some of them can be used more than once.

0. (Every day we had 3 practical lessons and 2 theoretical ones.)

In my school, we had **slightly** more practical lessons than theoretical lessons.

1. (We both have 5 lessons today.) I have ★★★ as many lessons as you have.

2. (I am very good at cooking.) For me, culinary school is ★★★ the best choice ever.

3. (I can learn by practising easily. Theory is very difficult for me.) Learning theoretical knowledge is ★★★ more difficult than learning practical skills.

4. (Jason has been an instructor for 7 years, Kelly for 6 years.) Kelly is ★★★ as experienced as Jason.

5. (Last year 150 students graduated from the school, but this year 160.) This year ★★★ more students graduated from the school compared to last year.

5 Complete the second sentence so that it has a similar meaning to the first. Use the key words.

1. Our school building is a bit taller than yours.

Your school building is ★★★ (quite).

2. Culinary Trade Training is by far the most successful school in the area.

Other schools in the area are ★★★ Culinary Trade Training. (nearly)

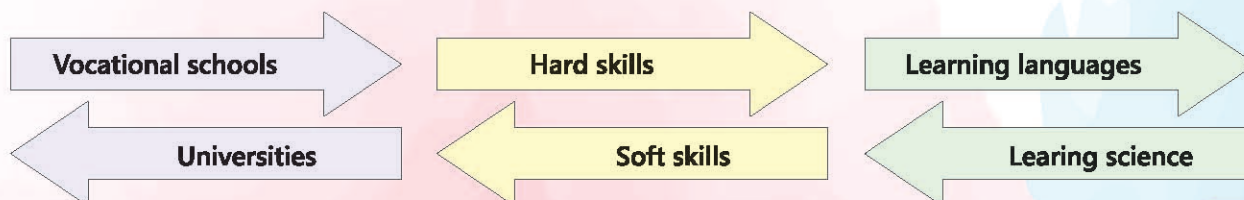
3. People with both theoretical and practical knowledge are desired most in the job market.

People who know the theory and practice are ★★★ desired ones in the job market. (easily)

4. Designing has become by far the most popular field in vocational schools.

Designing is ★★★ than any other fields in vocational schools. (far)

6 Prepare a VENN Diagram on the given topics. Then write a report. Use comparatives and superlatives with intensifiers.



GRAMMAR B

1 Discuss the questions with a partner.

- When you are about to try something new, what different feelings do you normally have?
- Is it OK to push your boundaries and get acquainted with new people? Why or why not?

2 Read the paragraphs and complete the gaps.

When I entered the restaurant's kitchen, I was **absolutely** amazed. It was **really** enormous. The kitchen in our trade school is **quite** big. But compared to this kitchen, ours was **very** small. At first, I was **a bit** confused and couldn't follow the instructions. As always, our chef instructor was very helpful. He showed me around. Then he gave me some simple tasks. After a while, I was much more confident and helped the chefs with food preparation. It was incredible how the kitchen was kept clean on such a busy day. At our trade school, if a lot of people work at the same time in the kitchen, sometimes it can get filthy. But here, they were cleaning after themselves so effectively that you couldn't see any dirty things around. I had a wonderful day there. When I returned home, I was **quite** delighted but at the same time **absolutely** exhausted. I went to bed immediately.

Ann, 19



When I entered the hall, I was **extremely** nervous. It was my first time at such a big networking event. For me, it was **really** terrifying. I am **a bit** shy, so it was **quite** hard for me to start a conversation with people.

I was there with my groupmate from Trade School. He is more sociable than me. So, it was **fairly** easy for him to get involved in conversations. Thanks to him, I found myself in some **completely** fascinating conversations about web designing challenges. I was **quite** starving when the food was served. So, I couldn't wait and wanted to eat something. It took me a while to choose something to eat. Finally, I chose some vegetable salad. It was not **very** tasty, but the dessert I tried was **absolutely** delicious.

Leo, 18



1. The kitchen in Ann's school isn't nearly as ★★★★★ as the restaurant's kitchen.
2. In the restaurant's kitchen Ann first started doing some ★★★★★.
3. As soon as Ann got home, she ★★★★★.
4. It was by far the biggest ★★★★★ for Leo.
5. Leo is ★★★★★, but his friend is not.
6. Leo liked the ★★★★★ but not the salad.

3 Find the strong versions of these gradable adjectives from the text.

scary interesting surprised big tired dirty hungry pleased

4 Look at the boldfaced modifiers in the article. Which of them do we use with gradable adjectives (G), strong adjectives (S) or both types of adjective (B)?

really (★★★) , completely (★★★), absolutely (★★★), quite (★★★), very (★★★),
a bit (★★★), extremely (★★★), fairly (★★★)



GRAMMAR TARGET

Modifiers with gradable and non-gradable adjectives

Study the rules and examples on Page 139 before you do the following tasks.

5 Match the gradable adjectives to their strong versions.

A: big, small, cold, hot, good, pleased, angry, bad

B: tiny, furious, fantastic, huge, freezing, boiling, delighted, awful

6 Choose the correct option.

0. Her performance as a team leader was **absolutely/very** fantastic.
1. When I entered college, I was **really/completely** happy.
2. The music at the event was a **bit/absolutely** awful.
3. Our instructor is **quite/extremely** amazing.
4. The hall was **very/totally** full.
5. I felt **fairly/absolutely** exhausted after my first day at trade school.
6. The room was **quite/a bit** big for such an event.

7 Listen to the speakers and choose the best paraphrased option.



TRACK 18

- | | | | |
|--|-------------------------|-----------------|-------------------|
| 1. The weather in Canada is ★. | a) fairly hot | b) a bit cold | c) extremely cold |
| 2. His first performance was ★. | a) rather good | b) really bad | c) quite good |
| 3. Today the food was ★. | a) absolutely delicious | b) really tasty | c) quite tasty |
| 4. People who were at the workshop were ★. | a) absolutely delighted | b) a bit happy | c) fairly pleased |

8 Follow the instructions.



Student A: Go to page 128



Student B: Go to page 129

LISTENING

1 Walk around and talk to your classmates.

Find someone who tends to

- pay more attention to the positive sides of a problem.
- go by intuition while making decisions.
- collect facts before making decisions.
- get advice from others before making decisions.
- think very carefully before making decisions.
- find logical answers while making decisions.

perspective – a way of thinking

angle – a way of considering, dealing with something

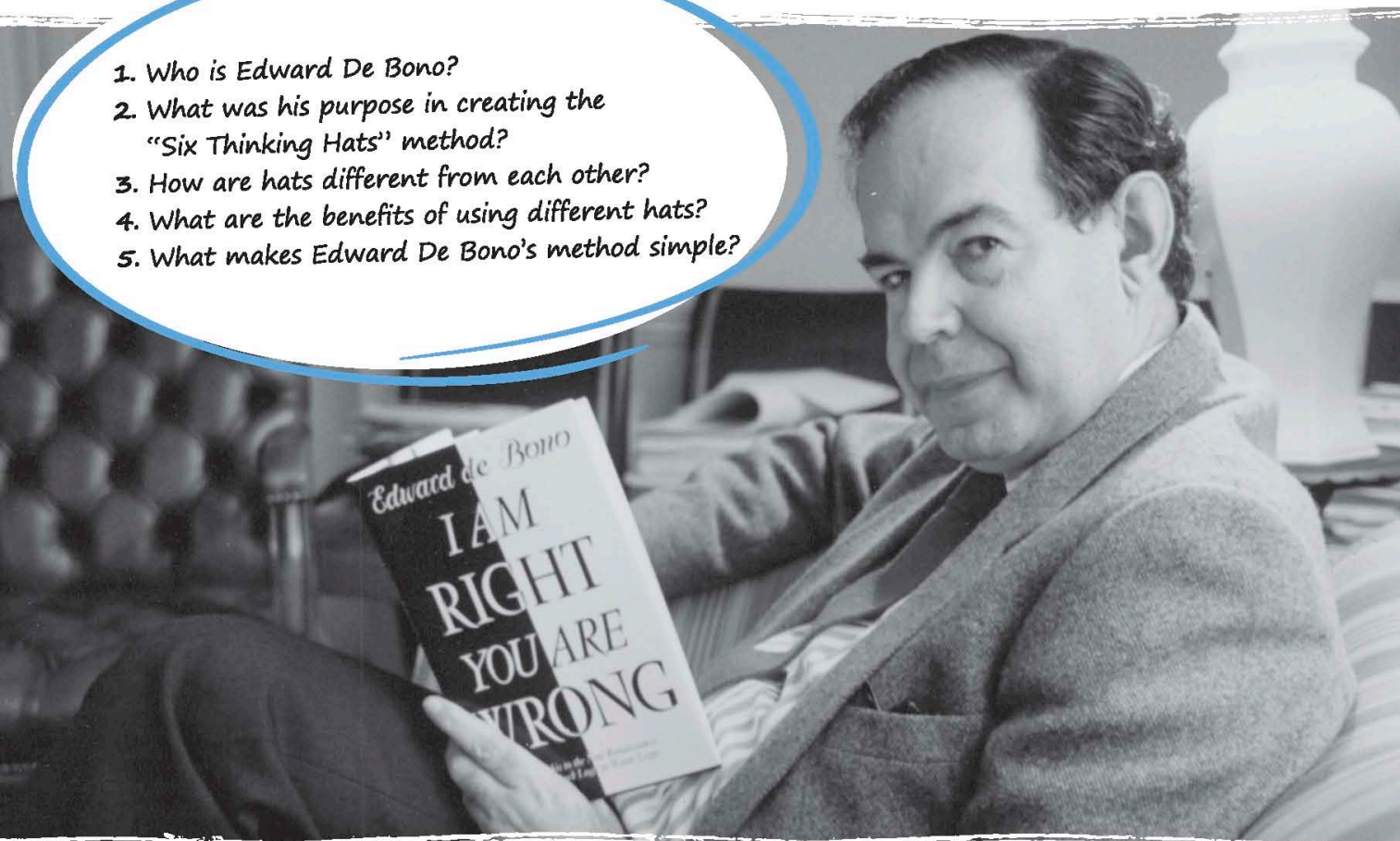
stick to something – to continue doing or using something and not to want to change it

2 Listen to the first part of the talk and answer the questions.



TRACK 19

1. Who is Edward De Bono?
2. What was his purpose in creating the "Six Thinking Hats" method?
3. How are hats different from each other?
4. What are the benefits of using different hats?
5. What makes Edward De Bono's method simple?



3 Listen to the second part of the talk and complete the sentences.



TRACK 20



This is the 1) ★★★ view.

Question: How do I 2) ★★★ about this?



This is the 3) ★★★ view.

Question: What are the advantages to consider?



This is the 4) ★★★ view.

Question: What are the disadvantages and risks?



This is the 5) ★★★ view.

Question: What are the facts?



This is the 6) ★★★ view.

Question: What 7) ★★★ and creative ideas do I have?



This is a 8) ★★★ hat.

Question: How can all of this thinking be organised and summarised?

4 Discuss the questions with a partner.

- Which view described in the hats is most common to you?
- Which view can be difficult for you to adapt to?
- Do you think that the method can be helpful in group discussions? Why or why not?

USE OF ENGLISH

1

Match the halves.

1. hang
2. step
3. connect
4. stick



- A. back
- B. with
- C. to
- D. out

2

Complete the sentences with the phrasal verbs from Task 1.

1. Networking events help you ★★★ people who can help you in your job.
2. I always ★★★ with my friends in the park after school.
3. I think I should ★★★ now so that you can learn from this experience and grow.
4. Some people tend to ★★★ a negative way of thinking only and never want to change it.

3

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

1.

- a) The show was absolutely amazing.
- b) The show was very amazing.

2.

- a) Critical thinking is far the most important skill in the decision making process.
- b) Critical thinking is by far the most important skill in the decision making process.

3.

- a) In most workplaces, emotional intelligence is easily more important than IQ.
- b) In most workplaces, emotional intelligence is a lot more important than IQ.

4.

- a) The hall was very full.
- b) The hall was totally full.

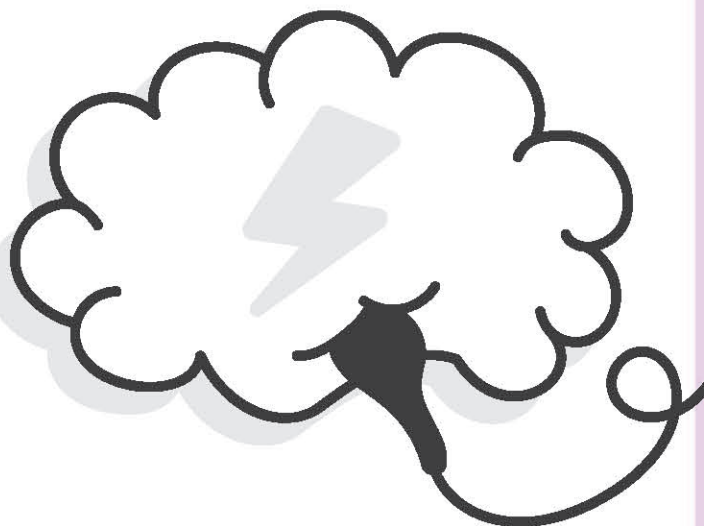
4

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

It has been believed that in real life situations, people who can think critically 1) ★★★ better than people with very high IQ. It is because of critical thinkers' 2) ★★★ problem solving abilities. Such people are very good problem solvers. Their solutions are mostly creative and lasting. They have 3) ★★★ the skill to separate facts from opinions and fiction, and examine the problem from all 4) ★★★. It helps them make clever decisions.

There are a lot of other benefits of critical thinking as well. This 5) ★★★ life skills such as organisational, planning, communication skills, learning from mistakes, etc. Thanks to all these priceless skills, critical thinkers tend to 6) ★★★ success in all spheres of life.

A critical thinker also has a great interest to learn what is happening around him/her. A strong interest helps them analyse and understand information and events. In the process, they develop their own ideas, mostly out-of-box ones. This 7) ★★★ their creativity. Creativity is a skill that almost all critical thinkers 8) ★★★ effectively in their professional and personal life very often.




| | | | |
|----|----------------|---------------|--------------|
| 1. | a. perform | b. enrol | c. fail |
| 2. | a. experienced | b. shared | c. unique |
| 3. | a. respected | b. acquired | c. supported |
| 4. | a. selections | b. angles | c. outcomes |
| 5. | a. includes | b. improves | c. interacts |
| 6. | a. solve | b. achieve | c. defend |
| 7. | a. improves | b. experience | c. has |
| 8. | a. share | b. guarantee | c. apply |

SPEAKING


1

Follow the instructions.


- A. Form a group of 4 and choose a hat.
- B. Read the situation and the facts that white hat introduces.
- C. Take turns to answer the questions that your hat introduces.



Stuart is 17 years old now.
He is good at languages and drawing.
He also loves preparing and decorating cakes.
His favourite subjects are Biology, Languages, Art and STEAM lessons.
He finds Physics very difficult.
His biggest dream is to have his own business one day.




What is the best choice for Stuart?
What are the advantages of this choice?




What can he do differently?
What are the other solutions?

Stuart needs to decide which major to choose. He can go to VET school and study culinary there. He can go to university and study biology or languages. He can choose engineering as well.



What might go wrong with the suggested choices?
What should he be careful about?



How can he feel about this decision?
Which choice can make him feel happy?
Which choice can make him feel less happy?

2 Discuss the question with a partner.

How can these things help us be successful?

learning how to interact
with people

controlling our
emotions

thinking outside
the box

3 Both photos show learning experiences. Compare the photos and say what the differences and similarities are in the way people learn these skills.



WRITING

CV for Students

Gabil Hashimov

Date of birth: 15.12.2009



Contact information



Contact information
Nizami str. 29, Baku



g.hashimov@azmail.com



+994 25 5667944

Education

Talents Secondary School, Grade 9

Qualifications and Achievements

The first place in Chemistry Olympiad at Talents Secondary School

The second place in Chemistry Olympiad in Baku

Works have been displayed in Student Art Work exhibition

Languages

Azerbaijan – **L1 (Mother tongue)**

English – **B1**

Spanish – **A2**

Skills and Interests

Drawing

Learning programming language

Playing basketball

References

Mrs Guliyeva, director at Talents Secondary School

Mr Babayev maths teacher at Talents Secondary School

1 Look at the CV sample on page 122 and choose the things that Gabil included in his CV.

Address

Hobbies

Date of birth

*Languages he wants
to learn*

Plans for future

Place of birth

School name

Email address

Friends

Favourite teachers

Achievements

Languages he knows

Phone number

Favourite food

*Subjects he learns
at school*

*People who can
confirm information
about him*

2 Read the information about Garry Hebrew and prepare a CV for him.

from:garryhebrew@ukmail.com

My name is Garry Hebrew. I was born in 2008 in Paris. We moved to Liverpool in 2003. My school is on the same street where I live, 22 Paradise street. I am studying at Liverpool College. I like my teachers and friends here. My favourite subject is Art.

As my mom is English, I know English very well. So, I am bilingual. I don't have an accent when I speak English. I am taking an Italian course. My level is A2 now, but I hope it will be B1 at the end of the year.

Our teachers at the college always encourage us to take part in different competitions and events. Three months ago, I became the first in the Decoration Genius competition. We had different tasks like decorating cakes, birthday rooms and cards. It was great and I was so happy to get first place.

When I have free time, I go swimming and play chess online. I also like reading historical books.

3 Prepare a CV for yourself.

TIME TO WATCH

1

You are going to watch a video about Emotional Intelligence. Before that, read the text and decide if the statements are True or False. Correct the wrong statements.

1. With EQ we can measure how smart a person is.
2. In his book Daniel Goleman wrote about the importance of IQ.
3. EQ makes you more successful than your IQ.
4. Kids are more emotionally intelligent than adults.
5. With lower EQ older people might behave like kids in the face of problematic situations.

People use the word IQ when they are talking about intellect and how smart someone is. It can help predict how well someone may do academically. But have you heard about EQ or emotional intelligence?

The concept of emotional intelligence was originally introduced by psychologist Daniel Goleman in his 1995 book "Emotional Intelligence: Why it can matter more than IQ". With this book he became the New York Times best-selling author based on the concept he developed.

Emotional intelligence is the ability to understand, use, and manage our emotions. Just as a high IQ can predict top test scores, a high EQ can predict success in social and emotional situations. EQ helps us build strong relationships, make good decisions, and deal with difficult situations.

In fact, some studies show that EQ is more important than IQ when it comes to doing well in school or being successful at work. It is believed that only 20% of your success in life depends on your IQ. The other 80% depends on your emotional intelligence and social intelligence.

Emotional intelligence is something that develops as we get older. If it didn't, all adults would act like little kids, expressing their emotions physically through crying, hitting and losing control!

Some people have naturally good EQ skills. Others need to work on them. The good news is that everyone can get better. We can all work to build even stronger emotional intelligence skills just by recognizing what we feel, understanding how we got there, understanding how others feel and why, and putting our emotions into heartfelt words when we need to.

2

The words in bold are used in the video. First, guess the meaning of the words. Then match the words (1-5) to their definitions (a-e).

- | | | |
|---|---|---|
| 1 | He speaks in an assertive manner. | a) something that is very important |
| 2 | There is a growing awareness of the importance of soft skills. | b) the signal for someone to do something important |
| 3 | He always strives to achieve his goals. | c) confident |

- 4 It was difficult to understand the **cues**. d) knowledge and understanding of something
- 5 My first **priority** is to improve my communication skills. e) to try hard

3 Watch the first part of the video and complete the gaps.

Signs You're More Emotionally Intelligent Than Others



- | | | | |
|---|---|---|---|
| 1 | ▶ You can easily influence other people. | ▶ | If people know their emotions, it is easy for them 1) ★★★ in an assertive way and not seem like forceful or 2) ★★★. |
| 2 | ▶ You know how to read situations correctly. | ▶ | Noticing different emotions. For example, rain can make some people 3) ★★★, but the others 4) ★★★. |
| 3 | ▶ You can keep cool under pressure. | ▶ | You never try to be 5) ★★★, but 6) ★★★ in all cases. |
| 4 | ▶ You can successfully manage difficult situations. | ▶ | You can sense others' feelings, so you can go to the 7) ★★★ and manage the situations effectively. |
| 5 | ▶ You can express yourself clearly. | ▶ | Thanks to the ability to understand which 8) ★★★ is being experienced and what to do about it. |

4 Follow the instructions.

- A. In pairs, write your explanations for each sign in 2 sentences.
- B. Compare your explanations with another pair.
- C. Watch the second part of the video and check your answers.

| Signs | Explanations |
|---|--------------|
| 1. People respect you. | ★★★★ |
| 2. You can read facial expressions. | ★★★★ |
| 3. You're funny! | ★★★★ |
| 4. You're curious about other people. | ★★★★ |
| 5. You know when to stop when it comes to caffeine. | ★★★★ |

5 Answer the questions.

- Do you agree that EQ is more important in your success than IQ? Why or why not?
- Which of the above mentioned signs do you think you have?
- Which one is more important to have?



MISTAKE DETECTOR



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

1

At trade schools students do not only **acquire technic skills**, they also develop their soft skills, such as communication, teamwork and problem-solving.

2

Everyone at the school was **very delighted** at the end of the **really amazing** event.

3

In effective teamwork success comes easily. In such groupings **member's assist** is welcomed by others.

4

With the help of "Six Thinking Hat" people can **consider problems from different perspectives**. It helps them be **far much more creative**.

5

At first I had some problems. I couldn't do tasks properly. My team leader was very helpful and **supported** me during all the courses. I am thankful to him for **such an outgo**. My results were **very fantastic**.

6

To my mind, **having a positive attitude** to learning is just as important as acquiring knowledge itself.

7

Most people **stick in one way of thinking**. So they cannot see the bigger picture.

8

Choosing his major in computer science is **as far the best decision** he has made. He is very good at writing codes. I hope **hanging out with his group mates** will help him become sociable.

9

One of the advantages of trade schools is that it offers **a lot short** and **much more flexible** programs.

10

People with higher Emotional Intelligence know when to **step off in any argument**. In this way they keep calm and analyse their feelings better.

IRREGULAR VERBS LIST

| Infinitive | Past simple | 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 | got |
| 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 |

| Infinitive | Past simple | Past participle |
|------------|-------------|-----------------|
| 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/span (UK) |
| 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 |

COMMUNICATION ACTIVITIES:

UNIT 3

GRAMMAR B

Student A:

A: Read each situation and rewrite them as one sentence using the words in brackets.

Example: 1. *Your friend is always late. You have an important meeting. You tell your friend to be on time. (Don't)*

Don't be late for the meeting.

B: Read your sentences to Student B and ask him/her to say them as tag questions.

Example: Student B: *Don't be late for the meeting, will you?*

C: Say Student B's sentences as tag questions.

1. Your friend doesn't want to accept your help, but you feel that he/she needs it. **(Let)**
2. You said something to your friend. Now you want to prove yourself. **(to be right)**
3. Your friend continues to laugh, but you want him/her to stop. **(Stop)**

UNIT 6

GRAMMAR B

Student A:

Take turns with Student B and follow the instructions.

1. Mime the first adjective to your partner. Ask your partner to say its strong version as well. Then your partner should guess modifier + adjective pairs in all 3 columns of the row. Once your partner finishes guessing all the adjective pairs, he/she should say a sentence using one of the pairs.
2. Guess the gradable adjective that your partner is trying to mime. Once you get the adjective right, say its strong form as well. Then use different modifiers with those adjectives to guess all modifier + adjective pairs in that row. Once you have guessed all the pairs right, use one pair in your sentence.

| Gradable and non-gradable strong adjectives | 1 Modifier+adjective | 2 Modifier+adjective | 3 Modifier+adjective |
|---|-------------------------|-------------------------|-------------------------|
| angry-furious | absolutely furious | extremely angry | fairly angry |
| big-enormous | quite big | absolutely enormous | rather big |
| surprising-amazing | quite amazing | fairly surprised | really amazing |
| tired-exhausted | fairly tired | completely exhausted | a bit tired |

COMMUNICATION ACTIVITIES:

UNIT 3 GRAMMAR B

Student B:

A: Read each situation and rewrite them as one sentence using the words in brackets.

Example: 1. *Your friend is always late. You have an important meeting. You tell your friend to be on time. (Don't)*

Don't be late for the meeting.

B: Say Student A's sentences as tag questions.

C: Read your sentences to Student A and ask him/her to say them as tag questions.

Example: Student A: *Don't be late for the meeting, will you?*

1. Your friend tells you lies. You don't like it. **(Don't)**
2. You suggest going to the cinema. You want to know your friends' reaction. **(Let's)**
3. You are talking about a friend who doesn't keep his/her promises. Only once or twice he/she kept his promise. **(rarely)**

UNIT 6 GRAMMAR B

Student B:

Take turns with Student A and follow the instructions.

1. Guess the gradable adjective that your partner is trying to mime. Once you get the adjective right, say its strong form as well. Then use different modifiers with those adjectives to guess all modifier + adjective pairs in that row. Once you have guessed all the pairs right, use one pair in your sentence.
2. Mime the first adjective to your partner. Ask your partner to say its strong version as well. Then your partner should guess modifier + adjective pairs in all 3 columns of the row. Once your partner finishes guessing all the adjective pairs, he/she should say a sentence using one of the pairs.

| Gradable and non-gradable strong adjectives | 1 Modifier+adjective | 2 Modifier+adjective | 3 Modifier+adjective |
|---|-------------------------|-------------------------|-------------------------|
| small-tiny | quite small | really tiny | very small |
| interesting-fascinating | absolutely fascinating | rather interesting | completely fascinating |
| bad-terrible | quite terrible | extremely bad | very bad |
| cold-freezing | a bit cold | absolutely freezing | fairly cold |

GRAMMAR BANK

UNIT 1. GRAMMAR A ARTICLES



Examples

It's normal to make mistakes when you are learning **a** language.
It is **a** great opportunity to learn languages.

Just let me check it on **the** Internet.
Let's ask **the** teacher and learn his opinion.

Young learners are interested in learning **languages**.

Explanation

The indefinite articles **a** and **an** are used before a noun to refer to non-specific things and people (singular only).

The definite article **the** is used before a noun to refer to specific things and people (singular or plural).

A noun can be used without an article to refer to non-specific things and people (plural only).

GRAMMAR B SPECIFIC NOUNS



We use **the** to refer to specific objects and people (singular or plural).

Examples

The reading in Unit 1 is about the importance of the mother tongue.

Reuben is not **the** only person to have this language condition.
They had **the** same problems.

Would you like to go to **the** cinema and to watch a film in Spanish?
A group of language learners get together in **the** park and practise English.

It is **the** most popular story on the Internet.

She started each day by looking at **the** sun.

She joined **a** course to learn Italian. **The** course was fun and interesting.
There is **some** money in my wallet. You can use **the** money to buy a dictionary.

Explanation

We use **the** with a specific noun. A noun is specific if **it is defined** in the phrase or clause that follows it.

We use **the** when there is only one of something. We usually use **the** with the following words: first, second, only, same, back, front and right.

We use **the** with certain familiar places and people:
the bank, the zoo, the park, the beach, the post office, the cinema

We use **the** before a superlative form.

We use **the** before a unique noun.

After a non-specific noun is introduced with **a/an/some/any**, we use the definite article to refer to a specific example of this noun.

UNIT 2. GRAMMAR A



Concrete nouns are physical things that we can see, touch, hear, etc.

Most nouns are concrete nouns. For example, books, butterflies and cousins. Even invisible things, including air (which we can feel) and music (which we can hear), are concrete nouns.

Concrete nouns are

- **living things:** nouns that relate to people, animals, plants, and other organisms.
- **places:** nouns that relate to locations
- **material things:** nouns that represent things we can perceive through the senses—not only physical objects, such as furniture and statues, but also things like dances and noise.

Abstract nouns are nouns that refer to ideas, concepts, emotions, beliefs or phenomena such as intelligence, hate, fear and honesty. We cannot count them because they do not refer to anything that has substance or that we can touch.

Abstract noun examples

| Emotions/ feelings | Characteristics | Philosophical concepts | States of being | Time |
|-----------------------|----------------------|---------------------------|--------------------|------------------|
| love enjoyment | beauty confidence | ethics justice | freedom peace | Friday August |

GRAMMAR B MAKING GENERALISATIONS



Examples

Bookworms don't usually watch TV.
A bookworm loves the idea that an author can create a world with his or her writing and take readers to it.

Fun is not important for them if it is not related to books.

You always enjoy visiting **bookshops** and **libraries**.

They get **pleasure** from books only.

Explanation

We can make a generalisation about a countable noun in two ways:
1. no article + plural noun
2. a/an + singular noun

We don't use an article to make a generalisation about an uncountable subject of the sentence.

To make a generalisation about an object of the sentence, countable or uncountable, we don't use an article. We use the plural form for countable nouns. Uncountable nouns are always singular.

GRAMMAR BANK

UNIT 3. GRAMMAR A SO/NEITHER/NOR DO I



So + *be/modal verb/auxiliary verb* + **subject** mean 'in the same way', 'as well' or 'too'.

Example:

A: My brother **is** a newsreader.

B: **So is my dad.** (= my dad is also a newsreader.)

A: My grandparents get some dose of sad news everyday.

B: **So do my parents.** (= my parents also get some dose of sad news everyday.)

A: I **must** find ways to stop doomscrolling.

B: **So must I.** (= I also must find ways to stop doomscrolling.)

Neither/Nor + *be/modal verb/auxiliary verb* + **subject** mean 'also not'.

Example:

A: She **isn't** a good listener.

B: **Neither/Nor is her brother.** (= Her brother isn't a good listener.)

A: I **can't** watch a movie if there is violence in it.

B: **Neither/Nor can my sister.** (= my sister can't watch a movie if there is violence in it.)

A: I **don't** like watching sad things.

B: **Neither/Nor do I.** (= I don't like watching sad things.)

Note: We also use ... **not either** when we want to give a negative meaning:

Example:

A: She **isn't** a good listener.

B: **Her brother isn't either.** (= **Neither/Nor is her brother.**)

Common mistake: Her brother isn't also.

A: I **haven't** ever used my phone more than an hour a day.

B: I **haven't either.** (= **Neither/Nor have I.**)

Common mistake: I haven't also.

GRAMMAR BANK

UNIT 3. GRAMMAR B SPECIAL CASES WITH TAG QUESTIONS



Imperatives:

A tag after an imperative clause softens the imperative a little. We mostly use **will** with imperative tags.

Example:

*Don't laugh, **will** you? It is not funny at all.*

*Open the door, **will** you?*

Suggestions:

If the sentences start with **let's**, we use **shall** in the tag:

Example:

*Let's have some lunch now, **shall we**?*

Note: If in the first part of the tag question we use **Let me, Let him, Let her, Let them**, etc., then in the tag we use **will you**?

Example:

*Let him help you, **will you**?*

*Let me finish my meal, **will you**?*

Negative words:

If in the first part of the tag question we use words such as **rarely, never, seldom, unlikely** etc., we form a positive tag.

Example:

*He **rarely** forgets visiting her grandparents, **does he**?*

*You will **never** lie again, **will you**?*

*She **seldom** keeps her promises, **does she**?*

Tags with the 1st person singular of "to be":

If in the first part of the tag question we use **I am**, then in the tag we change **I am** to **aren't I**.

Example:

*I'm doing it right, **aren't I**?*

GRAMMAR BANK

UNIT 4. GRAMMAR A

THE PRESENT SIMPLE PASSIVE AND PRESENT PROGRESSIVE PASSIVE



The Present Simple Passive

In most sentences, the subject carries out an action and the object receives it or the result of it. In passive sentences, this is reversed: the subject receives the action.

Astronauts do most washing with a simple wet cloth. (Present Simple Active)
The focus is on "astronauts". The subject of the active sentence is "astronauts".

Most washing is done with a simple wet cloth. (Present Simple Passive)
The focus is on "most washing", which is the subject of the passive sentence.
"Do" changes to "is done".

HOW TO FORM

| SUBJECT | AM/IS/ARE | PAST PARTICIPLE | BY |
|-------------|-----------|-----------------|-------------------|
| This lesson | is | studied | by most students. |

| Examples | Explanation |
|--|---|
| Criminals are arrested every day in this town. | The speaker doesn't mention the agent because the verb obviously refers to the police. |
| The city is not visited by many tourists. Are criminals arrested every day in this town? | Add not after am, is, are to form negative sentences. "Be" and the subject swap places to form questions. |
| The station is monitored by the mission control on Earth. | All passives use a form of "be" with a past participle. The agent (the thing doing the action) can be introduced with "by," but the sentence would still make sense without it. |

The Present Progressive Passive

The Present Progressive passive is used to refer to ongoing actions.

They **are sending** messages to the astronauts in space. (Present Progressive Active)

Messages **are being sent** to the astronauts in space. (Present Progressive Passive)

HOW TO FORM

| SUBJECT | AM/IS/ARE | BEING | PAST PARTICIPLE | BY |
|-------------|-----------|-------|-----------------|-------------------|
| This lesson | is | being | studied | by most students. |

More examples:

Are the toys **being cleaned** by your niece now?

The songs **are being sung** by the children in the school choir.

GRAMMAR BANK

UNIT 4. GRAMMAR B

THE PAST SIMPLE PASSIVE AND FUTURE PASSIVE



The Past Simple Passive

English uses the passive voice in the past to stress the effect of an action that happened in the past, rather than the cause of that action.

More than 3,200 guests attended the opening ceremony. (Past Simple Active)

The opening ceremony was attended by more than 3,200 guests. (Past Simple Passive)

HOW TO FORM

| SUBJECT | WAS/WERE | PAST PARTICIPLE | BY |
|----------------------|-------------|-----------------|--------------------------|
| <i>This lesson</i> | <i>was</i> | <i>studied</i> | <i>by most students.</i> |
| <i>These lessons</i> | <i>were</i> | <i>studied</i> | <i>by most students.</i> |

More examples:

The house **was cleaned** by the cleaning lady on Monday.

The storybook **was read** by the teacher to the students yesterday morning.

The cookies **were not baked** by grandma for the family gathering.

The email **was written** by John to his friend last month.

Was the car **fixed** by the mechanic yesterday?

Future Passive

English uses the passive voice in the future to stress the effect of an action that will happen in the future, rather than the cause of that action.

The Future Passive is usually formed with **will** or **be going to**.

| Future | Future Passive |
|--|---|
| They will realise exciting projects. | Exciting projects will be realised . |
| They are going to send an email soon. | An email is going to be sent soon. |

HOW TO FORM

| SUBJECT | WILL BE | PAST PARTICIPLE | BY |
|----------------------|------------------------|-----------------|--------------------------|
| <i>This lesson</i> | <i>will be</i> | <i>studied</i> | <i>by most students.</i> |
| SUBJECT | AM/IS/ARE GOING TO BE | PAST PARTICIPLE | BY |
| <i>These lessons</i> | <i>are going to be</i> | <i>studied</i> | <i>by most students.</i> |

More examples:

The movie **will be watched** by us on Friday night.

The new playground **is going to be built** by the construction workers next month.

The party decorations **will be hung** by the volunteers before the event.

Will the report **be sent** by the manager next week?

The cake **will not be decorated** by the baker for the birthday celebration.

Are you **going to be sent** abroad to study?

GRAMMAR BANK

UNIT 5. GRAMMAR A

THE PAST PROGRESSIVE PASSIVE/ PRESENT PERFECT PASSIVE



The Past Progressive Passive

Past Progressive can also be used in the passive voice. It is used to refer to ongoing actions in the past.

Visitors **were admiring** the painting 'Grandma's House' when an elderly man started crying loudly. (Past Progressive Active)

The painting 'Grandma's House' **was being admired** by visitors when an elderly man started crying loudly. (Past Progressive Passive)

HOW TO FORM

| SUBJECT | WAS/WERE | BEING | PAST PARTICIPLE | BY |
|--------------------|------------|--------------|-----------------|--------------------------|
| <i>This lesson</i> | <i>was</i> | <i>being</i> | <i>studied</i> | <i>by most students.</i> |

More examples:

The picture **was being painted** by the artist while the sun was setting.

The sandwiches **were not being made** while the guests were drinking tea.

The car **was being washed** by the mechanic while it was raining heavily.

Was the house **being decorated** by the family when you visited them?

The story **was being read** by the teacher while the students were quietly listening.

The Present Perfect Passive

The Present Perfect Passive is used to talk about events in the past that still have an effect on the present moment.

Experts **have examined** the painting. (Present Perfect Active)

The painting **has been examined** by experts. (Present Perfect Passive)

| SUBJECT | HAVE/HAS | BEEN | PAST PARTICIPLE | BY |
|----------------------|-------------|-------------|-----------------|--------------------------|
| <i>This lesson</i> | <i>has</i> | <i>been</i> | <i>studied</i> | <i>by most students.</i> |
| <i>These lessons</i> | <i>have</i> | <i>been</i> | <i>studied</i> | <i>by most students.</i> |

More examples:

The report **has** already **been reviewed** by the manager.

Have the dishes **been washed** by Tim?

The movie **has not been watched** yet.

The letter **has** just **been written** by John.

The tasks **have been completed** by most of the students.

GRAMMAR BANK

UNIT 5. GRAMMAR B THE PASSIVE WITH MODALS



The Passive with Modals

Modal verbs in English can be used in passive forms. As with other passive constructions, the emphasis changes to the object that receives the action.

Modals in passive forms don't change. The sentence starts with the modal, then the verb "be" and the past participle are added.

HOW TO FORM

| SUBJECT | MODAL VERB | BE | PAST PARTICIPLE | BY |
|----------------------|------------------|-----------|-----------------|--------------------------|
| <i>This lesson</i> | <i>should</i> | <i>be</i> | <i>studied</i> | <i>by most students.</i> |
| <i>These lessons</i> | <i>must</i> | <i>be</i> | <i>studied</i> | <i>by most students.</i> |
| <i>This lesson</i> | <i>can</i> | <i>be</i> | <i>studied</i> | <i>by most students.</i> |
| <i>These lessons</i> | <i>shouldn't</i> | <i>be</i> | <i>studied</i> | <i>by most students.</i> |
| <i>This lesson</i> | <i>can't</i> | <i>be</i> | <i>studied</i> | <i>by most students.</i> |
| <i>These lessons</i> | <i>must not</i> | <i>be</i> | <i>studied</i> | <i>by most students.</i> |

More examples:

The book **can be read** by the students before the exam.

The door **mustn't be closed** by anyone without a warning.

Should the package **be delivered** to your office or house?

The door **can't be opened** with this key.

GRAMMAR BANK

UNIT 6. GRAMMAR A

INTENSIFIERS WITH COMPARATIVES AND SUPERLATIVES



Intensifiers with comparatives:

BIG DIFFERENCE:

much/ far/ a lot + comparatives

This program is **far more expensive** than the other one.

Programs in trade schools are **much shorter** than four-year colleges.

SMALL DIFFERENCE:

slightly/ a bit/ a little + comparatives

For me, English is **slightly easier** than Russian.

The course is **a bit more difficult** than I expected.

as...as

Big difference

not nearly + as adjective as
*Tural **isn't nearly as smart as** Mira*

(Big difference: Mira is much smarter than Tural.)

There **aren't nearly as many** people in the conference today **as** there were yesterday.

(There were far more people in the conference yesterday than there are today.)

My school **doesn't charge nearly as much as** yours.
(Your school charges much more than mine.)

Small difference

nearly/almost/not quite + as adjective as
*Our school building is **nearly as tall as** yours.*

(Small difference: Your school building is only a little taller than ours.)

My school **isn't quite as big as** Kelly's.

(Kelly's school is a little/a bit/ slightly bigger than mine.)

*The workshop didn't take **quite as long as** it did last time.*

(The workshop took a little/a bit/slightly longer last time.)

The same

quite/ just + as adjective as

If we want to emphasise that two things are the same, we can use **quite** and **just**:

*Theoretical knowledge is **just as important as** practical skills.*

*Vocational education is **quite as important as** a university degree.*

Intensifiers with superlatives:

We use **easily** and **by far** as intensifiers with superlative adjectives:
easily/by far + superlatives

This chef is **easily the greatest** instructor of all time.

Web-designing course was **by far the most challenging** thing I've ever had to do.



We use **modifiers** before adjectives to make them stronger or weaker.
To use modifiers correctly, we need to know if the adjective is gradable or non-gradable.

Most adjectives are **gradable**. Such adjectives have different levels of that quality. For example, the weather can be *a bit cold*, *very cold* or *extremely cold*. With the help of modifiers **very** and **extremely**, we make the meaning stronger, however **a bit** makes the meaning weaker.

To make gradable adjectives stronger, we can use modifiers like **very**, **extremely** and **really**.
To make gradable adjectives weaker, we can use modifiers like **fairly**, **a bit**, **rather**, and **quite**.

Fairly = more than average but less than very

Rather = quite; to a slight degree

Quite = a little, moderately but not very

NOTE: **quite** has different meanings when it is used with gradable and non-gradable adjectives

Quite + gradable adjectives

When we use *quite* with a gradable adjective, it usually means *a little, moderately but not very*. It has a similar meaning to *rather* or *fairly*.

Example: This program is **quite** long. (The program is long enough but not very long.)

Some adjectives are **non-gradable absolute adjectives**. For example, you can't be a bit free or very free. The idea can't be a bit right or very right. These adjectives describe *absolute* qualities. To make them stronger we have to use modifiers like **absolutely**, **totally** or **completely**.

Here is the list of some common non-gradable absolute adjectives: **empty, full, dead, finished, equal, false, true, final, married, single, etc.**

There are also **non-gradable strong adjectives**. They already have the idea of 'very' in their definitions. If we want to make strong adjectives even stronger, we have to use **absolutely**, **completely**, **quite** or **really**.

NOTE: **quite** has different meanings when it is used with gradable and non-gradable adjectives

Quite + non-gradable adjectives

When we use *quite* with a non-gradable adjective, it usually means *totally* or *completely*.

Example: The program was **quite** incredible. (The program is absolutely incredible.)

GRAMMAR BANK

UNIT 6. GRAMMAR B MODIFIERS



Here is the list of some common strong adjectives.

| Gradable adjectives | Non-gradable Strong adjectives |
|---------------------|-----------------------------------|
| big | enormous, huge |
| small | tiny |
| bad | awful, terrible |
| tasty | delicious |
| pleased | delighted |
| hungry | starving |
| dirty | filthy |
| tired | exhausted |
| important | necessary |
| surprised | amazed |
| scared, frightened | terrified |
| cold | freezing |
| hot | boiling |
| good | fantastic |

Unit 1

Vocabulary

a sense of belonging (phr.)
/ə sens əv bɪ'ləŋɪŋ/

confidence (n.) /'kɒn.fɪ.dəns/
connect (v.) /kə'nekt/

connected (adj.) /kə'nek.tɪd/

essential (adj.) /ɪ'sen.ʃəl/
fluent (adj.) /'fluː.ənt/
hug (n.) /hʌg/

proudly (adv.) /'praʊd.li/
recognise (v.) /'rek.əg.naɪz/

relationship (n.) /rɪ'leɪ.ʃən.ʃɪp/

relative (n.) /'rel.ə.tɪv/

roots (n.) /ruːts/
treasure (n.) /'treʒ.ə/

a feeling of being accepted and respected as a member of a particular social group, community, or place

the feeling of believing in yourself and your abilities to join or link together, or to feel close to someone or something

related to or being part of a relationship with someone else

very important and necessary

able to speak or write easily and accurately

an act of putting your arms around someone as a way of showing love or friendship

in a way that shows pride

to know sb or sth because you have seen or heard him/her before

the way in which two or more people or things are connected

a family member, such as a parent, brother, sister, aunt or uncle

origin

an important object that is collected or kept because it is beautiful or has personal meaning

Reading

alive (adj.) /ə'laɪv/
certainly (adv.) /'sɜː.tən.li/

connection (n.) /kə'nek.ʃən/
deeply (adv.) /'diːpli/
fault (n.) /fɔlt/
float (v.) /fləʊt/
identity (n.) /aɪ'den.tə.ti/
value (v.) /'væljuː/
water lily (n.) /'wɔː.tə lɪ.li/

having life; living, not dead

used to emphasise that something is definitely true or will definitely happen

the way in which two or more things are related

very; very much

a mistake or weakness

to move slowly on water or in the air

who or what somebody/something is

to think that somebody/something is important

a type of plant that grows in water, with large leaves and large, usually white flowers

Grammar A

civilisation (n.) /ˌsɪv.ə.laɪ'zeɪ.ʃən/
embarrassing (adj.) /ɪm'bærəsɪŋ/
go hand in hand (phr.)
/gəʊ hænd ɪn hænd/
impressive (adj.) /ɪm'presɪv/

opportunity (n.) /ˌɒpə'tjuːnəti/

perfect (adj.) /'pɜːfekt/

provide (v.) /prə'vaɪd/

shelter (n.) /'feltə/

a state of human society that is very developed

making you feel shy or uncomfortable

to be closely connected with each other

(of things or people) making you admire them, because they are very large, good, skilful, etc.

a time when a particular situation makes it possible to do or achieve something

having everything that is necessary; complete and without faults or weaknesses

to give something to someone or make it available to them for use

a place to stay for people or animals without a home

WORDLIST

Grammar B

accent (n.) /'æk.sənt/

accidentally (adv.) /,æk.sɪ'den.təl.i/

case (n.) /keɪs/

condition (n.) /kən'dɪʃ.ən/

enjoyable (adj.) /ɪn'dʒɔɪəbəl/

fall into a coma (phr.) /fɔ:l 'ɪn.tu: ə 'kəʊ.mə/

go into shock (phr.) /gəʊ 'ɪn.tu: ʃɒk/

kick (v.) /kɪk/

memory (n.) /'mem.ər.i/

mysterious (adj.) /mɪ'stɪər.i.əs/

probably (adv.) /'prɒb.ə.bli/

trauma (n.) /'trɔɪ.mə/

warmth (n.) /wɜ:mθ/

a way of pronouncing the words of a language that shows which country, area or social class a person comes from

by chance or by mistake

a situation or example of something, especially something bad

the state that something or someone is in, especially their physical state

giving pleasure

to become unable to wake up, usually for a long time

to suddenly feel very surprised, upset, or unable to understand something

to hit somebody/something with your foot

your ability to remember things

difficult to understand or explain; strange or unknown used to say that something is likely to happen or to be true

emotional shock and pain caused by an extremely upsetting experience

a quality of being warm in temperature or feeling

Listening

abstract (adj.) /'æb.strækt/

completely (adv.) /kəm'pli:t.li/

count (v.) /kaʊnt/

jungle (n.) /'dʒʌŋ.gəl/

stupid (adj.) /'stjuː.pɪd/

tool (n.) /tu:l/

tribe (n.) /traɪb/

unlike (prep.) /ʌn'laɪk/

weapon (n.) /'wep.ən/

existing in thought or as an idea but not having a physical reality

in every way possible; in every part

to say numbers one after the other in order

an area of tropical forest where trees and plants grow very closely

having or showing a lack of ability to learn and understand things

a piece of equipment that you use with your hands to help you do something

a group of people, often of related families, who live together, sharing the same language, culture, and history

different from; not similar to something else

any object used in fighting or war, such as a gun, bomb, knife, etc.

Writing

additional (adj.) /ə'dɪʃ.ən.əl/

appreciate (v.) /ə'priː.ʃi.ət/

concise (adj.) /kən'saɪs/

include (v.) /ɪn'kluːd/

inquire (v.) /ɪn'kwaɪə/

intensive (adj.) /ɪn'ten.sɪv/

necessary (adj.) /'nes.ə.sər.i/

offer (v.) /'ɒf.ə/

private (adj.) /'praɪ.vət/

extra

to understand the value or importance of something or someone

giving only the information that is necessary and important, using few words

to have someone or something as part of a group or set

to ask for information about something

involving a lot of work or activity done in a short time that is needed for a purpose or a reason

to say that you are willing to give something to somebody

belonging to or for the use of a particular person or group; not for public use

WORDLIST

regarding (prep.) /rɪ'ɡɑː.dɪŋ/
request (v.) /rɪ'kwest/

salutation (n.) /ˌsæl.jə'teɪ.ʃən/

specific (adj.) /spə'sɪf.ɪk/
subject line (n.) /ˌsʌb.dʒekt ˌlaɪn/

unnecessary (adj.) /ʌn'nes.ə.ser.i/

Time to Watch

enable (v.) /ɪ'neɪ.bəl/
enjoyment (n.) /ɪn'dʒɔɪ.mənt/

feedback (n.) /'fiːd.bæk/

figure out (phr.v.) /'fɪɡ.ər aʊt/

fluency (n.) /'fluː.ən.si/

have something in common (phr.)
/ˌhæv 'sʌmθɪŋ ɪn 'kɒm.ən/

imitate (v.) /'ɪm.ɪ.teɪt/

in small chunks (phr.) /ɪn smɔːl tʃʌŋks/
memorise (v.) /'mem.ə.raɪz/
patience (n.) /'peɪ.ʃəns/

polyglot (n.) /'pɒl.i.ɡlɒt/
random (adj.) /'rændəm/

revise (v.) /rɪ'vaɪz/

wonder (v.) /'wʌn.də/

about somebody/something
to ask for something or ask somebody to do
something in a polite or formal way
the words that are used in a letter to address the
person you are writing to, for example 'Dear Sir'
detailed and exact
the short heading that indicates the topic or purpose
of an email or letter
not needed

to make something possible
the pleasure that comes from doing or experiencing
something you like
advice or information about how good or useful
something or somebody's work is
to understand or solve something by thinking carefully
about it; to find an answer to a problem
the ability to speak, write, or understand a language
easily and well
to have the same interests, ideas, etc. as somebody
else

to copy someone's actions, speech, or behaviour,
especially in order to entertain people or to practise
in small pieces or parts
to learn something so that you can remember it exactly
the ability to stay calm, especially when waiting for a
long time or when dealing with problems or difficult
people
someone who knows and can use several languages
happening, done, or chosen by chance rather than
according to a plan
to look again at something you have studied, in order
to remember facts or practise a skill
to think about something and try to decide what is
true, what will happen, what you should do, etc.

Unit 2

Vocabulary

accept (v.) /ək'sept/

adventure (n.) /əd'ven.tʃə/

battle (v.) /'bæt.əl/

bravery (n.) /'breɪ.vər.i/

concentrate (v.) /'kɒn.sən.treɪt/
creature (n.) /'kriː.tʃə/

discover (v.) /dɪ'skʌv.ə/

fiction (adj.) /'fɪk.ʃən/

to agree to take something that is offered; to say yes
to something
an exciting and possibly dangerous experience or
journey
to fight against someone or something in a war or
competition
the quality of being brave; the ability to face danger
without showing fear
to focus all your attention on something
a living thing, real or imaginary, that can move around,
such as an animal
to find something for the first time; to learn about
something that was unknown
a type of literature that describes imaginary people
and events, not real ones

WORDLIST

improve (v.) /ɪm'pru:v/
 increase (v.) /ɪn'kri:s/
 kindness (n.) /'kaɪnd.nəs/
 maze (n.) /meɪz/

mystery (n.) /'mɪs.təri/
 put yourself in somebody's shoes
 (idiom) /pʊt jɔ:'self ɪn 'sʌmbədiz ʃu:z/

require (v.) /rɪ'kwaɪə/

set an example (phr.) /set ən ɪg'zɑ:mpəl/
 solve (v.) /sɒlv/
 way out (n.) /weɪ aʊt/
 wizard (n.) /'wɪz.əd/

Reading

based on (phr.) /beɪst ɒn/

bedtime (n.) /'bed.taɪm/
 borrow (v.) /'bɒr.əʊ/

concentration (n.) /,kɒn.sən'treɪ.ʃən/

dive into (phr.) /daɪv 'ɪn.tu:/
 effectively (adv.) /ɪ'fek.tɪv.li/
 empathy (n.) /'em.pə.θi/

entertainment (n.) /,en.tə'teɪn.mənt/

inspire (v.) /ɪn'spaɪə/

introduce (v.) /,ɪn.trə'dʒu:s/
 in turn (phr.) /ɪn tɜ:n/
 motivational (adj.) /,məʊ.tɪ'veɪ.ʃən.əl/

overcome (v.) /,əʊ.və'kʌm/
 picture (v.) /'pɪk.tʃə/
 power (n.) /'paʊə/
 related to (phr.) /rɪ'leɪ.tɪd tə/
 workout (n.) /'wɜ:k.aʊt/

Grammar A

beauty (n.) /'bjʊ.ti/

candy (n.) /'kæn.di/
 courage (n.) /'kʌr.ɪdʒ/

fortune (n.) /'fɜ:.tʃu:n/

grab (v.) /græb/
 historical (adj.) /hɪ'stɒrɪ.kəl/

humorous (adj.) /'hju:.mə.rəs/
 intelligence (n.) /ɪn'telɪ.dʒəns/

to make something better or to become better in quality
 to become greater in amount, number, value, etc.
 the quality of being kind
 a complex network of paths or passages where it is
 easy to get lost
 something that is difficult to understand or explain
 to imagine yourself in someone else's situation in
 order to understand their feelings

to need something; to depend on somebody/
 something
 to behave in a way that others should copy or follow
 to find an answer to a problem
 a way of escaping from a difficult situation
 (in stories) a man with magic powers

If one thing is based on another, it uses it or is
 developed from it.
 the time when somebody usually goes to bed
 to take and use something that belongs to somebody
 else, and return it to them at a later time
 the ability to direct all your attention on one thing,
 without thinking of other things
 to start doing something suddenly
 in a way that produces a successful result
 the ability to understand another person's feelings,
 experience, etc.
 activities, performances, or events that provide
 enjoyment or relaxation
 to give somebody the confidence or enthusiasm to
 do something well
 to present somebody/something to someone
 as a result of something in a series of events
 making somebody want to do something, especially
 something that involves hard work
 to succeed in controlling a problem
 to imagine somebody/something
 the ability to control people or things
 connected with something else
 a period of physical exercise that you do to keep fit

the quality of being pleasing and attractive, especially
 to look at
 sweet food made of sugar and/or chocolate
 the ability to do something dangerous or to face pain
 without showing fear
 chance or luck, especially in the way it affects people's
 lives
 to take something with your hand suddenly
 related to events, people or things from the past;
 having importance in history
 funny or making you laugh
 the ability to learn, understand and use knowledge
 and information effectively

WORDLIST

knowledge (n.) /'nɒl.ɪdʒ/

luck (n.) /lʌk/

truth (n.) /tru:θ/

valuable (adj.) /'væl.jə.bəl/

Grammar B

adaptation (n.) /,æd.æp'teɪ.ʃən/

author (n.) /'ɔ:.θə/

biography (n.) /baɪ'ɒɡ.rə.fi/

bookshop (n.) /'bʊk.ʃɒp/

bookworm (n.) /'bʊk.wɜ:m/

catchy (adj.) /'kætʃ.i/

genre (n.) /'ʒɒn.rə/

in case (phr.) /ɪn keɪs/

judge (v.) /dʒʌdʒ/

pick (v.) /pɪk/

pleasure (n.) /'pleʒ.ə/

take a nose out of (idiom)

/teɪk ə nəʊz aʊt əv/

top (adj.) /tɒp/

the information, understanding and skills that you gain through education or experience

good things that happen to you by chance, not because of your abilities

the quality or state of being based on a fact

helpful, useful or important

a film, book, play, etc. that has been made from another film, book, play, etc.

a person who writes books, stories or articles

a story of a person's life written by somebody else

a shop that sells books

a person who likes reading very much

pleasant and easily remembered

a particular type or style of literature, art, film or music

that you can recognize because of its special features

if something happens, or in preparation for when something happens

to form an opinion about somebody/something, based on the information you have

to choose somebody/something from a group of people or things

a state of feeling or being happy

to stop reading or studying something

the highest in rank, importance or quality

Listening

affect (v.) /ə'fekt/

aim (v.) /eɪm/

challenge (n.) /'tʃæl.ɪndʒ/

deliver (v.) /dɪ'lɪv.ə/

diary (n.) /'daɪ.əri/

librarian (n.) /laɪ'breəri.ən/

siren (n.) /'saɪə.rən/

take part in something (phr.)

/teɪk pɑ:t ɪn 'sʌmθɪŋ/

track (v.) /træk/

uniform (n.) /'ju:nɪfɔ:m/

to produce a change in something or someone

to try or plan to achieve something

an invitation to somebody that they should enter a competition, fight, etc.

to bring something to someone or somewhere

a special book where you write about your day, your thoughts and what you did

a person who works in a library and helps people find books to read

a loud sound that makes a warning, like the sound of a police car

to participate in something

to follow the movements of somebody/something, especially by using special electronic equipment

a set of clothes that has to be worn by members of the same organisation or group

Writing

branch (n.) /brɑ:ntʃ/

descent (n.) /dɪ'sent/

ground (n.) /graʊnd/

imaginary (adj.) /ɪ'mædʒɪ.nəri/

narrative (n.) /'nær.ətɪv/

safely (adv.) /'seɪf.li/

trunk (n.) /trʌŋk/

a part of a tree that grows out from the main part and has leaves or flowers on it

the act of moving or coming down from a higher place to a lower one

the solid surface of the earth that you walk on

existing only in your mind or imagination

a story or a description of a series of events

in a way that does not cause harm

the main part of a tree that supports branches

WORDLIST

Time to Watch

beagle (n.) /'bi:ɡəl/
come out (phr.v.) /kʌm aʊt/
comparison (n.) /kəm'pærɪ.sən/
complete (v.) /kəm'pli:t/
edition (n.) /ɪ'dɪʃ.ən/

fabulous (adj.) /'fæb.jə.ləs/
own (v.) /əʊn/
plenty of (pron.) /'plen.ti əv/
possession (n.) /pə'zeʃ.ən/
prized (adj.) /praɪzd/
remote (adj.) /rɪ'məʊt/

a type of small dog with short legs, used in hunting
to be produced or published
the process of comparing two or more people or things
to finish or do all the parts of something
a special version or copy of a book, magazine or other things
very good, excellent
to have something
a lot or more than enough of something
something that you have
very valuable to somebody
far away in distance or time

Unit 3

Vocabulary

act on something (phr.v.)
/ækt ɒn 'sʌm.θɪŋ/

calm down (phr.v.) /kɑ:m daʊn/
confusion (n.) kən'fju:ʒən/

decrease (v.) /dɪ'kri:s/

embarrassed (adj.) /ɪm'bær.əst/
function (n.) /'fʌŋk.ʃən/
guide (v.) /ɡaɪd/

gut feeling (phr.) /ɡʌt 'fi:liŋ/

instinct (n.) /'ɪn.stɪŋkt/

recall (v.) /rɪ'kɔ:l/

reminder (n.) /rɪ'maɪn.dər/
scam (n.) /skæm/
stretch something (phr.)
/stretʃ 'sʌm.θɪŋ/
take charge (collocation) /teɪk tʃɑ:dʒ/
the case (phr.) /ðə keɪs/
warn (v.) /wɜ:n/

to do something as a reaction to a particular thing
such a feeling or some information

to become less anxious, or excited; to relax.
a state of being unclear or uncertain; lack of
understanding or order.
to become smaller in size, amount, intensity, or
importance.
feeling ashamed or shy
the way in which something works
to give someone advice or help to do or understand
something
a strong belief about someone or something that
cannot be explained and doesn't have to be decided
by logical thinking
the way people or animals naturally react or behave,
without having to think or learn about it
to bring the memory of a past event into your mind,
and often to give a description of what you remember
things that help you to remember; signals to remember
an illegal way of making money, usually by tricking people
to make use of all somebody's skill, intelligence, etc.

to take responsibility for controlling something
true
to inform someone in advance of danger, problems,
or risks

Reading

inability (n.) /,ɪn.ə'bɪl.ə.ti/
ineffective (adj.) /,ɪn.ɪ'fek.tɪv/
laughter (n.) /'lɑ:f.tər/
long-term (adj.) /lɒŋ 'tɜ:m/
lung (n.) /lʌŋ/
organiser (n.) /'ɔ:ɡən.aɪ.zər/
short-term (adj.) /ʃɔ:t 'tɜ:m/
take something in (phr.v.) /teɪk sʌm.θɪŋ ɪn/
unborn (adj.) /ʌn'bɔ:n/

lack of ability to do something
not producing the desired or results; lacking effectiveness
the act or sound of laughing
continuing a long time into the future
one of the two organs in the chest used for breathing
an object that arranges things in an orderly manner
lasting a short time
to absorb something into the body, for example by
breathing or swallowing
not yet born

WORDLIST

yawn (v.) /jɔ:n/

to open the mouth wide and take a lot of air into the lungs and slowly send it out, usually when tired or bored

Grammar A

avoid (v.) /ə'vɔɪd/

to try not to do something, or to try to stay away from something

doomscrolling (n.) /'du:m.skɹʊlɪŋ/

the activity of spending a lot of time looking at your phone or computer and reading bad or negative news stories

dose (n.) /dəʊs/

an amount or experience of something, often something bad or unpleasant

potential (adj.) /pə'tenʃl/

possible when the necessary conditions exist

recent (adj.) /'ri:.sənt/

happening or starting a short time ago; belonging to a time close to the present.

scan (v.) /skæn/

to examine something carefully

violence (n.) /'vaɪə.ləns/

forceful actions in order to hurt someone or that is likely to cause damage

violent (adj.) /'vaɪə.lənt/

used to describe a situation or event in which people are hurt or killed

Grammar B

assistant (n.) /ə'sɪs.tənt/

a person who helps someone else in their work, tasks, or duties; a helper

cardiologist (n.) /,kɑ:.di'ɒl.ə.dʒɪst/

a doctor who specialises in treating diseases of the heart

snore (v.) /snɔ:'/

to breathe in a very noisy way while you are sleeping

Listening

itch (v.) /ɪtʃ/

to have or cause an uncomfortable feeling on the skin that makes you want to rub it with your nails

realise (v.) /'rɪə.laɪz/

to achieve something you were hoping for

shorten (v.) /'ʃɔ:.tən/

to become shorter or make something shorter

spill (v.) /spɪl/

to cause a liquid or substance to flow out of its container and onto a surface

superstition (n.) /,su:.pə'stɪʃ.ən/

the belief that particular events bring good or bad luck; the belief that explains the causes for events in ways that are connected to magic, not to science.

superstitious (adj.) /,su:.pə'stɪʃ.əs/

believing in superstitions

Writing

contribution (n.) /,kɒn.trɪ'bju:.ʃən/

something that you do to help produce or achieve something together with other people, or to help make something successful

investment (n.) /ɪn'vest.mənt/

the act of putting money, time, or resources into something to make profit or get an advantage

life-long (adj.) /'laɪf.lɒŋ/

lasting or continuing for the entire duration of a person's life

Time to Watch

alert (adj.) /ə'lɜ:t/

quick to see and understand and act in a particular situation

critical (adj.) /'krɪt.ɪ.kəl/

of the greatest importance to the way things might happen

cycle (n.) /'saɪ.kəl/

a regular period of time during which an activity, job, etc. is done

WORDLIST

groggy (adj.) /'grɒɡ.i/

growth (n.) /grəʊθ/

hazy (adj.) /'heɪ.zi/

internal (adj.) /ɪn'tɜː.nəl/

jet lag (n.) /'dʒet.læg/

release (v.) /rɪ'liːs/

repair (v.) /rɪ'peə/

reset (v.) /rɪ'set/

respiratory rate (collocation)

/rɪ'spraɪ.ə.tɔːrɪ.rɪt/

restore (v.) /rɪ'stɔː/

strengthen (v.) /'streŋθən/

wind down (phr.v.) /waɪnd daʊn/

weak or unable to think clearly or walk correctly usually because of tiredness

the growth of a person, animal, or plant is its process of increasing in size

not remembering things clearly

inside the body

the feeling of tiredness and confusion that people experience after making a long journey by plane to a place where the time is different from the place they left to allow a hormone to flow out

to get something that is damaged or broken back into good condition, or to make something that is not working correctly work again

to change the details of something

the number of breaths taken per minute, typically measured as an indicator of respiratory health or function

to return something to an earlier good condition

to make something stronger or more effective, or to become stronger or more effective

to start to relax gradually after a period of hard work or a worrying situation

Unit 4

Vocabulary

backpack (n.) /'bæk.pæk/

challenging (adj.) /'tʃæl.ɪn.dʒɪŋ/

concept (n.) /'kɒn.sept/

control module (n.)

/'kɒn.trəʊl 'mɒdʒ.uːl/

cope with something (phr.)

/kəʊp wɪð 'sʌmθɪŋ/

cost (n.) /kɒst/

cost (v.) /kɒst/

explore (v.) /ɪk'splɔː/

face (v.) /feɪs/

goal (n.) /ɡəʊl/

incredible (adj.) /ɪn'kred.ɪ.bəl/

involve (v.) /ɪn'vɒlv/

Jupiter (n.) /'dʒuː.pɪ.tər/

liquid (n.) /'lɪk.wɪd/

Neptune (n.) /'nep.tjuːn/

orbit (v.) /'ɔː.bɪt/

push the limits (idiom) /pʊʃ ðə 'lɪmɪts/

research (n.) /rɪ'sɜːtʃ/

a piece of equipment that is carried on the back difficult in an interesting way that tests your ability

an idea or a thought about something

a part of a machine or device that helps to manage or operate it

to manage a difficult situation or problem

the amount of money you need to pay for something to have a price or require payment for something

to go on an adventure to discover new things or places If you face something difficult, you have to take action.

something that you want to achieve

very surprising, especially in a way that you like or admire to include or be a part of something

the largest planet of the solar system, fifth in order of distance from the sun

a substance that flows freely and takes the shape of its container, like water or juice

a planet in the solar system that is 8th in order of distance from the sun

to move in an orbit around a much larger object, especially a planet, star, etc.

to try to do your best and go beyond what you thought you could do

a careful study of a subject, especially in order to discover new facts or information about it

WORDLIST

Saturn (n.) /'sæt.ən/

survive (v.) /sə'vaɪv/

Uranus (n.) /'jʊə.rən.əs/

Reading

atmosphere (n.) /'æt.mə.sfiə/

breathable (adj.) /'briː.ðə.bəl/

crew (n.) /kruː/

data (n.) /'deɪ.tə/

equipment (n.) /ɪ'kwɪp.mənt/

exploration (n.) /ɪk.splə'reɪ.ʃən/

geologist (n.) /dʒi'ɒl.ə.dʒɪst/

humanity (n.) /hjuː'mæn.ə.ti/

isolation (n.) /ˌaɪ.sə'leɪ.ʃən/

loneliness (n.) /'ləʊn.lɪ.nəs/

poisonous (adj.) /'pɔɪ.zən.əs/

radiation (n.) /ˌreɪ.dɪ'eɪ.ʃən/

settlement (n.) /'set.l̩.mənt/

simulate (v.) /'sɪm.jə.leɪt/

simulation (n.) /ˌsɪm.jə'leɪ.ʃən/

take place (phr.) /teɪk pleɪs/

waste (n.) /weɪst/

wonder (n.) /'wʌn.də/

a large planet in the solar system that has rings around it and is 6th in order of distance from the sun

continue to live or exist

the planet in the solar system that is 7th in order of distance from the sun

the mixture of gases surrounding the Earth or another planet, creating air

(of the air) fit or pleasant to breathe

a group of people who work together on a ship, aeroplane, or other shared task

facts or information, often in the form of numbers or statistics

the set of tools needed for a particular activity or purpose

the act of traveling to new or unfamiliar places in order to learn about them

a scientist who studies the Earth's physical structure, substances, and processes

people in general

the state of being alone or lonely

a feeling of being unhappy because you have no friends or people to talk to

causing death or illness if taken into the body

energy in the form of waves or particles

a place to live

to create particular conditions that exist in real life usually for study or training purposes

a situation in which a particular set of conditions is created artificially in order to study or experience something that could exist in reality

to happen

a bad use of something valuable

something that fills you with surprise and pleasure

Grammar A

available (adj.) /ə'veɪ.lə.bəl/

daily (adj.) /'deɪ.li/

fan (n.) /fæn/

flavour (n.) /'fleɪ.və/

get used to something (phr.v.)

/get juːzd tə 'sʌmθɪŋ/

interaction (n.) /ˌɪn.tə'ræk.ʃən/

microgravity (n.) /'maɪ.krəʊ'græv.ə.ti/

monitor (v.) /'mɒn.ɪ.tə/

regular (adj.) /'reg.jə.lə/

repair (n.) /rɪ'peə/

store (v.) /stɔː/

supply (v.) /sə'plaɪ/

that you can get, buy or find

happening, done or produced every day

a machine that creates a current of air

the taste of a particular food or drink

to adapt to a new situation or experience

the act of communicating with somebody

very weak gravity (= the force that makes things fall to the ground)

to watch and check something carefully over a period of time

happening or doing something often

the act of fixing something that is broken or damaged

to put or keep things in a special place for use in the future

to provide something that is needed

Grammar B

astronautical (adj.) /æstrə'nɔːtɪkəl/

relating to the design, construction, or operation of spacecraft or space travel

WORDLIST

attend (v.) /ə'tend/
 banner (n.) /'bæn.ə/
 casual (adj.) /'kæʒ.ju.əl/
 educational (adj.) /ˌedʒ.u'keɪ.ʃn.əl/
 excitement (n.) /ɪk'saɪt.mənt/
 expert (n.) /'ek.spə:t/

global (adj.) /'gləʊ.bəl/
 hold (v.) /həʊld/
 local (adj.) /'ləʊ.kəl/

operate (v.) /'ɒp.ə.reɪt/
 prestigious (adj.) /pres'tɪdʒ.əs/

realise (v.) /'ri:ə.laɪz/
 selection (n.) /sɪ'lek.ʃn/

Listening

accept (v.) /ək'sept/
 announcement (n.) /ə'naʊns.mənt/

apply for citizenship
 /ə'plai fɔ: 'sɪtɪ.zən.ʃɪp/
 billionaire (n.) /ˌbɪljə'neə/

constitution (n.) /ˌkɒn.stɪ'tju:ʃn/

equal (adj.) /'i:kwəl/
 found (v.) /faʊnd/
 founder (n.) /'faʊn.də/
 recognise (v.) /'rek.əg.naɪz/

resident (n.) /'rezɪ.dənt/

satellite (n.) /'sæt.əl.aɪt/

Writing

alien (n.) /'eɪ.li.ən/
 attractive (adj.) /ə'træk.tɪv/
 bend down (phr.v.) /bend daʊn/
 closet (n.) /'kloʒ.ɪt/

drop (v.) /drɒp/
 object (n.) /'ɒb.dʒɪkt/
 out-of-this-world (idiom)
 /aʊt əv ðɪs 'wɜ:rlɪd/
 shiny (adj.) /'ʃaɪ.ni/

Time to Watch

blow one's mind (idiom)
 /bləʊ wʌnz maɪnd/
 booster (n.) /'bu:stə/

co-founder (n.) /ˌkəʊ'faʊn.də/

to be present at an event, gathering, or activity
 a long piece of cloth with words written on it
 not formal

connected with education

the state of feeling or showing happiness

a person who has a high level of skill, knowledge, or expertise in a particular subject or activity

covering or affecting the whole world

to have a meeting, competition, conversation, etc.

connected with the particular place or area that you are talking about or with the place where you live

to use or control a machine or make it work

respected and admired as very important or of very high quality

to achieve something you were hoping for

the act of choosing someone or something

to say yes to an offer or invitation

something that someone says officially, giving

information about something

to ask to become a citizen of a country

a person who has money, property, etc. that is worth at least 1,000,000,000 dollars, pounds, euros, etc.

the system of laws and basic principles that a state, a country or an organisation is governed by

the same in size, quantity, value, etc. as something else to establish something for the first time

a person who starts an organisation, institution, etc.

to officially accept the existence of a particular political government

a person who lives in a particular place, such as a city or a country

an electronic device that is sent into space and moves around the Earth or another planet

a creature from a different planet or world

having qualities that make something seem interesting to lower your body or part of your body

a cupboard or wardrobe, especially one tall enough to walk into

to fall or allow something to fall by accident

a thing that you can see or touch, but that is not alive extremely good or impressive; fantastic

bright because it reflects light

to greatly surprise or impress someone

a rocket that gives a spacecraft extra power when it leaves the Earth

a person who helps to found an organisation or company along with others

WORDLIST

descend (v.) /dɪ'send/
insane (adj.) /ɪn'seɪn/
launch (n.) /lɔ:ntʃ/
on board (phr.) /ɒn bɔ:d/
spin (v.) /spɪn/
stranger (n.) /'streɪn.dʒə/
unbelievable (adj.) /ˌʌn.bi'li:və.bəl/
vibrate (v.) /vaɪ'breɪt/

Unit 5

Vocabulary

admire (v.) /əd'maɪə/
artwork (n.) /'ɑ:t.wɜ:k/
bead (n.) /bi:d/

consider (v.) /kən'sɪd.ə/
crayon (n.) /'kreɪ.ɒn/
express (v.) /ɪk'spres/
fashion (n.) /'fæʃ.ən/

filled with (phr.) /fɪld wɪð/
imagination (n.) /ɪ.mædʒɪ'neɪ.ʃən/

inspiring (adj.) /ɪn'spaɪə.rɪŋ/
mural (n.) /'mjʊə.rəl/

screw (n.) /skru:/

struggle (n.) /'strʌg.əl/

value (v.) /'væl.ju:/

Reading

bull (n.) /bʊl/
can (n.) /kæn/
nail (n.) /neɪl/

polio (n.) /'pəʊ.li.əʊ/

professional (adj.) /prə'feʃ.ən.əl/

repression (n.) /rɪ'pres.ən/

self-portrait (n.) /ˌself'pɔ:treɪt/
wrapped (adj.) /ræpt/

Grammar A

attic (n.) /'æt.ɪk/

to move or fall downwards

crazy

an occasion when a spacecraft is sent into space

on or in a ship, an aircraft or a train

to turn or cause to turn around quickly

a person whom one does not know

difficult to believe

to move or make something move from side to side

very quickly and with small movements

to look at something and think that it is attractive

work of art, especially one in a museum

a small piece of glass, wood, etc., with a hole through it, that can be put on a string with others of the same type and worn as jewellery, etc.

to think of somebody/ something in a particular way

a coloured pencil used for drawing

to show a feeling, an opinion, etc. by words, looks or actions

the business of making or selling clothes in new and different styles

full of something

something that you have imagined rather than something that exists

exciting and encouraging you to do or feel something

a big and colourful painting on a wall that tells a story or shares a message

a thin, pointed piece of metal with a raised edge twisting round along its length and a flat top with a cut in it, used to join things together, especially pieces of wood

a hard fight in which people try to get or achieve something

to think that somebody/something is important

the male of any animal in the cow family

a metal or plastic container

a small thin pointed piece of metal with a flat head, used for joining pieces of wood together or hanging things on a wall

a disease that affects the central nervous system and can cause temporary or permanent paralysis (= loss of control or feeling in part or most of the body)

showing that somebody is well trained and has a lot of skills

the act of using force to control a group of people and limit their freedom

a painting, etc. that you do of yourself

covered with material

the space or room at the top of a building, under the roof, often used for storing things

WORDLIST

carefully (adv.) /'keə.fəl.i/
celebrity (n.) /sə'leɪ.b.rə.ti/

damage (v.) /'dæm.ɪdʒ/
dusty (adj.) /'dʌs.ti/
owner (n.) /'əʊ.nə/
privacy (n.) /'prɪ.və.sɪ/
steal (v.) /sti:l/

Grammar B

adult (n.) /'æd.ʌlt/
carve (v.) /kɑ:v/

display (v.) /di'spleɪ/

exhibit (n.) /ɪg'zɪb.ɪt/
extract (v.) /ɪk'strækt/

fire escape (n.) /'faɪər ɪ.skeɪp/

grown-up (n.) /grəʊn 'ʌp/
marble (n.) /'mɑː.bəl/

melt (v.) /melt/

press (v.) /pres/
sculptor (n.) /'skʌlp.tə/
sharp (adj.) /ʃɑ:p/

statue (n.) /'stætʃ.uː/

tool (n.) /tu:l/

workspace (n.) /'wɜːkspeɪs/

Listening

effect (n.) /ɪ'fekt/

faint (v.) /feɪnt/

last (v.) /lɑːst/
pen name (n.) /'pen ,neɪm/

persistence (n.) /pə'sɪs.təns/

rare (adj.) /reə/
sweat (v.) /swet/
syndrome (n.) /'sɪn.drəʊm/

Writing

breath-taking (adj.) /'breθ.teɪ.kɪŋ/
energetic (adj.) /,en.ə'dʒet.ɪk/
honk (v.) /hɒŋk/

with great attention
someone who is famous, especially in the entertainment business
to harm or spoil something
covered in dust
someone who owns something
the state of being free from the attention of the public
to take something without the permission or knowledge of the owner and keep it

a fully grown person
to make objects by cutting away material from a piece of wood or stone, or another hard material
to put something in a place where people can see it easily; to show something to people
an object that is shown to the public in a museum, etc.
to remove or obtain a substance from something, for example by using an industrial or a chemical process
metal stairs or a ladder on the outside of a building that people can use to escape from a fire
an adult
a type of hard stone that is usually white and often has coloured lines in it
to become or make something become liquid as a result of heating
to push something with strength
a person who makes sculptures
having a thin point that can cut something or make a hole in something
an object made from a hard material, especially stone or metal, to look like a person or animal
a piece of equipment that you use with your hands to make or repair something
the office, desk, etc. where somebody works

a change that somebody/something causes in somebody/something else; a result
to become unconscious when not enough blood is going to your brain, usually because of the heat, a shock, etc.
to continue for a particular period of time
an invented name used by a writer when publishing something
the fact of continuing to try to do something despite difficulties, especially when other people are against you
not done, seen, happening, etc. very often
to produce liquid on skin
a set of physical conditions that show you have a particular disease or medical problem

extremely exciting, beautiful or surprising
having or needing a lot of energy
If a car horn honks, it makes a short, loud sound.

WORDLIST

messy (adj.) /'mes.i/
 peaceful (adj.) /'pi:s.ʃl/
 sidewalk (n.) /'saɪd.wɔ:k/
 spot (n.) /spɒt/
 wooden (adj.) /'wʊd.ən/

Time to Watch

canvas (n.) /'kæ.n.vəs/
 crawl (v.) /krɔ:l/

critic (n.) /'krɪ.tɪk/

decade (n.) /'dek.eɪd/
 dilemma (n.) /dai'lem.ə/

encourage (v.) /ɪn'kʌr.ɪdʒ/

envy (n.) /'en.vi/
 fetch (v.) /fetʃ/

fluffy (adj.) /'flʌf.i/
 tutor (v.) /tju:tə/
 universe (n.) /'ju:nɪ.vɜ:s/

question (v.) /'kwes.tʃən/

violin (n.) /,vaɪə'li:n/

dirty and/or untidy
 quiet and calm
 a flat part at the side of a road for people to walk on
 a particular area or place
 made of wood

a strong material used by artists for painting on
 to move forward on your hands and knees or with
 your body close to the ground
 someone whose job is to give their opinion about
 something, especially films, books, music, etc.
 a period of ten years
 a situation in which a difficult choice has to be made
 between two different things
 to give confidence or motivation to someone to do
 something
 feeling very jealous of someone else's success
 to go to another place to get somebody or something
 to bring them/it back
 covered in very soft fur or feathers
 to teach a child outside of school
 everything that exists, including all stars, planets,
 galaxies and space
 to ask somebody questions about something,
 especially officially
 a musical instrument with strings, which you hold
 under your chin and play with a bow

Unit 6

Vocabulary

acquire (v.) /ə'kwəɪə/
 assistance (n.) /ə'sɪs.təns/
 attitude (n.) /'ætɪtju:d/
 hang out (phr.v.) /hæŋ aʊt/
 hard skills (n.) /hɑ:d skɪlz/

influence (n.) /'ɪn.flu.əns/

interact (v.) /,ɪn.tə'rækt/
 non-technical (adj.) /nɒn'tek.nɪ.kəl/

outcome (n.) /'aʊt.kʌm/

perform (v.) /pə'fɔ:m/
 priceless (adj.) /'praɪs.ləs/

shared (adj.) /ʃeəd/

soft skills (n.) /sɒft skɪlz/

to learn something such as a language or a skill
 help
 the way you feel about something or someone
 to spend a lot of time with a person or in a place
 specific, teachable abilities or skills that are acquired
 through training or experience and are typically
 related to technical knowledge
 the power to have an effect on people or things, or a
 person or thing that is able to do this
 to communicate with someone or react to something
 not related to or involving specialised knowledge, skills,
 or procedures typically associated with a particular field
 or profession
 the result of a particular action, event, or situation; the
 final or end result of a process or activity
 to do an action or piece of work
 used to describe a skill or quality that has a high value
 because it is very useful
 owned, divided, felt, or experienced by more than
 one person
 personal characteristics or qualities that enable
 effective communication, interaction, and emotional
 intelligence, such as empathy and teamwork

WORDLIST

step back (phr.v.) /step bæk/

support (v.) /sə'pɔ:t/

Reading

awkward (adj.) /'ɔ:.kwəd/

disappointed (adj.) /,dɪs.ə'pɔɪntɪd/

experienced (adj.) /ɪk'spiəri:ənst/

fail (v.) /feɪl/

failure (n.) /'feɪljə/

path (n.) /pæθ/

remind (v.) /rɪ'maɪnd/

resolve (v.) /rɪ'zɒlv/

responsible (adj.) /rɪ'spɒn.sə.bəl/

unmotivated (adj.) /ʌn'məʊ.tɪ'veɪ.tɪd/

weakness (n.) /'wi:k.nəs/

Grammar A

culinary (adj.) /'kʌl.ɪn.ər.i/

enrol (v.) /ɪn'rəʊl/

flexible (adj.) /'fleks.ə.bəl/

guarantee (v.) /,gær.ən'ti:/

instructor (n.) /ɪn'strʌk.tər/

vocational (adj.) /vəʊ'keɪ.ʃn.əl/

Grammar B

amazed (adj.) /ə'meɪzd/

awful (adj.) /'ɔ:.fəl/

be involved in something (phr.)

/bi: ɪn'vɒlvd ɪn 'sʌmθɪŋ/

boiling (adj.) /'bɔɪ.lɪŋ/

delighted (adj.) /dɪ'laɪ.tɪd/

exhausted (adj.) /ɪg'zɔɪ.stɪd/

fantastic (adj.) /fæn'tæs.tɪk/

fascinating (adj.) /'fæs.ɪ.neɪ.tɪŋ/

filthy (adj.) /'fɪl.θi/

freezing (adj.) /'fri:zɪŋ/

furious (adj.) /'fjʊə.ri.əs/

get acquainted (phr.) /get ə'kweɪn.tɪd/

huge (adj.) /hju:dʒ/

to stop being involved in an activity or situation in order to think about it in a new way
emotional or practical help

causing problems, worry or embarrassment

feeling unhappy because something did not meet one's expectations or hopes

having skill or knowledge because you have done something many times

not to succeed in what you are trying to achieve or are expected to do

the fact of someone or something not succeeding

a set of actions, especially ones that lead to a goal or result

to cause someone to remember or recall something

to solve or end a problem or difficulty

to have control and authority over something or someone and the duty of taking care of it, him or her
not wanting to do something or not wanting to do something well

a particular part or quality of someone or something that is not good or effective

relating to cooking or the preparation of food, especially as an art or skill

to put yourself or someone else onto the official list of members of a course, college or group

able to change or be changed easily according to the situation

If something is guaranteed to happen or have a particular result, it is certain that it will happen or have that result.

a person whose job is to teach people a practical skill relating to or providing practical skills and training that prepare individuals for specific jobs

extremely surprised

extremely bad

to participate in or take part in a particular activity, event or situation

extremely hot

very pleased

extremely tired

extremely good

extremely interesting

extremely dirty

extremely cold

extremely angry

to become familiar with or get to know someone or something

extremely large in size, amount or importance

WORDLIST

networking (n.) /'net.wɜ:k.ɪŋ/

push the boundaries (idiom)
/pʊʃ ðə 'baʊn.dər.ɪz/

starving (adj.) /'stɑ:v.ɪŋ/

terrifying (adj.) /'ter.ɪ.faɪ.ɪŋ/

tiny (adj.) /'taɪ.ni/

Listening

alternative (adj.) /ɒl'tɜ:.nə.tɪv/

angle (n.) /'æŋɡəl/

beneficial (adj.) /,ben.ɪ'fɪʃ.əl/

collaboration (n.) /kə,læbə'reɪʃən/

perspective (n.) /pə'spektɪv/

summarise (v.) /'sʌmər.aɪz/

stick to something (phr.v.)

/stɪk tə 'sʌmθɪŋ/

Writing

achievement (n.) /ə'tʃɪ:v.mənt/

confirm (v.) /kən'fɜ:m/

display (v.) /dɪ'spleɪ/

Time to Watch

approach (n.) /ə'prəʊtʃ/

assertive (adj.) /ə'sɜ:.tɪv/

awareness (n.) /ə'weə.nəs/

concept (n.) /'kɒn.sept/

cue (n.) /kju:/

deal with /di:l wɪð/ (phr.v.)

depend (v.) /dɪ'pend/

flaw (n.) /flɔ:/

heartfelt (adj.) /'hɑ:t.felt/

insult (v.) /'ɪn.sʌlt/

manage (v.) /'mæn.ɪdʒ/

predict (v.) /prɪ'dɪkt/

priority (n.) /praɪ'ɒr.ə.ti/

recognise (v.) /'rek.əg.naɪz/

strive (v.) /straɪv/

the process of meeting and talking to a lot of people, esp. in order to get information that can help you to try to do your best and go beyond what you thought you could

extremely hungry

extremely frightening

extremely small in size or amount

an alternative plan or method is one that you can use if you do not want to use another one

a way of considering, dealing with something

helpful, useful or good

the act of working with another person or a group of people to create or produce something

a way of thinking

to express the most important facts or ideas about something or someone in a short and clear form

to continue doing or using something and not to want to change it

something very good and difficult that you have succeeded in doing

to state or show that something is definitely true or correct, especially by providing evidence

to arrange something or a collection of things so that it can be seen by the public

a way of considering or doing something

Someone who is assertive behaves confidently and is not frightened to say what they want or believe.

knowing something; knowing that something exists and is important

a principle or an idea

a signal for someone to do something important

to take action in order to achieve something or in order to solve a problem

to be influenced

a mistake or weakness

strongly felt

to say or do something to someone that is rude

to control

to say what you think will happen in the future

something that is considered more important than other matters

to accept that something is true, important

to try very hard to do something or to make something happen, especially for a long time or against difficulties

TRACKS

Track 1

1. connected – feeling that you understand, like and are interested in someone or something
2. relationship – the way in which two or more people feel and behave towards each other
3. confidence – feeling sure of yourself and believing you can do things well
4. roots – origin
5. a sense of belonging – feeling like you are part of a group or place
6. fluent – When a person is fluent, he/she can speak a language well and quickly
7. recognise – know someone or something because you have seen or heard him or her or experienced it before
8. essential – necessary or needed

Track 2

Learning several languages at the same time can be fun! Imagine you want to learn a new language. You start with a book in your hand and an app on your phone. You read the words from the book, practise the sounds on the app and soon you feel more confident in that language.

Now, let's say you want to learn another language. You find a friend who speaks that language and a website with lessons. You use the same methods - reading, listening and speaking.

You continue learning, and soon you can speak not just one, but two languages! It's like opening a door to new worlds. You enjoy the process of discovering words, phrases and cultures. You compare the languages that you are learning.

Each language is like a colourful piece in the puzzle of your knowledge. Happy learning!

Track 3

Talking about abstract ideas like love is a unique human ability. This is true for almost every language in the world, but not for the language of the Pirahã people of Brazil.

The Pirahã are a small tribe of about 400 people. They live in the Amazon. Unlike every other human language, Pirahã doesn't have words for abstract ideas. They only talk about what they experience or what people they know have experienced.

The Pirahã are not stupid, they just have a different way of experiencing the world.

The Pirahã people have a wide knowledge of the thousands of plants and animals of the Amazon. They can walk into the jungle with no tools or weapons, and walk out three days later with baskets of fruit and nuts.

Another unusual thing about the Pirahã language is that they don't talk about time. There are no words for tomorrow or yesterday or last year. While there are a few words to say day and night or morning, they mostly live in a world without time. There is also no past or future tenses. They have no way to talk about time. They have no history and they don't talk about things that happened before their grandparents were born. Their experience of the world is almost completely in the present.

Pirahã also does not have words for numbers. They have a word for more and a word for less. They don't count how much food they have, or how many people they have in their tribe, or even how many children they have. This doesn't mean they don't have good relationships with their children or other members of the tribe. It just means that they do not think of them as numbers. It's hard to imagine a world without time and numbers, but Dan Everett admires this part of their culture. He describes the Pirahã language as having a grammar of happiness. Many people believe that living in the present moment is the way to happiness. Maybe this is why the Pirahã don't have these words. Their culture is one free of worrying about the future and the past and enjoying each day fully.

Track 4

1. improve – make something/somebody better than before
2. require – need something
3. introduce – present somebody/something to someone
4. put yourself in somebody's shoes - imagine that you are in another person's situation
5. set an example – show others the right way to do something by doing it yourself
6. fiction – a type of literature that describes imaginary people and events, not real ones

7. regularly – If you do something regularly, it means you do it often.
8. concentrate – focus all your attention and energy on one thing

Track 5

Mike: Hey there! Did you enjoy our reading class today?

Daniella: Oh, absolutely! I love reading stories and books. They're full of interesting adventures.

Mike: I agree! Today's story was about the importance of honesty and courage. It taught us some great lessons.

Daniella: Yes, and the characters showed a lot of courage when they faced challenges. It made me think about the importance of being brave.

Mike: Definitely! And the advice they got from their friends was so helpful. It's like they knew the importance of working together.

Daniella: True. Friends can really help us, just like in the story. I also liked how the characters talked about the truth and how important it is to be truthful.

Mike: Absolutely! Being honest is not only good for our relationship but also for our health. It's like a superpower that makes everything better.

Daniella: You're right. And I loved how they showed that men, women, and even children can all be heroes in their own ways.

Mike: That's the beauty of stories! They teach us about people and the world around us. I always feel a sense of happiness after a good reading class.

Daniella: Me too! It's amazing how stories can bring us joy and also teach us important lessons. I think reading is so important for everyone.

Mike: Couldn't agree more! Let's keep reading and discovering new stories together. It's a fantastic journey!

Daniella: Absolutely! Reading with friends makes it even more fun!

Track 6

1. In Virginia, a school librarian named Kelly Passek had a creative idea to make sure kids have books to read. They can now choose from over 150,000 books, and the drone will bring the books to

their homes. This is the first time a school is using drones to bring library books to students. Kids just need to ask for a book online, and then Ms. Passek packs it up, and a drone brings it to their front yard. It's like a special way to deliver books!

2. A 5-year-old boy named Connor, who loves the police, completed a special challenge for World Book Day. He wore his police uniform and went to the police station, where two officers, Rebecca and Kristin, met him. They let him read his book in a real police car, and he even got to explore the car and see the lights and sirens. Connor was very happy, and his mom said the officers were amazing and made his day special. Connor wants to become a police officer when he grows up!
3. The company called Get Laid Beds is looking for someone who loves to read before bed! If they choose you, they will pay £1,000 to read a book for 30 minutes each night before sleeping for one month. Then, for another month, you'll go to bed without reading. They'll give you a free device to track your sleep and see if reading before bed makes sleep better or not. The company wants to know how books affect sleep and you'll help them find out!
4. A library in Minnesota got a big surprise when a very old book, *Famous Composers*, came back after being missing for more than 100 years! A young man found it on his grandfather's bookshelf, and it turns out he borrowed it from the library in 1919. The library thinks the book might not go back on the shelves because it's very old, but they're happy to have it as a special piece of history. The library thinks it's the oldest book ever returned!

Track 7

1. take charge – take responsibility for controlling something
2. confusion – not knowing what you should do, what something means
3. decrease – become less or make something become less
4. recall – bring the memory of a past event into your mind
5. rely on sth – depend on or trust someone or something

TRACKS

6. reminder – something that helps you to remember
7. stretch smb/sth – make use of all somebody's skill, intelligence, etc.
8. (not) the case – (not) true

Track 8

1. Look at Kamal! He is so optimistic and full of energy. He never doomscrolls. Please, stop making yourself stressed with all this sad news.
2. I don't think she can help us. Tell her something and some minutes later she forgets everything. Let's do this task ourselves.
3. It is so easy to scam him. He believes lies easily. Please, don't let him make decisions without careful thought.
4. Jahan always acts on intuition. She rarely goes against her intuition.

Track 9

Speaker 1. My mom always got mad if someone was running the broom over the feet while sweeping the floor. So, everyone in our family did their best not to touch anyone with the broom. Of course, we didn't know the reason and we didn't even ask for it. The only thing we knew was touching the foot with a broom was a bad thing.

Speaker 2. My dad used to work in a different city. Twice a week he came home and we had a big family dinner. When he left after dinner, my granddad didn't let us start cleaning immediately. He didn't let us sweep the floor at all. "It brings bad luck to the person who's just left the house. Don't touch the broom", he used to say.

Speaker 3. I used to go running with my friends after sunset everyday. It was my duty to take the rubbish out. But my sister never let me take the rubbish out when I went running. She said that it took all the good luck from home. So, she made me leave the house earlier. As I went to the park earlier, I had to wait for my friends for at least 40 minutes.

Speaker 4. At our home we had problems with metal objects. But scissors were the worst of them. We had to be very careful with them. My granny used to say, "Don't leave the scissors open, you invite enemies. Don't drop them

or it will bring bad luck." We did our best not to do these things, but sometimes we were unsuccessful. Luckily nothing bad happened.

Track 10

1. challenging – difficult in an interesting way that tests your ability
2. face – If you face something difficult, you have to take action.
3. involve – include or be a part of something
4. push the limits – try to do your best and go beyond what you thought you could do
5. cope with – manage a difficult situation or problem
6. explore – go on an adventure to discover new things or places
7. research – a careful study of a subject, especially in order to discover new facts or information about it
8. survive – continue to live or exist

Track 11

1. I invented a new telescope to study the Sun and proposed it to NASA to fly on the space shuttle along with 10 other telescopes. And it was accepted for that flight and then NASA said, among you 10 investigators, we need to have some of you actually go and operate the instruments because you are the experts.

2. I became an astronaut when I was 27 years old. I think I was chosen for my love of space. Before I went to space, I was trained by experienced astronauts who inspired me. I hope more young people will dream of going to space in the future. Maybe one day, some of you will also be sent to explore space.

3. I was an electrical engineer working at a company called Rocket Industries in Türkiye. I never had the idea that I would become a national government astronaut. In 2019, the Turkish Space Agency was established. Roughly one and a half years after that, they announced the National Space Program, which has 10 goals for the next 10 years. After hearing that, I got excited. Roughly 36,000 people applied for the program and they were supposed to select two. After a long period of selection, I was lucky

enough to be selected as one of the first two astronauts of the Turkish Space Agency.

Track 12

Igor Ashurbeyli was born in Baku. He moved to Moscow in 1990 when he was 25 years old, and since then, he has come back to Baku many times. He is an aerospace engineer with a long career in technology. He is also a billionaire. He is the leader of humankind's first-ever nation in space.

Ashurbeyli founded his space nation in 2016, which he calls Asgardia. Within 40 hours of the project's announcement in 2016, 100,000 people applied for citizenship. Within three weeks, that number rose to 500,000. Anyone over 18 can apply, but not all are accepted. There are now hundreds of thousands of citizens from hundreds of countries. Türkiye currently has the largest number of Asgardians, with over 16,500 residents. According to the constitution, their mission is to create peace in space and equal opportunities for Asgardians. In November of 2017, Asgardia took its first steps. A small satellite called Asgardia-1 was sent into space. It had data about 18,000 citizens, the flag and the constitution of Asgardia.

Asgardia wants to be part of the United Nations. To achieve this, the UN's Security Council must accept Asgardia as a country, and then most of the countries in the world have to agree. Being a country means having people, a territory, a government, and being recognised by other countries. It's a big goal, but Asgardia is working hard for it!

Track 13

1. inspiring – exciting and encouraging you to do or feel something
2. imagination – something that you have imagined rather than something that exists
3. struggle – a hard fight in which people try to get or achieve something
4. admire – look at something and think that it is attractive
5. filled with – full of something
6. consider – think of somebody/something in a particular way
7. value – think that somebody/ something is important
8. express – show a feeling, an opinion, etc. by words, looks or actions

Track 14

1. **A:** What were you doing at the park yesterday at about 4 o'clock?

B: Well, I was being interviewed by the newspaper about my new puppy!

2. **A:** What's happened to your bike?

B: It has been stolen.

3. **A:** Wow, your room is so tidy! When did you clean it?

B: It has been cleaned by one of my cousins, not by me! They often give me a surprise like this.

4. **A:** Why are you so angry?

B: While I was walking in the park, my photos were being taken. I know I am a celebrity, but I also need some privacy.

Track 15

Speaker 1: (Shouting) There is smoke in the museum. I don't know what to do.

Speaker 2: One of the visitors is not feeling well. What can we do?

Speaker 3: There's broken glass everywhere! How do we clean it up?

Speaker 4: Some erasers are missing! What should we do now?

Track 16

Do you love art and feel excited when you visit a museum? That's totally normal! However, there are some people who show signs of Stendhal syndrome when they visit museums. This syndrome has other names such as Florence syndrome, traveller's stress or museum disease. It happens when people look at really great works of art. The name comes from a French writer named Henri-Marie Belle, who used the pen name Stendhal.

Stendhal visited Florence, Italy in 1817 and saw so much beautiful art that he got very excited. He started sweating and feeling nervous.

Stendhal syndrome can make people feel tired, or even faint when they see something beautiful. And guess what? It's not just paintings that can cause this feeling. Even things like a sunset, waves at the beach or tall mountains can make it happen. The good news is that the effects of Stendhal Syndrome don't last long. People who have it don't need to go to the doctor or do anything.

TRACKS

It's not something everyone gets, and it's quite rare, but once you have experienced it, you have a greater chance of experiencing it again in the future, especially if you see an amazing piece of artwork. Tourists who love art, especially in places that are special to them, might feel it more. So, if you ever feel a bit funny looking at art, just know you're not alone!

Track 17

1. attitude – the way how you feel about something or someone
2. support – help somebody by saying that you agree with them
3. assistance – help
4. hang out – spend a lot of time with a person or in a place
5. influence – have an effect on a person's behaviour or a situation
6. step back – stop being involved in something
7. acquire – learn something such as a language or a skill
8. outcome – the result or effect of an action

Track 18

1. The only thing I don't like about studying in Canada is absolutely freezing weather.
2. Though my first performance was quite awful, soon I was able to show myself better.
3. The food served today was fairly tasty. At least, the meat wasn't burnt.
4. The web designing workshop organised at our trade school was the biggest and best in the country. Everyone was extremely pleased at the end of the day.

Track 19

Part 1

The "Six Thinking Hats" was created by Edward De Bono, an expert in critical thinking skills. He created the "Six Thinking Hats" method to help people make better decisions. The hats make people think outside their normal way of thinking. The "Six Thinking Hats" method involves 6 different coloured hats: blue, white, red, green, yellow and black. The greatest benefit of the

thinking hats is that each hat provides you with different strategies. It means that with each hat you think from a different perspective.

In general, we all mostly have one way of thinking which we prefer. However, it might not be beneficial to only stick to one way of thinking. The thinking hats method helps us consider problems from other angles that we wouldn't usually. In this way, we explore different points of view relating to a problem and become better at analysing problems from different perspectives to find solutions.

The beauty of Edward De Bono's hats is in their simplicity. They are easy to learn and apply in discussions. This method is a great tool for group collaboration and decision-making.

Track 20

Part 2

Now, let's see what each hat means.

The Red hat represents the emotional view. When using this hat, you ask yourself the question - How do I feel about this? You can express emotions and feelings and share fears, likes, dislikes, loves and hates.

The Yellow hat represents the logical positive view. Under this hat, you explore the positives and try to find the advantages to consider.

The Black hat represents the logical negative view. "What are the disadvantages, risks, difficulties and problems?, What might go wrong?" are the questions that you should ask under this hat.

The White hat is the information hat. This is the neutral view. The hat is used when you need information. Under this hat, you ask the questions - What are the facts? What does the data say?

The Green hat is the creative view. When using this hat, you ask yourself the question - What new and creative ideas do I have? What are the possibilities, alternatives and new ideas?

The Blue hat is the process hat. Under this hat, the questions that you ask yourself are - How can all of this thinking be organised? Have all of the other hats been used? How can I summarise the information?

Buraxılış məlumatı

İNGİLİS DİLİ 9

*Ümumi təhsil müəssisələrinin 9-cu sinifləri üçün
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Günay Qurbanova
Sevinc Məmmədova

İxtisas redaktoru **İradə Vahabova**
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