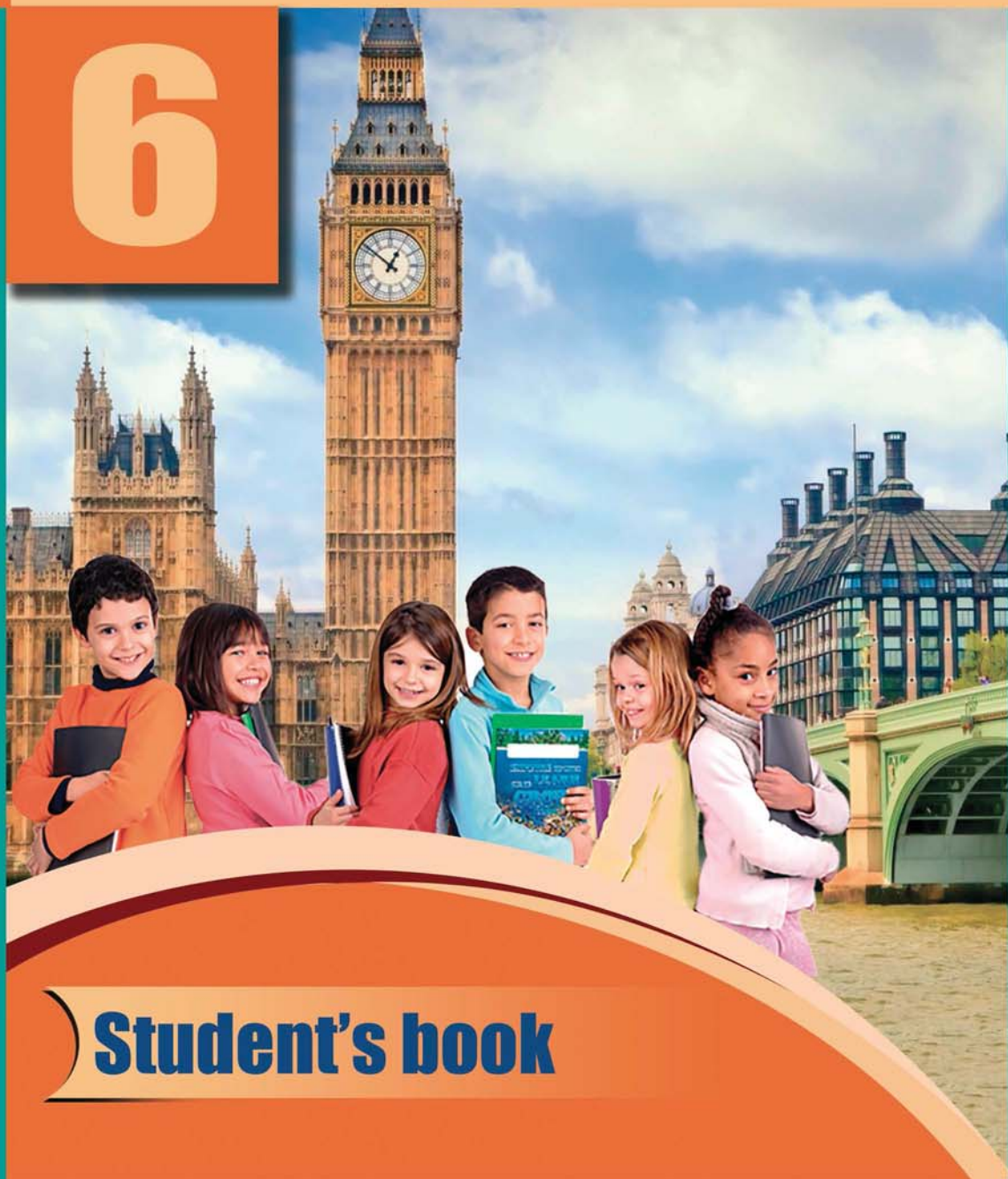


# English

6



**Student's book**



# 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 qadیرiz!  
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**





FARIDA HUSEYNOVA  
NAILA BAGHIROVA

# ENGLISH 6

## **Student's Book**

English as the main foreign language for the 6<sup>th</sup>  
grade of the general education schools

Your comments and suggestions should be sent to  
**[tahsil\\_az@yahoo.com](mailto:tahsil_az@yahoo.com)** and **[derslik@edu.gov.az](mailto:derslik@edu.gov.az)** email addresses.

Thank you for your cooperation in advance.



**Baku – 2018**

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## INTRODUCTION: ROUND-UP

I Like ...



using a computer



collecting stamps



doing shopping



taking care of animals



reading books



making friends



meeting  
famous people



having fun



celebrating holidays

## INTRODUCTION: ROUND-UP

### Greetings!



**A:** Hello. Nice to meet you!

**B:** Hi. Nice to meet you, too!

**A:** Look! What hobbies do you like?

**B:** I like all, but collecting stamps and telling tales are interesting! What about you?

**A:** My hobby is playing chess!



**A:** Hello. Nice to meet you!

**B:** Hi. Nice to meet you, too!

**A:** What do you like to do in summer?

**B:** I like having fun at the beach and travelling!



**B:** Hi, Asmar! I see you like to do shopping  
Can I help you?

**A:** Yeah. Where can I take some juice?

**B:** You can find it in the second row.

**A:** I also want to buy some vegetables.



**K:** Hello, Aydan! Nice to meet you!

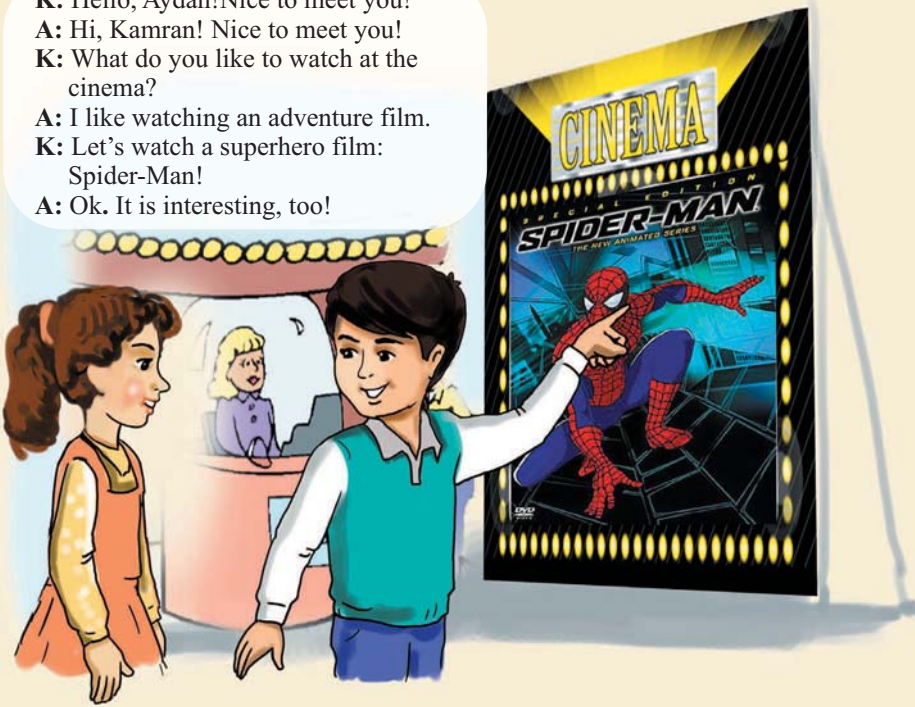
**A:** Hi, Kamran! Nice to meet you!

**K:** What do you like to watch at the cinema?

**A:** I like watching an adventure film.

**K:** Let's watch a superhero film:  
Spider-Man!

**A:** Ok. It is interesting, too!





## LESSON 1. YOUR SUMMER HOLIDAYS

*You are going to:*

- learn about summer activities
- use sentences in the Past Simple Tense
- share ideas in pairs and groups

### WHAT SUMMER ACTIVITIES ARE USEFUL?

#### LISTENING-SPEAKING

*1. Look at the picture and say.*

1. What summer activities do you know?
2. How did you enjoy your summer holidays?

#### Word box

amazing	join
boating	spend
go fishing	sunbathing
camp	tent
circus	tired
melon	watermelon
pick	

*Everyday expressions*

It was amazing!  
Have a good time!



**Model:** I enjoyed swimming in the river.

## GRAMMAR SECRET

**Past Simple: to be – was /were; have/has – had**

Affirmative					
I	was	had	We	were	had
You	were		You	were	
He/She/It	was		They	were	

*I was happy in summer.  
I had a lot of fun.*

## Interrogative

*Where were you yesterday?  
Did you have a good time?*

## Negative

I was not (*wasn't*) happy.

They were not (*weren't*) tired.  
I didn't have much time.

### 2. Talk on a chart. «Where were the children on weekdays?»

**Model:** Where was Murad on Monday? He was at the Zoo on Monday.

	Monday	Tuesday	Wednesday	Thursday	Friday
	the Zoo	the circus	the park	the party	the library
Murad	✓	✗	✓	✓	✗
Lala	✗	✓	✗	✗	✓
Samad	✓	✗	✓	✓	✗
Narmin	✗	✓	✗	✗	✓

### 3. Put questions and answer them using the chart above.

- ..... ? Yes, he was. He was ... on Wednesday.
- ..... ? No, she wasn't. Lala was ... on Friday.
- ..... ? Yes, he was. Samad was ... on Thursday.
- ..... ? No, he wasn't. He was ... on Tuesday.

### 4. Role Play. Make up a short story using the chart.

		usually/everyday/often	yesterday, last week
Murad	is/was	at home. He often helps his mother. Today is his day off.	at the Zoo. There were many big animals. It was amazing!
Lala .....	is/are	at the library. She likes to choose books.	at the party. She was happy. She danced a lot.

**Model:** Murad: Today is my day off. I am at home. I often help my mother. Yesterday I was at the Zoo. There were a lot of big animals there. It was amazing!

## READING

5. Read the text and say the meanings of the words and expressions in bold.

Summer holidays are always fun. We enjoy having a good time together. I spent my summer holidays in the country house with my family in early July. I **had a good time** at the seaside with my friends. We took watermelon and fruit for a picnic. We **enjoyed sunbathing** and playing beach volleyball there.



At the end of July I went to my uncle's place in the village. Everywhere was full of green grass, flowers and I spent all time in nature. I especially enjoyed looking after farm animals with my uncle. On hot days we walked to the forest, **picked** flowers and mushrooms with my cousins.

We took some bottles of clean water and some juice. The water in the rivers wasn't clean to drink, but some children drank water from **pipes** in the village. It was good **camping in a tent** near the river.

The evenings were amazing there. We made a fire on the bank of the river, cooked fish, had interesting talks and jokes. At the weekends my cousins and I went swimming, fishing and **boating**. Samir, my elder cousin, never joined us. He spends his free time in front of TV or a computer, so he often **gets tired** and sleepy.

It is not interesting to be in the city in summer. Do you agree with me?



## SPEAKING

### 6. Discuss in pairs and answer the questions.

1. What is this text about?
2. Where did you spend your summer holidays?
3. Who did you spend your summer holidays with?
4. What did you see at the seaside and in the forest?
5. Was it interesting to spend summer holidays in the village? Why?

### 7. Match the halves and say.

1. I spent summer holidays ...	a) to the river near the village.
2. We had a good time ...	b) water from rivers and pipes.
3. It was interesting ...	c) to the forest, picked up flowers and mushrooms.
4. On hot days we walked...	d) to sit in front of TV and sleep late.
5. In the evening we went...	e) in the country house.
6. Some children drank... .	f) cooked fish over it and had fun.
7. My cousin Said liked ...	g) at the seaside with my friends.
8. We made a fire near the river and .. .	h) to look after farm animals.

### 8. Talk on the pictures «What summer activities are healthy?»



a) sleeping long



b) watching TV



c) go fishing



d) sunbathing



e) swimming



f) camping outside



g) drinking from rivers



h) playing volleyball



i) boating



j) using computer







## WRITING

### 9. Write a letter: « My favourite summer activities!»

#### Self-Evaluation questions

Why are summer activities healthy?  
 How do you plan your summer holidays?  
 What places are interesting for summer holidays?

# UNIT 1

# SUMMER WAS FUN!

## LESSON 2. LAST SUMMER

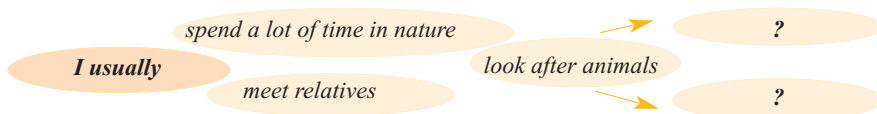
**You are going to:**

- speak about summer impressions
- practise Past Simple Tense
- develop writing skills using Internet

**WHAT DO YOU USUALLY DO ON SUMMER HOLIDAYS?**

### LISTENING-SPEAKING

1. How did you enjoy your holidays?
2. Who did you make friends with in summer?



### Word box

history	cool
museum	cartoon
to make a friend	contact
difficulty	wish
to watch	cinema

**1. Read the dialogue between Lala and Samad and answer the questions.**

- L: Hi, Samad! I want to send an e-mail to my friend Jane, but I have some difficulties.  
 S: Hi, Lala! Do you have her contacts?  
 L: Yes, I do. Last year we spent summer holidays in the camp in London and made good friends.  
 S: OK! I can help you.  
 L: Thanks! That's great!  
 S: What are you going to write her about?  
 L: I want to write about my last days of summer holidays.



1. What is this dialogue about?
2. How did Lala contact with Jane?

### Everyday expression

*That's great!*

### GRAMMAR SECRET

Regular verbs		Irregular verbs
play+ed = played [d] dance+d =danced [t] visit+ed =visited [id]	yesterday last week last month last year two years ago	can – could buy – bought take – took swim - swam sing - sang send - sent

### Look and remember!

I visited **×** my friends.  
 You played **×** football.  
 She watched **×** TV.

We danced **d** at the party.  
 They walked **d** in the park.

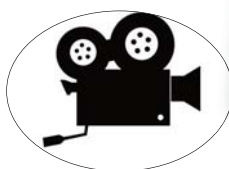


## 2. Complete the sentences using the new words.



1. I couldn't find you. I don't have your ... .
2. My Dad bought tickets for the ... .
3. On holidays our history teacher takes us to the ... .
4. Finish your letter with ... .
5. We went to the ... . The film was very ... .
6. She has ... to send a message to her friend.
7. I like to watch the ... «Madagascar».

- a. theatre
- b. History Museum
- c. cool
- d. difficulty
- e. cartoon
- f. contacts
- g. best wishes
- cinema



## READING

## 3. Read the Sarah's letter and put questions to the words underlined.



Dear Jane!

It is me, Sarah! How are you? How did you enjoy your summer holidays? I want to write about my last week. It was full of fun. On Monday I visited my granny. She is always happy to spend her day with me. I helped her in the garden and we had a nice day. On Tuesday I went to the History Museum with my friends. We saw a lot of interesting photos there, especially things about the life in the ancient time. On Wednesday we went to the

cinema. We watched the cartoon «Madagascar». It was so cool. On Thursday my sister asked me to go to the theatre. We saw the performance «The Magic lamp of Aladdin». It was interesting. On Friday it was warm and sunny. I walked with my dog in the park. It was fun! On Saturday we were at one of my friends' birthday party.

We sang songs and danced a lot. It was fantastic! I enjoyed the week. All days were enjoyable. And what about you? How did you spend your last week? Please, write to me soon.

With best wishes, Sarah.

Who ... ?

What ... ?

When ... ?

Where ... ?

How ... ?

**4. Choose True and False answers.**

1. Sarah wrote a letter to her friend and posted it by the post-office.
2. On Wednesday she watched a cartoon "Madagascar" at the cinema.
3. On Monday Sarah saw the performance "The Magic Lamp of Aladdin".
4. On Tuesday she learned about ancient people's life in the museum.
5. On Friday Sarah visited her granny to help her in the garden.
6. She enjoyed the weekends, spent her time at the birthday party.

**WRITING****5. Write the verbs from the box in the Past Simple.**

- 1) The children ... at the summer camp yesterday.
- 2) Some children ... in the river last Sunday.
- 3) William ... e-mails to his friends last Monday.
- 4) The girls ... volleyball in the afternoon.
- 5) The children ... a barbecue on the beach last month.
- 6) At night they ... songs and ... last Saturday.

- a) sing
- b) have
- c) send
- d) play
- e) swim
- f) dance

**6. Creative Work. Write a short friendly letter to your friend and tell them about your first trip/holiday/day off. Use expressions below and put them in the right places.**

1. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

2. \_\_\_\_\_

Then, ...

I think, ...

your friend's e-mail

I'm glad ...

First, ...

Best wishes, ...

Greetings: Dear, ...

7. \_\_\_\_\_

Title:

Date:

**Self-Evaluation questions**

1. How do you spend your weekdays in summer?
2. How do you send messages on computer?
3. How often do you send messages to your friend?

## LESSON 3. IN THE MUSEUM

**You are going to:**

- learn ancient people's life
- speak about cave people
- use past simple in dialogues

### WHAT DO YOU KNOW ABOUT CAVE PEOPLE?

#### Word box

to discover	to cover
cave	to use
skin	spear
to hunt	stone
to warm	to roast
mammoth	to solve

### LISTENING-SPEAKING

#### 1. Listen to the dialogue and answer the questions.

**Guide:** Look at the picture! These people lived on the Earth thousands years ago.

**Tom:** Where did they live?

**Guide:** They lived in caves. That is why they were cave people.

**Mary:** Wow! Their clothes were so strange. What did they wear?

**Guide:** They covered their bodies with animals'skin.

**Bob:** And what did they eat?

**Guide:** They hunted animals and ate their meat.

**Mary:** Oh! How interesting it was to live in a cave!

**Guide:** Yes, it was interesting! They spent all days together and helped one another.



1. What did the children learn in the museum?

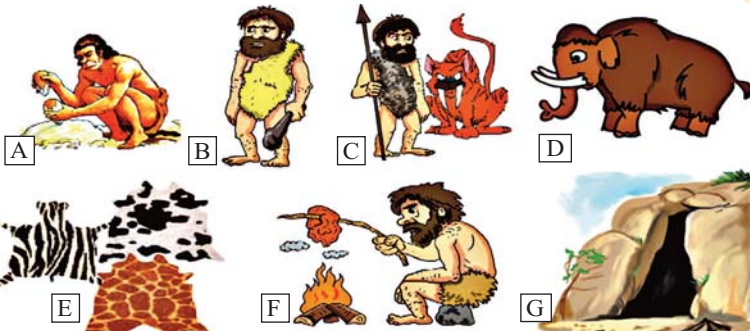
2. Was the life of cave people interesting or boring? Why?

#### 2. Fill in and match the sentences to the pictures.

**Model:** 1. The cave man looked angry. -B

2. This animal had a long ... and hair.
3. This is a big ... where cave people live.
4. A cave man used it for making a ...
5. They used different animals' ... to cover their bodies.
6. They killed animals with ...
7. A cave man made a fire and ... meat over it.

angry  
roast  
hole  
spear  
trunk  
fire  
skin

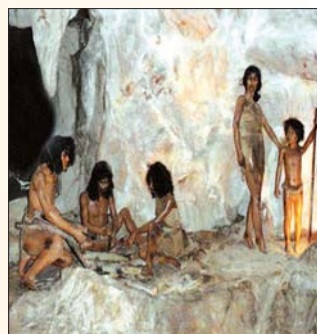


## READING

3. Read and pronounce the words and expressions with correct stress in bold.

### CAVE PEOPLE

Cave people lived in the caves on the Earth thousand years ago. They hunted **mammoths**, tigers, bears with spears in a big group. Cave people covered their bodies with animals' fat and skin. The animals' skin looked like **clothes** and kept them warm. They used **stones** to make a fire and **roasted** animals' meat over it, warmed themselves. Cave people helped each other in everything. They found food for their children, made clothes and hunted animals. They could solve their problems **together**.



4. Think and answer the questions.

1. When did cave people live on the Earth?
2. How did they hunt the animals?
3. What animals did they hunt?
4. Why did they wear animals' skin?
5. How did they make a fire?
6. Was it interesting to live in the cave?

5. Choose True or False.

1. Cave people lived in houses.
2. They were outside in groups.
3. They hunted cows, sheep and horses.
4. They used animals' skins to make clothes.
5. Animal fat was for eating.
6. They cooked their food on a cooker.

6. Match synonyms and say.

make

old

fat

cave

thick

hole

ancient

prepare

## GRAMMAR SECRET

### Past Simple

Regular verbs	Irregular verbs:	
hunt – <b>hunted</b> play – <b>played</b> dance – <b>danced</b> live – <b>lived</b> kill – <b>killed</b> roast – <b>roasted</b>	do – <b>did</b> go – <b>went</b> eat – <b>ate</b> see – <b>saw</b>	write – <b>wrote</b> make – <b>made</b> wear – <b>wore</b> put – <b>put</b>
Did they live in caves? Did they live in the houses?	- Yes, they did. They lived in the caves. - No, they didn't.	

## WRITING

### 7. Use the verbs on the right in the past tense.

1. The children ... to the museum.
2. They ... cave people.
3. Cave people ... 20 thousand years ago.
4. They ... animals with spears.
5. They ... their bodies with animals' skin.
6. They ... a fire and ... meat.

go, see,  
live, cover, make,  
roast, hunt

### 8. Write the description of the picture.



1. Who was this man?
2. When did it happen?
3. Where did he live?
4. What did he have in his hand?
5. What did he want to do?
6. Why was it dangerous to live in the cave?

### 9. Solve this puzzle and find the name of the object.

7	12	1	9	8



### Do you know that...

#### Azykh cave in Azerbaijan

Azykh cave is located in Fizuli region. It was discovered in 1960. Human's jaw was found in this cave. It is one of the oldest (300,000 years old) human remains found in this part of the world.



### 10. Make a poster. «Interesting facts about Cave People's life»

#### Self-Evaluation questions

1. How was cave people's life?
2. Why was their life dangerous?
3. What other facts do you know about cave people?

\*Azykh cave [azuk] is a six-cave complex for a stone age man.



## LESSON 4. MY BEST DAY OUT

*You are going to:*

- identify outdoor activities
- improve Past Simple Tense
- develop pronunciation skills

### HOW DO YOU SPEND YOUR DAY OUT?

#### LISTENING-SPEAKING

1. What do you like to do on your day out?
2. Why is it interesting to be out?

#### Everyday expressions

Really?

That's fantastic!

#### Word box

amusement  
to be alone  
a prize  
best  
wheel

popcorn  
schedule  
honest  
to serve



#### 1. Complete the dialogue between Tom and Alice.

T: Do you like ... ?

A: ... ! I love to walk out of the city.

T: Is it interesting to be ... ?

A: Yes, it is. But sometimes I'm afraid of ... .

T: ... ? But they love children and ... .

*What are the friends talking about?*

*wild animals, that's fantastic, never touch them, to be out, really, at the circus*

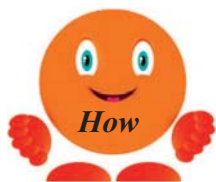
#### 2. Read and learn the poem.



#### «Six honest serving men»

I have six honest serving men.  
They taught me all I knew.  
Their names are **What** and **Why** and **When**  
And **How** and **Where** and **Who**.

*Rudyard Kipling*



## GRAMMAR SECRET

Kate *went* to the park.  
*Did* she go to the park?  
 Where *did* she go?

Yes, she *did*.  
 To the park.

## READING

### 3. Read and match the pictures to the passages.



On March 24th, I went to the circus with my family.  
 It was an interesting show. I saw a lot of animals there and rode an elephant!  
 It was so big and kind. My Dad bought me some popcorn. I liked the circus  
 very much. That was my best day out.

**Orkhan**

My best day out is going to the party. On April 5th, I was alone at home.  
 My friends and I decided to go to the party. My Mum bought me a red dress for  
 a party. I looked beautiful in my new red dress. We danced and played interesting  
 games. I got a small prize for my lovely dancing.

**Leyla**

Three days ago I went to the amusement park with my cousins. We watched  
 Flash Mob there. We went on a big wheel five times! Then we went to the café,  
 ate food and ice-creams. That was fantastic!

**Aydan**

Last month I was at the children's concert. I went there with my elder sister.  
 It was amazing! Then we went to the Internet café. We ate sandwiches and played  
 computer games. So, I enjoyed my day out and got happy!

**Samad**

### 4. Discuss the passages and say: Who ...

... wore a red dress.

... rode an elephant.

... went on the big wheel.

... got a small prize.

... played computer games.

... was at the concert.

... ate ice-cream.

... ate popcorn.

## 5. Find antonyms.

small	wild	interesting	domestic
boring	safety	big	danger

## WRITING

### 6. Make up a short story about your day using the phrases in the boxes and put the verbs into the Simple Past.

<b>When did you go?</b> last summer/last week/on Saturday /yesterday	<b>Where did you go?</b> to the beach/to the mountain/to the forest/ to the countryhouse/to Bilgah	<b>Who did you go with?</b> some friends/my parents my cousin/my granny
<b>How did you go there?</b> by car/by bus/ by train /on foot/by bicycle	<b>Where did you stay?</b> at the cottage/in the house/in the tent	<b>How was the house/tent?</b> nice, great,cheap/ clean, noisy,quiet/ old, new, modern

## Self-Evaluation questions

1. How do you plan your best day out?
2. What is the most enjoyable activity on your day out?
3. What summer activities did you have on holidays?

## REMEMBER AND FOLLOW

1. Describe your summer holidays to your friends!
2. Walk out and spend more time in nature after classes!
3. Share your summer feelings with your friends!
4. Make up your time-table for everyday!
5. Write a letter or send messages to your friend about returning back to school!
6. Make a big poster about summer activities in the classroom!

## LESSON 1. I AM GOOD AT SINGING!

*You are going to:*

- learn your daily activities
- share your hobbies
- compare *do*, *play* and *go*

**WHAT ARE YOU GOOD AT?**

### LISTENING-SPEAKING

1. How do you spend your free time?
2. What do you like doing?

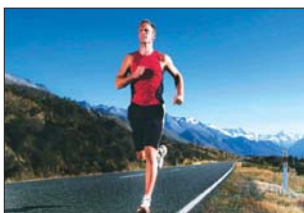
### Word box

puzzle	to take part
money	competition
knit	folk
to fight	to be sick
to defend	to do sums
quiet	to work hard

**1. Look at the pictures and say what they are good at ...**



1. Alice is good at ...



2. Chris is good at ...



3. Children are good at ...



4. Orkhan is good at



5. My grandmother is good at ...



6. They are good at ...

...  
knitting, playing the guitar, gardening,  
playing chess, playing the piano, running

**2. Complete the sentences using the given words and word combinations.**

**Model:**

*I like doing crossword.*



I am good ...  
I like ...



### GRAMMAR SECRET

I like tennis.  
I like playing tennis.  
I'm good at crosswords.  
I'm good at doing crosswords.

## SPEAKING

3. Ask your partner. Are you good at ... ?



using computer



doing sums



cooking



riding a bike



dancing



speaking English

Model. Are you good at dancing? Yes, I am.

4. Tell about the activities under the right column.

PLAY	DO	GO
1. to play the piano	1. to do sums	1. to go in for sports

## READING

5. Read and tell your opinions about the activities under the right column.

Hi! My name is Maria.

I'm eleven years old.

I come from Rome.



I draw pictures.

I make greeting cards and posters for my friends.

Sometimes I draw pictures about English stories after reading them. Drawing is fun. But I need an interesting topic to draw and a quiet place for to work!

Hi! My name is Tom.

I'm twelve years old.

I live in Madrid.



I like doing karate after school. I learn how to fight and defend myself. It's fun. On summer holidays, I go to a karate camp.

Every year there is a karate competition in Madrid.

Last year I took part in the competition and won a gold medal.

The only problem with karate is that you work hard and you get tired!



Hi! I'm Roberto.  
I'm eleven years old. I  
come from Brazil.



I don't like sport very much, and I'm  
not very good at it.

I like music. My hobby is  
playing the guitar and I play at  
concerts.

The only problem is that my elder  
brother plays the guitar too, and we  
have only one guitar in the house. Last  
month a famous pop singer came to  
Brazil, and I went to the concert with  
my brother.

It was cool!

Hi! My name is  
Nigar. I'm twelve years  
old and I live in  
Azerbaijan.



I love dancing. It's my favourite  
hobby. I like ballet and folk dancing.  
I go dancing.

At the end of the year, we had a  
show. Everybody enjoyed that show.

Dancing takes lots of time.

I don't have enough time to go to a  
dancing class, because I have a lot of  
homework to do.

There is no dancing studio near my  
house. That's my big problem.

## 6. Complete the sentences according to the text working in pairs.



Name ... ; hobby ... . good ... it .  
country ... . problem ... .



Name ... ; hobby ... . good ... it .  
country ... . problem ... .



Name ... ; hobby ... . good ... it .  
country ... . problem ... .



Name ... ; hobby ... . good ... it .  
country ... . problem ... .

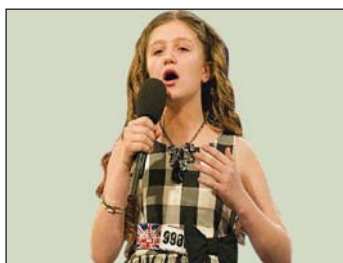
## 7. Talk on a chart. What are these children good at?

Model: Tim is good at ..., but is not good at ... .

	<i>climbing a tree</i>	<i>skipping</i>	<i>riding a bike</i>	<i>swimming</i>	<i>singing a song</i>	<i>playing the piano</i>
Tom	✓	✗	✓	✓	✗	✗
Mary	✗	✓	✗	✓	✗	✓
Bob	✓	✗	✓	✓	✓	✗
Jane	✗	✗	✗	✗	✓	✓

## WRITING

## 8. Describe pictures. What are they good at?



## 9. Write your own story following the spelling of the words.

My name is...  
 I am from ...  
 My hobby is ...  
 I am good at ...  
 I did ...  
 My problem ...



## Self-Evaluation questions

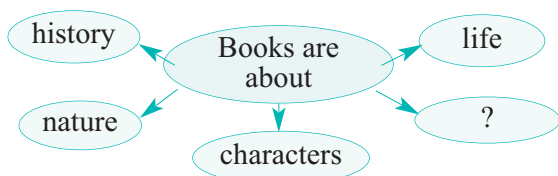
1. What hobby do you like to do most?
2. Why do people have hobbies?
3. Which hobbies are the most popular in your country?

## LESSON 2. WHAT BOOKS DO YOU LIKE?

**You are going to:**

- choose your favourite book
- say your reading time
- share your opinions in pairs

### WHY ARE THE BOOKS SO IMPORTANT?



### Word box

fairy-tale	soul
adventure	selfish
novel	to print
detective	sweetly
exciting	important
to mark	knowledge



### LISTENING-SPEAKING

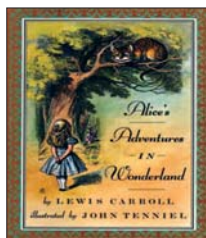
1. Are you fond of reading? Why?
2. What kind of books do you read?

**Let's learn about kinds of books:**

*a comic book, a fairy-tale, a poem, an adventure story, a novel, a detective*

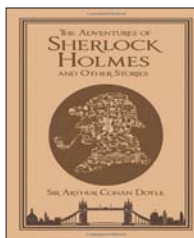
**1. Choose and match. Say the kinds of these books.**

Model: «Alice is in Wondeland» is a fairy-tale – A.



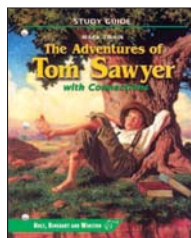
**A**

«Alice is in Wondeland»  
This book is ...



**B**

«Sherlock Holmes»  
This book is ...



**C**

«The Adventures of Tom Sawyer»  
This book is ...



**D**

«Batman»  
This book is ...



**E**

This book is full of ...



**F**

This book is ...

## READING - SPEAKING

## 2. Read and choose the word phrases about reading.

**BOOKS IN OUR LIFE**

We can't live without books! Books are our friends all our life. They give us knowledge and good mind. In ancient times people wrote books by hand. It was difficult to write a book with a pen. Then printing came into our life. Now there are different kinds of books in the shops. It is impossible to buy all books. That is why we get books from libraries. Many people can read books from the Internet.

When you have difficulties, books can help you to solve them.

There is a proverb about books: «A room without books is a body without a soul». It is really, so.

## 3. Prepare some interview questions:

(like/reading) **Do you like reading?**

(what/kind of book) .....

(how many books/read) .....

(last book/buy) .....

(how often/buy/books) .....

(go/to the library) .....

## 4. Talk about the books.

Books	Title	Author	Characters
1. Adventure	The Adventures of Tom Sawyer	Mark Twain	Tom and Aunt Polly
2. Novel			
3. Fairy tales			
4. Comics			
5. Poetry			
6. Detective			

**REMEMBER:** Before reading a story you can divide the text into three parts:

**Introduction**

*Begin with short ideas and some questions.*

**Main Part**

*Find interesting information, main ideas, problems and some details.*

**Conclusion**

*Revise and finish story with problem solving.*

## GRAMMAR SECRET

Degrees of Adjectives		
Positive	Comparative	Superlative
big	bigger	(the) biggest
funny	funnier	(the) funniest
interesting	more interesting	(the) most interesting



It is **as** big **as** ...

It is **bigger** than ...

It is the **biggest** ...

### Model:

1. Tom and Jerry is **as** funny **as** Mickey Mouse.
2. She gets up earlier **than** her brother.
3. This library is **more** comfortable **than** that one.
4. Batman is **the most exciting** film for all children.

### 5. Open the brackets using the correct degree of adjectives.

1. Comic books are (*funny*) than adventure books.
2. Fairy tales are the (*lovely*) books for children.
3. Detective books are (*exciting*) than fairy tales.
4. Poetry books are (*interesting*) for everyone.

### 6. Match the halves.

- |                            |                          |
|----------------------------|--------------------------|
| 1. We must put books ...   | a) books clean.          |
| 2. We must sit quietly ... | b) pages of the books.   |
| 3. You must keep ...       | c) in the library.       |
| 4. You mustn't spoil ...   | d) back in their places. |

### Book Care Rules

- Never mark or write books.
- Be careful turning pages.
- Keep books away from food and drinks.
- Keep books in special place at home.
- Return library books in time.





## READING

7. Read and pronounce the words with an appropriate stress.

## SELFISH GIANT\*



Oscar Wilde  
(1854-1900)

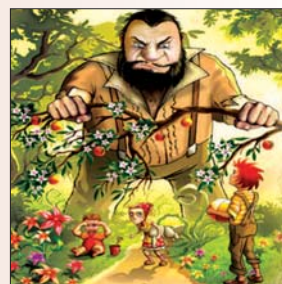
He stayed with his friends for seven days. «What are you doing here?» he cried in an angry voice, and the children ran away. «My own garden is my own



garden. I don't allow anybody to play in it.»

C) So he built a high wall round the garden. He was a very **selfish** Giant. The children couldn't play in the garden.

D) Then the spring came and there were flowers and birds everywhere. Only in the garden of the selfish Giant it was still winter. «I can't **understand** why the spring is so late», said the selfish Giant. But the spring never came, and the summer never came. The autumn gave fruit to every garden, but it was always winter in the Giant's garden. ....



8. Match the headings to the passages (A, B, C, D).

Children's problem

Solving it

The beauty of the garden

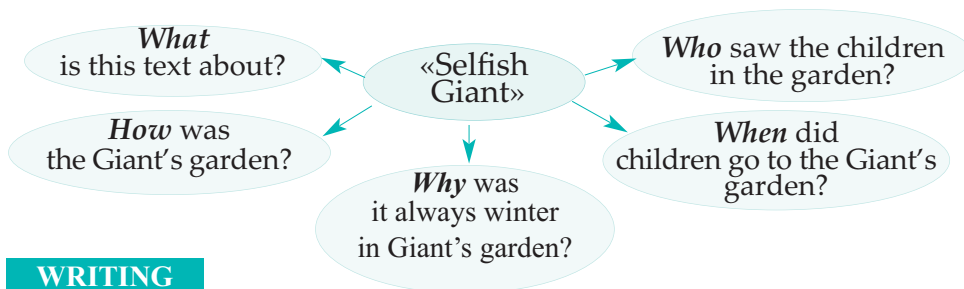
Giant's coming

\*Selfish Giant [ 'selfɪʃ 'dʒaɪənt ] Oscar Wilde's short story for children

9. How does the story end? Which season came to the garden at the end?



10. Think and answer.



## WRITING

11. Think and write in your notebook:

Describe the garden

Selfish Giant and the children

Your own garden


12. Write about your favourite book. What kind of book is it?

### Self-Evaluation questions

1. What books are the most interesting to read?
2. What books are the least interesting for you?
3. Which place is good for reading books?

## LESSON 3. HAVE A NICE HOLIDAY!

*You are going to:*

- discuss the types of holidays
- improve speaking skills
- prepare a holiday poster

### WHY DO WE CELEBRATE HOLIDAYS?

#### LISTENING-SPEAKING

1. What holidays and celebrations do you know?
2. What can you make for parties?

#### Word box

invitation	pastry
fireworks	to raise
official	solidarity
movable	to share
major	to pray
religious	sacrifice
to fast	

#### Everyday expressions

Have a nice holiday!  
How can I help you?



#### 1. Listen and fill in the gaps.

- Mike:** What are you doing, Alice?
- Alice:** I'm making ..... for our balloon party. I made some yesterday. Have a look. Do you like them?
- Mike:** Yes, I do. How do you make them?
- Alice:** I cut the card in the ..... . Then write an invitation ....
- Mike:** It is interesting! How can I help you?
- Alice:** OK! You can write the invitations and put them into the ..... .



shape of a balloon  
on the card  
envelopes  
invitation cards

**Do you know that ...**

- **national holiday** – an official holiday of the country;
- **major holiday** – a big holiday in the world;
- **popular holiday** – a widely celebrated holiday. People like it very much;
- **local holiday** – a holiday celebrated in some regions or places;
- **religious /movable holiday** – a holiday that moves every year; some religious holidays are movable holidays;
- **red-letter day** – 1) a holiday in red letters in the calendar;  
2) a memorable, important, or happy day.

**READING****2. Read the passages and say the meanings of the words and expressions in bold.****New Year's Day**

New Year's Day is on January, 1st. People often gather at the place with their friends **to see the old year out** and welcome the new year. People say each other: – Happy New Year!  
– The same to you!

**Republic Day in Azerbaijan**

On this day Azerbaijani people **decorate** the cities with the national flag of free and democratic Azerbaijan. Azerbaijan people enjoy the day in the streets. People raise the **national flag** in the capital of Baku. In the evening people watch wonderful fireworks in the sky.

**Independence Day**

We celebrate National Independence Day on October, 18th. Independence Day is a national holiday in Azerbaijan and it is not one of the official **non-working** days and points as a **red-letter holiday**. You can watch concerts, see different historical films on TV.

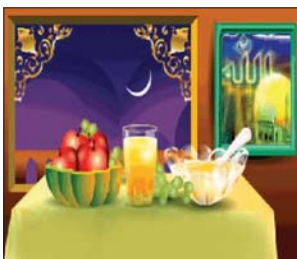
**Novruz Holiday**

All our nation all over the world celebrate this holiday in spring. People like it very much. We do house cleaning, plant trees, make new dresses, dye eggs, **bake national pastries**, such as pakhlava, shekerbura and goghal.



### December, 31st – Solidarity Day of the world Azerbaijanis!

The Day of Solidarity means the **progress and national unity** of the Azerbaijani people all over the world. All Azerbaijanis of the world celebrate this holiday every year.



### Ramadan (Eid Al-Fitr)\*

Ramadan is the holiday of all Muslims in the world. All Muslims **fast** from sunset til sundown. They don't eat and drink during the daylight hours. They open their fasting after sunset. People spend hours **praying in the mosques**, visit old people and help poor families. Ramadan lasts a month.

### Sacrifice Holiday (Eid Al-Adha)\*

The Muslim world's second holiday is Eid-Al-Adha (Sacrifice). The day begins with morning **prayers**. The celebrations continue with visits to friends and family, give gifts to each other. People **sacrifice** an animal and share meat with the poor. They do charity work, Eid-Al-Adha lasts 3 days.



### Pomegranate Holiday

It is a new holiday. People of Goychay region in Azerbaijan celebrate this holiday on the 4th of November. This region is famous for its best **pomegranates** in the country. It is a very interesting holiday. They make different **tasty things** from pomegranates.

### 3. Answer the questions and discuss.

1. Which holidays are the most important?
2. What is Solidarity Day holiday?
3. Why do you decorate your houses on holidays?
4. What do we do on Ramadan and Sacrifice holidays?
5. What other national holidays do you know?

### 4. Say which is ...

- |                          |                             |
|--------------------------|-----------------------------|
| 1. a movable holiday ... | 4. a national holiday ...   |
| 2. a major holiday ...   | 5. a religious holiday ...  |
| 3. a local holiday ...   | 6. a red letter holiday ... |

\***Ramadan Holiday** [ræmə 'dɑ:n] The ninth month of the year in the Islamic calendar

\***Sacrifice Holiday** [sækrɪ , fəts] Religious holiday of Muslims, also called Eid al-Adha



## WRITING

### 5. Fill in the chart with the adjectives.

- ous	- able	-al	-ful
.....	.....	.....	.....

### 6. Correct the mistakes.

1. People see off the New Year and welcome the old year.
2. The Azerbaijani celebrate Republic Day on October,18.
3. Solidarity means to raise flags in the streets.
4. Fasting is to have breakfast in the daylight hours.
5. Sacrifice holiday is a local holiday.
6. All regions celebrate Pomegranate Holiday in Azerbaijan.

## Remember

Good – **better** – (the) **best**  
 Bad – **worse** – (the) **worst**

Much /many – **more** – (the) **most**  
 Little – **less** – (the) **least**

### 7. Fill in the right form of the adjectives.

1. Novruz is the ... (good) holiday of Azerbaijan people.
2. The book on the table is the ... (little) interesting one.
3. The weather today is ... (bad) than it was yesterday.
4. Sacrifice holiday is one of the ... (much) enjoyable holidays.
5. Alice makes ... (many) invitation cards than Mike.

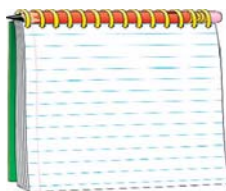
### 8. Make up a poster of your favourite holiday.

Time of the holiday:

Date:

Decorations:

People:



## Self-Evaluation questions

1. What other national holidays do you know?
2. What holidays are red-letter holidays?
3. Which holidays are movable?

## LESSON 4. CHILDREN'S PARTIES IN GREAT BRITAIN

*You are going to:*

- describe children's holidays in Great Britain
- enrich vocabulary skills
- write about your own favourite holiday

### HOW DO PEOPLE CELEBRATE HOLIDAYS IN LONDON?

#### LISTENING-SPEAKING

#### Word box

to sew	to take off
badge	to invent
to blow up	to carve
to touch	horror
to wrap	witch
pumpkin	innovative
ghost	mind
to turn	

1. What children's parties do you know in Great Britain?
2. What do English children like to celebrate?



#### 1. Choose the expressions and use them in the dialogue.

**Mike:** What is the parcel for?

**Alice:** That's for the game «Pass the Parcel». You wrap a small toy or ..... in a lot of paper.

**Mike:** How do you play it?

**Alice:** We ..... and pass the parcel to the person next to us. There's music playing when we're doing it.

**Mike:** But what happens when the music stops?

**Alice:** When the music stops you take off ..... Then the music starts again. The person who takes the last piece of paper off wins the prize.

**Mike:** What an interesting game it is! .....it with our friends!



- a. Let's play
- b. a piece of paper
- c. a bar of chocolate
- d. make a circle

#### PRONUNCIATION

#### 2. Find the words with silent letters in the transcriptions: w, t, h, p, r, d

[ræp] -  
[gəʊst] -

['pʌmpkɪn] -  
[wɪtʃl] -

[bædʒ] -  
[kɑ:v] -

## READING

## 3. Read and give the meanings of the words and expressions.

In Great Britain children like to celebrate a Teddy Bear birthday party and a football birthday party. They make lovely things for these parties. They make a cake in the shape of a ball, a bear and a ship. Children **make a lot of things**: fancy dresses, party masks, party hats, name badges, invitations, and posters. Most children like to celebrate birthday parties and Christmas parties.



September, 9th is Teddy Bear Day. Teddy Bear Day is not **an official holiday**. In 1883 a German woman invented Teddy Bear [tedi beə] as a toy animal. Her name was Margaret Steiff. She was polio\* and used **a wheel chair**. She had **innovative mind**. She **sewed clothes** in animals shape. Her little animals were popular and she made more toys. One of them was a bear. It was her hobby to make animal toys. These toys were elephants, pigs, dogs and cats.

**Halloween** is on the 31st of October. Children **dress in the costumes** of witches, ghosts, skeletons. Children go in costumes from house to house, asking for treats such as candy or sometimes money, apples with the question: "Trick or treat?" and give them to poor people. They **carve pumpkins** and put candles into them, light bonfires, tell scary stories each other and watch horror films.



On **Balloon party** children make different colourful decorations. Children like **to blow up** a lot of balloons, decorate them and put them in the corner, on the ceiling and at the doorway. There are a lot of interesting games in this party.

## 4. Match the halves.

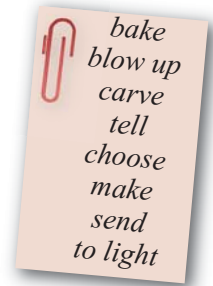
- |                             |                             |
|-----------------------------|-----------------------------|
| 1. September, 9th is ...    | a) in animals' shapes.      |
| 2. A German woman was...    | b) Teddy Bear Day.          |
| 3. She couldn't walk and... | c) to make toys of animals. |
| 4. She sewed clothes...     | d) Margaret Steiff.         |
| 5. It was her hobby...      | e) used a wheel chair.      |

\*polio ['pɒli, oʊ] it is an infectious disease

## WRITING

5. Use the necessary words from the box.

_____ pumpkins	_____ bonfires
_____ cake	_____ balloons
_____ story	_____ cards
_____ decorations	_____ costume



6. Odd-one-out.

1. market, holiday, decoration, balloon
2. interesting, readable, funny, natural
3. enjoy, love, distribute, like
4. little, many, more, small

7. Write three main things according to the holidays.

### Teddy Bear

- 1.
- 2.
- 3.

### Halloween

- 1.
- 2.
- 3.

### Balloon party

- 1.
- 2.
- 3.

## CREATIVE WORK

8. Make a poster about your dream party!



### REMEMBER AND FOLLOW!

1. Plan your free time on your schedule.
2. Take one day out with your family.
3. Read interesting books and take care of them.
4. Get more information from books.
5. Learn about English parties and get more skills.
6. Write letters and messages to your friends.

### Self-Evaluation questions

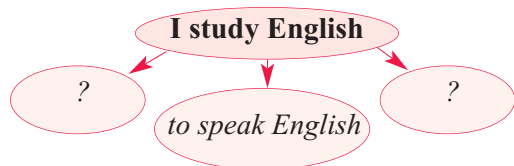
1. What is your most favourite party?
2. What is your least interesting party?
3. How do you want to celebrate parties?

## LESSON 1. HOW CAN YOU LEARN ENGLISH?

**You are going to:**

- identify problems in English language learning
- choose your own ways in language learning
- share ideas in pairs

### WHY DO YOU STUDY ENGLISH?



### Word box

to follow	to think
topic	dictionary
nowadays	foreign
job	language
different	abroad



### LISTENING-SPEAKING

1. How many languages do you speak?
2. How do you learn English at school?

**1. Listen the dialogue. Say why Ann is much interested in the English language.**

### Everyday expressions

I think...  
I don't think ...

**Helen:** Hi, Ann! What are you doing here?

**Ann:** I am preparing a talk in English. I think I must find a CD.

**Helen:** Is it nice to listen to a CD and do tasks?

**Ann:** Yes, it is! You know, I used vocabulary cards with words last year, but today I learn English using CDs on computer.

**Helen:** You are right! I also wrote words on papers and stuck them in my bedroom last year. But now I listen to dialogues, short stories and do tasks on computer.

**Ann:** It isn't difficult to describe pictures in English and use words in dialogues and topics?

**Helen:** I don't think so. It is enjoyable to speak in pairs, groups and learn speaking English together. You learn more from each other and have no difficulties.



**2. Talk on the dialogue.**

1. Ann is preparing ...
2. She wants to listen...
3. Last year Ann ...
4. Last year Helen ...
5. It isn't difficult ....
6. It is enjoyable ...



**Remember**

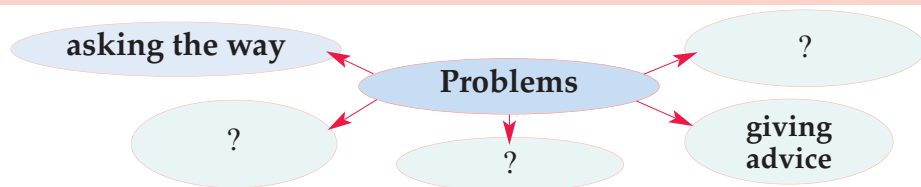
to read [ri:d] – **read** [red]  
to know[nou] – **knew** [nju:]

100 - a (one) hundred  
900 - nine hundred  
250 - two hundred and fifty

**READING****DO YOU KNOW THAT...**

More than 900 million people speak English today. People speak English all over the world. In France, in Spain, in Italy, in Egypt, in Azerbaijan people learn English as a foreign language. It is an international language nowadays. It is the language of the Internet and we find many friends abroad and learn much information about countries. Students study English at school as a second language. Students gain much knowledge and skills in learning English. They can speak using expressions and words.

**3. Imagine you are in a foreign country and don't know the language. What problems do you have?**



**4. Read the story and explain what problem the Frenchman has.**

Here is the story of a Frenchman who travelled in the United States.

One day in a restaurant he wanted to order some mushrooms. As he didn't know English, he asked the waiter for a pencil and a piece of paper. He drew a picture of a mushroom, but his drawing wasn't very good. Waiter looked at his drawing and went away. After some minutes he returned with a large umbrella.



**A Frenchman's problem is ...**

- a) mushroom                      b) language                      c) umbrella

## 5. Choose *True* or *False*.

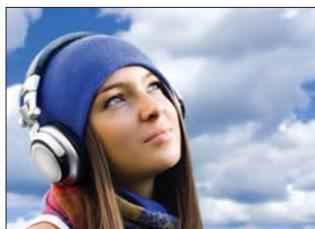
1. The story is about the language of the United States.
2. The story is about a Frenchman's travelling.
3. He knew English well.
4. He wanted to order mushrooms in the restaurant.
5. The waiter brought him some mushrooms.

## SPEAKING

### 6. Describe useful tips for learning English.



1. Watching English ... .



2. Listening to English ... .



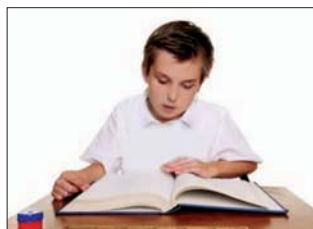
3. Having a chat on ... .



4. Talking on a ... .



5. Talking to foreign ... .



6. Reading English ... .

### 7. Say how you learn English.

Model:

We learn English using a dictionary.



## 8. Discuss the best way of learning English.

**When do you ...**

- ... use a dictionary?
- ... watch films in English?
- ... listen to songs in English?
- ... talk to foreigners?
- ... read English stories?

every day

seldom

sometimes



### Everyday expressions.

- What page are we on?
- Sorry, I can't hear CD.
- Can I have the dictionary, please?

## WRITING

## 9. Think of questions and complete writing the sentences.

1. What ...?  
We are on ... .
2. Can you repeat ... ?  
Sorry, I can't ... .
3. Can I ... ?  
Yes, ... .



### Self-Evaluation questions

1. Which way is easy in learning English?
2. What is difficult in learning English?
3. How can you make your best way of learning English?

My best way	every day	once a week	once a month
reading books	.....	.....	.....
watching films			
talking to foreign			

## LESSON 2. YOU SHOULD...

*You are going to:*

- use words and expressions with «should»
- learn some school rules
- make up a short story

### WHAT SHOULD YOU DO AT YOUR ENGLISH CLASSES?

#### Word box

exam	to need
to take care of	culture
to explain	to grow up
to pay attention	to understand

**You should**

→ speak English

→ work hard

**You shouldn't**

→ be lazy

→ stop learning

### LISTENING-SPEAKING

1. How do you learn English?
2. Which is the best way to learn English?

**1. Look at the pictures and complete with the words below.**  
*What should they do?*



Almas meets foreign people.  
She should ...



Bob takes test in English.  
He should ...



Tom needs a job.  
He should ...



Ali wants to send  
a letter to Tom.  
He should ...



Sevda wants to make a  
friend.  
She should ...

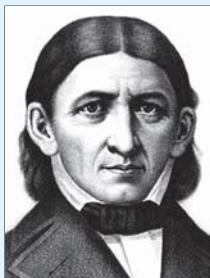


We travel to different  
countries.  
We should ...

→ speak English; look a new position; write in English;  
→ learn cultures; chat in English; work hard

## READING/SPEAKING

2. Read and divide the text into three parts: introduction, main and conclusion.



Friedrich Froebel lived in Germany many years ago. He was a founder of a kindergarten. His mother died when he was a small boy. People didn't pay much attention to him. Friedrich played alone in the garden. He loved the flowers and plants. He was happy there. Soon it was time to go to school. He had a lot of books and liked to read his books. The books didn't have any pictures. Friedrich couldn't play. It was no fun. Friedrich grew up. He remembered his school and garden. «School should be a happy place. It should be like a garden», said Friedrich. «Children should play. They should do things with their hands. They should have books with pretty pictures». So Friedrich started a school like this. He called it «kindergarten». Kindergarten is a German word. It means «children's garden». People learned about Friedrich's new school. Soon there were kindergartens all over the world.

*Did people like Froebel's new school?*

3. Talk in pairs.

1. Who was Friedrich Froebel?
2. What did he love so much?
3. Why didn't he like school?
4. How did he want to see school?
5. How did he call his new school?

4. Match titles to the parts of the text.

Friedrich's new school

Children's wish

Froebel's life

His problems

5. Choose True and False answers.

1. Friedrich had many friends when he was a little boy.
2. His hobby was reading a book.
3. He liked books without pictures.
4. Friedrich liked to go to the kindergarten.
5. Friedrich's new school-kindergarten was famous in German.



## GRAMMAR SECRET

try-*tried*

grow up – *grew up*

sit - *sat*

I	<b>Negative:</b>	You <i>should</i> eat healthy food.
You	<i>should not</i>	You <i>shouldn't</i> be late.
He/She/it	<i>should + V</i> <i>(shouldn't)</i>	

### 6. Read and match.

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| 1. I want to speak English well.  | a) You shouldn't make a noise.    |
| 2. I don't understand the text .  | b) She should speak English well. |
| 3. The teacher explains the rule. | c) He should know culture.        |
| 4. Ann needs a good job.          | d) You shouldn't watch TV much.   |
| 5. Tom has a trip to Japan.       | e) You should work hard.          |
| 6. I have an exam.                | f) You should use a dictionary.   |

### 7. Complete and discuss.

- A**
- Goodbye!
  - See you later!
  - See you soon.
  - It was nice!
  - Bye...

- B**
- Happy birthday!
  - Wish you all the best!
  - Best wishes to you!
  - Congratulations!

- C**
- Hello!
  - What's up!
  - How are you doing?
  - How are you?
  - Glad to see you.



We should say ...  
on someone's birthday.



We should say ...  
when we meet our friends.



We should say ...  
when we leave.

## 8. Practise the conversation.

**Aygun:** Hi, Vugar! Do you know school rules?

**Vugar:** Yes, of course! We have a poster on school rules on the wall in our classroom.

**Aygun:** How interesting! What rules are there on the poster?

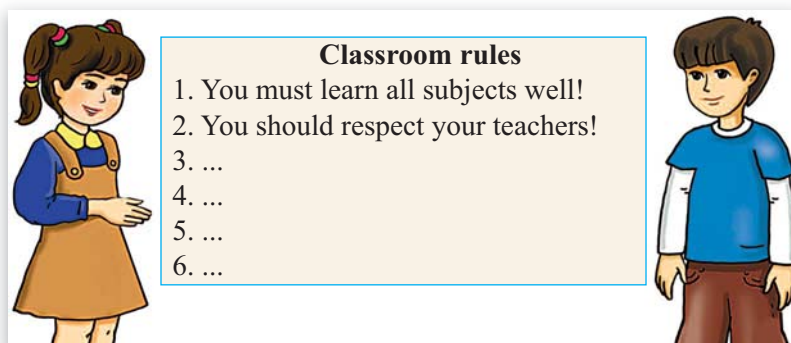
**Vugar:** There are: we mustn't be late for the lesson, we should be polite, help each other and so on. What about your classroom rules?

**Aygun:** No, we don't have a poster. But our teacher asked us to make it with our friends. Can you help me?

**Vugar:** With great pleasure. Let's start. We need a piece of paper and some crayons!

## WRITING

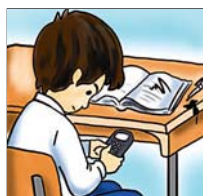
## 9. Write what you should and what you shouldn't do at the lesson.



## CREATIVE WORK

10. Design classroom rules using *must/mustn't* or *should/shouldn't*.

*You should ... / You shouldn't ... / You must / You mustn't*



**Model:** 1. You should keep your classroom clean.

## Self-Evaluation questions

1. What should you do at school?
2. What shouldn't you do at the lesson?
3. How do you make your classroom rules?

## LESSON 3. YOUR LANGUAGE RECORD

*You are going to:*

- learn about the borrowing words in English
- use words and expressions in speech
- introduce yourself in English

### HOW DO YOU DEVELOP YOUR LANGUAGE RECORD?

#### LISTENING-SPEAKING

1. How do you learn new words?
2. What is the importance of talking to people?

#### Everyday expressions

Excuse me...

Let me introduce myself!

How can I go to the ...?

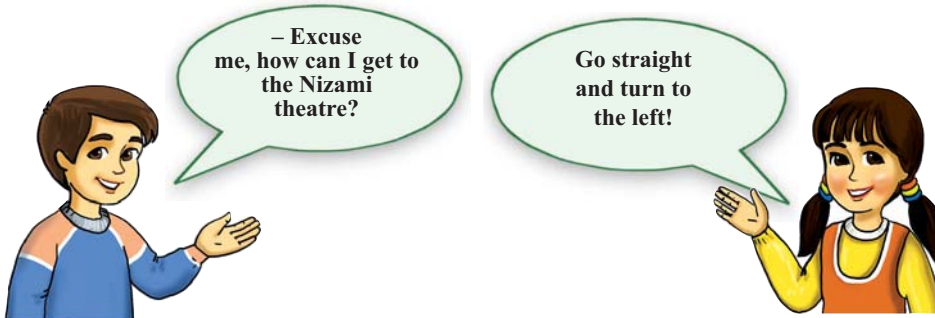
Could you help me?



#### Word box

to add	railway
record	suggestion
to advise	road
advice	cotton
machine	permission
to borrow	widespread

#### 1. Asking the way.



#### 2. Practise the conversation in pairs.

##### Making suggestion

- Let's go to the cinema!
- That's a good idea!

##### Asking for permission

- May I have a sandwich?
- Certainly, here you are!

##### Giving advice

- I have got a cold!
- I advise you to stay in bed and to take medicine.

#### Remember

– *- tion; - sion*  
to suggest - *suggestion*  
to permit - *permission*

## READING

## 3. Read and pronounce the borrowing words with appropriate stress.

## LET'S LEARN DIFFERENT WORDS IN ENGLISH!

English is the most widespread language in the world. In the middle ages, people spoke Latin when they didn't understand each other's language. In the 16th, 17th and 18th centuries, people spoke French. But today, at the start of the 21st century, every country speaks English in the world.

There are 400 million people speak English as the first language in Australia, Britain, Canada, Ireland, New Zealand, South Africa and the USA.

The English borrowed a lot of words from Latin, French, Spanish, Italian and other languages. The Italian words in English are: **opera, piano, spaghetti, pizza**; some Spanish words are: **tomato, potato, tobacco**; some Latin words are: **aquarium, album, audio, circus, actor**; some French words are: **hotel, machine, police, routine, art**; some Russian words are: **jam, cosmonaut, robot, samovar**; some Arabic words are: **coffee, cotton, sugar**.

## 4. Give your opinions according to the questions.

1. What language did people speak in the middle ages ?
2. What language did people speak in the 16th, 17th and 18th centuries ?
3. When did people start speak English ?
4. In what countries is English spoken as the first language ?
5. Did English borrow any words from other languages ?  
If yes, say the names of the countries.

## 5. Describe pictures using borrowing words.



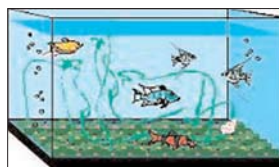
She is ... .



The boys  
are ... .



We can  
make  
chips ... .



There are five  
fish ... .

## 6. Put the sentences in order and make up a dialogue.



**A.**

- Certainly. Take the first street on the left, then the second on the right.
- First on the left, second on the right...
- Can you tell me the way to the post office, please?
- That's right.
- Excuse me!
- Thanks a lot.
- Yes?

**B.**

- Thank you very much.
- Is it far from here?
- Go down this road, then take the second street on the left.
- Oh, no. It's just five minutes' walk.
- Excuse me. How can I get to the railway station?

## GRAMMAR SECRET

### Reflexive Pronouns

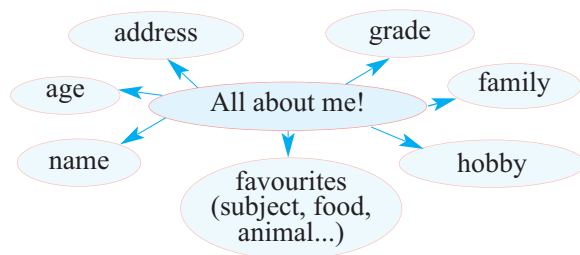
myself	ourselves
yourself	yourselves
herself/himself	themselves
itself	

## WRITING

### 7. Complete the sentences using Reflexive pronouns.

1. I do my homework myself.
2. You must make your bed ... .
3. She cooked the cake ... .
4. He cut ... in.
5. The dog carried the bone ... .
6. We must clean the room ... .
7. Children, you must write your story ...
8. They planted the trees ... .

### 8. Introduce yourself in written form according to the model below.



## Self-Evaluation questions

1. How do you introduce yourself?
2. What is your difficulty in speaking English?
3. Why do you learn the English language?



## LESSON 4. WHO TRAVELS FAR – KNOWS MUCH!

*You are going to:*

- learn about interesting places of London
- use Degrees of Adjectives in sentences
- introduce your travel plan

### WHAT DO YOU KNOW ABOUT LONDON?

#### Word box

crown  
to flow  
treasure  
to divide  
castle

exhibition  
inside  
point  
view

#### LISTENING-SPEAKING

1. What places of interest do you know in England?
2. How would you like to talk to the English?

*1. Listen to the conversation between Nigar and Kamran and complete it.*

**N:** How do you think, is it interesting to meet ... ?

**K:** Yes it is. I think you can easily learn English visiting ... and talking to people.

**N:** You are right! I also want to travel to London. But how can I ... to them?

**K:** First, greet them, ... and ask about weather, their food, places of interest.

**N:** Thank you for your help!



introduce yourself  
start talking  
some places  
English people

#### READING

*2. Read the passages and group Common and Proper nouns on a chart.*



Big Ben, the big clock tower (now Elizabeth Tower), is the symbol of London. It strikes hours. It has 13,5 ton weight. The tower is officially known as Elizabeth Tower. It was renamed in 2012 to celebrate the Diamond Jubilee of Elizabeth II.

The Tower of London is the symbol of London. It is one of the most famous places. It was a castle, but now it is the museum. You can see black ravens\* there. There are a lot of interesting things in the halls of the Tower.



\*a black raven [blæk 'reɪvən] – a large bird of the Northern Hemisphere



Trafalgar Square is in the centre of London. There is Admiral Nelson's Column in the middle of the square. Here is the most lovely place for English people. They have a good time there on weekends.

The River Thames is 338 km long. The Thames flows through London. It divides London into two parts: East End and West End. Poor people live in the East End and many rich people live in the West End.



Buckingham palace is the place of royal family. Queen Elizabeth lives in the Buckingham Palace. It was built in 1703. There is a great collection of paintings there. Buckingham Palace has 775 rooms.

The Tower's greatest treasure is the Imperial State Crown. There are 2800 diamonds on it. The queen uses this crown in all official ceremonies. It is the most beautiful crown in the world.



The most famous bridge in London is Tower Bridge. It is 244 metres and consists of two towers. There are three fantastic exhibitions inside the towers. Visitors can learn about the history of the bridge from photos and films.

London Eye is the biggest wheel in Britain. The highest point of the wheel is at 135 meters. Wonderful view of London opens from there! Every year, three and a half million people go on the London Eye.



**Common nouns**

**Proper nouns**

.....

.....

## SPEAKING

## 3. Talk on this chart.

**Model:** The Tower of London is the oldest castle in Great Britain.

Monuments	The Tower of London	Trafalgar square	Buckingham palace	Big Ben	The British Museum
Symbol					
Nelson's column					
Ancient clock					
Queen's palace					
Castle					

## PRONUNCIATION

## 4. Pronounce the words with the appropriate stress.

1. London **EYE** is the **BIGGEST** wheel in Britain.
2. Queen **ELIZABETH** lives in the **BUCKINGHAM** Palace.
3. The **TOWER'S** greatest treasure is the **IMPERIAL** State Crown.
4. **TRAFALGAR SQUARE** is in the centre of London.

## WRITING

## 5. What do these numbers say in the text?

a) 338

b) 775

c) 2800

d) 135

e) 244

**Model:** 338 – The River Thames is three hundred thirty eight km long.

## 6. Choose the correct degrees of adjectives.

1. The Imperial State Crown is great/greater/the greatest treasure of the Tower.
2. Maiden tower is as old/older/the oldest as Tower of London.
3. London Eye is a cheap/cheaper/the cheapest place to have a good time.
4. The people living in the East End are poor/poorer/the poorest than the people of the West End.
5. The Tower Bridge is as old/older/the oldest as the Tower of London.

## 7. Match the halves of the proverbs.

- |                                   |                               |
|-----------------------------------|-------------------------------|
| 1. East or West ...               | a. ... you are tired of life. |
| 2. There is no place ...          | f. ... by its traditions.     |
| 3. The Englishman's home ...      | c. ... like home.             |
| 4. Who travels far ...            | d. ... home is best.          |
| 5. So many countries ...          | e. ... so many customs.       |
| 6. Every country is strong ...    | b. ... knows much.            |
| 7. If you are tired of London ... | g. ... is his castle.         |

## 8. Make up a story about the place you would like to travel.

- a) location of the city/town
- b) museums
- c) historical places
- d) people and traditions



## Self-Evaluation questions

1. What would you like to see in London first?
2. What interesting fact did you learn at this lesson?
3. Would you like to have a friend in London? Why?

## REMEMBER AND FOLLOW!

### Learning English

1. Learn English words describing pictures!
2. Watch English cartoons, films!
3. Make a diary for everyday's English!
4. Write E-cards in English to your friends!
5. Read interesting stories and use dictionary!

### Meeting people

1. Greet your partner in English, and introduce yourself.
2. Then ask about the weather.
3. Ask your partner to introduce himself/herself.
4. Listen to your partner's response.
5. Tell your partner something about yourself.

## UNIT 4

## TV IN OUR LIFE

### LESSON 1. DO YOU LIKE WATCHING TV?

*You are going to:*

- identify the TV programmes
- use proper nouns in sentences
- improve vocabulary skills

#### WHAT IS THE ROLE OF TV IN OUR LIFE?

#### Word box

adventure	lazy
to prefer	movie
entertainment	mind
channel	programme
quiz	useful

#### LISTENING-SPEAKING

1. How often do you watch TV?
2. What kind of TV programmes do you know?

*1. Look at the pictures and match them to the names of channels.*



Cartoon Network -  
Everyday News -

Just for laugh -  
Series ...

League -  
Quiz -

Classics -  
Discovery -

*2. Complete the dialogue using expressions.*

- Would you like to go to the cinema?
- ... .. Thanks! What's on?
- «*Pirates of Caribbean*».
- ... .. great!
- I bought a ticket for you! It is at 9 p.m.
- Thanks ... ..
- You're ... !

#### Everyday expressions

I'd love to. Thanks!  
That sounds great!  
Thanks a lot!  
You're welcome!

#### GRAMMAR SECRET

Prefer + *verb* + *ing*. I prefer watching a Quiz programme.



## READING -SPEAKING

### 3. Read and choose the singular and plural nouns.

#### TV IN OUR LIFE

Television is one of the most useful entertainments of the 21st century.

We use cable TV with many channels at home and get much information around the world. Many years ago there were not many channels on TV. People watched films and special concerts at the cinemas and theatres. But today we sit at home in front of TV and can watch different films, concerts, funny shows, cartoons, music and sport programmes.

But watching TV so much isn't good for our health. We get tired, sleepy and lazy of watching TV for longer periods of time. When we don't watch TV, we should play outside, walk in the fresh air and talk to friends, too. It is useful for us.

#### singular nouns

information

...

#### plural nouns

channels

...

### 4. Read and complete according to the pictures.

A



My father likes to spend much time in front of TV. He prefers watching ...

B



My grandfather prefers watching ...

C



My mother prefers watching ...

D



I prefer watching ...

a) cooking programmes

b) cartoons about Batman and Superman

c) news and sport programmes

d) historical films

## 5. Find the answers to these questions.

1. What kind of TV programmes do you like to watch? a) I prefer 4 or 5!
2. Do you watch TV while eating breakfast, lunch or dinner? b) Yes, we get tired and lazy.
3. How many channels do you prefer watching? c) Because it is good for my speaking.
4. Why is it good to watch English channels? d) No, I can't. It is boring!
5. Is watching TV too much bad for you? e) Quiz, music, films!
6. Can you live without TV? f) No, we don't. There is no TV set in the kitchen.

1	2	3	4	5	6
e					

### Remember

a.m. – anti meridium	p.m. - post meridium
from 12 o'clock at night till 12 o'clock in the afternoon	from 12 o'clock in the afternoon till 12 o'clock at night

## WRITING

### 6. Make up a TV guide and discuss.

Programmes	TV channels
18:00 «Everyday news»;	News
18:30	
19:00	
19:30	
20:00	
20:30	
21:00	
21:30	

«Everyday news»  
 «Shriek's adventure»  
 «Top 10!»  
 «Nature lovers»  
 «Robinson Crusoe»  
 «The Adventures of Sherlock Holmes»  
 «Basketball match»  
 «What? Where? When?»

### Discovery, Movies, Quiz, Music, Cartoon, News, Sport

### 7. Write about your favourite TV programme.

My favourite TV programme is...

#### Self-Evaluation questions

1. Which programme would you prefer watching and why?
2. What types of programmes are the most popular in your country?
3. What time is good to watch TV?

## LESSON 2. WHAT'S ON TV TODAY?

*You are going to:*

- discuss useful TV programmes
- improve listening and speaking skills
- make your own TV guide

## WHAT DO WE LEARN FROM TV?

## LISTENING-SPEAKING

## Word box

action	to present
brain	intellectual
to get on smb's	newspaper
nerves	TV guide
documentary	western
lonely	series
a remote control	

3. What is the most interesting TV channels do you know?  
2. What do you learn from TV programmes?

## 1. Listen the dialogue and use the expressions with your own sentences.

N: Hi, Ali, for how many hours do you watch TV everyday?

A: Mostly for one hour. On holidays I watch for two hours or more.

N: Why do you **watch television**?

A: I watch it for information ad entertainment.

N: Do you watch film series too?

A: I don't **have enough time** to watch series. It gets me nervous and I waste my time.

N: Which is your favourite TV channel?

A: I like to watch **intellectual programmes**. It develops our brain and thinking. I think, TV programme should be **informative and enjoyable**.

N: Don't you watch any other channels?

A: I also watch Discovery, History and some **news channels**.

N: What is your opinion about cartoon films?

A: Cartoons develop our psychology.



1. What is this dialogue about?  
2. What programmes are interesting for children?

## UNIT 4

## TV IN OUR LIFE

### GRAMMAR SECRET

... to be going to do smth.

I **am going to**  
You **are going to**  
He/She **is going to**

We **are going to**  
You **are going to**  
They **are going to**

### SPEAKING

#### 2. Put the dialogue in the correct order.

- a) **Mum:** How nice! I also like this film! Have you got any homework, Jack?  
b) **Mum:** What's on today?  
c) **Jack:** I am going to watch TV.  
d) **Jack:** «Robinson Crusoe».  
e) **Mum:** What are you going to do, Jack?  
f) **Jack:** No, I have no homework today.

a	b	c	d	e	f	g
						1

#### 3. Read the poem and discuss your favourite TV programme.

*I WATCHED IT...*

*Morning, day and night  
Quiz, shows and boxing fight.  
But sometimes even movies  
Get on my nerves.*

*But when I am lonely  
It is easier to create  
The people presented by TV  
Are all my friends.*

#### 4. What are they going to watch?

- Model: A: What time is it?  
B: It's twenty past six.  
A: They're going to watch the news.

### TVGUIDE

12:00 «Cinderella»  
1:15 World Champion  
2:45 Animal Planet  
3:20 Top 10  
4:00 «Tom and Jerry»  
4:50 Superquiz  
6:20 Newsweek  
6:30 «Robinson Crusoe»



## READING

5. Read the passage and make up questions below according to the passage.

## Your Favourite TV Programme

My sister Sandy likes to watch film series. She always watches them. Her favourite film is "Little Women". I never watch film series. I think they are very boring. I like detective films best. They are exciting because there's a lot of action. I never watch TV in the morning. Mum likes music programmes. The pop group she likes best is the Jonas Brothers. I sometimes watch "Hits of the Week" with her. My Dad likes to watch documentary, especially history of countries. I like them too. My brother Tommy only watches the news. He says it's very interesting. He doesn't like the other programmes. My second brother, Kevin, loves westerns. He thinks Native Americans, cowboys and horses are wonderful.



- |                                       |                                     |
|---------------------------------------|-------------------------------------|
| 1. What/ /Sandy /to like /to watch? - | 3. What/pop/group/to like/Mum? -    |
| 2. Why /you/ not/ to watch/series? -  | 4. Which/Kevin/to like/programme? - |
| 5. What/Dad/to watch/to prefer/? -    | 6. Which/you/to watch/with Mum/?-   |

6. Fill in the gaps using with the appropriate TV programmes.

- a) Did you see the first series of the new \_\_\_\_\_ on TV last night?  
The actors were very good, and the story was very interesting but very sad.
- c) Did you watch the \_\_\_\_\_ about the history of India?
- e) It's a fantastic \_\_\_\_\_. If you answer ten questions correctly, you can win a million pounds.
- f) Did you see Tom Cruise on TV last night? He gave an interview on \_\_\_\_\_ .



1. game 2. comedy 3. a chat show  
4. documentary 5. film series

7. Choose the right answer and complete the sentences.

- a) Could you **turn/put/get** the television on, please?
- b) Did you **watch/look at/read** the news last night?
- c) He switched the TV **on/in/of**.
- d) He used the remote control to change the **station/channel/television**.
- e) What's on **telly/tele/TV** tonight?



## WRITING

**8. Complete and write:** What can you see in these programmes?

nature programme: .....  
 sports programme: .....  
 music programme: .....  
 western films: .....  
 film series: .....

**9. Creative Work. Write a TV Guide using information the same as chart.**

**Model:** There is a quiz programme «What? Where? When?» on Channel 7, at 7 p.m. on Monday.

Monday 7 p.m. <b>Quiz</b>	<b>Channel 7</b> <i>This week : What? Where? When?</i>
Tuesday 9 p.m. <b>Twenty Questions</b>	<b>Channel 5</b> <i>Quiz show for all the family.</i>
Wednesday 2 p.m. <b>Intellectual Game</b>	<b>Channel 3</b> <i>Students take part in the contests.</i>
Thursday 11 a.m. <b>Sport +</b>	<b>Channel 9</b> <i>This week : football from Italy.</i>
Friday 10 a.m. <b>Mowgli</b>	<b>Channel 5</b> <i>Film of this week: The story of a Jungle boy.</i>
Saturday 8.30 p.m. <b>Top Ten</b>	<b>Channel 9</b> <i>Music, music, music!</i>
Sunday 5 p.m. <b>Animal Planet</b>	<b>Channel 7</b> <i>African elephants.</i>



### Self-Evaluation questions

1. Which programme is your favourite one?
2. What types of TV programmes do you know?
3. How do you plan to watch TV?

## LESSON 3. A FRIEND OR AN ENEMY?

*You are going to:*

- learn effects of watching TV
- improve vocabulary skills in speech
- share your ideas in pairs

### HOW DO WE FOLLOW TV WATCHING RULES ?

#### Word box

screen	to save
workshop	to happen
to be busy	to break
healthy	master
silly	

#### LISTENING-SPEAKING

1. Why is it good to watch all TV programmes?
2. How do you get tired of watching TV?

#### 1. Listen to Charles's and Betty's stories and give your opinions.



Oh, I love watching TV! It always improves use of the language. I learn a lot from it. Cartoons, comedies, sports and music programmes. I watch them every day. TV is my very dear friend. Take a remote control and just turn it on!

*Charles, 11 years old*



TV is a monster! It makes you lazy, unhealthy and silly. It teaches you bad things, it eats up your day. It's better to read, to swim or to play. TV is a killer.

Take a remote control and just turn it off!

*Betty, 12 years old*

*Do you agree with Charles or with Betty? Why?*

#### READING

#### 2. Read and pronounce the words and expressions in bold with the appropriate stress.

##### WHEN THE TV BROKE

Fred liked to watch TV every day. He came home from school and sat in front of TV **all day**. He didn't feed or play with his cat. He did nothing but only **watched** TV even at weekends, too.

One Sunday the TV made «buzz» and its **screen** became black. It broke. Fred's father took it to the master's workshop.

Fred sat on the sofa. He didn't know what to do. There wasn't TV on Monday, Tuesday, Wednesday, Thursday, Friday.

What did Fred do? He read a book to his **little sister** on Monday. He helped his mother to make a cake on Tuesday. On Wednesday he fed his cat. He drew **pictures** on Thursday. He went for a walk with his friends on Friday. Then Saturday came and Fred was busy. He wanted to make **a model of a plane**. When father came home, he said, «Here is our TV. Now you can watch it».

«Not now, dad, I'm busy. Maybe tomorrow», said Fred.

## SPEAKING

### 3. Complete the sentences below the pictures.



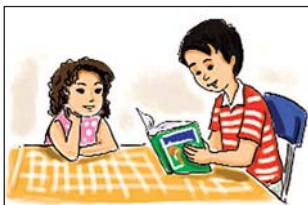
Fred is ... .



The TV ... became black.



Father took TV to ... .



On Monday ... .



On Tuesday ... .



On Wednesday Fred ... .



On Thursday Fred ... .



On Friday ... .



On Saturday... .

### 4. Answer the questions on the topic.

1. What did Fred like first?
2. Why didn't he feed his cat?
3. What happened to the TV?
4. What did he do when the TV broke?
5. Why didn't he watch TV after it came home?

### 5. Choose True or False.

1. Fred didn't like to watch TV.
2. He watched TV at weekends very much, too.
3. His father didn't fix the TV.
4. Fred helped his mother in the kitchen.
5. Fred didn't like to meet his friends.
6. He didn't watch TV much when it came home.

6. Think and discuss: to watch nature on TV or watch nature in life?

*Nature on TV*



1. I prefer watching different animals on TV.
- 2.
- 3.

*Nature in life*



1. It is good to watch animals in life. I want to play with them.
- 2.
- 3.

Busy time	Lazy time
to play outside to plant trees to feed animals	to sit in front of TV to listen to the radio to sit in front of a computer

WRITING

6. Project work. Describe your busy and lazy time after school.

It is good to watch TV much	It is not good to watch TV much
1. We get much information. 2. 3. 4. 5. 6.	1. We get tired and lazy. 2. 3. 4. 5. 6.

Self-Evaluation questions

1. What time is better for watching TV?
2. What do you do on your free time?
3. How do you spend your free time in nature?

## LESSON 4. NEW YEAR CELEBRATIONS ON TV

**You are going to:**

- discuss New Year celebrations on TV
- develop reading skills using new words
- prepare your New Year resolution

**WHAT NEW YEAR CELEBRATIONS  
DO YOU KNOW ON TV?**

**Word box**

to punish  
mistake  
thief  
to leave  
to rob  
to get back

wise  
to arrest  
resolution  
positive  
to realise  
to decide

**LISTENING-SPEAKING**

1. Do you like to watch holiday celebrations on TV?
2. What kind of New Year celebrations do you like on TV?

**1. Interview your partner. Do you watch... on the New Year's Eve?**



Santa Clause show

Circus show

news

movies

?



No, never.

Yes, often.

Yes, sometimes.

Rarely.

Certainly!

*On the New Year Eve all children love to watch an exciting film «Home Alone». It is amazing to watch Kevin's role in this film. How brave and clever he is!*

**2. Think and share. What kind of programmes  
do you prefer watching on the New Year's Eve?**

I prefer ...

Channel:

Programme:





## READING

3. Read and divide the text into 3 parts: introduction, main part, conclusion.

## HOME ALONE

«Home Alone» is about an 8 year old boy, Kevin McCallister. He is the youngest of five children in the family. His sisters and brothers helped him to do good things. When his mother punished him he wished to be alone. On the New Year Eve one morning he woke up and saw he was the only one left in the house. He thought his wish came true and he was alone at home. His family left him at home by mistake. They flew to France for a holiday trip. His parents realised their mistake and decided to get back. Harry and Marv, a pair of thieves wanted to rob the house and Kevin did everything to get them back. He was a clever boy. The robbers got arrested at the end of the film. The film became the most popular film of 1990s.



4. Answer the questions and discuss.

1. What is this text about ?
2. When did it happen?
3. Why did family leave him alone at home?
4. Is Kevin a wise or a silly boy?
5. Was he afraid of thieves?
6. Do you wish to be alone at home?

5. Put questions to the answers.

1. ....? I watch different films, music shows on the New Year Eve.
2. ....? No, I don't. I like to be at home and celebrate New Year with my family.
3. ....? Yes, I do. I like this film, especially for Kevin's role.
4. ....? He did everything to keep their house safe.
5. ....? I don't think so. I am never afraid of being alone at home.

## PRONUNCIATION

6. Pronounce the words with the sounds [s] and [z].

resolution, exciting, positive, news, wise, house, music, mistake, present,  
realise, advice, advise, celebrate

[s]

[z]

## 7. Read and discuss. New Year in Great Britain.




New Year's Eve celebrations start in the evening on December 31st in Great Britain. Some children go to parties in the evenings and the others stay at home with their families. After the celebrations, they usually make plans for the New Year on January 1st. These plans are «New Year's resolutions». They are some positive changes in life. Some of the most popular resolutions are: to study well, to do more exercises, to stop being lazy, to eat healthy food and to learn something new.

## 8. What New Year resolutions do you have?

New Year's Resolutions are your plans for the next year.  
You can make your life more interesting by starting something new.

# NEW YEAR'S RESOLUTIONS

*Study more at school!  
Have healthy food!  
Be kind to your sister!  
Read more books!*

## 9. Match the halves.

- |  |  |
|--|--|
| 1. We have a big music show. ... .           | a) She needs to develop English.         |
| 2. Kate loves travelling. ... .              | b) He needs a good job.                  |
| 3. Nick wants to work. ... .                 | c) He is going to take part in the show. |
| 4. Narmin has a new friend in England. ... . | d) I am going to learn dancing.          |
| 5. My friend has a guitar. ... .             | e) She is going to visit the UK.         |

## WRITING

10. Find the synonym and write.

happy -

present -

positive -

clever -

film -



11. Open these words and write.

whatisthemostbeautifulpresentforyouonthenewyeareve?

12. Write on a chart. What resolutions are you going to plan for the New Year.

New Year Resolutions	At school	At home
I		
My friend		

13. Make a poster of your New Year resolutions.

## Self-Evaluation questions

1. What programme is the most interesting on New Year Eve?
2. What programme is the least interesting on New Year Eve?
3. What did you learn about the New Year celebrations in Great Britain?

## REMEMBER AND FOLLOW!

1. Try to watch TV after doing your homework.
2. Don't watch much TV, spend more time outside.
3. Watch more intellectual games and quiz.
4. Turn off electronics (television, computers, etc.) when you don't use them. It is important to save energy.
5. Walk in nature a lot.

## UNIT 5

## COUNTRIES AND PEOPLE

### LESSON 1. WORLD AROUND US

*You are going to:*

- discuss about countries and nationalities
- review grammar patterns
- make up a story about your country

#### Word box

territory	area
anthem	cuisine
eightpointed star	population
emblem	

### WHAT NATIONALITIES ARE THERE AROUND THE WORLD?

#### LISTENING-SPEAKING

1. What is your country and nationality?
2. What languages do you usually speak?

*1. Look at the pictures and make up dialogues*



Flag	Country	Nationality	Language
------	---------	-------------	----------

#### EUROPE

	<b>Great Britain</b>	<b>English</b>	<b>English</b>
	<b>Germany</b>	<b>German</b>	<b>German</b>
	<b>France</b>	<b>French</b>	<b>French</b>
	<b>Italy</b>	<b>Italian</b>	<b>Italian</b>
	<b>Spain</b>	<b>Spanish</b>	<b>Spanish</b>

#### AUSTRALIA

	<b>Australia</b>	<b>Ausrtalian</b>	<b>English</b>
--	------------------	-------------------	----------------







### ASIA

	 <b>China</b>	 <b>Chinese</b>	<b>Chinese</b>
	 <b>Japan</b>	 <b>Japanese</b>	<b>Japanese</b>
	 <b>India</b>	 <b>Indian</b>	<b>Indian</b>

### AFRICA




	 <b>Egypt</b>	 <b>Egyptian</b>	<b>Arabic</b>
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### NORTH AMERICA

	 <b>The USA (United States of America)</b>	 <b>American</b>	<b>English</b>
	 <b>Canada</b>	 <b>Canadian</b>	<b>English\ French</b>

### READING

### SOUTH AMERICA

	 <b>Brazil</b>	 <b>Brazilian</b>	<b>Portuguese</b>
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### GRAMMAR SECRET

<b>- ese</b>	<b>- an</b>	<b>- ish</b>
Japanese	American	English

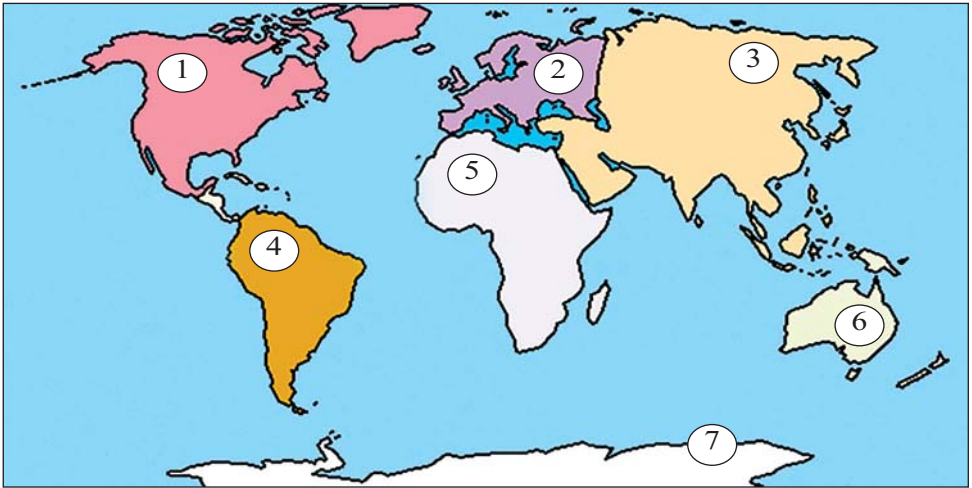


## READING

### 2. Read the passage and put questions.

The planet we live on is the Earth. There are six continents on our planet. They are: Europe, Asia, Africa, America, Australia, Antarctica. The continents are very large. There are usually many countries on the continents. People of different nationalities live in these countries. They speak different languages. Each country has its own flag, traditions, customs and cuisine.

### 3. Find continents on the map. Model: Number 1 is North America.



### 4. Talk on picture.

**Model:** 1. Where is Hiromi from?

2. She is from ...

3. She speaks ...



## PRONUNCIATION

5. Pronounce the names of the countries with appropriate stress.

AMERICA [ə' mɛrɪkə]	JaPAN [dʒə' pæn]	ITAlly ['ɪtəli]
GERman ['dʒɜ:mən]	CHIna ['tʃaɪnə]	EGYpt ['i dʒɪpt]
FrANCE [frɑ:ns]	INDia ['ɪndiə]	EngLAND ['ɪŋg 'lənd]
BraZIL [brə' zɪl]	CANAda ['kænədə]	
Great BRITAIN [greɪt 'brɪtən]	AUSTRALIA [ə'streɪliə]	

## WRITING

6. Make up a story describing pictures.

A)



B)



C)



D)



E)



F)



G)



H)



Azerbaijan is my country. We have (D) ... flag and national (C) ... . The emblem of Azerbaijan is ( I )... . One of the symbols of Azerbaijan is a (H) ... . There are more than (G) ... people in Azerbaijan. The territory is (E) ... . Baku is the (A) ... of Azerbaijan. There are many (B) ... in Azerbaijan. They are Guba, ... , ... , ... , etc. Our official language is (F).



I)

- 9 000 000 - nine million
- 86 600 km<sup>2</sup> - eighty six thousand and six hundred square kilometers.

## Self-Evaluation questions

1. What countries do you know in the world?
2. What symbols does your country have?
3. What is the meaning of our emblem?

## UNIT 5

## COUNTRIES AND PEOPLE

### LESSON 2. THERE IS A COUNTRY...

*You are going to:*

- learn different cultures
- describe world traditions
- share ideas developing speaking skills

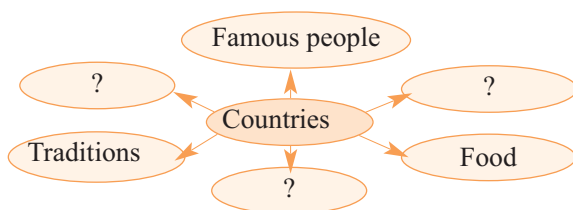
#### Word box

to be popular	band
kimono	through
to be famous for	island
complex	souvenir
team	

**WHAT ARE THE COUNTRIES FAMOUS FOR?**

#### LISTENING-SPEAKING

1. What do you know about the countries?
2. What are countries famous for?



**1. Look and say what country is famous for.**



Rice



Coffee



Kimono



Lahmacun



Pasta



Pyramid



Matryoshka



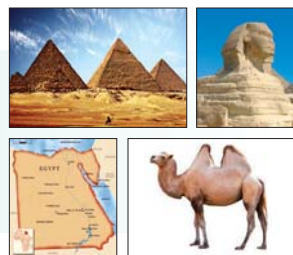
Football

Italy  
Japan  
Brazil  
Egypt  
England  
Russia  
Turkey  
China

#### READING

**2. Read and add your own opinions.**

**Egypt\*** is in Africa. It is an ancient country. All year round it is hot in Egypt. There are a lot of deserts in Egypt. People usually ride camels through deserts. Tourists visit Egypt to see the pyramids. This country is famous for the Pyramid of Giza Complex\* and the Great Sphinx.\*



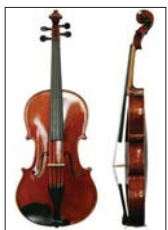
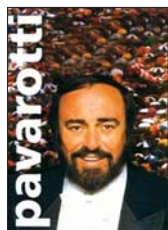
**Egypt** [iːdʒɪpt] – an Arabian country

**Pyramid of Giza Complex** - the oldest and largest of the three pyramids in Egypt

**Great Sphinx** [sfɪŋks] – a mythical body of a lion and a human head

### Italy

Italy is an old and beautiful country in Europe. This country is the home of opera music. Luciano Pavarotti\* was an opera singer in Italy. Most people in Italy like to play the violin.



The weather is hot in summer and warm in winter. Italian food is famous all over the world. Most Italian people cook very good pasta and pizza.



### Brazil

It is the biggest country in South America. The weather is hot and wet. Brazil is famous for its coffee and football. Coffee is a favourite drink of Brazilian people. The Brazilian national football team is one of the best teams in the world. The best football players are in Brazil.

### Japan

Japan is a group of islands in Asia. This country has its own traditions. The weather is wet in Japan. Japanese people's favourite food is fish and rice. Their favourite sport is sumo. Japanese people cook sushi. Men and women often wear traditional clothes, especially kimono.



\*Luciano Pavarotti - [lu 'tʃano pava 'rɔtti] – an Italian opera singer



## SPEAKING

### 3. Think and discuss.

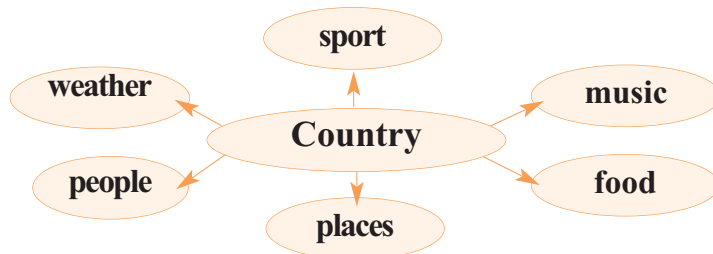
1. What country is the home of opera?
2. What food do Italian people like?
3. Where are the Pyramid of Giza Complex and the Great Sphinx?
4. Why is Brazil famous for its football?
5. What clothes do Japanese people wear?

### 4. Match the halves.

#### 1. This country is ... (a).

- |   |   |
|---|---|
| 2. People ride camels ...               | a) a group of islands in A                        |
| 3. Most tourists ...                    | b) fish and rice.                                 |
| 4. This country is popular for its ...  | c) Pyramid of Giza Complex and the Great Sphinx.  |
| 5. There is an ancient ...              | d) make trips to this country and love its pizza. |
| 6. They love to listen to ...           | e) Luciano Pavarotti, an opera singer.            |
| 7. These people's favourite food is ... | f) through deserts.                               |
|   | g) tasty coffee and football.                     |

### 5. Talk on a Mind Map. What do you know about these countries?



England  
Italy  
Egypt  
Brazil  
Japan  
Turkey  
Russia

### 6. Where are these souvenirs from?





## WRITING

## 7. Fill in the gaps.



1. Ilham Aliyev is the president of ... .
2. Queen Elizabeth is the Queen of ... .
3. Barack Obama was the president of ... .
4. Ronaldinho is a ... football player.
5. Luciano Pavarotti is a famous ... singer.
6. «Beatles» is the famous ... band. The band is from Liverpool.
7. Rafa Nadal is ... tennis player. He is from Spain.

## 8. Write the letters in the correct order.

- |             |              |            |
|-------------|--------------|------------|
| 1. ahnic -  | 2. psina -   | 3. zlrab - |
| 4. nadaac - | 5. myanreg - | 6. tygep - |

## 9. Write greetings of the countries in the circles according to the poem.

Merhaba!

Salut!

Ciao!

*Hello, hello, (HE-leu) says hello in English*  
*Hola, hola, (OH-lah) says hello in Spanish*  
*Bonjour, bonjour, (bohn-zhoor) says hello in French*  
*Ni hao, ni hao, (nee how) says it in Chinese*  
*Konnichiwa, konnichiwa, (Ko-nee-chee-wa) says*  
*hello in Japanese*  
*There are oh, so, many friendly ways*  
*Every language has a word or phrase*

Привет!

Salam!

Guten Tag!

## Self-Evaluation questions

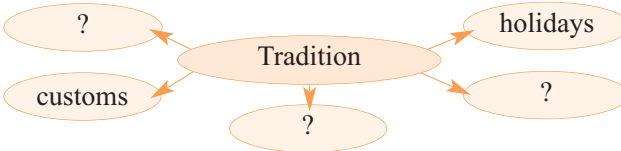
1. What is the most beautiful country in the world?
2. How do people greet each other in different countries?
3. What country would you like to travel to? Why?

## LESSON 3. DIFFERENT COUNTRIES – DIFFERENT TRADITIONS

**You are going to:**

- learn types of traditions
- speak about different holidays
- discuss festivals in your country

### WHAT DO YOU LEARN FROM TRADITIONS?



#### Word box

value	to defend
ability	blind
bravery	to hope
patriotism	to cross
performance	hospitality
elderly	contest

### LISTENING-SPEAKING

1. What traditions do you know?
2. How do you follow famous traditions?



#### 1. Listen to the dialogue and answer the questions.

- Bob:** Is it interesting to celebrate holidays in another country?
- Mike:** Certainly, it is! That's a good chance!  
You meet many people, change your food and have fun.
- Bob:** What about festivals and contests?
- Mike:** It is a good question. You learn about music, sport and food of the country.
- Bob:** I think so! We learn a lot about the country's life.
- Mike:** You are right! We learn different values from different traditions.

1. What is this dialogue about?
3. Why is it good to learn different traditions?

#### 2. Solve this puzzle.



## READING

### 3. Read the facts and add your ideas.

There are many traditions and customs in the world. Each country has its own traditions. Some countries follow their traditions on holidays, festivals, contests and in their families. People respect each other, show their hospitality, cook different foods, visit elderly, sick and poor people.



On festivals they display flags in the streets and show different performances. Children get happy and learn different values. They live with the hope of happy future. They learn patriotism and bravery.

### 4. Put the words in the correct order.

1. what/ country/ each/ have/does/?
2. people/how/ traditions/their/ do/ /follow?
3. holidays/people/what/do/on/do?
4. do/ holidays/ what/from/children/learn?

### 5. Match the sentences to the pictures and find the meanings:

kindness, patriotism, happiness, bravery.



1. He wants to show his ability in the competition. It is ... .
2. The boy helps the blind man to cross the street. It is ... .
3. The girl has got many presents on her birthday. It is ... .
4. This boy is ready to defend his country. It is ... .

## GRAMMAR SECRET

-ism	-ship	-ness
heroism, patriotism	friendship	happiness, kindness

## 6. Read and say the meanings of the words and expressions.

## Carnival

Carnival is the most popular **national holiday** in Brazil. Brazilian people celebrate it in February. All people go to the **musical parades** in Rio De Janeiro. They wear costumes and colourful masks, dance to the beats of drums and music. Carnival means «no meat». This is a tradition not to have meat on some days. This means **to keep away** bad things from their life.



## Chinese Lantern\* Festival

During this **spring festival**, people visit each other. They give different gifts on this day. People have fun on this festival.

Children go out into streets with **paper lanterns** and guess riddles on the lanterns. Lanterns are often in the shape of animals. People watch lions or dragons dancing. A typical food is **tangyuan\***. They make it from rice balls with **sweet fillings**.

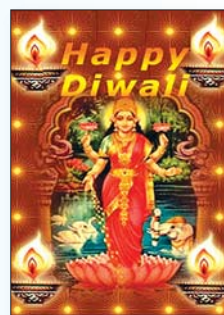


## Happy Diwali

Indian people celebrate Diwali, the festival of lights. This festival is 7000 years old. Before the holiday people clean and **paint their houses**.

They wear new clothes. At night people light special small lamps and candles and put them around the home and garden.

They believe that **bad spirits** that walk around the house are afraid of the light. People also give special sweets to their friends.



**Tangyuan** [tāng yuán] – Chinese food

**lantern** [ˈlæntən] – a decorative casing for a light

## 7. Say True or False.

1. Diwali is a Japanese national holiday.
2. At Diwali people light small candles and put them around home and garden.
3. Rio De Janeiro is a place of Carnival holidays.
4. Carnival means to eat much meat.
5. Brazilian people make tangyuan.
6. Chinese people have fun in Lantern festival.

## WRITING

### 8. Write the announcement and discuss what you can do.

#### Model: Flash Mob!

Join us and have fun!  
We invite all!  
Begins: at 7 p.m.  
Address: Baku, National Park



### 9. Find opposites.

happy	unknown	bitter	far	sad
international	near	national	popular	sweet

### 10. Describe the picture using the words from the box. What kind of festival is it?



Model: We have a lot of ...  
On music festival ...  
Young people like ...  
They have ...

flag, dance  
culture, national  
clothes, holiday  
food, music

## Self-Evaluation questions

1. What festivals are the most popular in the world?
2. What is the most interesting thing for you in festivals?
3. What festival would you like to have in our country?



## LESSON 4. BRITISH WAY OF LIFE

*You are going to:*

- make up dialogues
- speak about behaviour rules
- discuss traditions in your country

### HOW DO ENGLISH PEOPLE FOLLOW THEIR TRADITIONS?

#### LISTENING-SPEAKING

1. How do English people behave in public?
2. Why is it important to follow traditions?

#### 1. Make up your own dialogue using the expressions.



A: Can I have tea?

B: How would you like your tea, with milk or lemon?

A: With milk, please!



A: Oops! I am so sorry. I didn't see you.

B: That's OK! Don't worry! Can you help me?

A: With great pleasure!

#### Everyday expressions

With great pleasure! / I am so sorry! / Don't worry!

#### 2. Read and put questions.

«Excuse me». If someone stands on your way, he says «Excuse me» and they will move out of your way.

Say «Sorry!». If you do something wrong, say 'sorry'.

Don't ask lady her age. It is rude to ask about her age.

Cover your mouth. When yawning or coughing they always cover their mouth with a hand.

Don't greet people with a kiss. People do not greet each other with a kiss. They only kiss people who are close friends and relatives.

«Please» and «Thank you». It is a good manner to say «please» and «thank you». It is impolite if you don't do it.

Smile. A smiling face is a welcoming face.

Shake hands. When you greet someone, shake your right hands.

Don't pick up your nose in public. They use a handkerchief to pick nose.

Don't stare: It is impolite to stare at anyone in public.

## READING

## 3. Read and choose the nouns, adjectives and verb phrases.

Great Britain traditions are around for hundreds of years. British traditions are famous all over the world. When people think of Great Britain, they often think of drinking tea, eating fish and chips, wearing bowler hats and reading newspapers.

But the British also have traditions of sport, music and food. They are proud of their traditions.

**The British traditions:**

**A)** The British are great tea-drinking nation. Every day they drink 165 million cups. Most people like their tea strong and dark, but with milk.

**B)** «Fish and chips» is the classic English take-away food. And it is the traditional national food of England.



**C)** Sending greeting cards is popular in Britain. These are birthday cards, congratulation cards and cards for special days. The British send them during the year: on Christmas, Valentine's Day, Easter, Mother's Day, Halloween.



**D)** In English homes the traditional fire-place is always in the centre of the room. People like to sit round the fire in the evenings. There is a clock and some family photos above the fire place.



## 4. Answer the questions.

1. What traditions do the British have?
2. How do they drink tea?
3. When do they send greeting cards to each other?
4. What are the popular holidays in England?
5. What do the English traditionally have in the living room?

**5. Odd -one -out.**

1. holiday, festival, car, contests, customs
2. flag, language, country, capital, tree
3. hat, drink, eat, wear, rise
4. great, popular, traditional, local, candle

**WRITING****6. Write an interview sheet about David Beckham using WH- questions.**

My name is David Beckham. I was born in England, may 2nd, 1975. I am a famous English football player.

My wife's name is Victoria. She is a member of band Spice Girls. I have three sons and a daughter. I played in Manchester United and Real Madrid.



1. **Job:** - *Hi, David, what is your job?*
2. **Birthplace:** - .....
3. **Family:** - .....
4. **Children:** - .....
5. **Football team:** .....

**7. CW. Make up a poster of your country's traditions and famous people.****Self-Evaluation questions**

1. What is the best tradition in Great Britain?
2. How do you follow your traditions?
3. What interesting facts did you learn?

**REMEMBER AND FOLLOW**

1. Get to know all facts of your own country!
2. Make a travel to famous places!
3. Follow your country's traditions.
4. Learn different traditions and cultures!
5. Respect other cultures and traditions!

## LESSON 1. AN IMPORTANT LESSON

*You are going to:*

- say how to help people
- enrich vocabulary in speech
- share ideas in pairs

### Word box

neighbour	to lend
to pass	seriously
to wonder	to worry
to wave	to seem
husband	to donate

WHAT DO YOU DO FOR PEOPLE IN NEED?

### LISTENING-SPEAKING



1. How do you help your friends?
2. What do you do for old and sick people?

*1. Read and answer the questions below.*

*Proverb: «Actions speak louder than words».*

- Lala :** Hi, Kamran! How do you think about playing a Lottery game?
- Kamran:** Hi, Lala! It is a good idea!
- Lala:** You know, there is a Lottery Game on TV today! It is for donating sick people. Have you got a lottery?
- Kamran:** No, I haven't. But I would like to take part in it.
- Lala:** Let's go to the post-office and buy it!
- Kamran:** Sorry, I don't have enough money.
- Lala:** Don't worry! I can lend you some.
- Kamran:** Thank you so much!
- Lala:** You're welcome!



1. What are they talking about?
2. Why does Lala want to help her friend?
3. Is she right to help her friend or not?

*2. Choose True or False.*

1. There is a Lottery game on TV.
2. Two friends had lotteries for the game.
3. Lala doesn't have money.
4. She wants to buy a lottery for Kamran

### Everyday expressions

How do you think about (doing) ... ?  
It is a good idea!

## READING

### 3. Read the scrambled paragraphs and put them in order.

#### An important lesson

A) But one day Jill didn't see her in her garden. Jill wondered where Mrs.Hanley was, but she was in a hurry and she couldn't stop. Jill didn't see her the next day, and the day after that.



B) Jill saw Mrs.Hanley in her garden every morning on her way to school. She waved to Jill as she rode past on her bike. Sometimes Jill stopped and talked to her.

C) Jill and her mother looked after Mrs. Hanley. Mrs.Hanley was ill for a long time, but she got better.



D) Old Mrs. Hanley was Jill's neighbour. She looked after her when her parents were at work. Years passed. Her husband died. And since that time she lived alone.

E) But Jill never had any time to find out what happened to Mrs. Hanley. There was always something important to do. In the end she told her mother.

F) Mother worried and they went to her house. They found Mrs. Hanley in bed seriously ill. She was in bed without any help.

### 4. Put the paragraphs in order.

1.	2.	3.	4.	5.	6.
D	—	—	—	—	—

### 5. Choose True and False answers.

1. Jill saw her in her garden every afternoon on her way to school.
2. But one day Jill saw her in her garden.
3. Jill always had time to find out what happened to her.
4. Mrs. Hanley found Jill in bed seriously ill.



## WRITING

### 6. Write the questions to the answers.

1. .... ?

Old Mrs. Hanley was Jill's neighbour.

2. .... ?

Yes, she did. She lived alone after her husband died.

3. .... ?

Because Mrs. Hanley was seriously ill.

4. .... ?

Jill never had time to find her. There was always something to do.

5. .... ?

Jill's mother worried and found her in bed seriously ill.

6. .... ?

Yes, they did. Jill's parents looked after her and she got better.

### 7. Match and complete.

1. Our mums and dads ...

a) takes sick people to hospital.

2. Teachers help us ...

b) to put out the fire.

3. Doctors help us ...

c) us to follow rules.

4. An ambulance man ...

d) help us to grow.

5. Policemen help ...

e) to study better.

6. A fireman helps us ...

f) when we are sick.

### 8. Describe the picture.

How is the boy helping a blind man?

I see ...

The boy ...

The man is ...

There is ...



### Self-Evaluation questions

1. What is interesting in this lesson?

2. How are you helpful to people?

3. What kind of people need a help?

## LESSON 2. WHAT IS CHARITY?

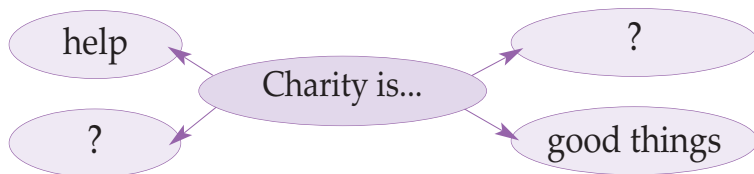
*You are going to:*

- learn about charity and kind people
- improve reading and speaking skills
- make a poster how to help poor people

### WHAT CHARITABLE ACTIVITIES DO YOU KNOW?

#### LISTENING-SPEAKING

1. Do you enjoy helping anyone? Why?
2. What charitable activities do you know?



#### Word box

to share  
shoemaker  
stonemason  
wealth  
charity  
to die  
noble

talented  
disabled  
to be lucky  
generous  
to create  
oil

#### 1. Find the meanings of these pictures.



This person makes boots.  
He is ...



You can get it after hard work.  
It is ....



It produces much oil. It is ...



This is a sudden running. It is ...

a) a shoemaker b) an oilfield

c) gush

d) wealth

#### Remember

**Years:** 1838 - *eighteen thirty eight*  
1900 - *nineteen hundred*

#### GRAMMAR SECRET

#### Compound Nouns

Stone + mason  
Shoe + maker  
Oil + field  
Police + man  
Fire + man

Stonemason  
Shoemaker  
Oilfield  
Policeman  
Fireman

## READING

2. Read and divide the text into 3 parts: introduction, main and conclusion.

## THE NOBLE MAN

Haji Zeynalabdin Taghiyev was born in 1838 in Baku. His father was a shoemaker and Zeynalabdin began to work from childhood to help his family. He was a hardworking boy. At the age of 15, he worked as a stonemason at the age of 18 he became a builder. In 1873 H.Z.Taghiyev bought a piece of land. He was lucky when the oil started to gush. The son of a poor shoemaker became a millionaire. He did many useful and noble things. He was a very generous person. He built the road between the city and his oilfield in Bibi-Heybat. H.Z. Taghiyev also spent much money on education and art. In 1883 Taghiyev built the first Drama Theatre in Baku. Then he built a school for Muslim girls. He sent talented young people to study in Russia and European universities. Today people remember H.Z.Taghiyev not only for his great wealth, but how he spent it. Taghiyev died on September 1, 1924.



Muslim School for girls



Dram Theatre



Old Bibi-Heybat road

3. Read the dates: 1873, 1883, 1924

Model: 1838 - *eighteen thirty eight*

4. Discuss the topic on this chart.

At the age of ...	Dates	His activities
15		became a stonemason
18		
	1873	
		built the first Drama Theatre
	1924	

## 5. Match the halves.

- |   |                            |
|---|----------------------------|
| 1. H.Z.Taghiyev wanted young people ... | a) education and art.      |
| 2. He built many buildings ...          | b) for his charity.        |
| 3. He spent a lot of money on...        | c) to be educated.         |
| 4. His was famous ...                   | d) for the beauty of Baku. |

## Do you know that...

The first vice-president and the first Lady of Azerbaijan Mehriban Aliyeva created H.Aliyev Foundation for charity activities. She is a Goodwill Ambassador of UNESCO and ISESCO. Her charitable activities are:



to build new schools



to visit disabled children



to help sick people

## 6. Complete and discuss.

- |                                |                          |
|--------------------------------|--------------------------|
| 1. M.Aliyeva is ...            | 3. She created ...       |
| 2. She wishes all children ... | 4. Her activities are .. |

## Remember

**Nouns are always in plural form.**  
clothes, people, police

## 7. Say antonyms of these words.

kind

hardworking

selfish

brave

clever

impolite

## Remember

UNESCO – United Nations Educational, Scientific and Cultural Organization  
ISESCO — Islamic Educational Scientific and Cultural Organization

## WRITING

### 8. Make up the compound nouns and fill in the gaps.

1. We have a big ... in the classroom.
2. Take your ... . It is raining.
3. I like to watch ... in the garden.
4. He has a ... . He needs a medicine.
5. ... is the symbol of peace.
6. We bought our granny ... for her birthday party.

- |           |          |
|-----------|----------|
| 1) rain   | a) fly   |
| 2) head   | b) board |
| 3) tea    | c) bow   |
| 4) white  | d) coat  |
| 5) butter | e) pot   |
| 6) rain   | f) ache  |

### 9. Read and write WH questions according to the passage.

You have a lot of ways to share things. Just go and look in your wardrobe. You have many clothes you don't wear and toys that you don't use. Most children don't have games, toys, or clothes around you. Your things would be great gifts. Someone would be really happy to have your things.

But remember, you should give something to others in a good shape, not broken or worn out.



### 10. Write your own opinions. How do you help hopeless children?

You should...	You shouldn't ...
1. Share your food with your friend.	1. Eat alone when your friend is hungry.
2. _____ .	2. Throw your clothes which aren't old.
3. Collect your toys for small kids.	3. _____ .
4. _____ .	4. Give old and torn things to the poor.

### 11. Make up a story about how to help poor children.

#### Self-Evaluation questions

1. What is the most valuable charitable activity?
2. What should you do to help people in need?
3. Who do you think needs charity the most?



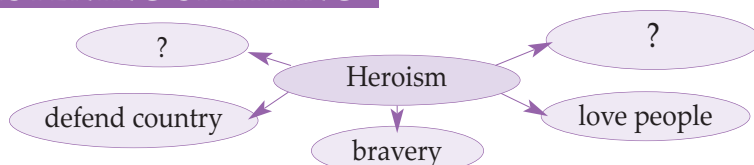
## LESSON 3. HEROES NEVER DIE!

*You are going to:*

- learn about heroism and patriotism
- practise Future Simple Tense in speech
- express ideas in pairs

### WHAT DO YOU THINK ABOUT HEROISM/PATRIOTISM?

#### LISTENING-SPEAKING



#### Word box

adviser	to suffer
servant	to overcome
cruel	to forget
punishment to	to promise
obey	heroism
to chain	

#### 1. Look at the pictures and discuss. How did they become a hero?



Babek



Jeanne d'Arc



King Arthur



Shakh Ismayil  
Khatai

#### 2. Answer the questions.

1. Why do we call them heroes?
2. What heroic films do you know?
3. What did they do for their people?
4. What legends about heroes do you know?

#### GRAMMAR SECRET

#### Future Simple Tense: shall / will + Verb

I/you/we – **shall**  
He/she/it/ they – **will**

*interrogative / negative*

Shall I come?

I **shall** not/ **shan't** do it!

**go** to the museum  
**make** a poster  
**visit** old people

Yes, you **will**.

No, you **will not** (won't).

**tomorrow**  
**the day after tomorrow**  
**next year/month/**  
**week/day**  
**in a month/in 2 days**

## READING

3. Read the text and match the headings to the passages.

## PROMETHEUS (GREEK LEGEND)



A. Zeus was the king of all the Gods on Olympus. Prometheus was his friend and adviser. Zeus often followed his wise advice. Prometheus always came to Olympus but often went back early to the Earth. Zeus began to worry: «What do you find on Earth?», «Oh, king, I am a son of Earth and the green fields are dearer to me than



this golden hall».

B. One day Zeus sent Hermes\* to follow Prometheus and watch what he did. When he returned, he said:

«Oh, king of the Gods, he promised to bring people a wonderful gift.»

«What is it?» – asked Zeus.

«They don't know. But he told them it will be a good servant and a bad master».

It was fire. People knew nothing about it. Fire burnt only under the Earth and on Olympus. «Let no one give fire to the Earth people. Fire is for Gods only. If someone doesn't obey me, he will have a terrible punishment,» said Zeus.

C. But Prometheus didn't obey and gave fire to people. So people could warm themselves and were very happy. Zeus was so angry and gave a cruel punishment to him. He ordered to chain Prometheus to a rock. His sufferings were great.

«Oh, sky and winds! What wrong did I do? I gave people the gift of fire. It will serve them forever. I knew about the punishment, and I shall stand it.»

1. His heroism

2. Their problem

3. Zeus and Prometheus's friendship

## PRONUNCIATION

4. Pronounce the characters' in the story with correst stress.

*Zeus* [zju:s]

*Prometheus* [prə'mi:θiəs]

\*Hermes ['h3:mi:z] - an Olympian god in Greek religion and mythology, son of Zeus

## 5. Choose and match.

- A. ... followed his wise advice.  
 B. ... always left early for the Earth.  
 C. ... promised to bring fire to the people on the Earth.

- D. ... sent his messenger to follow him.  
 E. ... didn't obey and gave fire to people.  
 F. ... got angry and chained him to a rock.

### Zeus

1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_



### Prometheus

1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_



## 6. Read and find the meaning of the words and expressions in bold.



### HEROES TODAY

Mubariz Ibrahimov was born in Aliabad village (Bilasuvar region) on February 7th, in 1988. He fought around Chayli village in Tartar and defended this village from the Armenians. He **sacrificed himself** for peace of people on June 18th, in 2010. Mubariz was only 22 when he died as a hero and **became a National Hero** of our country. He **bravely served** his country and set a good example for our people. We shall never forget his heroism. His name **will remain in the hearts** of the people.

## 7. Complete with your own opinions.

**Birthplace:** He is from ... .

**Character:** He was ... .

**His heroism:** He fought against ...

**His patriotism:** He sacrificed himself for ... .

**His dream was:** He wished ... .

### Remember

- ment	-ing	-er (or)
to punish – punishment	to suffer – suffering	
to develop – development	to build – building, builder	
to feel – feeling	to advise – adviser	

## 8. Complete the sentences using the Future Simple Tense.

1. The soldiers ... our lands from enemies soon.
2. Countries ... wars and all people ... in peace.
3. We ... a peace poem about Mubarez Ibrahimov's heroism tomorrow.
4. The students ... a lot of trees for creating Peace Garden
5. We ... never ... our national heroes forever.

to create  
to plant  
to forget  
to free  
to stop  
to live

## 9. Sing a song. We Shall Overcome!

We shall overcome, we shall overcome,  
We shall overcome some day  
Oh, deep in my heart, I do believe we shall overcome  
some day

We shall all be free, we shall all be free,  
We shall all be free some day  
Oh, deep in my heart, I do believe we shall overcome  
some day

We shall live in peace, we shall live in peace,  
We shall live in peace some day  
Oh, deep in my heart, I do believe we shall overcome some day



*Charles Albert Tindley.*

## WRITING

## 10. Project work. Create your own peace poem according to the example.



**P**eople united around the world  
**E**nd all the wars and conflicts  
**A**ll citizens helping each other  
**C**ountries shaking hands  
**E**very one living in harmony

## Self-Evaluation questions

1. What heroes do you know in your country?
2. What makes people be heroes?
3. What can you do for keeping peace in the world?

## LESSON 4. HELP HUNGRY CHILDREN!

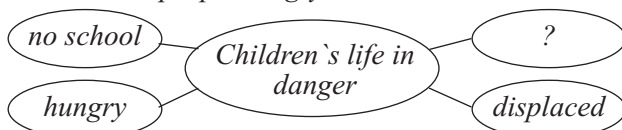
*You are going to:*

- describe hungry children's life
- improve vocabulary skills in speech
- define your own ways in helping them

### HOW DO YOU HELP HUNGRY PEOPLE?

#### LISTENING-SPEAKING

1. What do you know about hungry children?
2. What makes people hungry?



#### Word box

hunger	to be curious
to be hungry	ingredient
displaced	stomach
earthquake	sincerely
flood	to fit
shelter	
to add	

#### Proverb:

*Better to do well than to say well.*

#### 1. Listen to the dialogue and put questions the words in bold.

**Kate:** Hi Tom! Did you watch a documentary film about the **hungry children** yesterday?

**Tom:** Yes, I did. That was terrible. Every year 6 million children die from **hunger**.

**Kate:** Is there any project for saving children in the world?

**Tom:** Project? Yeah, some countries join "**Save the children**" project for helping hungry children

**Tom:** That sounds great! People should **think** about their life and **help** them.

**Kate:** Let's search internet about this project!



#### Everyday expressions

That was terrible!  
That sounds great!

#### Remember Plural Nouns

Nouns	singular	+/-	plural
most nouns	book	+ s	books
ending in -s, -ss, -ch, -sh, -x	bush	+ es	bushes
ending in -y	baby	+ ies	babies
ending in -ay, -oy, -ey	toy	+ s	toys
ending in -f, -fe	knife	+ ves	knives
ending in -o	potato	+ es	potatoes
ending in -o	piano	+ s	pianos

#### Nouns used in singular

food  
soup  
hunger  
fire  
flood  
water



2. Discuss. Is it right to overeat when others are hungry?



## READING

3. Read the poem and say what friendship is.

### Friendship

Friendship is a thing for two,  
Three or four, even more.  
Like a song that's made to sing  
Friendship is a doing thing.

(Edith Segal)



4. Read the words in bold with appropriate stress.

### PEOPLE IN NEED

Children want to be happy, live in peace with their family. But there are many **unhappy** children in the world. Why? They are hungry and **displaced**. Wars make hunger in the world. **Earthquake** and flood make people displaced.

Most of the hungry countries are in Africa. Somalia is one of them. Food is the main thing for these people. Many countries help these people in **different** ways.



5. Complete and match. How can we help people in need?



1. plant a lot of ...
2. send boxes of ...
3. build a lot of...
4. collect money for...
5. make a poster ...

- a) for homeless people.
- b) about people in need.
- c) corn and potato fields.
- d) medicine and first aid.
- e) shelters for them.

6. Read the text and divide it into three paragraphs: introduction, main, conclusion. Then try to answer the questions below.



### STONE SOUP

Once upon a time some the travellers came to a village. They were very hungry and didn't know what to do. But villagers didn't want to share food with the hungry travellers.



So, the travellers took the pot from their bag, filled it with water, dropped a large stone in it and placed it over a fire. Most of the villagers and children watched them from their windows. One of the villagers became curious and asked what they wanted to do. The travellers told that they wanted to make «stone soup». “Ahh,” the traveller said to himself loudly, “I like a tasty stone soup. But it is hard to beat. Of course, stone soup with cabbage will be delicious”. Soon a villager brought a small cabbage and added it to the pot. “Wonderful!!” cried the traveller. “The soup tastes wonderful, but it needs a bit salty beef and it was fit for a king.” The village butcher found some salty beef. «The soup tastes wonderful, but it needs some potatoes and carrots». More and more villagers came and added other ingredients: some potatoes, onions, carrots, mushrooms, and so on. Finally, a delicious pot of soup was ready and they shared soup with everyone and enjoyed eating stone soup. All the villagers thought that it was a magic stone.

*Why did the travellers call it “stone soup”?*  
*How did the the villagers help the travellers?*

7. Write the nouns in the correct plural form.

tomato -  
 country -  
 horse -  
 radio -  
 watch -

pot -  
 photo-  
 glass -  
 key -  
 dress -

leaf -  
 dish -  
 brush -  
 fox -  
 shelf -

## 8. Write what the travellers and villagers DID or DIDN'T do yesterday:

share food (-)	The villagers didn't share food with the travellers.
fill water (+)	.....
watch travellers (+)	.....
put meat (-)	.....
give butter (-)	.....
help travellers (+)	.....
eat together (+)	.....

## 9. Read and complete Narmin's letter to her friends.

Dear Narmin,  
 Tomorrow we are going to celebrate "**Very Hungry Caterpillar**"  
 project for donate hungry children in Syria. We are going to collect  
 ..... , ..... , ..... , .....  
 You need to buy some sweets: ..... , ..... , and drinks:..... ,  
 ..... , ..... , ..... , ..... , .....  
 My friend Ali will bring toys, ..... , ..... , ..... , .....  
 Then other students will donate with some cookies, ..... , ..... , ..... , .....  
 I hope you will support my idea.  
 Sincerely,  
 Narmin

## 10. Write a short letter to your friend about how you can help hungry people: prepare a meal, a cake, do shopping or have a magic "Stone Soup".

### Self-Evaluation questions

1. Why are there many hungry people in Africa?
2. What is one of the best ways to help hungry people?
3. What is the great difficulty to do it?

### REMEMBER AND FOLLOW

1. Learn about charity activities.
2. Support people by giving them time and energy.
3. Help hungry people and share your food with them.
4. Share your clothes, you don't use any longer with people who can't buy them.
5. Make a poster for helping people in need.

## LESSON 1. THE FOOD YOU EAT

*You are going to:*

- define food and mealtime
- enrich vocabulary in speech
- make up a story about your mealtime

### WHAT DO YOU KNOW ABOUT HEALTHY FOOD?

### LISTENING-SPEAKING

1. What is your favourite food?
2. How many times do you have a meal?

#### 1. Listen to the dialogue and put in order.

- a) – Yes, an orange juice, please.
- b) – That's 8.50 AZN.
- c) – Have you got any fish?
- d) – OK. I have. I'd like some chips, please.
- e) – How much do all cost?
- f) – Hello. What would you like to eat?
- g) – Here you are.
- h) – Can I pour you some juice?
- i) – Yes, we have.

1	2	3	4	5	6	7	8	9
f								

#### 2. Answer the questions.

1. Where does this dialogue take place?
2. What does the man order?
3. How does the waiter serve?
4. How much does the meal cost?

#### 3. Look at the pictures and say your opinion.



### Word box

to serve	a can
to cost	a slice
tangerine	a loaf
toast	a bar
cereal	a carton
packet	



### Everyday expressions

Here you are.

What would you like to eat?

Yes, please/No, thanks.

## READING

4. Read and divide the passage into three parts (introduction, main part, conclusion).

## MEALS IN BRITAIN

British people have three meals a day: breakfast, lunch and dinner. Breakfast time is between 7 a.m. and 9 a.m. Traditional English breakfast is bacon and eggs, sausages, tomatoes, orange juice, toast and a cup of tea. People have lunch between 12 a.m. and 2 p.m. Schoolchildren usually have lunch in the canteen. Some children take a «packed lunch» from home. This is often a sandwich, some crisps, some fruit and a drink. In the evening families get together and have dinner. It is usually between 6 p.m. and 8 p.m. Traditional English dinner is meat and vegetables. The most used vegetables are often potatoes. Many people also like pasta and rice. Tea is a favourite drink of British people and they drink it with milk. They can have tea with sandwiches, cakes or biscuits. They usually invite neighbours to the tea or coffee table in the evening. They share their food with poor people on holidays.

5. Find out what they eat between ...

7 a.m. and 9 a.m.

12 p.m. and 2 p.m.

6 p.m. and 8 p.m.

6. Complete and discuss.



1. English people have ... for ... .

2. They like to have ... for ... .



3. They usually have ... for ... .



4. They enjoy having ... for ... .



*Do you know that...*

**Food is for good luck!**

Some Chinese people eat tangerines.

Tangerines are round.

Round food ends and begins again like years.



## WRITING

### 7. Fill in the gaps and find the names of food.



A loaf of **b** \_\_\_\_ .



A packet of **t** \_\_\_\_ .



A can of **j** \_\_\_\_ .



A box of **s** \_\_\_\_ .



A slice of **m** \_\_\_\_ .



A carton of **m** \_\_\_\_ .



A cup of **c** \_\_\_\_ .



A bar of **c** \_\_\_\_ .

### 8. Write the sentences using some, any or a.

1. There are .... chips
2. There aren't .... burgers
3. Is there .... coke?
4. There isn't .... water
5. There is .... slice of meat
6. Is there .... sandwich?

### 9. Write the sentences using a few or a little.

1. There is .....flour in the bowl
2. There are ....oranges on the plate
3. There are .... can of coke in the fridge.
4. There is ....milk in the bottle.
5. There is ..... orange juice in the glass.
6. There are ... cookies in the tin.
7. There are .... cucumbers in the fridge.

### 10. Choose the correct line of plural nouns.

1. tomatoes, chocolate, biscuits, drinks
2. holidays, coffee, potatoes, vegetables
3. families, people, sandwiches, clothes
4. news, people, traditions, cookies

### 11. Creative Work. Make up a chart about your mealtime and choose your food for breakfast, lunch, dinner and supper.

### Self-Evaluation questions

1. What is your most favourite food?
2. What is your least favourite food?
3. How do you make your sandwiches?

## LESSON 2. FOOD PYRAMID

***You are going to:***

- learn about Food Pyramid
- describe healthy food
- share new ideas in pairs

## WHAT IS THE USE OF FOOD PYRAMID?

## LISTENING-SPEAKING

1. How do you keep your diet?
2. What do you know about healthy and junk food?

*1. Listen to the dialogue between Sam and Lucy and say the meanings of the new words in bold.*

**S:** Hi, Lucy. What is in your hand?

**L: It is a Food Pyramid!**

**S:** Could you please tell me about it?

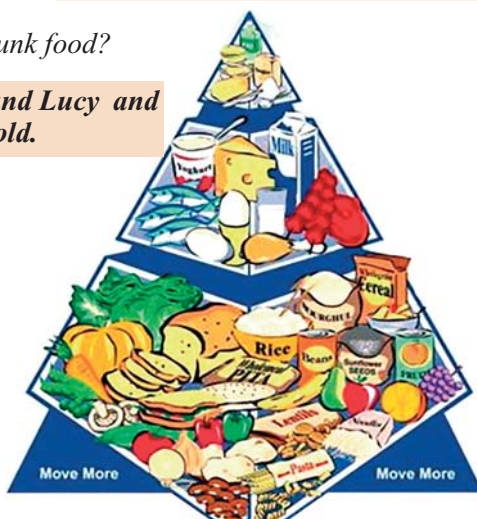
**L: Actually** it is a chart wich **contains** five groups of food.

**S:** I think, it will help us to **increase** vitamins in our body.

**L:** Yeah, we should eat following these **steps** of pyramid.

**S:** Thank you for good information.

**L:** You are welcome!



**2. Look at the Food Pyramid and describe the steps of the food.**

## What food we should ...

**eat most:** ..... , ..... , .... , ..... , ..... , ..... , .S... .

**eat less:** ..... , .... , ..... , ..... , .... .

**eat least:** ... , ... , ... , .... .

## GRAMMAR SECRET

### Word box

actually  
nutrition  
bone  
blood  
pressure  
disease  
cancer

poultry  
olive  
to contain  
to increase  
illness  
immune

## Everyday expressions

Enjoy your meal!

Could you please?

How much/many ... do you want?

Anything else?

Countable Nouns...	Uncountable Nouns...
<i>many, a lot of, few, a few.</i> <b>Many</b> oranges. <b>A lot of</b> carrots. <b>A few</b> apples. <b>Few</b> apples.	<i>much, a lot of, little, a little.</i> <b>Much</b> juice. <b>A lot of</b> rice. <b>A little</b> water. <b>Little</b> water.

## READING

3. Read about vitamins and discuss in pairs asking questions.

Model: What fruit increases Vitamin C?



**Vitamin A** defends your body from infection. It is in olive, cherry, apple, grapes, egg-plants and potatoes.



**Vitamin B** is good for the nervous system and blood. It is in beans, grain, poultry, fish and meat.



**Vitamin C** increases iron to your blood. You will have good immune system. It is in all citrus fruits and vegetables that keep you strong.



**Vitamin D** is good for blood pressure, cancer and other diseases. It keeps your bones strong. You can find it in eggs, fish, egg-plants, milk, yogurt and broccoli.

**Vitamin E** may keep you away from heart disease. It limits fat. It is in cucumber, egg-plant, garlic, corn and apple.

4. Look at the pictures and say what vitamins contain in these types of food.

Model: Orange has vitamin C. It develops our immune system.



orange



chicken



vegetables



bread



juice



meat



sandwich



eggs



apple



fruit



rice



jam



cookies



onion



peanuts



flour



sugar



milk



potatoes



carrot



cheese



honey



soup

## SPEAKING

5. Discuss in pairs using a lot of/much/many/a little/a few.



should have ...

junk food, grain, sugar, fruit, fish, meat,  
dairy products, oil, peanuts



shouldn't have ...

6. Use countable and uncountable nouns.

I like many ... , but I don't like ... .

I like much ... , but I don't like ... .

## WRITING

7. Fill in much or many.

1. How ... sandwiches would you like?
2. How ... jam do you need?
3. How ... tea do you drink for dinner?
4. How ... eggs are there in the box?
5. How ... yogurt have you got?
6. How ... rolls would you like?



8. Fill in and or not.

1. Eat noodles, rice ... some vegetables.
2. Eat some meat, ... hamburger.
3. Have some milk ... yogurt for breakfast.
4. Drink juice, water, milk, ... coke.
5. Eat some fruit, ... sweet or ice-cream.

9. Make up a short story based on a nutrition grid.

Vitamins	They come from	Good for ...
A C D E	Milk, ...	Skin, ...

## Self-Evaluation questions

1. What is the best way of keeping diet?
2. What worst eating habits do you know?
3. How do you keep your body healthy?

## LESSON 3. EAT WELL – STAY HEALTHY

*You are going to:*

- learn about healthy eating
- use the new words in speech
- write some advice for keeping diet

### HOW SHOULD WE KEEP OUR HEALTH?

## LISTENING-SPEAKING

## Word box

to taste	portion
to smell	salty
to try	spicy
frozen	sour
bitter	crisps
hygiene	reduce

1. How can we develop our healthy eating?
2. What healthy food should we eat most?



## 1. Match and describe food ...

1. makes you fat and is bad for your body.
2. has a lot of sugar in it and cooked in the oven.
3. is full of vitamins and good for your health.
4. is cooked in a lot of oil and is in packages.



A



B



C



D

Model: Picture A – Fruit and vegetables are full of vitamins and good for our health.

## 2. Use the nouns with the given words. What should we eat?

*bread, rice, fruit, crisps, vegetable, pasta, pizza, cheese, oil, soup, milk, sweets, olives, sugar, salt, meat, fat, chips, dairy products, cakes, chocolate*

A lot of ...

A little ...



## READING

## 3. Read and guess the meanings of the words and expressions in bold.



In the morning, I always have milk and an apple for breakfast. I eat nothing until dinner. I like to have a lot of vegetable salads and some fish or chicken for dinner. Sometimes I like to have sour fruit. I can't eat many sweets. It **makes me fat**. (Fred, 10 years old)

For breakfast, I always have a lot of bread, butter, and jam, and have sandwiches for lunch. I always have **frozen** food. Between meals, I love to have hamburger, chips and some **bitter** chocolate. **Crisps** are my favourite, they are delicious. I don't like vegetables. (Andrew, 12 years old)



I always have a glass of juice three times a day. For breakfast, I also have a cheese sandwich and a cup of coffee. At lunch time I eat some salad and a lot of fruit. In the evening I have **salty** fish, a tomato or a packet of nuts. (Daniel, 11 years old)

For breakfast, I also have sweet cakes and hot chocolate. At lunch I eat some **spicy** meat pie and drink cola. I usually have **a slice of meat**, some potatoes and some grapes in the evening. (Nicolle, 11 years old)



## SPEAKING

## 4. Discuss and express your opinions on ...

1. who likes healthy food.
2. what food Andrew likes.
3. when Daniel likes to eat salty fish and nuts.
4. who likes to have more meat.
5. which of the young people's eating habits is unhealthy.

## 5. Match. How do they taste?

- |                         |            |
|-------------------------|------------|
| 1. Chips taste ...      | a) sweet.  |
| 2. Lemon tastes ...     | b) spicy.  |
| 3. Chocolate tastes ... | c) salty.  |
| 4. Coffee tastes ...    | d) sour.   |
| 5. Sauce tastes ...     | e) bitter. |

## 6. Match doctor's advice to the menus according to the passages.

**Fred**  
menu 1-

**Andrew**  
menu 2-

**Daniel**  
menu 3 -

**Nicolle**  
menu 4 -

**A.** Try to change your diet now! Eat some fruit and vegetables and eat less sugar!

**C.** There is a lot of fat in meat. Sometimes you should change it with fish.

**B.** You need some dairy products in your menu. They have a lot of vitamins.

**D.** You need light food for lunch. Try to eat less sugar and sweets.



## WRITING

## 7. Read and write the verbs in the right place, then put questions.



People have less heart problems when they (1) ... a lot of fruit and vegetables. You should eat at least five portions of fruit and vegetables a day. E.g. a banana, an apple, one slice of melon or pineapple or two plums. Eating too much salt can (2) ... your blood pressure. There is 75% salt in breakfast cereals, soups, sauces and ready meals. So we could easily (3)... salt in our food. Meat pies, cheese, butter, cream, cakes contain much fat and we should (4) ... butter with vegetable oils. Sugary foods and drinks too often can give toothache. We (5) ... fat when we have more sugar in many types of food e.g. fizzy drinks, juices, sweets, biscuits, cakes, ice cream. We should (6) ... about 6 to 8 glasses of water every day and even more when the weather is warm. We don't drink too much coffee or tea as we reduce water from our body.

- a. change
- b. reduce
- c. drink
- d. get
- e. raise
- f. eat

## 8. Design a healthy menu (breakfast, lunch, dinner) for yourself.

### Self-Evaluation questions

1. Is it easy to follow doctor's advice?
2. How do you keep your diet?
3. What is healthy for your body?

## LESSON 4. CAN YOU COOK?

*You are going to:*

- learn about kitchen activities
- participate in dialogues
- make a up a shopping poster

### WHAT KITCHEN ACTIVITIES DO YOU KNOW?

## Word box

to pour  
grater  
to boil  
dish  
to bake

to mix  
to break  
to peel  
to cut  
rye

## LISTENING-SPEAKING

1. What kind of food can you cook?
2. What can you make from fruit and vegetables?

#### 1. Fill in the gaps participating in a dialogue.

**a grater, carrots, vegetables, cutting board, cucumbers, salad, greens**

- A: Can you help me to make ... ?  
 B: Yes, I can. What can I do first?  
 A: You can wash ... and dry them a little !  
 B: Is there any ... ?  
 A: Yes, there is. But you can take ... . It is easy to cut with it.  
 B: What kind of salad will it be?  
 A: It will be vegetable salad. You will cut some ... , potatoes, ... , cabbages, some ... and add little salt.  
 B: You can add a little olive oil, too.  
 A: That will be great!



#### 2. Do you know «kitchen» actions? Match the pictures to the verbs.

a) boil    b) mix    c) break    d) peel    e) pour    f) cut



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

**3. Read the instructions for making egg salad.**  
**Fill in the gaps with the verbs from the box.**

First, (1)... 4 eggs and (2)... them. Then, (3)... one onion and 8 tomatoes. (4) ... the eggs, onions and tomatoes in a bowl. Finally, (5) ... some mayonnaise and salt to your taste and (6) ... everything carefully.

- a. put  
 b. add  
 c. cool  
 d. cut  
 e. mix  
 f. boil

**READING**

**4. Read the words in bold with appropriate stress.**

Leyla is a 6th grade student. She should prepare Novruz party for **homeless** children with her friends. They want to bake a big cake with a picture of Azerbaijan flag on it. Her mother will help them to **prepare** this cake. Leyla makes **colourful** cream for the flag. The other students will bring some flour, fruit, some butter and eggs. They will visit the children's house «Umid Yeri» to make them feel happy.



They make a poster for them, too.

It means: «We have a big home: Azerbaijan!»



**5. Put questions to the missing words.**

**Model:** What did Leyla prepare on Novruz holiday?

1. Leyla prepared ... on Novruz holiday.
2. They wanted to prepare a cake with ... .
3. They wanted to visit ... .
4. Leyla's friends used ... for this cake.
5. The poster means ... .

**6. What do you want to prepare for Novruz holiday?**

Names of food	Ingredients	How to make
---------------	-------------	-------------

**7. Match and say.**

- |                  |                                 |
|------------------|---------------------------------|
| 1. Chocolate ... | a) is made from fruit.          |
| 2. Crisps ...    | b) is made from milk and sugar. |
| 3. Juice ...     | c) are made from potatoes.      |
| 4. Ice-cream ... | d) is made from cocoa beans.    |

*Do you know that...*

**Kensington Diet** is the English people's diet programme. It is not only used in Britain, but in many other countries as well. According to the Kensington Diet you should follow:



mango



papaya

**Don't mix fruit:** apples, apricots, bananas, cherries, citrus.

**Don't mix fruit:** grapes, kiwi, mangoes, papaya.

**Don't mix protein** (meat, fish, chicken) with sugary food.

**Good mix:** fish, meat, poultry, cheese, eggs, milk, yogurt should mix with fruit and vegetable salad.

**Grains:** wheat, rye, rice, spaghetti, macaroni should mix with cheese, beans. Potatoes, corn, beans, nuts, should mix with butter, vegetable, fish and olive oil.

**WRITING**

**8. Project Work:** Write a recipe using the given words.

fruit, eggs,  
butter, sugar,  
flour, milk, salt

**Self-Evaluation questions**

1. How good are you at cooking?
2. What is the hardest thing to cook?
3. How do you make fruit salad?

**REMEMBER AND FOLLOW**

1. When you go on a diet, you should drink a lot of water.
2. You should follow the doctor's advice.
3. You shouldn't eat much sweets.
4. You shouldn't drink coffee before going to bed.
5. You should eat fish three times a week.
6. You should drink milk and eat cheese.
7. You should eat more fruit



## LESSON 1. THE WEATHER FORECAST

*You are going to:*

- get new knowledge about forecast on weather
- explain weather forecast on a thermometer
- prepare a story about your country's weather

## HOW DO WE FORECAST THE WEATHER?

## LISTENING-SPEAKING

1. What is weather forecast?
2. Why is the weather forecast important?

## Word box

temperature	drop
thermometer	frosty
above	to expect
below	ecology
forecast	steam
	thunder

## 1. Look at the pictures and describe what weather is like.

**Model:** *The forecast says the temperature will be ... below/above and it will be ... tomorrow.*

- a) ... +2
- b) ... +10
- c) ... +32
- d) ... -2



A



B



C



D

## 2. Listen to the dialogue and fill in the gaps using the words in the box.

- A: Look! It is going to rain.  
 B: Yes, you are right! The sky is cloudy and it is dropping a little!  
 A: But I didn't take my ... !  
 B: Never mind! We'll stand under one umbrella!  
 A: Let's hurry! We'll ... !  
 B: But it is so nice ... in rainy weather!  
 A: I want to know where rain comes from?  
 B: From the ... , exactly!  
 A: But how does the rain ... into the sky?  
 B: Yes, you are right! Let's learn about it!

get  
clouds  
to walk  
get wet  
umbrella

## GRAMMAR SECRET

## HOMOPHONE

Some words sound the same, mean different things and have different spelling.  
**there/their where/wear weather/whether (if)**

## Everyday expressions

What is the weather like today?

What does forecast say?

It is fine today!

## READING

### 3. Read the following short passage and give your opinions.

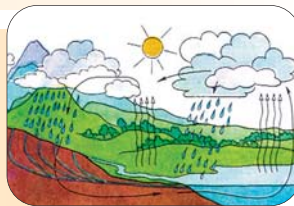
It isn't easy to forecast the weather. We don't always know what weather to expect. There is daily weather forecast on TV and on the radio. All day and night weathermen collect information about weather. It helps them to understand what the weather will be like for the next days.

### 4. Read the passages and choose the correct homophone - word. Try to answer the questions below.



Think about your bathroom. There is hot water in your bath. Steam goes up from the hot water. The steam makes small clouds in the bathroom. These warm clouds come to the **cold/called** walls and windows, and then we **see/sea** small drops of water on the walls and windows.

The water in the oceans is warm when the **sun/son** shines on it. Some water goes up into the **sky/ski** and makes clouds. The wind carries the clouds. Then the clouds **meet/meat** cold air in the sky, and we see drops of water. The drops of water are rain.



The rain falls and runs into rivers. Rivers run into oceans. And the water from oceans makes clouds and more **rain/rein**. Water moves from oceans to clouds. Then it becomes rain and drops into rivers and oceans.

*Where do clouds come from?*

*How does the water get into the sky?*

### 5. Choose the correct answer and discuss.

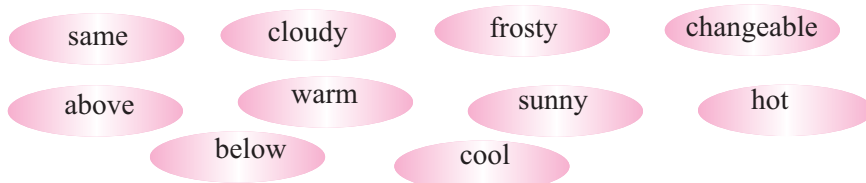
1. Rain ... (*always, sometimes, never*) comes from the blue sky.
2. Hot water makes ... (*rain, steam, walls*) in the bathroom.
3. Steam goes up from ... (*cold water, clouds, hot water*).
4. A cloud moves ... (*with the wind, from cold oceans, from the sun*).
5. Clouds meet cold air in the sky and we see (*rainbow, drops, thunder*).
6. We must (*walk outside, take an umbrella, put on a hat*) on rainy days.

## 6. What temperature do the thermometers show?

- |                              |          |          |
|------------------------------|----------|----------|
| 1. "It's very hot today."    | a. 30 °C | b. 13°C  |
| 2. "It's very cold outside." | a. 15 °C | b. -15°C |
| 3. "It's a nice warm day."   | a. 20 °C | b. 35 °C |
| 4. "It's snowing."           | a. -5 °C | b. 5°C   |
| 5. "It's very hot today!"    | a. 40 °C | b. 40°C  |
| 6. "What a big snowstorm!"   | a. 10 °C | b. 10°C  |

## WRITING

### 7. Choose opposites and write.



### 8. Look at the map and write weather forecast information in Europe.



It is ... in Great Britain.

It is ... in Germany.

It is ... in France.

It is ... in Spain.

It is ... in Portugal.

It is ... in Italy.

It is ... in Sweden.

### Self-Evaluation questions

1. What kind of weather do you like?
2. Why is the weather forecast important for you?
3. What do you usually do on the rainy day?

## LESSON 2. THE WEATHER IN ENGLAND

*You are going to:*

- be familiar to the climate in England
- develop your reading skills
- discuss your country's weather on a map

### HOW DO YOU TALK ABOUT WEATHER IN ENGLAND?

#### Word box

climate	hazard
to freeze	frequently
pleasant	shower
changable	
chilly	

### LISTENING-SPEAKING

1. What do you know about the climate of England?
2. What is the best season in England?

*1. Speak about weather in London on each day of last week.*

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						

1. What was the weather like in London?
2. Name one day when it was chilly.
3. How many days were rainy? Name them.
4. What kind of weather does the city have most often?

*2. Look at the pictures and match them to the sentences.*



1. It is ..... Tom hears a sound of thunder and sees a lightning.
2. It's ... . He is running in the park.
3. It's ... . Tom is playing on the beach.
4. It is ... . Tom's father can't drive a car.
5. It's ... Tom and Helen can't go on walking.
6. It's heavy ..... Tom's parents go out and they have got one umbrella.

## READING

*3. Read the passage and say the meanings of the words and expressions.*

The weather in England is very changeable. The weather changes so frequently that it is difficult **to forecast**. When people meet each other the weather is a good **topic for conversation**.

British winters are mild and springs are cool because the winds blow from the Atlantic Ocean. In spring **sunshine and showers** follow each other.

The temperature grows, the sky becomes blue, and the sun grows warmer. Everything **is full of new life** again. The days grow longer and warmer, the ground covered with green grass, looks pleasant.

Summer is the hottest season in England. The sunrays become hot, the days are long, and the nights are short and warm. It's time for holidays, when people go to the seaside for **sunbathing and swimming**.

Autumn is a season of winds and beautiful sunsets. The leaves turn yellow and reddish and fall to the ground and sunny weather in September is called "Golden Autumn".

In winter it rains and sometimes it snows. It isn't so cold in winter as in our country. They don't get so **much snow** as we get here. The rivers in England never **freeze**, that's why children there go skating very seldom. When there are 8 degrees of frost, everyone complains of hazards in England.

*4. Put questions to the missing words.*

1. The weather is ... in England. (How?)
2. It is warmer ... in England. (When?)
3. May month is the best time to visit... (Where?)
4. The ... turns into yellow in September and October. (What?)

*5. Match the halves.*

- |                                 |                                 |
|---------------------------------|---------------------------------|
| 1. The climate of England is    | a) in March and April.          |
| 2. Summer season                | b) for conversation is weather. |
| 3. September is called          | c) as showers each day.         |
| 4. In England temperature rises | d) Golden Autumn.               |
| 5. It often rains               | e) changeable and not the same. |
| 6. In England a good topic      | f) is known as sunbthing.       |



## WRITING

6. Write the compound nouns joining the words together.



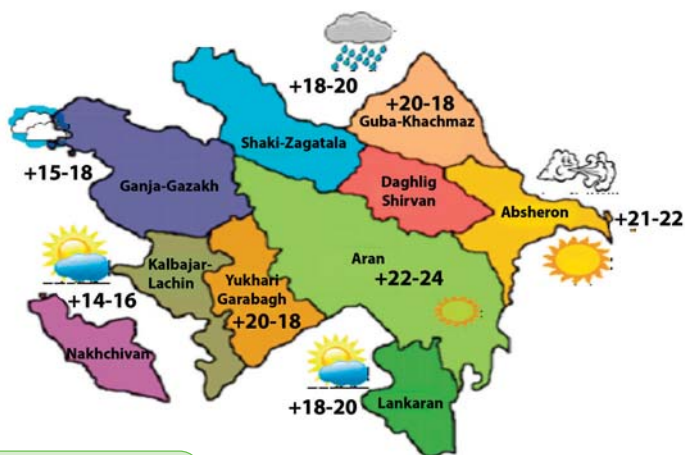
7. Complete the letter using the correct tense form.

Dear William,

It ... (be) my sixth day here in London. The weather ... (be) awful. It ... (rain) and the wind ... (blow) now. It ... (be) cold and foggy, as typical English weather. I ... (not/see) much yet. I ... (be) at National Gallery on Friday. I also .... (visit) Madame Tussaud's Museum on Saturday but I ... (not/see) Big Ben yet. We ... (go) there next Friday. Just now I ... (do) nothing. My family .... (watch ) TV and my brother ... (sleep). Please write to me.

Love, Amy

8. Describe the weather forecast for the next week.



### Self-Evaluation questions

1. What sunny countries do you know in the world?
2. What cold countries do you know in the world?
3. When do you prefer travelling to England?

## LESSON 3. ENVIRONMENT

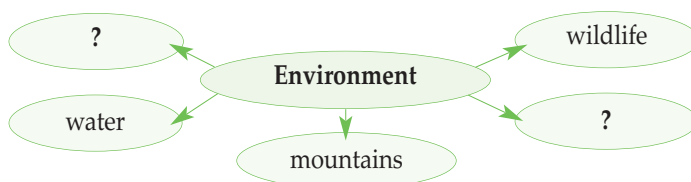
**You are going to:**

- learn about the environment
- enrich vocabulary in speech
- solve some environmental problems

### HOW TO KEEP OUR ENVIRONMENT CLEAN?

#### LISTENING-SPEAKING

1. What does the word «environment» mean?
2. What is recycle, reduce and reuse?



#### Word box

to throw	reuse
to waste	litter
environment	to disappear
wildlife	to survive
reduce	alive
recycle	to breathe



#### 1. Listen to the dialogue and answer the questions.

**Kate:** Why do you throw our newspapers into the bin, Mum?

**Mum:** Why not, Kate?

**Kate:** We must recycle them, so we'll save trees.

**Mum:** That's true. But where can we leave them?

**Kate:** I don't know, but we are studying the environment at school.

**Mum:** Then you ask your teacher, I am sure she'll tell you where to leave them.

**Kate:** O.K. I'll ask her.



1. What will happen if they recycle newspapers?
2. Is Kate right not to leave them in the bin?

#### 2. Match the definitions to the words in the box.

1. The world around us - ... .
2. To do a place fresh - ... .
3. The animals and birds place - ... .
4. It is a place to leave litters - ... .
5. To stay alive from danger - ... .
6. To take it away from house - ... .
7. Animals and birds leave their places - ... .

#### Everyday expressions

That is true!

I am sure...

- a) to throw
- b) environment
- c) clean up
- d) survive
- e) wildlife
- f) disappear
- j) bin

## READING

### 3. Read the passage and put questions.

Environment is everything that is around us. The air we breathe, the land on which we stand or walk, the water we drink are all parts of the environment. It is very important to keep our environment clean. Clean air and clean water are important for our health. All people should know **R3** to keep the environment clean.

**Reduce**  
become a smaller size

**Reuse**  
to use (something)  
again in a different way

**Recycle**  
to make something new  
from the old one

### 4. Match the words to the pictures. What should we recycle, reduce and reuse?

a) litter  
f) cans

d) metal  
g) paper

e) plastic  
h) glass



1



2



3



4



5



6

### 5. Think and talk. What can we ...

... reduce?

... recycle?

... reuse?

- a) newspapers
- b) plastics
- c) metals
- d) litter
- e) glass

- f) sending smoke
- g) cutting trees
- h) driving cars
- g) bottles
- i) cans

6. Read the text "Mother Earth's Letter" and use the verbs in the correct tense form.



I'm your Mother Earth and I would like to say some words to you, people.

First, I want to thank all people. You should **(to try)** to take care of my health. But I must **(to say)** that I'm still very angry. Many of you don't respect me and **(to throw)** litters in the streets and parks in different ways: wastes and litters are everywhere. Some people **(to kill)** so many animals and cut down so many trees.

Wild life is now in danger. If you don't stop all this, life **(to be)** in danger. So please don't **(to forget)** that I am your only home and protect me!

7. Read the poem and discuss how we can help the Earth.



Don't let the Earth down!  
Do not destroy the ground.  
Don't let the Earth die.  
Help her to survive.

WRITING

8. Complete the following sentences with the words from the box:

recycle paper, drive a car, cut trees, waste water, keep the city clean,  
throw litter, kill animals, keep water clean

We must:

- a)
- b)

We mustn't:

- a)
- b)

Self-Evaluation questions

1. Why do people should recycle newspapers?
2. What can we do to protect forests?
3. What environmental projects do you know?

## LESSON 4. WHAT CAN WE DO?

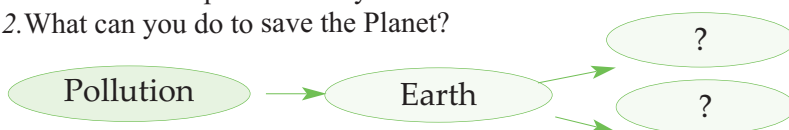
*You are going to:*

- get new knowledge on pollution
- improve reading-speaking skills
- prepare a project: «Take care of the environment».

### WHAT MAKES AIR AND WATER POLLUTED?

### LISTENING-SPEAKING

1. What kinds of pollution do you know?
2. What can you do to save the Planet?



*1. Look at the pictures and say what happens in nature.*



### GRAMMAR SECRET

**Singular Nouns**

*water, air, smoke, gas, fire, traffic, pollution, paper*

### READING

*2. Read the passage and choose countable and uncountable nouns.*

### AIR POLLUTION

Nowadays there are some serious environmental problems. They are: air pollution, water pollution, destruction of nature. Animals, birds and all wildlife are in danger. Most people use cars today. So, there are a lot of traffic jam in cities and cars send much smoke into the air.

Some people cut trees and build new houses, plants to make money. Factories send a lot of smoke into air. The markets throw litters in the streets in plastic bags. But they must put paper, cans, bottles and glasses into special containers. All litters make carbon gas and pollute air. It makes people sick. Many villagers cut trees in the forests and make fireplaces for heating homes. That is why many animals can't find food and leave their homes. Now they are disappearing.

We should find solutions all these problems.

**(C)- cars - a car, ... , ... , ... ,**

**(U) air, .... , ... , ... , ... ,**



## 3. Arrange the questions and answer them.

1. do/people/cut/why/trees?
2. the/people/pollute/how/air/do ?
3. leave/animals/their/why/do/homes?

## 4. Find the new words from the text.

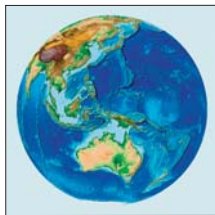


1. It is something that makes water, air or land dirty. ...
2. All trees and flowers fall down. ... .
3. This is a special bin for paper, cans and glass. ... .
4. There are oceans, seas, forests on it. ... .

a) p \_ \_ \_ \_ \_ n



b) d \_ \_ \_ \_ \_ n



c) s \_ \_ \_ \_ e



d) c \_ \_ \_ \_ \_ r

## 5. Read the passage and say what we do for keeping water clean.

Water covers over 75% of the Earth's surface. It is a very important resource for people and the environment. Only a small percentage of water is drinkable and fresh. The water in the sea and oceans is dangerous. Factories and plants produce waste and pour it into rivers, lakes and seas. Water pollution affects drinking water, rivers, lakes and oceans all over the world. Polluted water kills insects and sea animals' life. Fish die in polluted water. We must make filters to have clean water.

## PRONUNCIATION

### 6. Pronounce the words with the correct sounds.

*pollution, sea, fish, chemical, keep, solution, clean, ocean, plastic, street, recycle, special, leave, insect*

[k]	ʃ	[i:]

## WRITING

### 7. Put the sentences in the correct order. Make up a story.

- We can recycle plastic, glass, paper.
- We cut down trees, pollute air and water.
- Our planet Earth is in danger.
- Animals leave their places.
- We mustn't pollute the air and kill animals.
- But what can we do to save the Earth?

a	b	c	d	e	f
		1			

### 8. Think and complete. We should/shouldn't ...

- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| 1. ... waste water and electricity.  | 5. ... recycle paper.                |
| 2. ... recycle metal cans and glass. | 6. ... use cars.                     |
| 3. ... throw litters in the streets. | 7. ... send smoke into the air.      |
| 4. ... keep the air clean            | 8. ... turn off the water and light. |

### 9. Read the problems and write the solutions of them.

Problems	Solving ways
1) We are hunting animals.	1. We must keep animals in safety.
2) We are polluting rivers.	2.
3) We are cutting down our forests.	3.
4) We are polluting our air and water	4.

### 10. Project work: «Take care of the Environment».

#### Self-Evaluation questions

- How does air pollution affect people?
- What can you do to stop pollution?
- What must we do for keeping water safe?

#### REMEMBER!

- Turn off the light when you leave a room!
- Put paper, glass, metal into the right container.
- Use a glass instead of a plastic cup.
- Turn off the water when you brush your teeth.
- Recycle instead of throwing away!
- Use filter in the kitchen for drinking water.
- Plant trees and flowers around your house and school.
- Use public transport.

## UNIT 9

## SPACE AND TRAVELLING

### LESSON 1. DO YOU KNOW PLANETS?

*You are going to:*

- learn about planets and the Solar System
- compare planets developing speaking skills
- discuss in pairs and groups

#### WHAT ARE THERE IN THE SOLAR SYSTEM?

#### LISTENING-SPEAKING

1. What is the Solar System?
2. How many planets are there in the Solar System?

#### Word box

Solar System	Uranus
Mercury	Neptune
Venus	Pluto
Earth	to twinkle
Mars	
Jupiter	
Saturn	

#### PRONUNCIATION

##### 1. Pronounce the names of the planets correctly.

Mercury ['mɜ:kjʊrɪ]

Venus ['vi:nəs]

Earth [ɜ:θ]

Jupiter ['dʒu:pɪtə]

Uranus [jʊ'reɪnəs]

Saturn ['sætɜ:n]

Mars [mɑ:z]

Neptune ['neptju:n]

Pluto [plu:təʊ]

##### 2. Read the names of planets with correct stress.



#### PLANETS

Here are nine planets that we know.  
Round and round the Sun they go.  
Mercury, Venus, Earth, and Mars,  
These are the planets near our star.

Jupiter, Saturn, Uranus, too.  
Neptune, Pluto we can't see you.  
These are the nine planets that we know.  
Round and round the Sun they go.

##### 3. Look at the picture and put the letters in the correct order.

The closest planet =

CRUMRYE

The brightest planet =

TURASN

The hottest planet =

NE SVU

The hottest lanet =

NE SVU

the most beautiful planet =

HEART

the coldest planet =

ASURUN

The largest planet =

RUJETIP

The farthest planet =

TENUPEN

The farthest and smallest planet =

TOLUP

\*Solar System - the Sun and the objects in orbit

## READING

## 4. Read the text and add your own opinions.

## THE SOLAR SYSTEM FAMILY

We call the planets and the Sun the Solar System. Our Solar System is made up of nine planets. They are: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto. All of the planets are around the Sun. The Sun isn't a planet. It is a star. The first planet, next to the Sun, is Mercury. Venus is the second planet from the Sun and it twinkles as « a morning star». The Earth is the third planet.

We live on the planet Earth. Its age is 4,5 billion years. It is between Venus and Mars. Jupiter is the biggest planet. Saturn, Neptune and Uranus are all bigger than the Earth, but Venus, Mars (the red planet), Mercury and Pluto are smaller planets than the Earth. On Earth there is air and water for the people, animals and plants. Saturn is special for its beautiful ring. The other planets in our Solar System don't have air and water. But Neptune has strong winds. Pluto is one of the small planets. At night you can see a lot of stars in the sky. Stars are large balls in outer space that give light. It takes a long time for light from stars to come to Earth.



## 5. Put questions to the answers.

1. .... ? We call the planets and the Sun the Solar System.
2. .... ? There are nine planets in the Solar System.
3. .... ? No, it is not. The Sun is a star.
4. .... ? Saturn has got a ring.
5. .... ? It is 4,5 billion years old.

## 6. Think and match.

- |                |   |
|----------------|---|
| 1. Mercury ... | a) ... has strong winds.                  |
| 2. Venus ...   | b) ... is a red planet.                   |
| 3. Earth ...   | c) ... is the smallest planet.            |
| 4. Jupiter ... | d) ... has a beautiful ring.              |
| 5. Uranus...   | e) ... is between the Venus and Mars.     |
| 6. Saturn ...  | f) ... is next to the Sun.                |
| 7. Mars ...    | g) ... is bigger than the Earth.          |
| 8. Neptune ... | h) ... is the second planet from the Sun. |
| 9. Pluto ...   | i) ... is the biggest planet.             |

## Do You know that ...

*The planets go around the Sun in Orbit.*

*Mercury - 88 days*

*Jupiter - 4,332 days*

*Venus - 224 days*

*Saturn - 10,760 days*

*Earth - 365 days*

*Uranus - 30,700 days*

*Mars - 687 days*

*Neptune - 60,200 days*

*Pluto - 90,600 days*

## WRITING

### 7. Match the endings and write.

#### A characteristic of the Earth:

Earth planet is ...

Earth is smaller than ...

Earth is bigger than ...

Earth has ...

Earth's age is ...

*a) air, water, plants and animals*

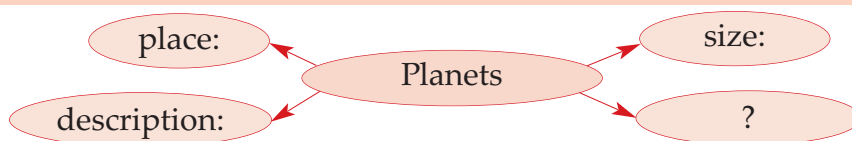
*b) 4.5 billion years old*

*c) between Mars and Venus*

*d) Jupiter, Saturn, Neptune and Uranus*

*e) Pluto*

### 8. Write descriptions of the planets on a model.



## 9. Quiz.

1. What is the name for all the planets around the Sun, together?
2. How many planets are there in the Solar System?
3. What is the name of the third planet from the Sun?
4. How old is the Earth?
5. What planets in the Solar System are smaller than the Earth, and what are their names?
6. What planets in the Solar System are bigger than the Earth, and what are their names?

## Self-Evaluation questions

1. What do you know about the planets?
2. How do you compare the planets?
3. How can you describe the Earth?



## LESSON 2. SPACE FLIGHTS

*You are going to:*

- find new words about Space Flights
- improve reading-speaking skills
- write about the future life

### WHAT DO YOU KNOW ABOUT SPACE FLIGHTS?

### LISTENING-SPEAKING

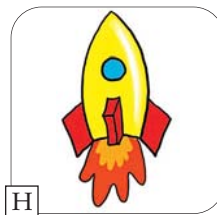
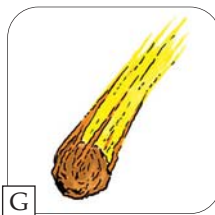
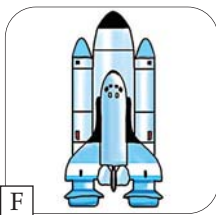
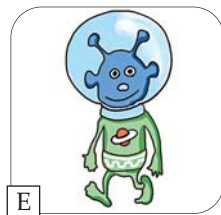
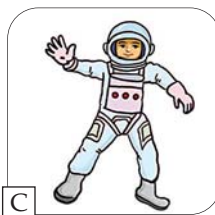
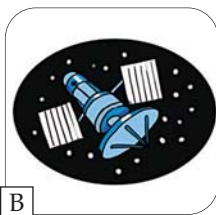
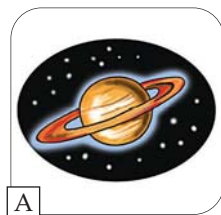
1. What do you know about satellite?
2. What astronomic objects do you know?

### Word box

orbit  
shuttle  
meteor  
satellite  
alien  
rocket

engine  
spacecraft powder  
to orbit  
astronomic

### 1. Match the words to the pictures.



Star

Satellite

Planet

Space Craft

Meteor

Rocket

Alien

Astronaut

### 2. Find out the answers.

1. It is a falling star in the space. You can see it as a light. It is ... .
2. It twinkles all nights. It is sparkling. It is ... .
3. It looks as an airplane. It is ... .
4. It is a thing from another world. It is ... .
5. This is a person who can travel into space. It is ... .
6. It is an astronomic object around the Sun in the space. It is ... .
7. It is an object placed into orbit by people. It is ... .
8. It is a spacecraft and has engine. It is ... .

## READING

## 3. Read the passages and put questions.

## WHAT IS A SPACE SHUTTLE?

You can go into space with a shuttle. It is an airplane and has two rockets. It can go up into space and come down again. It can carry about seven people and satellites. Astronauts send out satellites and look at life in space.

They work, eat and sleep in the shuttle. It is very difficult to eat and drink. Food is usually made of powder. The astronauts add water to it and then they drink it.

The astronauts have special shoes, but they only put on space suits to go out of the shuttle.



On April 12, 1961 the first man was sent into space on a rocket Vostok 1. It was the beginning of a new era in man's history – the era of man's flight to other worlds. Yuri Gagarin was the first pilot – cosmonaut. He stayed in space for 108 minutes.

On June 16, 1963 Valentina Tereshkova was the first woman cosmonaut in the world. She orbited the Earth 48 times under three days. She went on a Vostok-6 and spent three days above the Earth.



Buzz Aldrin and Neil Armstrong, American astronauts were the first men to land and walk on the Moon. They went to the space in 1969 in the rocket «Apollo».

Who...?

What...?

When...?

Where...?

## 4. Match and complete.

- |                                  |  |
|----------------------------------|--|
| 1. A space shuttle can ... .     | a) special shoes inside the shuttle.     |
| 2. The astronauts send out ... . | b) space suits and helmets to go out.    |
| 3. The astronauts ... .          | c) go up into space and come down.       |
| 4. They need ... .               | d) satellites and look at life in space. |
| 5. They put on ... .             | e) work, eat and sleep in the shuttle.   |

## SPEAKING

### 5. Get interview from cosmonauts.

**TV reporter:**

**Astronaut: Who?**

1. When did you fly into space?

... 1961.

What is your rocket's name?

...

How long was your flight?

...

2. When was your flight?

... 1969.

Is there life on the Moon?

...

What did you eat in space?

...

3. When were you in space?

... 1963.

Could you see the Earth?

...

How many days was your flight?

...

### 6. Choose and complete the sentences.



It is a ... .  
He can ... ,  
but he can't ... .  
(run, move )



It is a ... .  
It can ... ,  
but it can't ... .  
(land, start)



It is a ... .  
It can ... ,  
but it can't ... .  
( speak, walk)



It is a ... .  
It can ... ,  
but it can't ... .  
( twinkle, fly)

### 7. Discuss and share.

Is there life on the other planets? So the scientists sent radio messages into space and built big telescopes. They can learn more about the stars and planets with the help of these telescopes.



## WRITING

8. *Imagine you are travelling in Space. Write what you can see on the Earth.*

What else can you see?  
What can you hear?  
Is it nice in space or horrible?  
Is it exciting?



9. *Write the description of the picture: What will life be like on our planet in a hundred years?*



1. What will a school be like?
2. What will children learn?
3. How will people live?
4. What will people eat and drink?
5. What transport will there be?
6. What sports will people play?

*Do you know that ...*

*UFO - Unknown Flying Object*



## 10. Quiz.

1. What was the name of the first man in space?
2. Who was the first woman in space?
3. Where did the first astronauts fly?
4. What was the name of the first rocket?
5. Who was the first person to walk on the Moon?

## Self-Evaluation questions

1. What is interesting in this lesson?
2. Would you like to travel into Space? Why?
3. What will you do if you meet some aliens?

## LESSON 3. ARE YOU FOND OF TRAVELLING?

***You are going to:***

- learn reasons of travelling
- make up a dialogue about travelling
- share new ideas in pairs

## WHY DO PEOPLE TRAVEL?

## LISTENING-SPEAKING

1. What parts of our country did you visit?
2. What places of interest did you see there?

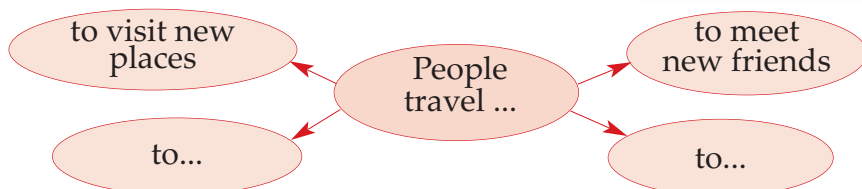
### Word box

passport  
to book  
trip  
guidebook  
swimsuit

postcard  
impossible  
attractive  
suitcase  
wonder

### Everyday expression

Have a nice trip!



**1. Say what you need for travelling and add your items.**



**2. Listen and put the sentences in the correct order.**

- I don't know yet. We are just discussing our plans.  
And where are you going?
- Have a nice trip!
- To Italy. We will spend ten days there.
- Yes, in a big hotel near the sea. We are busy now.  
We are leaving on Friday.
- Where are you and Ben going for your holiday?
- Are you staying at a hotel?

a	b	c	d	e	f
				1	



## READING

## 3. Read the text and say the meaning of the words and expressions.



**This is a letter from Britain to friends.**

Hi, friends!

I am spending a **wonderful time** here. I see many tourists in the National Gallery, Victoria and Albert Museum every day. We go sightseeing by **two-storeyed red buses**. The Science Museum and Natural History Museum are attractive for any visitor to London! Before I wanted to visit every part of

Britain. But now I know that **it is impossible**. I only visited National Gallery, London Eye and Hyde Park yesterday. It was very interesting there.

You know, children under 14 travel free on city buses at all time. Restaurants are **expensive**, but we can find **cheap** food for children.

I'm **coming back** on Sunday.

Yours, Orkhan.

## 4. Find the missing words.

1. Tourists like to visit ... , ... in London.
2. Orkhan visited ... , ... and ... in London.
3. The most attractive places are ... and ... .
4. The buses are ... for children under ... .
5. ... are very expensive for children.

## 5. Put questions.

1. - .....? Yes, there was a red bus.
2. - .....? No, there weren't many people.
3. - .....? Yes, there was a good atmosphere.
4. - .....? No, there wasn't an empty seat.
5. - .....? Yes, there were many cheap tickets.
6. - .....? No, there weren't a lot of policemen.

## 6. Choose the correct line of compound nouns.

1. guidebook, attractive, swimsuit, package
2. passport, postcard, suitcase, cameraman
3. policeman, driver, seatbelt, sunglasses
4. fireman, traveller, seaside, notebooks



## 7. Fill in the gaps.

1. Don't forget to take your (1) ... to the beach.
2. The children stayed in a (2) ... at the weekend.
3. You should take your(3) ... when you visit old cities.
4. I always fasten (4) ... before driving a car.
5. I sent my friend a (5)... of the city where I stayed.
6. You should pack your (6) ... when you start.
7. You must take your (7)... before going to the airport.

- a. guidebook  
b. swimsuit  
c. passport  
d. postcard  
e. seatbel  
f. camp  
g. suitcase

## WRITING

### 8. Make up sentences, using the following verbs: learn, enjoy, visit, see.

When we travel, we...  
... a lot of interesting places.  
... places full of wonders.  
... more about people's traditions.  
... beautiful nature.  
... lots of interesting things.



### 9. Write down all the things you must do before going on holiday. What did you do? What will you do?



to plan the holiday  
to buy tickets  
to buy souvenirs  
to take the camera  
to pack things  
to book the hotel  
to check passport



## Self-Evaluation questions

1. When do you like travelling?
2. What do you need for travelling?
3. Who do you like travelling with?

## LESSON 4. HOW CAN YOU TRAVEL?

*You are going to:*

- identify different transportation for travelling
- increase vocabulary knowledge
- write a letter about your travel city

**WHAT SHOULD WE KNOW WHILE TRAVELLING?**

### Word box

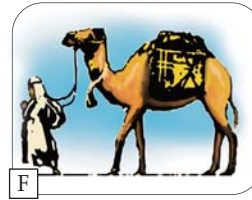
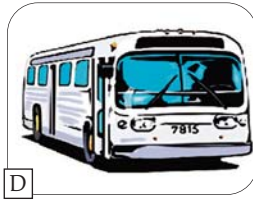
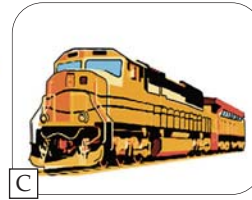
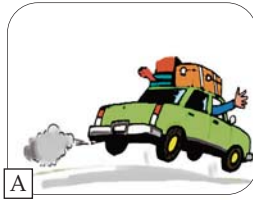
to check  
direction  
to lose  
opposite

enough  
comfortable  
countryside  
loud

### LISTENING-SPEAKING

1. What ways of travelling would you like?
2. What travelling rules do you know?

**1. Look at the pictures and say.**



**Model: 1. It is very cheap to travel by bus – D .**

2. It takes 2 or 3 days to travel by ... .
3. It takes a very long time by ... .
4. It is very fast to travel by ... .
5. People can travel in deserts ... .
6. It takes 3-4 hours or a day to travel by...

**2. Make sentences about different ways of travelling.**

Trains		faster	
Planes		more interesting	
Ships		more comfortable	than... .
Helicopters	are	the fastest	
Boats		the cheapest	of all.
Cars		the most comfortable	
Buses		the most interesting	
Bikes		cheaper	

## READING

3. Read the pages from Ann's diary and put questions to the words in bold.



1) Friday, August 8.

I'm in Italy. I came with my family by car. We stay at «**Hilton**» **Hotel**. Our hotel is next to the supermarket, opposite the cinema. Now we are going to the café to have dinner. I like **Italian food**, especially pizza.

2) Saturday, August 16.

I'm on the ship now. We are going to Spain. The weather is fine. The sea is so **beautiful**. I like to look at the waves. I see dolphins. They **are swimming** not far from the ship. It is fantastic to watch them.



3) Monday, August 25.

I'm in London, the capital of Great Britain. We want to stay here for five days. We are going to visit **Buckingham Palace** and ride on London Eye, a big wheel in the centre of the city. It is so cool! We followed all **travelling rules** and learned many useful things. What are these rules? Let's discuss.



4. Read the traveller's rules and match the numbers to the letters.

1. You should take a map,
2. You shouldn't listen to loud music,
3. You mustn't throw litter out of the train window,
4. You mustn't stand when the bus is moving,
5. You shouldn't drink water from a river,
6. You should send cards to your parents,

- a) ... because you can fall down.
- b) ... because they will be happy.
- c) ... because you can get a stomachache.
- d) ... because some people want to sleep.
- e) ... because you can lose your way.
- f) ... because the countryside will be dirty.



## 5. Choose True or False.

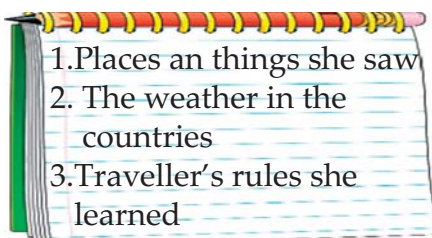
1. Ann was in Italy in June.
2. The «Hilton» Hotel is next to the supermarket.
3. She went to Spain by plane.
4. Ann doesn't like pizza.
5. Then she went to the London Eye on August 24th.
6. Ann saw dolphins in the sea.

### Everyday expressions

What's the matter?  
What's happening?  
I would like...

## WRITING

### 6. Write about Ann's diary in the past tense.



August 16

August 25

August 8



### 7. Write a short story about your travelling!

#### Self-Evaluation questions

1. What traveller's rules should you know?
2. Which transportation is better for travelling?
3. What things were interesting in this lesson?

### REMEMBER!

- 1) Learn about the planets and the Sun!
- 2) Try to help protect the Earth!
- 3) Get more information about Space!
- 4) Choose the best place for travelling!
- 5) Take travelling items and have fun!
- 6) Follow road direction and be careful!



## LESSON 1. AROUND THE WORLD

**You are going to:**

- get new information about the world
- develop listening-speaking skills
- share ideas reading passages

### WHAT MAKES THE WORLD WONDERFUL?

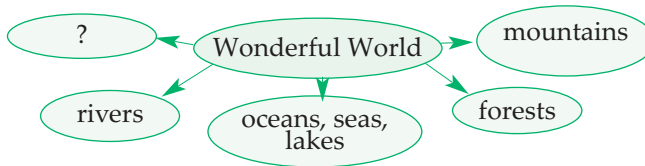
#### Word box

seaweeds  
jungle  
strange  
deep  
lizard

tortoise  
sharp  
to treat  
octopus  
tropical

### LISTENING-SPEAKING

1. What is the biggest desert in the world?
2. What is the highest mountain in the world?



#### 1. Let's talk.

Where would you like 
↗ to go?  
↘ to be?
  Why?

- |                                   |                                     |
|-----------------------------------|-------------------------------------|
| 1. ... to go to London Zoo ...    | a) to get fresh air and see rivers. |
| 2. ... to be in the mountains ... | b) to listen to the birds singing.  |
| 3. ... to be in the park ...      | c) to see tigers and giraffes.      |
| 4. ... to go to the forest ...    | d) to have a good picnic.           |



A



B



C



D

#### 2. Tell about these animals. Where do these animals live?



penguin



lizard



monkey



snake



whale



eagle



octopus



camel

## READING

### 3. Read and group the words according to the parts of speech.

#### Oceans and seas.

The world around us is full of wonder: oceans, seas, forests, mountains, rivers and lakes. There are four oceans and a lot of seas in the world. The oceans are: the Atlantic, the Pacific, the Indian and the Arctic. The seas are: the Black Sea, the Caspian Sea, the Red Sea and so on. Half of oceans and seas are salty. Different strange fish, whales, sharks and animals such as a tortoise and an octopus live deep in the water. Seaweeds look like beautiful gardens.



#### Deserts

They are the driest places in the world. It is very hot in the daytime but very cold at night. Camels and snakes live in the deserts. Sahara is the biggest desert in the world. It is in Africa.

#### Jungles

Jungles are tropical places. The weather is hot and wet there all year round. Lions, tigers, monkeys, giraffes live in jungles. The biggest Jungle is in South America.



#### Mountains

There are mountains on every continent. Snow usually covers the tops of the mountains. So, plants can't grow there. Everest, the highest mountain of the world, is in Asia. You can see eagles in the mountains.

nouns	adjectives	numerals	pronouns	adverbs
...	...	...	...	...

### 4. Complete the questions to the answers.

1. How are ... ?

They are salty and deep.

2. What kind of ... ?

Camels and snakes live in the deserts.

3. What is the ... ?

The weather is hot and wet there.

4. Why can't plants... ?

It is very cold high up on them.

## 5. Choose what these animals can or can't do.

1. Monkeys can ... , but they can't ... .
2. Whales can ... , but they can't ... .
3. Camels can't ... , but they can ... .
4. An eagle can ... , but it can't ... .
5. Giraffes can't ... , but they can ... .
6. A tortoise can ... , but it can't ...

walk,  
swim,  
fly,  
jump,  
run

## GRAMMAR SECRET

Adjectives	Adverbs (-ly)
a <b>quick</b> animal	run <b>quickly</b>
a <b>fast</b> train	jump <b>fast</b>
a <b>slow</b> tortoise	walk <b>slowly</b>
a <b>good</b> dolphin	swim <b>well</b>

A tortoise is a slow animal.  
A it walks **slowly**.  
A monkey is a quick animal.  
It climbs trees **quickly**.  
A Penguin is a **good** swimmer.  
It swims very **well**.  
A tiger is a **fast** animal.  
It runs **fast**.

## 6. Guess the riddles. «What am I?»

A. I've got a tail. I've got big teeth and whiskers. I'm brown and yellow.

B. I've got a long body. I've got small eyes and sharp teeth. I'm green and dangerous.

## WRITING

## 7. Complete the sentences.



1. A tortoise is a slow animal. It walks ... .



3. A fox is a fast animal. It runs ... .



2. A hare is a quick animal. It runs ... .



4. A dolphin is a good mammal. It swims ... .

## 8. Creative Work. Make up a poster about Wonderful World.

## Self-Evaluation questions

1. What wonderful places do you know?
2. Where would you like to see animals?
3. How can you treat animals?

## LESSON 2. WHAT IS WILDLIFE?

*You are going to:*

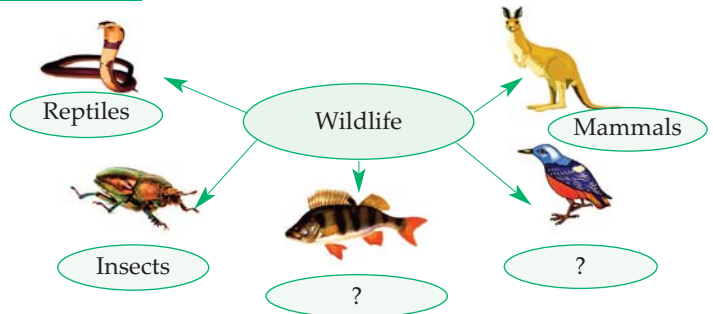
- find types of animals in the world
- use words and expressions in speech
- read Mowgli's life developing vocabulary

### WHAT KIND OF WILD ANIMALS DO YOU KNOW?

### LISTENING-SPEAKING

1. What do you know about wildlife?

2. What dangerous animals do you know?



### Word box

mammals	poison
reptiles	ladybird
to lay	to repeat
fur	hole
to give a birth	bee
limb	termite

### READING

#### 2. Read and choose the plural and singular nouns.

#### Mammals

Mammals live in hot and cold countries. They have hair or fur. Their blood is warm. They give birth to babies. They feed their babies with milk. They live on land and have four legs. Mammals have different sizes. They eat meat, plants and insects.

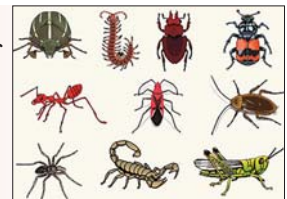


#### Reptiles

Snakes, turtles, crocodiles are reptiles. They have poisons and they are dangerous and don't have legs, but four limbs. Reptiles lay eggs and live in holes in dry land, rivers and seas. They can't fly and eat insects, meat, plants. A reptile's blood is cold.

#### Insects

Insects are everywhere. They don't have bones. Some of them have wings and can fly. Some insects do harm people, but some don't. Flies or termites are not good insects. But butterflies, bees are good insects. Bees make honey from flowers for us.



### 3. Put the words in the right order and answer the questions.

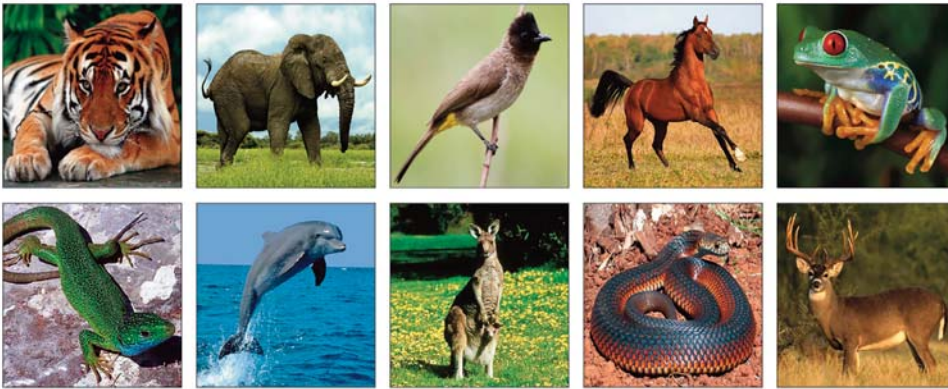
1. animals/mammals/what/are?
3. do/know/insects/what/you/about?
2. they/mammals/why/are?
4. are/dangerous/why/reptiles?

### 4. Match two halves of the definitions.

Mammals are animals that ...	a) live in water. Their blood is cold.
Reptiles are animals that ...	b) have got many legs.
Birds are animals that ...	Most of them have got wings and can fly.
Fish are animals that ...	c) give milk to their babies.
Insects are animals that ...	Their blood is warm.
	d) lay eggs. Most of them can fly.
	Their blood is warm.
	e) have got cold blood.
	They lay eggs and their skin is thick.

## WRITING

### 5. Look at the pictures and write the information according to the model.



**Model:** Tiger is a mammal. It gives birth. It has 4 legs. I t eats meat and lives in the forest.

### 6. Choose the right answer and write the descriptions of the picture.



**When do you see a ladybird?**

Ladybirds are (reptiles/insects).

They have 6 (wings/legs).

They have wings to (fly/walk).

Their body shape is (round/square).

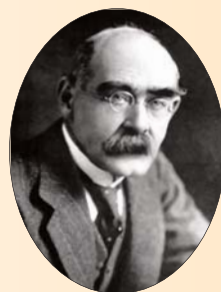


## 7. Read the text and write the verbs in the correct tense form.

THE JUNGLE BOOK:  
MOWGLI'S STORY (1998)

Everybody ... **(to love)** Disney's film «Jungle Book» by Rudyard Kipling\*. He is an English short-story writer. This book is about Mowgli's adventures in the jungle. He ... **(to spend)** his childhood in the jungle with wolf family. They ... **(to protect)** Mowgli from tiger Shere Khan. His friends were wise old panther

Bagheera, the bear Baloo. It's a very interesting story how a boy ... **(to become)** a man in the jungle. Even after meeting people, Mowgli ... **(to decide)** to stay away from them and live with his friends in the jungle.



Rudyard Kipling  
1865-1912

## 8. Answer the questions.

1. What is the «Jungle Book» about?
2. Where did Mowgli live?
3. Who were his friends?
4. Where did Mowgli decide to live?



## 9. Find the incorrect sentence.

1. It is good to live with animals.
2. Don't go to the jungle alone. It is dangerous.
3. You can take cows, horses to the jungle.
4. You must learn how to become a man in Mowgli's story.

## WRITING

## 10. Write a short story about animals' life.

## Self-Evaluation questions

1. What is the most interesting in this lesson?
2. What is the most difficult in this lesson?
3. How do you treat with animals?

\*Rudyard Kipling – an English short-story writer, poet, and novelist

## LESSON 3. ANIMALS' PLANET

*You are going to:*

- learn about animals' planet
- use words and expressions in speech
- express new ideas in pairs

### WHAT WILDLIFE PLACES DO YOU KNOW?

### LISTENING-SPEAKING

1. What animals do you know in the world?
2. What famous parks do you know for wildlife?

#### Word box

cage	feather
to be careful	lung
gills	pigeon
sparrow	pretty
swallow	oxygen
owl	nest



*1. Look at the map and say where these animals are from.*

*2. Listen the dialogue, fill in the gaps and give your ideas to the questions.*

**H:** Hi. Linda! What do you know about Safari Park?

**L:** Hi, Helen! I don't have any idea of it!

**H:** You know all animals are not in ... (1) there.

**L:** But how can we go there? Isn't it ... (2)?

**H:** No, it isn't. You can only drive there by car and never keep windows open.

**L:** What a nice ... (3) ! How nice to see animals free. Are they friendly?

**H:** Yes, they are, but you should be ... (4)!

You will see big giraffes, zebras, tigers, elephants there!

**L:** Let's visit there on ... (5) !

**H:** That is a good idea!



1. What are the girls talking about?
2. How do animals live in Safari Park?

a. cages  
b. place  
c. holiday  
d. careful  
e. dangerous

## READING

### 3. Read and say the meanings of the words in bold.

All birds have **feathers**. They have a **beak**, two **wings** and two **legs**. They breathe with their **lungs**. They can be domestic or wild. Birds lay eggs, too. You can see swallows, sparrows, pigeons and other birds in the parks and gardens.



### 4. Complete the sentences.

1. This bird is a symbol of peace. It lives on the roof. It is ... .
2. This bird likes to repeat what you said. It is ... .
3. This bird likes to be in the trees in all seasons. It is small. It is ... .
4. It comes only in spring and makes nests in the balconies. It is ... .
5. It has big eyes and strange sound. It has 3 letters. It is ... .



parrot



sparrow



pigeon



owl



swallow

### 5. Choose True or False.

- |                           |                         |
|---------------------------|-------------------------|
| a) Birds have four wings. | d) Birds have lungs.    |
| b) Birds have hair.       | e) Birds have two legs. |
| c) Birds come from eggs.  | f) They fly in the sky. |

### 6. What other interesting places do you know?

St.James Park is in London. It is a Royal park.  
There are beautiful pelicans in this Park.  
People have a good time with pelicans in this park.  
You can see many other pretty birds there, too.



### 7. Arrange and answer the questions.

- |                             |                                      |
|-----------------------------|--------------------------------------|
| 1. have/birds/what/got?     | 4. spring/what/is/messenger/bird/a?  |
| 2. they/live/where/do?      | 5. pigeons/where/live/do?            |
| 3. bird/eyes/big/which/has? | 6. words/bird/which/likes/to repeat? |

### Do you know that ...

Birds can fly 14 thousand kilometers over the sky every year.

## SPEAKING

## 8. Talk on a chart.

	Climb	Fly	Jump	Run	Swim	Walk
bear						✓
zebra						✓
fox				✓		
kangaroo			✓			
tiger				✓		
crocodile					✓	
pigeon		✓				
dolphin					✓	
tortoise						✓
monkey	✓		✓			
snake	✓					

**Model:** Bear can walk, but can't fly and swim.

## 9. Read and say the meanings of the words and expressions.

Fish live in water. Their **blood** is cold and they have bones and **gills**. They eat plants and worms. All fish **have vitamin E**. It is good for our eyes and brain. Eat more fish! You will have a good mind!

Many people think that dolphins and whales are fish. But they are **mammals**. Their blood is warm. They feed their babies with milk and **breathe with lungs**.



mouth  
tail  
water  
gill  
shell  
swim  
oxygen

## WRITING

## 10. Fill in the gaps and write.

Fish live in ... and breathe using ... . Water goes in through ... and the ..., take ... from the water. Most fish ... by moving their ... left and right.

## 11. Project work. Make a poster about interesting facts of wildlife.

## Self-Evaluation questions

1. What can you say about nature and wildlife?
2. What facts are interesting for you?
3. What is your favourite animal? Why?

## LESSON 4. NATURE OF MY COUNTRY

*You are going to:*

- talk about a wonderful world
- describe animals' actions in speech
- share ideas in pairs

### WHAT WONDERS ARE THERE IN AZERBAIJAN?

## Word box

flora	gazelle	extinction
fauna	creature	leopardto
rare	shore	protect
waterfall	sturgeon	
seal	caviar	

## LISTENING-SPEAKING

1. What wonderful places do you know in your country?
2. What do you know about flora and fauna of your country?

## 1. Listen to the song and find the names of places you hear.



## What a Wonderful World! (Louis Armstrong)

I see trees of green, red roses too  
I see them bloom for me and you  
And I think to myself what a wonderful world.

I see skies of blue and clouds of white  
The bright blessed day, the dark sacred night  
And I think to myself what a wonderful world.

The colours of the rainbow so pretty in the sky  
Are also on the faces of people going by  
I see friends shaking hands saying how you do  
They're really saying I love you.

I hear babies crying, I watch them grow  
They'll learn much more than I'll never know  
And I think to myself what a wonderful world  
Yes I think to myself what a wonderful world.



1. What do you see in the world?
2. Why is the world wonderful?

**Model:** I see green trees, blue sky ...

## 2. Match the halves on the song.

Blue ...	a) day
White ...	b) rose
Green ...	c) rainbow
Red ...	d) sky
Bright ...	e) cloud
Pretty...	f) tree



## 3. Look at the pictures and add your opinions completing the sentences.



**Besh Barmag**



**Goy-Gol**



**Waterfall**



**Deer**



**Gazelle**



**Seal**

1. Azerbaijan's flora is rich with its ....., ....., ..... .
2. Azerbaijan fauna is rich with its ..., ..., ... .
3. There are ....., ... , animals in Red Book\*.

## READING

## 4. Read and group the words according to Common and Proper nouns

### Flora and fauna in Azerbaijan

Azerbaijan is situated on the shore of the Caspian Sea. It is a sunny country in the Caucasus.

The nature of Azerbaijan is very beautiful. You can see deserts, woods, mountains, rivers and lakes there. The rivers Kur and Araz, Goy-Gol Lake, Caucasian mountains, a lot of green forests decorate Azerbaijan's map. Azerbaijan's flora is as bright and colourful as a carpet. Azerbaijan's fauna is rich with: gazelles, wolves, foxes, ducks, deer, hares, bears and leopards.

There are rare animals and their names are in **Red Book**.

RED BOOK

## 5. Match and complete.

- |                            |                      |
|----------------------------|----------------------|
| 1. Azerbaijan has ...      | a) Red Book.         |
| 2. The flora means ...     | b) an animal world.  |
| 3. Fauna is ...            | c) warm climate.     |
| 4. Rare animals are in ... | d) beautiful nature. |

**\*Red Book** – it is an official state document about the status of rare and endangered wild animals and wild plant species in the territory of the Republic of Azerbaijan

## 6. What is a sturgeon famous for?



Sturgeon is a type of fish. It doesn't have any bones. There are 7 types of sturgeon in the Caspian Sea. Its length can reach 5 metres.

Nowadays sturgeons are in danger of extinction. We must take care of them. They are famous for their eggs called caviar.

## 7. Choose True or False.

1. Sturgeon is a type of fish.
2. It has bones.
3. There are 9 types of sturgeon.
4. Its length can reach 5 metres.
5. Sturgeon is not in danger of extinction.
6. Sturgeon is famous for its eggs.



## 8. Find homophones.

desert

I

cost

eye

wood

sheep

sea

dessert

see

coast

would

ship

## WRITING

### 9. Write a description of the picture and make u a story.



There are ...  
I see ...  
The pelican ...  
The bear protects ...

## 7. Write the rules for keeping nature safe.



a whale



a crab



a shark



a seal



a dolphin

### We must/mustn't...

1. keep water clean for animals' safety.
- 2.
- 3.
- 4.

## 8. Make up a poster of wonderful places of Azerbaijan for summer holidays.



### Self-Evaluation questions

1. What wonders do you know in your country?
2. Why do we need to look after animals?
3. How must we keep our fauna and flora safe?

### REMEMBER!

1. Learn more about wonderful places of the world!
2. Take care of animals, they are beauty of the Earth!
3. Nature gives us health, oxygen and life!
4. Keep the nature clean for yourself!
5. Don't hunt «Red Book» animals!
6. Make up travelling plan to wonderful places on summer holidays!

## GRAMMAR

### COUNTABLE AND UNCOUNTABLE NOUNS

Countables are nouns that can be counted.

In the singular they may be used with the indefinite and definite articles and in the plural with the definite article and with the indefinite pronouns *many* and *few*:

*an apple; the apples; many apples; few apples*

Uncountables are nouns that can't be counted.

They are not used with the indefinite article and usually are not used in the plural. They may be used with the definite article and the indefinite pronouns *much* and *little*: *food; much food; little food*

### COMPOUND NOUNS

*Compound nouns* are built from two or more stems. The main types:

- a) noun + noun (*appletree*)
- b) adjective + noun (*blackboard*)
- c) verb + noun (*dining-room*)

### THE ADJECTIVES (degrees of comparison)

Most of adjectives have degrees of comparison: *the comparative degree and the superlative degree*.

Adjectives of one syllable and two syllables (which end in *-y, -ow, -er, -le*) form the comparative degree by adding to the end *-er* (*big – bigger*) and the superlative degree by adding to the end *-est* (*big – (the) biggest*).

Adjectives of three and more syllables form the comparative degree by placing *more* and the superlative degree by placing the *most* before the adjectives.

*beautiful – more beautiful – (the) most beautiful*

Some adjectives have irregular forms of degrees of comparison:

*good – better – (the) best*  
*bad – worse – (the) worst*  
*many/much – more – (the) most*  
*little – less – (the) least*  
*old* < *older – (the) oldest*  
*elder – (the) eldest*

When two objects are equal we use *as ... as* for comparison.

Tom is *as* tall *as* Dick.

## GRAMMAR

### REFLEXIVE PRONOUNS

Reflexive pronouns indicate that the action performed by the doer, passes back to him.

I – *myself*

you – *yourself*

he – *himself* / she – *herself*

it – *itself*

we – *ourselves*

you – *yourselves*

they – *themselves*

### CARDINAL NUMERALS

Cardinal numerals indicate exact number and are used for counting. Such as 21, 37, 43, etc. are composite: *twenty-one, thirty-seven, forty-three. Hundred, thousand, million* may be used with articles (*a hundred, a thousand, a million*).

They do not take -s, when used after other numerals.

250 – *two hundred and fifty*;

### ORDINAL NUMERALS

Ordinal numerals indicate words representing position or rank in a sequential order. They are formed by adding suffix: **-th** to the cardinal numerals.

4<sup>th</sup> – *fourth*; 6<sup>th</sup> – *sixth*; 11<sup>th</sup> – *eleventh*; 20<sup>th</sup> – *twentieth*.

But some ordinal numerals are formed by the root changing of cardinal numerals: one (1) – **first** (1<sup>st</sup>); two (2) – **second** (2<sup>nd</sup>); three (3) – **third** (3<sup>rd</sup>)

### MODAL VERB «MUST»

The modal verb «*must*» expresses:

a) obligation, necessity

He must earn. So he must work.

Must I go there tomorrow?

b) a command or a prohibition:

You must come to see your granny.

You mustn't talk at the lesson.

### THE MODAL VERB «SHOULD»

The modal verb «*should*» expresses:

a) obligation: Promises *should* never be broken.

b) advisability: You *should* be more careful.

### THE ADVERB

An adverb shows how the action happens. Most adverbs are formed by **-ly** from adjectives.

slow – *slowly*; quick – *quickly*; simple – *simply*

Exceptions to the rule are **good – well** and **fast – fast**

He swims *well*; They run *fast*.



## GRAMMAR

### TO BE GOOD AT + NOUN or VERB + ing

I <i>am good at</i> ...	We <i>are good at</i> ...
You <i>are good at</i> ...	You <i>are good at</i> ...
He/She/It <i>is good at</i> ...	They <i>are good at</i> ...

### THE PAST SIMPLE

If we say exactly when an action happened in the past, we use the Past Simple (*yesterday*, ... *ago*, *last* ... , in *2003*, etc.).

The Past Simple is formed by adding **-ed (or -d)** to the end of the verb – **regular** verbs, or by changing the root vowel, or in some other ways (**irregular** verbs).

to play – <i>played</i>	to run – <i>ran</i>
to work – <i>worked</i>	to buy – <i>bought</i>

The interrogative and the negative forms are formed by the auxiliary verb «*did*» and the notional verb.

<i>Did</i> you work?	Yes, I <i>did</i> . /No, I <i>didn't</i> .
She <i>didn't</i> write.	

### TO BE GOING TO ...

... denotes an action which is expected to take place in the nearest future.

I <i>am going to</i> ...	We <i>are going to</i> ...
You <i>are going to</i> ...	You <i>are going to</i> ...
He/She/It <i>is going to</i> ...	They <i>are going to</i> ...

### THE FUTURE SIMPLE

Future Simple is used to denote a future action. This tense is formed by means of the auxiliary verbs “*shall*” and “*will*” and the notional verb.

I <i>shall</i>		We <i>shall</i>	
You <i>will</i>	+ V	You <i>will</i>	+V
He/She/It <i>will</i>		They <i>will</i>	

Interrogative form :

<i>Shall</i> I		<i>Shall</i> we	
<i>Will</i> you	+ V?	<i>Will</i> you	+V?
<i>Will</i> he/she/it		<i>Will</i> they	

Negative form:

I <i>shan't</i>		We <i>shan't</i>	
You <i>won't</i>	+V	You <i>won't</i>	+V
He/She/It <i>won't</i>		They <i>won't</i>	

## VOCABULARY

### A

ability (n) /ə'bilɪti/	- a skill, power or talent, above
abroad (adv.) /ə'brɔ:d/	- in a foreign country or countries.
action (n) /'ækʃən/	- activity, force, or energy: a man of action.
actually (adv.) /'æktʃuəli/	- as an actual fact; really
add (v) /æd/	- to include or to join
adventure (n) /əd'ventʃə/	- a risk, an unusual experience
advice (v) /əd'vaɪs/	- opinion about what could or should be done about a situation or problem;
advise (v) /əd'vaɪz/	- to offer advice, to suggest
adviser (n) /əd'vaɪzə/	- a person who advises
affect (v) /ə'fekt/	- to have an influence on or effect a change in:
alien (n) /'eɪliən/	- a person from another and very different family, people, or place.
alive (adj.) /ə'laɪv/	- having life; living.
alone (adv.) /ə'ləʊn/	- being without anyone or anything else;
amazing (adj.) /ə'meɪzɪŋ/	- to affect with great wonder;
amusement (n) /ə'mju:zmənt/	- something that amuses, entertains, or pleases.
anthem (n) /'ænthəm/	- a song, as of praise, devotion, or patriotism
area (n) /'eəriə/	- a geographical region, a flat space
arrest (v) /ə'rest/	- to catch and hold
astronomic (adj.) /æstrə'nɒmɪk/	- relating or belonging to the science of astronomy
attractive (adj.) /ə'træktɪv/	- beautiful, pleasing, pretty, fair, having the power to attract:

### B

badge (n) /bædʒ/	- an emblem as an award or honor.
bake (v) /beɪk/	- to cook food with dry heat.
band (n) /bænd/	- a group of people
bar (n) /bär /	- an oblong piece of any solid material:
bee (n) /bi:/	- an insect of numerous winged, hairy-bodied,
behave (v) /bi'heɪv/	- to act or function in a specified or usual way
below (adv.)	- a lower place, downstairs
bitter (adj.) /'bɪtə/	- having a taste that is sharp and unpleasant.
blind (adj.) /blaɪnd/	- sightless, difficult to see;
blood (n) /blʌd/	- the red fluid that circulates through the heart, arteries, and veins
blow up (v) /blɔʊ ʌp/	- to move along or be carried by the wind:
boating (n) /'bəʊ tɪŋ/	- travelling by boat.
boil (v) /bɔɪl/	- to reach the highest heating point.
bone (n) /boʊn/	- the body or skeleton.
book (v) /bʊk/	- to arrange for a room or tickets in advance; reserve.
borrow (v) /'bɒrəʊ/	- to receive (something) with the promise, syn.to loan
brain (n) /breɪn/	- intellectual ability; intellect
bravery (n) /'breɪ və ri:/	- being brave; courage.
break (v) /breɪk/	- to crack or damage
breathe (v) /bri:ð/	- to take in oxygen from and give out carbon
busy (adj.) /'bɪzi/	- actively or fully engaged; occupied

### C

cage (n) /keɪdʒ/	- a box having some openwork
camp (n) /kæmp/	- a place as a tent, or shelter,

can (n) /kæn/	- a container, esp for liquids
cancer (n) /kənθər/	- a disease grows as a plant
careful (adj.) /'keəfəl/	- attentive, keeping protection
carton (n) /'kɑ:tən/	- a box made from cardboard or paper:
cartoon (n) /'kɑ:'tu:n/	- a usually short, animated movie or television program.
carve (v) /kɑ:v/	- to divide into pieces by cutting; slice
castle (n) /'kɑ:səl/	- a group of buildings with thick walls
cave (n) /'keɪv/	- a hollow in the earth, into a hill, mountain
caviar (n) /'kævɪ,ɑ:/	- the roe of sturgeon, salmon, etc., eaten esp. as an appetizer.
cereal (n) /'sɪəriəl/	- a plant as wheat, rye, oats, or corn
chain (n) /tʃeɪn/	- a series of metal rings passing through one another,
changable (adj.) /'tʃeɪn dʒə bəl/	- able to change or be changed
channel (n) /'tʃænəl/	- a band of radio broadcasting of a television signal
charity (n) /'tʃærɪti/	- the giving of help, money, food, etc, to those in need
check (v) /tʃek/	- to control, to test
chilly (adj.) /'tʃɪl i/	- cool or cold enough
cinema (n) /'sɪnɪmə/	- a film theater.
circus (n) /'sɜ:kəs/	- a large public show or entertainment of animals and clowns
climate (n) /'klaɪmɪt/	- the general or average weather conditions
comfortable (adj.) /'kʌmf tə bəl/	- free from anxiety or pain
complex (adj.) /'kɒmpleks/	- consists of two or more units:
contact (n) /'kɒn tækt/	- the act or state of being in communication.
contain (v) /kən'teɪn/	- include within its volume or area
container (n) /kən'teɪnə/	- a trash bin
contest (n) /'kɒn test/	- a competition
cool (adj.) /ku:l/	- less warm
cost (v) /kɒst/	- to have as a price.
cotton (n) /'kɒt n/	- a soft, white, downy substance to the seeds of plants
countryside (n) /'kʌn tri,said/	- a particular area of a country, esp. a rural section.
create (v) /kri:'eɪt/	- to produce, to make
creature (n) /'kri:tʃə/	- a living being, especially an animal
crisps (n) /krɪsp/	- potato chips
cross (v) /krɒs/	- a movement from one place to another,
crown (n) /kraʊn/	- an ornamental headdress denoting sovereignty
cruel (adj.) /'kru:əl/	- characterized by severe pain, suffering,
cuisine (n) /kwɪ'zin/	- a style or manner of cooking
curious (adj.) /'kyʊəriəs/	- eager to learn or know.
culture (n) /'kʌltʃə/	- the arts, beliefs, customs, traditions
cut (v) /kʌt/	- to separate from a main body into pieces

## D

decide (v) /dɪ'saɪd/	- to solve, to come to a conclusion
deep (adj.) /di:p/	- far distant down from a surface
defend (v) /dɪ'fend/	- to protect (a person, place, etc) from harm or danger;
destroy (v) /dɪ'strɔɪ/	- to spoil, to put an end
destruction (n) /dɪs'trʌkʃən/	- the act of destroying.
detective (n) /dɪ'tektɪv/	- a police officer or a private investigator
dictionary (n) /'dɪkʃənəri/	- an alphabetical list of words with their meanings and parts of speech
die (v) /daɪ/	- to lose or stop force, strength, or activity
different (adj.) /'dɪfərənt/	- not the same as sb/sth
difficulty (n) /'dɪfɪkəlti/	- the state or quality of being difficult
direction (n) /dɪ'rekʃən/	- a point that person or thing looks towards
disabled (n) /dɪ'seɪbəld/	- unable to use one's body properly

disappear (v) /ˈdɪsəˈpiə/  
 discover (v) /dɪˈskʌvə/  
 disease (n) /diˈziːz/  
 dish (n) /dɪʃ/  
 displaced (n) /dɪsˈpleɪst/  
 divide (v) /dɪˈvaɪd/  
 documentary (adj.) /ˌdɒkjʊˈmentəri/  
 donate (v) /dəʊˈneɪt/  
 drop (n) (v) /drɒp/

- to become no longer visible
- to find or learn about smth. for the first time
- illness of body or plant caused by infection
- food prepared in a particular way as part of a meal
- a person removed from the usual or correct place
- a separation between two groups
- consisting of documents
- to make a gift for a good cause, esp to a charity
- a small round mass of liquid; (v) to fall by accident

## E

Earth (n) /ɜːθ/  
 earthquake (n) /ˈɜːθˌkweɪk/  
 ecology (n) /ɪˈkɒlədʒi/  
 eight-pointed (adj.) /eɪtˈpɔɪntɪd/  
 elderly (adj.) /ˈeldəli/  
 emblem (n) /ˈembələm/  
 engine (n) /ˈendʒɪn/  
 enough (adj.) /ɪˈnʌf/  
 entertainment (n) /entəˈteɪnmənt/  
 environment (n) /ɪnˈvaɪrənmənt/  
 exam (n) /ɪɡˈzæm/  
 exciting (adj.) /ɪkˈsaɪtɪŋ/  
 exhibition (n) /ˌɛk səˈbɪʃən/  
 expect (v) /ɪkˈspekt/  
 explain (v) /ɪkˈspleɪn/  
 extinction (n) /ɪkˈstɪŋkʃən/

- the planet on which we live
- a sudden violent movement of the earth's surface
- the relation of plants and living creatures to each other
  - having eight sharp ends
- people rather old
- an object that represents sth
- a machine with moving parts
- as many or as much of smth as necessary
- the process of being entertained
- natural conditions in which people, animals and plants live
- a formal test of sb's knowledge
- causing great interest
- a collection of things shown publicly
- to think or believe that sth will happen
- to make sth plain or clear
- to be on the point of disappear

## F

famous for /fəˈfeɪməs/  
 fairy-tale (n) /ˈfeəri teɪl/  
 fast (adv.) /fɑːst/  
 fauna (n) /ˈfəʊnə/  
 feather (n) /ˈfeðə/  
 fight (v) /faɪt/  
 fit (adj.) /fɪt/  
 fireworks (n) /ˈfaɪəˌwɜːks/  
 flood (n) /flʌd/  
 flora (n) /ˈflɔːrə/  
 flow (v) /fləʊ/  
 follow (v) /ˈfɒləʊ/  
 forecast (v) /ˈfɔːkɑːst/  
 foreign (adj.) /ˈfɔːrɪn/  
 forget (v) /fəˈɡet/  
 freeze (v) /friːz/  
 frequently (adv.) /ˈfriːkwəntli/  
 frosty (adj.) /ˈfrɒsti/  
 frozen (adj.) /ˈfrəʊzn/  
 fur (n) /fɜː/

- known to very many people
- a story that is not true
- to eat no food for a period of time
- all the animals
- light parts that cover a bird's body
- to struggle against smb/smith using physical force
- in good health
- colored lights, smoke, and noise for amusement
- a large quantity of water covering an area
- all the plants
- to move freely and continuously
- to go after smb/smith else in space, time or order
- to say in advance what will happen
- from country other than one's own
- to lose the memory of sth
- to change smth from liquid to solid
- often
- cold with frost
- very cold
- soft thick hair covering the animals' bodies

## G

gazelle ( <i>n</i> ) /gə'zɛl/	- a small graceful antelope
generous ( <i>adj.</i> ) /'dʒenərəs/	- ready to give freely
get back ( <i>v</i> )	- to return
get on smb's nerves ( <i>v</i> )	
/get ɒn 'sʌmbədiz nɜ:vz/	- to annoy
ghost ( <i>n</i> ) /gəʊst/	- the spirit of a dead person
gills ( <i>n</i> ) /gɪlz/	- the openings on the sides of a fish's head through which it breathes
give a birth ( <i>v</i> )	- to produce or create a child, plant, livings.
go fishing ( <i>v</i> )	- to go to catch a fish
grain ( <i>n</i> ) /greɪn/	- the small hard seeds of food plants
grater ( <i>n</i> ) /'greɪtə /	- a device with a rough surface for grating food
grow up ( <i>v</i> ) /grəʊ ʌp/	- to reach the stage of full development
guidebook ( <i>n</i> ) /gaɪd-,buk/	- a book for travelers or tourists

## H

happen ( <i>v</i> ) /'hæpən/	- to take place
hazard ( <i>n</i> ) /'hɑ-zərd/	- a danger or risk
heroism ( <i>n</i> ) /heroism/	- brave and noble conduct
healthy ( <i>adj.</i> ) /'heɪlθi/	- to be physically strong
history ( <i>n</i> ) /'hɪstəri/	- the study of past events
hole ( <i>n</i> ) /həʊl/	- a hollow place in a surface
honest ( <i>n</i> ) /'ɒnɪst/	- telling the truth; not lying
hope ( <i>v</i> ) /haʊp/	- a belief that smth desired will happen
horror ( <i>n</i> ) /'hɔr-ər/	- a feeling of fear
hospitality ( <i>n</i> ) /hɒspɪ'tælɪti/	- friendly treatment of guests or strangers
hunger ( <i>n</i> ) /'hʌŋgə/	- a strong desire for food
hungry ( <i>n</i> ) /'hʌŋgri/	- to want to eat
hunt ( <i>v</i> ) /hʌnt/	- an act of hunting wild animals
husband ( <i>n</i> ) /'hʌzbənd/	- a man to whom a woman married
hygiene ( <i>n</i> ) /'haɪdʒi:n/	- keeping oneself and areas clean to prevent illness/disease

## I

illness ( <i>n</i> ) /'ɪlnɪs/	- the state of being ill; lack of health
immune ( <i>n</i> ) /ɪ'mju:n/	- cannot be harmed by a disease or an illness
important ( <i>adj.</i> ) /ɪm'pɔ:tənt/	- great value or concern
impossible ( <i>adj.</i> ) /ɪm'pɒsəbl/	- not possible; cannot be done
increase ( <i>v</i> ) /ɪn'kri:s/	- to make smth greater in number, quantity, size
ingredient ( <i>n</i> ) /ɪn'gri:dʒənt/	- a combination of food for making a particular dish
innovative ( <i>adj.</i> ) /ɪn'ɒvətɪv/	- new ideas, new techniques
inside ( <i>adv.</i> ) /ɪn'saɪd/	- the inner part, side or surface of smth
intellectual ( <i>adj.</i> ) /ɪntrɪ'lektʃʊəl/	- having excellent mental abilities
invent ( <i>v</i> ) /ɪn'vent/	- to make or design smth new
invitation ( <i>n</i> ) /ɪnvaɪ'teɪʃən/	- the act of inviting
island ( <i>n</i> ) /'aɪlənd/	- a piece of land surrounded by water

## J

job ( <i>n</i> ) /dʒɒb/	- a particular piece of work; a task
join ( <i>v</i> ) /dʒɔɪn/	- to fasten one thing to another
jungle ( <i>n</i> ) /'dʒʌŋgl/	- an area of land in a tropical country
Jupiter ( <i>n</i> ) /'dʒu:pɪtə/	- the largest planet of the solar system



kimono (n) /kɪ'məʊnəʊ/	- traditional Japanese garment
knit (n) /nɪt/	- to join or be joined firmly or closely together
knowledge (n) /'nɒlɪdʒ/	- the facts, feelings, or experiences known by a person

## L

ladybird (n) /'leɪdɪ,bɜ:d/	- a small flying insect red with black spots
language (n) /'læŋɡwɪdʒ/	- words used by humans to express their thoughts
lay (v) /leɪ/	- placing smth in a certain position
lazy (adj.) /'leɪzɪ/	- showing a lack of effort or energy
leave (v) /li:v/	- to go away
lend (v) /lend/	- to allow the use of smth. and return of the same time
leopard (n) /'lepəd/	- a wild mammal, such as a big cat, panther, lion.
litter (n) /'lɪtə/	- small pieces of rubbish
lizard (n) /'lɪzəd/	- a reptile with four short legs and a long tail
loaf (n) /ləʊf/	- bread shaped and baked in one piece
lonely (adj.) /'ləʊnli/	- without friends or companions
lose (v) /lu:z/	- to have or keep smth no longer
loud (adj.) /laʊd/	- producing much noise
lucky /'lʌki/	- having, bringing or resulting from good luck
lung (n) /lʌŋ/	- either of two breathing organs in the chest

## M

machine (n) /mə'ʃi:n/	- an apparatus with several moving parts
major (n) /'meɪdʒə/	- important or more important
make a friend /meɪk'frend/	- to become friendly with somebody
mammal (n) /'mæməl/	- class of animals that give birth to live babies and feed them on milk
mammoth (n) /'mæməθ/	- a large hairy type of elephant, now extinct
manner (n) /'mænə/	- a way in which smth is done or happen
mark (v) /mɑ:k/	- to make mark on sth to indicate ownership
Mars (n) /mɑ:z/	- the planet of solar system next to the Earth
master (n) /'mɑ:stə/	- an owner of something
melon (n) /'mɛlən/	- a large sweet fruit with hard skin
Mercury (n) /'mɜ:kjʊəri/	- the planet nearest to the Sun
meteor (n) /'mi:tɪə/	- a small piece of matter that enters the earth's atmosphere from outer space
mind (n) /maɪnd/	- a person's normal mental state
mistake (n) /mɪ'steɪk/	- a word, figure, sum, etc that is not correct
mix (v) /mɪks/	- to combine one thing with another
money (n) /'mʌni/	- means of payment, coins and paper notes
movable (adj.) /'mu:vəbəl/	- that can be moved
movie (n) /'mu:vɪ/	- a film
museum (n) /'mju:zɪəm/	- a building in which objects are displayed

## N

need (v) /ni:d/	- to require sth/sb because they are important or useful
neighbour (n) /'neɪbə/	- a person living next to or near another
Neptune (n) /'neptju:n/	- a planet of solar system
nest (n) /nest/	- a place made by a bird for laying its eggs
newspaper (n) /'nju:z,peɪpə/	- a printed publication appearing daily or weekly with news, advertisements, etc
noble (adj.) /'nəʊəbəl/	- having a high social rank
novel (n) /'nɒvəl/	- a story in prose, long enough to fill a complete book
nowadays (adv.) /'naʊə,deɪz/	- at the present time
nutrition (n) /'nju:ˈtrɪʃən/	- the process of providing and receiving food for health and growth

## O

obey (v) /ə'beɪ/	- to do what one is told or required to do by sb
octopus (n) /'ɒktəpəs/	- sea animal with a soft round body and eight long tentacles
official (adj.) /ə'fɪʃəl/	- relating to a position of authority or trust
oil (n) /ɔɪl/	- thick liquid that do not mix with water
olive (n) /'ɒlɪv/	- a small bitter green or black fruit
opposite (adv.) /'ɒpəzɪt/	- having position on the other side of sb/sth
orbit (n) /'ɔːbɪt/	- a path followed by a planet or moon round another body
overcome (v) /,əʊvə'kʌm/	- to succeed in dealing with or controlling something
owl (n) /aʊl/	- a bird with large round eyes
oxygen (n) /'ɒksɪdʒən/	- a chemical element necessary for all forms of life on Earth

## P

packet (n) /'pækɪt/	- a small paper or cardboard container
pumpkin (n) /'pʌmpkɪn/	- a very large round fruit with thick skin and many seeds
pass (v) /pɑːs/	- to move forward or to the other side of smb/smth
passport (n) /'pɑːspɔːt/	- an official document issued by the government
pastry (n) /'peɪstrɪ/	- a mixture of flour, fat and water which is baked
patriotism (n) /'pætriə,tɪzəm/	- love of one's country and willingness to defend it
pay attention (v) /peɪ ə'tenʃən/	- to listen and try to understand
peel (v) /piːl/	- to take the skin off fruit, vegetables, etc.
performance (n) /pə'fɔːməns/	- an act of performing a play
permission (n) /pə'mɪʃən/	- the action of allowing somebody to do something
pick (v) /pɪk/	- to choose or select smb/smth from a group of people or things
pigeon (n) /'pɪdʒɪn/	- a large bird usually grey and white in colour
pleasant (adj.) /'plezənt/	- giving pleasure to the mind
Pluto (n) /'pluːtəʊ/	- the planet that is furthest from the Sun
point (n) (v) /pɔɪnt/	- (n) a narrow, usually sharp end of something; (v) to show a direction
poison (n) /'pɔɪzən/	- a substance causing death or harm
polite (adj.) /pə'laɪt/	- to have good manners
popular (adj.) /'pɒpjələ/	- liked, admired or enjoyed by many people
pollute (v) /pə'ljuːt/	- to make something dirty or no longer pure
pollution (n) /pə'ljuːʃən/	- the process of polluting
popcorn (n) /'pɒp,kɔːn/	- seeds of maize heated so that they burst and form light whitish balls
population (n) /,pɒpjʊ'leɪʃən/	- people who live in an area, a city, a country, etc.
portion (n) /'pɔːʃən/	- an amount of food suitable for or served to one person
positive (adj.) /'pɒzɪtɪv/	- having a constructive intention or attitude towards sth.
postcard (n) /'pəʊst,kɑːd/	- a card for sending messages by post without envelope
poultry (n) /'pəʊltrɪ/	- birds kept for eating or for their eggs
pour (v) /pɔː/	- to flow, especially downwards
pray (v) /preɪ/	- to offer thanks, make requests to God
prefer (n) /pri'fɜː/	- to choose something rather than something else
present (n) /'prezənt/	- a thing given to somebody as a gift to give something to somebody
pressure (n) /'preʃə/	- the force or weight of sth pressing continuously on sth
pretty (adj.) pretty	- pleasing and attractive
prevent (v) /pri'vent/	- to stop sb doing sth or to stop sth happening
print (n) /prɪnt/	- letters, words, numbers appearing in printed form
prize (n) /praɪz/	- an award given to winner
programme (n) /'prəʊgræm/	- a film, play, etc that is on television
promise (v) /'prɒmɪs/	- to give a hope, to make a declaration
protect (v) /prə'tekt/	- to defend, to keep safe
proud of /praʊd ɒv/	- feeling or showing pride
public (adj.) /'pʌblɪk/	- open or known to people in general

punish (v) /'pʌnɪʃ/	- to make smb suffer, by sending to prison or by making pay money
punishment (n) /'pʌnɪʃmənt/	- the action of punishing sb or of being punished
puzzle (n) /'pʌzəl/	- a thing that is difficult to understand or answer

## Q

quiet (adj.) /'kwaɪət/	- with very little or no noise
quiz (n) /kwɪz/	- a contest, esp on TV or radio

## R

railway (n) /'reɪl weɪ/	- a track with rails on which trains run
raise (v) /reɪz/	- to lift or move sth to a higher level
rare (adj.) /rɛə/	- being one of only a few that exist
realize (v) /'ri:əlaɪz/	- to begin to understand sth
record (v) /'rekɔ:d/	- to register, to write
recycle (v) /ri:'saɪkl/	- to treat things that have already been used for reusing again
reduce (v) /ri'dju:s/	- to make smth smaller in size, quantity, number, degree, price, etc
religious (adj.) /ri'lɪdʒəs/	- believing in and practicing a religion
remote control (n)	- control of a machine or device from a distance
repeat (v) /ri'pi:t/	- to say or write sth more than once
reptile (n) /'rɛptail/	- class of coldblooded animals that lay eggs
resolution (n) /ˌrɛzə'lu:ʃən/	- a firm decision to do or not to do sth
resource (n) /ri'zɔ:s/	- a supply or source of aid or support;
reuse (n) /ri'yus/	- to use smth again
road (n) /rəʊd/	- a way between places
roast (adj.) /rəʊst/	- to dry smth and turn it brown using intense heat
rob (n) /rɒb/	- to steal something from somewhere
rocket (n) /'rɒkɪt/	- a device in the shape of a tube that is driven through the air
rye (n) /raɪ/	- a plant grown for its grain used for making flour

## S

sacrifice (v) /'sæk rəˌfaɪs/	- the action of giving up smth for the sake of smth more important
safety (n) /'seɪfti/	- the state of not being dangerous
salty (adj.) /'sɔ:lti/	- containing or tasting of salt
satellite (n) /'sætəˌlaɪt/	- an electronic device that is sent into space and moves round a planet
Saturn (n) /'sætɜ:n/	- the large planet with rings
save (v) /seɪv/	- to rescue from harm, danger, or loss
screen (n) /skri:n/	- blank surface, esp. on a TV set or part of computer
seal (n) /si:l/	- an animal that lives near and in the sea and eats fish
seaweed (n) /'si:wi:d/	- plants growing in the sea or on rocks at the edge of the sea
seem (v) /si:m/	- to give the impression of being or doing sth
selfish (adj.) /'selfɪʃ/	- thinking first of one's own interest
series (n) /'siəri:z/	- a number of things, events, etc of a similar kind
seriously (adv.) /'siəriəsli/	- in a serious way
servant (n) /'sɜ:vənt/	- a person who works for others for wages
serve (v) /sɜ:v/	- to work or perform duties for a company, the armed forces, etc
sew (v) /səʊ/	- to make a dress with a needle and thread
shake (v) /ʃeɪk/	- to move with short quick movements from side to side or up and down
share (v) /ʃɛə/	- to give a share of sth to others
sharp (adj.) /ʃɑ:p/	- having a fine edge or point
shelter (n) /'ʃeltə/	- a structure built to give protection
shoemaker (n) /'ʃu:meɪkə/	- a person whose job is making or repairing shoes and boots
shore (n) /ʃɔ:/	- the land along of the sea

shower (n) /'ʃaʊə/	- a short period of rain or snow
shuttle (n) /'ʃʌtəl/	- an aircraft, a bus
silly (adj.) /'sɪli/	- not showing thought or understanding ; foolish
sincerely (adv.) /sɪn'sɪəli/	- the quality of being sincere; honesty
sick (adj.) /sɪk/	- being physically or mentally ill
skin (n) /skɪn/	- the outer covering of the body of a person or an animal
slice (n) /slaɪs/	- a thin wide flat piece cut off an item of food
smell (v) /smɛl/	- to notice smth by using the nose
Solar System (n) /'səʊlə sɪstəm/	- the Sun and all the planets which move around it
Solidarity (n) /,sɒli'dæərɪti/	- support resulting from shared interests, feelings, actions, sympathies
solution (n) /sə'lu:ʃən/	- a way of solving a problem
solve (v) /sɒlv/	- to find an answer to a problem
soul (n) /səʊl/	- the spiritual part of a person
sour (adj.) /'saʊə/	- having a sharp taste, like that of a lemon
souvenir (n) /,su:və'niə/	- a thing taken, bought or received as a gift
spacecraft (n) /'speɪs,kɹɑ:ft/	- a vehicle for travelling in space
sparrow (n) /'spærəʊ/	- a small brown and grey bird common in many parts of the world
spear (n) /spɪə/	- a weapon with a metal point on a long handle used for hunting
spend (n) /spend/	- 1) to pass time, 2) to give or pay money for goods;
spicy (adj.) /'spaɪsi/	- flavoured with spice
stare (v) /steə/	- to look for a long time at sb/sth
steam (n) /sti:m/	- the hot gas that water changes into when it boils
stomach (n) /'stʌmək/	- an organ of the body like a bag, into which food passes
stone (n) /stəʊn/	- a hard solid mineral substance that is not metallic
stonemason (n) /'stəʊn,meɪsən/	- a person who cuts and prepares stone or builds with stones
strange (adj.) /streɪndʒ/	- unusual; difficult to understand
strong (adj.) /strɒŋ/	- physically powerful or healthy
sturgeon (n) /'stɜ:dʒən/	- a large fish found in rivers
suffer (v) /'sʌfə/	- to feel pain, discomfort, sorrow
suggestion (n) /sə'dʒestʃən/	- the action of suggesting sth
suitcase (n) /'su:t.keɪs/	- a case with flat sides and a handle, used for carrying things
sunbathe (n) /'sʌn,beɪð/	- to sit or lie in the sun to make one's skin go brown
sum (do sums) (v) /sʌm/	- calculating numbers
surface (n) /'sɜ:fɪs/	- the outside part of sth
survive (v) /sə'vaɪv/	- to continue to live or exist
swallow (v) /'swɒləʊ/	- to allow food or drink to go down the throat
swimsuit (n) /'swɪm,su:t/	- a garment worn for swimming

## T

take care of (v) /teɪk keə/	- to be careful or watchful
take off (v)	- to remove an item of clothing from one's body
take part (v)	- to be involved in sth
talented (v) /'tæləntɪd/	- having talent
tangerine (v) /,tændʒə'ri:n/	- a small sweet orange with a loose skin
taste (n) /teɪst/	- the sense by which a flavor is recognized
team (n) /ti:m/	- a group of players forming one side in games and sports
temperature (n) /'tɛmpərɪtʃə/	- the degree of heat or cold in a body, room, country, etc
tent (n) /tɛnt/	- a shelter made of canvas
termite (n) /'tɜ:maɪt/	- a small insect like an ant found in tropical areas
territory (n) /'terɪtəri/	- land or an area of land under the control of a country or ruler
thermometer (n) /θə'mɒmɪtə/	- an instrument for measuring temperature
thief (n) /θi:f/	- a person who steals
think (v) /θɪŋk/	- to use the mind in an active way to form connected ideas

through ( <i>adv.</i> ) /θruː/	- going to a destination without stopping in a local area
throw ( <i>v</i> ) /θrəʊ/	- to send sth from one's hand through the air with some force
thunder ( <i>n</i> ) /'θʌndə/	- the loud noise that follows a flash of lightning
tired ( <i>adj.</i> ) /'taɪəd/	- feeling that one would like to sleep or rest
toast ( <i>n</i> ) /təʊst/	- bread sliced made brown and crisp by placing it close to direct heat
topic ( <i>n</i> ) /'tɒpɪk/	- a subject of a discussion, a talk, an essay, etc
tortoise ( <i>n</i> ) /'tɔːtəs/	- a reptile with hard shell that moves slowly
touch ( <i>v</i> ) /tʌtʃ/	- to be or come so close together that there is no space between
traffic jam ( <i>n</i> ) /'træfɪk dʒæm/	- a long line of vehicles that cannot move or move very slowly
treasure ( <i>n</i> ) /'treʒə/	- gold, silver, jewels, etc
treat ( <i>v</i> ) /tri:t/	- behave in a certain way towards sb/sth
trip ( <i>n</i> ) /trɪp/	- a short journey for pleasure or a particular purpose
tropical ( <i>adj.</i> ) /'trɒpɪkəl/	- found in the tropics
try ( <i>v</i> ) /traɪ/	- to make an attempt or effort
turn ( <i>v</i> ) /tɜːn/	- changing state, direction
TV guide ( <i>n</i> ) /ɡaɪd/	- information about programme on TV

## U

understand ( <i>n</i> ) /ˌʌndə'stænd/	- to know the meaning of words, a language
Uranus ( <i>n</i> ) /jʊ'reɪnəs/	- the planet of solar system
use ( <i>n</i> ) /juːz/	- to do sth with sth
useful ( <i>adj.</i> ) /'juːsfʊl/	- that can be used for a practical purpose

## V

value ( <i>n</i> ) /'væljuː/	- the quality of being useful or important
Venus ( <i>n</i> ) /'vi:nəs/	- the planet of solar system
view ( <i>n</i> ) /vjuː/	- the ability to see sth or to be seen from a particular place

## W

warm ( <i>adj.</i> ) /wɔːm/	- between cool and hot
waste ( <i>v</i> ) /weɪst/	- to use more of sth than is necessary
watch ( <i>v</i> ) /wɒtʃ/	- to look at sb/sth with attention
waterfall ( <i>n</i> ) /'wɔːtə fɔːl/	- a stream or river that falls from a height over rocks
watermelon ( <i>n</i> ) /'wɔːtə melən/	- a large melon with juicy red flesh and black seeds
wave ( <i>v</i> ) /weɪv/	- to move freely and loosely
wealth ( <i>n</i> ) /welθ/	- a large amount of money, property, etc
western ( <i>adj.</i> ) /'westən/	- situated in the west.
wheel ( <i>n</i> ) /wiːl/	- a circular object that turns around a rod at its centre
widespread ( <i>adj.</i> ) /'waɪd,spred/	- found or distributed over a large area
wildlife ( <i>n</i> ) /'waɪld laɪf/	- wild animals and birds
wise ( <i>adj.</i> ) /waɪz/	- clever, smart mind
wish ( <i>v</i> ) /wɪʃ/	- to say that one hopes sb will have sth
witch ( <i>n</i> ) /wɪtʃ/	- a woman thought to have evil magic powers
wonder ( <i>v</i> ) /'wʌndə/	- a feeling of surprise and admiration
work hard ( <i>v</i> ) /wɜːk hɑːd/	- to work with energy and care
workshop ( <i>n</i> ) /'wɜːkʃɒp/	- a room or building in which machines are made or repaired
worry ( <i>v</i> ) /'wʌrɪ/	- to be anxious about smb/smith
wrap ( <i>v</i> ) /ræp/	- to cover completely in paper or plastic



## IRREGULAR VERBS

Infinitive	Past Simple	Past Participle
be /bi:/	was /wɒz/ were /wə:/	been /bi:n
begin /bɪˈɡɪn/	began /bɪˈɡæ n/	begun /bɪˈɡʌn/
break /breɪk/	broke /brəʊk/	broken /ˈbrəʊkən/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/
build /bɪld/	built /bɪlt/	built /bɪlt/
burn /bɜ:n/	burnt /bɜ:nt/	burnt /bɜ:nt/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/
choose /tʃu:z/	chose /tʃəʊz/	chosen /ˈtʃəʊzn/
come /kʌm/	came /keɪm/	come /kʌm/
cost /kɒst/	cost /kɒst/	cost /kɒst/
cut /kʌt/	cut /kʌt/	cut /kʌt/
do /du:/	did /dɪd/	done /dʌn/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/
drink /drɪŋk/	drank /dræ ŋk/	drunk /drʌŋk/
drive /draɪv/	drove /drouv/	driven /ˈdrɪvn/
eat /i:t/	ate /et/	eaten /ˈi:tn/
fall /fɔ:l/	fell /fel/	fallen /ˈfɔ:ln/
feed /fi:d/	fed /fed/	fed /fed/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/
find /faɪnd/	found /faʊnd/	found /faʊnd/
forecast /ˈfɔ:kɑ:st/	forecast /fɔ:kɑ:st/	forecast /fɔ:kɑ:st/
forget /fɔˈget/	forgot /fɔˈɡɒt/	forgotten /fɔˈɡɒtn/
get /get/	got /ɡɒt/	got /ɡɒt/
give /ɡɪv/	gave /geɪv/	given /ˈɡɪvn/
go /ɡəʊ/	went /went/	gone /ɡɒn/
have /hæ v/	had /hæ d/	had /hæ d/
keep /ki:p/	kept /kept/	kept /kept/
know /nou/	knew /nju:/	known /noun/
learn /lə:n/	learnt /lə:nt/	learnt /lə:nt/
leave /li:v/	left /left/	left /left/
let /let/	let /let/	let /let/
lose /lu:z/	lost /lɒst/	lost /lɒst/
make /meɪk/	made /meɪd/	made /meɪd/
mean /mi:n/	meant /ment/	meant /ment/
meet /mi:t/	met /met/	met /met/
put /put/	put /put/	put /put/

read /ri:d/	read /red/	read /red/
ride /raid/	rode /roud/	ridden /`ridn/
rise /raɪz/	rose /rouz/	risen /`rɪzn/
say /seɪ/	said /sed/	said /sed/
see /si:/	saw /sɔ:/	seen /si:n/
send /send/	sent /sent/	sent /sent/
shake /ʃeɪk/	shook /ʃuk/	shaken /`ʃeɪk(ə)n/
shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sit /sɪt/	sat /sæt/	sat /sæt/
sleep /sli:p/	slept /slept/	slept /slept/
smell /smel/	smelt /smelt/	smelt /smelt/
speak /spi:k/	spoke /spouk/	spoken /`spoukən/
spend /spend/	spent /spent/	spent /spent/
swim /swɪm/	swam /swæm/	swum /swʌm/
take /teɪk/	took /tuk/	taken /`teɪkən/
teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
throw /θrəu/	threw /θru:/	thrown /θroun/
understand /,ʌndə'stænd/	understood /,ʌndə'stʊd/	understood /,ʌndə'stʊd/
wear /weə/	wore /wɔ:/	worn /wɔrn/
write /raɪt/	wrote /rout/	written /`rɪtn/

## ENGLISH 6

*Ümumtəhsil məktəblərinin 6-cı sinfi üçün*  
*İngilis dili (əsas xarici dil kimi) fənni üzrə*  
DƏRSLİK

### Tərtibçi heyət:

Müəlliflər

*Fəridə Məşi qızı Hüseynova*  
*Nailə Nəmət qızı Bağirova*

Redaktor

*Elşadə Əzizova*

Bədii və texniki redaktor

*Abdulla Ələkbərov*

Dizaynerlər

*Mələk Şimşək, Aqil Əmrahov*

Rəssam

*Gündüz Ağayev*

Korrektor

*Ülkər Şahmuradova*

*Azərbaycan Respublikası Təhsil Nazirliyinin qrif nömrəsi:*  
2017–050

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Sənə təhsildə uğurlar arzulayırıq!