

ENGLISH

Student's Book

8





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THE NATIONAL LEADER OF THE AZERBAIJANI NATION

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ENGLISH 8

Student's Book

English as the main foreign language for the 8th
grade of the general secondary schools

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UNIT 1

CHANGES

Lesson 1. Make up Your Mind!

Key words:

acquire (v) – master, get, gain, earn, receive, obtain

be competent (v) – have enough skill/knowledge to do sth well

intend (v) – have a plan /purpose in your mind

make up one's mind (v) – decide

relevant (adj) – closely connected or appropriate to the matter at hand

sufficient (adj) – sth that is enough for a particular purpose

What you'll learn:

- How to describe different jobs
- What relevant qualities to have
- How to write a letter applying for a job
- How to be responsible for each profession



[ʃ] sufficient

[e] intend/relevant

1 **GW.** Make a list of professions and talk about their most significant features. *Sample:*



I speak four foreign languages and I intend to learn two more languages. I think knowing languages helps me a lot in my life and professional career. I always assist the people around me with languages and I feel happy to be helpful to anybody. There is a saying: *“The more languages you know, the more people you are!”*

Fidan

I work for a large European car maker company. I work on car designing and manage a team of designers. I always look for new model designs. I'm also *in charge of* design budgets. I *deal with* a lot of different people in the company. I'm *responsible for* design and production.

Shaig



REMEMBER AND COMPARE! THE KEY PHRASES

to be responsible **for**

to agree **with smb/smth**

to work **for**

to deal **with**

to be **in charge of**

to work **on**

Sample: Our company **deals with** cars and car designing.

I agree **with** you, they are **working on** a special project.

2 GW. Discuss these questions adding some more and explain your choice.

1. What are the qualities of a professional person?
(a good memory, tolerance, diligence, patience, responsibility, etc)
2. What qualities do you think are relevant? Why?

REMEMBER!

Tolerance-the willingness to accept opinions that you do not necessarily agree.

Diligence-careful and persistent work or effort; industriousness

Responsibility-the job or duty of doing smth or taking care of sb/sth

Flexibility-the ability of changing to suit new situations/conditions.

Intelligence-the ability to learn and think in a logical way.

Leadership-the position of being a leader.

Creativity-the ability to produce smth new.

3 PW. Read and act out the dialogue.

Shaig: What do you want to be? What profession do you like most?

Sevda: I think all professions are good and important in life. The main thing is to be a real professional – a master of your profession. My intention is to be a *highly-qualified** designer and serve my people with my job.

Shaig: Oh, that's interesting! What qualifications should you have to be a good designer?

Sevda: You know, all professions have many good sides. To be a good professional in each field – one should study well, be open to innovations, integrate into world education system and *acquire* the appropriate knowledge and qualities.

Shaig: Sure. But for this only knowledge is not *sufficient*. We all must gain theoretical, as well as practical knowledge and skills to be *competent* in life. In that case we can gain success in any field.

**highly-qualified* – *yüksək ixtisaslı / высококвалифицированный*

4 GW. Match the given words to their definitions.

A) Communication/
interpersonal skills

B) Intelligence

C) Skills

D) Enthusiasm

E) Leadership

F) Flexibility

G) Diligence

1. You have the ability to identify specific goals.
2. You are a self-starter who is not afraid to take responsibilities for doing the best job possible.
3. The ability to communicate effectively with others.
4. You are capable of accepting new ideas.
5. You are motivated and goal oriented.
6. You willingly welcome to do everything with great spirit.
7. You always show a great effort.

5 PW. Answer the questions and discuss them.

CHALLENGE!

1. Are these requirements common for many professions? Why?/Why not?
2. Which of the above mentioned features do you have? How can you demonstrate it?
3. Which of them don't you have? How can you develop them?
4. What skills should teenagers develop?
5. How applicable are these requirements in Azerbaijan/America/England?
6. What qualities are the most important? Why?

6 PW. Make up your own dialogue using the questions and give reasons.

- *What do you want to be?*
- *What is the purpose of your choice?*
- *What qualities should you have/acquire?*
- *What subjects are the most essential in your choice?*
- *What are the advantages/disadvantages of the profession you choose?*
- *Where would you like to get a higher education? Why?*

7 IW. Creative work. Apply for job by writing a letter. Follow the plan below.

Paragraph 1	Paragraph 2	Paragraph 3	Paragraph 4
Mention the job you are applying for and say where you've seen the advert.	Talk about why you are right for the job. Mention your personal interests, relevant experience and responsibilities.	List your personal qualities and offer to send references.	Say you would like to come for an interview and when you are available. Say when you could start working.

Lesson 2. Do You Like Changes?

Key words:

adapt (v) – make sth suitable for a new use
benefit (v) – receive an advantage, profit, gain
get used to (v) – get accustomed
jewellery (n) – objects that people wear as decoration such as rings, necklaces
knack (n) – skill, ability, capability
make success (v) – succeed
rucksack (n) – a backbag
trolley (n) – a small vehicle with wheels that can be pushed/pulled
influence (v) – affect

What you'll learn:

- What school can give us
- What my school is like
- What school activities we have
- What my future plans are
- How I've changed since the last school year



[i] trolley/jewellery
[n] condition/innovation

1 PW. Read the dialogue and perform. Pay attention to the new words and expressions.

Aysel: Are you a newcomer in our school?

Samir: Yes, I am.

Aysel: How do you find your new school?

Can you **adapt** to our **terms and conditions***?

Samir: Truly, many things are new for me here. But I like changes. I think I'll **get used to** everything soon.

Aysel: I also changed my old school to this one last year.

Samir: It's good to try new things and the best thing here is that you can see new computers in all the classrooms, we have internet **access** and use Web 2 tools, Microsoft, Publisher programs, etc. At the same time we have Electronic Boards almost in all classrooms. I think all students work **creatively** and **make great success**.

Aysel: Yes, you're right. So, welcome to our new world! You'll **benefit** from this **innovation immensely**. Good luck to you, dear friend!



immense (adj) – extremely large, enormous

immensely (adv) – extremely, very much, enormously

creative (adj) – having the skill and ability to produce smth new

creatively (adv) – involving the use of skills

innovation (n) – the introduction of new things, ideas, or ways of doing smth



2 GW. Read the letter and discuss these questions.

1. How has Aysel's life changed in recent years?
2. How has your life changed in recent years?
3. Have you changed your school, home or city?
4. Do you think you have changed? Explain how?
5. What would you like to change in your school? How and Why?



3 PW. Choose the best title for the passage/letter.

- *Who am I?*
- *My Best Friend is My Mum.*
- *Changing With the Years.*
- *School is Different.*

Dear friend! Lots of things have changed in my life in recent years. Firstly, I've changed my school. It was difficult at first, but now I enjoy it. My classmates are great, **A** ... Well, there is one boy I don't like, because he is sometimes a **bully*** to a friend of ours, but we protect him. Another difference in the last two or three years has been in my school work. There is more of it, **B** ...! I've got lots of new subjects and more textbooks. I've also got two exercise books for each subject: **C** I've got a **locker*** at school, but I take some of the books home. I don't need a **rucksack**, I need a supermarket **trolley**! I've changed the way I look, too. I still like wearing jeans and t-shirts but now I also like wearing different clothes when I go out with my friends. I've started wearing skirts and lots of **jewellery**. My mum helps me get ready before I go out. We have good fun, **D** ... ! I've also changed my hairstyle. It's longer **E**...! Now I do different things in my **free time**.

I like spending more time with my friends. We meet in town on Saturdays and we spend our **pocket money** at the shops or at the cinema. I also spend more time in my bedroom. I've put up some new posters **F**..., but my mum says my bedroom is the only thing that hasn't changed. It has always been very untidy!



Aydan

4 GW. Match the information 1-6 with the spaces A-F above.



1. Tells us about the writer's weekend activities
2. Tells us about the writer's clothes
3. Tells us about the writer's school materials
4. Tells us about a problem at school
5. Tells us about tidiness
6. Tells us about the writer's free time

5 IW. Write an essay looking through the plan.

- What your school is like
- What you like doing best at school
- Enjoyable activities in school clubs
- Celebrations in your school

- Sport days at your school
- Break time at your school
- Prizes and rewards
- Competitions in your school

6 IW. Make a list of changes you'd like to see in your school in the future giving comments.

7 IW. Match the words 1-6 with the definitions A-F.

1. a bully is
2. a subject is ...
3. a lesson is ...
4. homework is ...
5. an exam is ...
6. rules are

- a. the things we can or can't do at school and at home
- b. a thing like English, maths, etc that you study at school
- c. a test of what you know about something
- d. a period of time when you study a subject in class with your teacher
- e. a student that frightens other students
- f. the work that teachers ask students to do at home

8 IW. Read the students' notes and design your own application form and talk about your future plans.

Art and Design	Busy Office Environment
<i>A course to help you find work in the fashion and media industries. Subject includes:</i>	Skills you should have:
<ul style="list-style-type: none"> • Clothes design • Photography • Using Computer software • Creating Web Sites 	<ul style="list-style-type: none"> • Lots of energy • Language-especially native and English • Advanced MS Office skills • Creativity



My name is Tina Reine. I'm from Norway. After school I'm planning to enter the University and become an English teacher. I'm quite sure what I want to do later in my life. I know what kind of profession I want, I've decided to take English at the local college first, because it is so close to where I live and I love speaking English! And also English is a universal language which you need later in life whatever profession you choose.

My name is Tony. I'm from Japan. I find that quite a lot of people at this boarding school for boys and girls aged 11 to 18, come to me to discuss problems. I think I have a *knack* for helping them sort things out. This *influenced* my decision to try for the degree course on Psychology at University. In my opinion, I've already changed, I'm not a teen now. I graduated from school and also I've chosen my career plans.



Self-Assessment: A-always B-often C-usually D-seldom

A B C D

I can...	A	B	C	D
• talk about school activities and share about my changes				
• play a role on the topic				
• talk about my future plans				
• design my own application form				
• take an active part in discussions				
• make a list of changes				

Lesson 3. Live and Learn!

Key words:

afford (v) – provide or supply
(an opportunity or facility)
extremely (adv) – very, highly, very much/
greatest degree of sth
free of charge (adj) – no payment
graduates (n) – school-leavers or those
who have a University degree
leisure (adj) – spare or free time
mud (n) – dirt, wet and sticky dust
prestigious (adj) – vip, reputable, having
high respect and status

What you'll learn:

- About implementation of curriculum in schools
- Subjects, exams and leisure activities
- Levels of school education
- The difference among schools
- The Comparison of Simple Present and Simple Past Passive



[dʒəs] prestigious
[ʒə] leisure/pleasure

1 CW. Discuss the following proverbs/sayings giving comments.

REMEMBER!

- Knowledge is power!
- Knowledge is wealth!
- Knowledge is light!
- It's never too late to learn!
- Little knowledge is a dangerous thing!
- As knowledge increases, wonder deepens!
- If you have knowledge let others light a candle in it!



INTERESTING TO KNOW!

There is a National Curriculum for all students in Great Britain. Different subjects **are taught** in schools and among them English, Maths and Science **are called** core subjects. Students **are assessed** in the core subjects at the ages of 7, 11 and 14. Exams in all subjects **are taken** at 16 in schools.

LANGUAGE BANK

The Present Simple Passive	The Past Simple Passive
I am He/she/it is We/you/they are	I/you/he/she/it was We/ you/ they were
$\rightarrow + V_{3/ed}$	$\rightarrow + V_{3/ed}$
English is spoken all over the world. Interesting books are read with great pleasure by students. Interactive teaching methods are implemented in our schools.	"Khamasa" was written by Nizami Ganjavi. Lessons were taught with traditional methods at schools a few years ago. The pyramids were built by the Egyptians.

2 PW. Read the interview and act it out. Pay attention to the usage of Passive Voice.

Agil: Hello. May I ask you some questions about school education in Japan?

Fidan: Sure.

Agil: I've heard that education is *extremely* important in Japan.

New Curriculum *is implemented* in Japan.

Fidan: You're right! Because if you do well in school, you'll be able to get a good job. And if you are lucky, you'll keep your job all your life.

Agil: Really? I see. At what age do children start school?

And what subjects *are taught*?

Fidan: From the age of 6 to the age of 15 school is compulsory. So, it's *free of charge*. Different subjects *are chosen* and *taught*.

Agil: Do students have to take very difficult exams to enter a school? Is it because parents try to choose a school with the best curriculum?

Fidan: No. Curriculum is the same in all schools. However, there is a high competition to attend *prestigious* schools. That's why most young students study hard to prepare for the entrance exams.

Agil: Do many school *graduates* continue their studies at Universities?

Fidan: Oh, yes. More than 70 % of school graduates go to colleges and universities.

Agil: And what about *leisure* activities?

Fidan: They *are involved* in sports, reading and watching TV. But schoolwork and other studies remain the main thing of the daily lives of most children.

3 GW. Discuss the following sentences, describe educational system in different countries filling in the table.

1. There are three levels of school education: *Primary* (grades I-IV), *Junior High or Secondary* (Grades V-IX) school and *High school* (grades X-XI).
2. School is compulsory.
3. Curriculum is the same/different in all schools.
4. Students take school entrance exams to be able to study in a prestigious school.
5. Schoolchildren don't have much time for leisure activities. Schoolwork and other studies are the main things of the daily life of most children.

Compulsory Education	Azerbaijan	Japan	Other
Education Free of Charge			
Curriculum			
Leisure Activities			
Exams			
Subjects			

4 GW. Describe the pictures reading the samples and comparing schools in Azerbaijan and in other countries.



In Azerbaijan

Both

In other countries

My name is Fatima. I'm from Afganistan. My school is far from my house. I walk to school every day and it takes me 40 minutes to be at school in time. You can't believe, our school was built of *mud*. We have no chairs to sit on, so we have to sit on the floor. My parents can't *afford* themselves to buy a school bag, books, copybooks or a school uniform for me. We have no canteen at our school, either.

Fatima



My name is Murad. I'm from Azerbaijan. I think, education is very important and schools help us to have a better life in the future. Nowadays schools give us everything that we need. Schools are supported and equipped with modern technology in Azerbaijan. We've got all opportunities to study well. Very productive entertainments, extra-curricular activities and projects are always organized in our schools.

Murad

COMPARE AND REMEMBER!

- to enter ~~to~~ a school to take an exam **in**
- to attend ~~to~~ school to do well **in/at**
- to prepare **for**
- to be supported **with**
- Our schools **are supported with** modern technology today.
- Students have to take exams **to enter** a prestigious school.

5 IW. Find the halves and use any of them twice if appropriate.

- 1. to attend
- 2. to get
- 3. to teach
- 4. to take
- 5. to organize
- 6. to enjoy

- a) an exam
- b) a prestigious school
- c) a good job
- d) different subjects
- e) leisure activities
- f) productive projects

6 IW/PW. Search and write some information about different schools.

Lesson 4. Say, No! to Violence!

Key words:

breed (v) – be the cause of sth
cane (n) – a hard hollow stem of some plants
dunce (n) – a person who is stupid or slow to learn
failure (n) – lack of success, defeat, collapse
humiliate (v) – make sb feel ashamed or foolish
intimidating (adj) – frightening, threatening
overworked (adj) – made to work too much, tired
podium (n) – rise, elevation
severe (adj) – very strict
spoil (v) – ruin, contaminate, rot
violence (n) – physical/emotional force

What you'll learn:

- Different types of schools
- About Victorian school system
- Violence breeds violence in Victorian schools
- The usage of Singular and Plurals



[ei] humiliate/cane
failure

1 PW. Read the letters and guess/get the main idea.

Dear Gabriella,

I feel sad and lonely. My parents are too busy to talk to me about my problems. I don't spend much time on my lessons and it makes them nervous and angry. My teacher doesn't let me use my mobile phone, and of course it makes me angry as well. I usually argue with my classmates and my teacher always punishes me. It is very hateful. I need your help. What should I do?

Worried, Mike



Dear Mike! My teacher always gives us extra homework. Our classes are very difficult and we often have to write control tests. Tests are difficult and sometimes make me worry. My failure in my tests affects my life. My teacher always says that we behave badly: "In my days pupils were more polite and they always behaved better", she says.

Please, help. I need extra help. **Overworked, Gabriella**

2 GW. Read the sentences and pay attention to the usage of singulars and plurals.

COMPARE AND REMEMBER!

Singular	Plural
Test makes me nervous.	Tests make me nervous.
My failure in my tests affects my life.	Computer games are interesting.
Knowing foreign languages always helps me.	Schools help us to have a better life in the future.
School gives students all opportunities.	Foreign languages are taught in our schools.
Violence breeds violence.	

3 GW. Read the passage paying attention to the usage of Passive.

Some people consider that the Victorian school system of education is a classical model, as it gave good results. Among the names of yesterday's *graduates* you can find names of today's famous writers, artists, scientists and politicians. But Victorian schools weren't the ideal places to learn. First of all, the classrooms were very *intimidating*. There was a high *podium* for teachers in front of the class so that the teacher could see everyone. More than eighty children had to sit up straight at desks in long, silent rows. Secondly, I think these schools had dull lessons. There were some geography, singing or sewing classes for girls. Children had to chant aloud lists of names, facts, weights and measures. In addition to this, children *were humiliated and punished*. Victorian teachers and parents were sometimes very *severe* and thought that the *cane* or leather belt could work wonders. To my mind, however, *violence breeds violence*. Children who couldn't remember things *were called "dunces"* and had to sit by the wall. Other unkind children *were encouraged* to make fun of them. For all these reasons, I wouldn't like to be taught in this type of school.



4 PW. Choose the best title for the passage above.

- A) Victorian Schools Are Fun C) Leather Belts Are Useful At Schools
B) Violence Breeds Kindness D) Violence Breeds Violence

5 GW. Read and put the sentences in logical order.

- a) In conclusion, I think we should learn from life as well as from books.
b) In addition to this, they seem to forget we need *relaxation** time.
c) Firstly, I think teachers give us too much homework.
d) Homework can add to our stress and isn't necessarily useful.
e) Besides, life is education itself.



6 PW. Build up sentences using the key words.

*Violence dunce cane breed overworked humiliate spoil
ideal boring leather belt punish strict intimidating*

LANGUAGE BANK / THE PASSIVE VOICE

	Sentences in the Active	Yes/No Questions in the Active	Sentences in the Passive	Yes/No Questions in the Passive
Present Simple	Students <i> speak </i> English at the English lesson.	<i> Do </i> students <i> speak </i> English at the English lesson?	English <i> is spoken </i> at the English lesson.	<i> Is </i> English <i> spoken </i> at the English lesson?
	Students <i> organize </i> productive projects.	<i> Do </i> students <i> organize </i> productive projects?	Productive projects <i> are organized </i> by students.	<i> Are </i> productive projects <i> organized </i> by students?
Past Simple	The students <i> organized </i> an extra curricular activity.	<i> Did </i> the students <i> organize </i> an extra curricular activity?	An extra curricular activity <i> was organized </i> .	<i> Was </i> an extra curricular activity <i> organized </i> ?
	Strict teachers <i> taught </i> students in Victorian Schools.	<i> Did </i> strict teachers <i> teach </i> students in Victorian schools?	Students <i> were taught </i> by strict teachers in Victorian schools.	<i> Were </i> students <i> taught </i> by strict teachers in Victorian schools?

7 PW. Make up Yes/No questions in the Passive Voice.

1. New Curriculum is implemented in Japan.
2. New schools are built in our country every year.
3. The students chose the foreign language at college.
4. Modern schools are supported with new technology.
5. Student Books are given to all students at/in our schools.
6. The students were often punished in Victorian schools.

8 IW. Choose the correct verb.

1. Children learn/learns from playing.
2. Good books always make/makes you read.
3. The furniture in our classroom is/are new.
5. Playing computer games is/are my hobby.
4. Schools gives/give students all opportunities to study well.
6. Knowledge about many different things allow/allows us to live a full life.



9 IW. Write: "What kind of school would you like to study in? Why?"

Self-Assessment: A-always B-often C-usually D-seldom

A
B
C
D

I can ...				
• take part in discussions about different types of schools				
• talk about the Victorian school system				
• say the sentences in correct logical order				
• write a quote about schools				
• build up sentences using the correct tense forms				
• express my ideas about wise sayings/proverbs				

Lesson 5.

Is Poetry Your Cup of Tea?

Key words:

alien (n) – a stranger, foreigner
ancestor (n) – a person, typically one more remote than a grandparent, from whom one is descended; forefather, root
free-spirited (adj) – passionate
ignorant (adj) – uneducated, illiterate, inexperienced
incorporate (v) – integrate, include
modernization (n) – upgrading, development
paper-rounds (n) – the job of delivering newspapers to houses
poetry (n) – a collection of poems, **syn:** verse
shun (v) – escape, run
be upset (v) – be distressed, have no mood or spirits
thrill (n) – a sudden feeling of excitement and pleasure

What you'll learn:

- The difference among Azerbaijani/English/American teens and their good, bad qualities
- The interests of teenagers
- The abilities of teenagers
- About derivative and compound adjectives

[ʌ] shun/run

[s] spirit/upset



1 CW. Read and match the sayings with the pictures. Give comments.

REMEMBER!

A PERSIAN PROVERB

- He who knows not, and knows not that he knows not, is a fool. **Shun him!**
- He who knows not, and knows that he knows not, is a child. **Teach him!**
- He who knows, and knows not that he knows, is asleep. **Wake him!**
- He who knows, and knows that he knows, is wise. **Follow him!**



2 GW. Think and say who they refer to: Teenagers in Britain/in America/in Azerbaijan. Mark the correct answers.

Activities	Azerbaijan	British	American	other
Teenagers play a musical instrument				
Teens like music				
Teenagers are talented				
Teens work hard at school				
Teens enjoy relaxation				
Teens worry about their future life				
Teens plan their future				
Teens help parents				
Teenagers respect others				
Teenagers like sports				

3 GW. Read and compare some recent information about teenagers in different countries. Put punctuation marks where necessary.



Azerbaijani teens are kind friendly and cooperative Adults always appreciate teenagers' cooperation their kindness and respect to others Azerbaijani teenagers love folk music and our national art Foreigners are surprised at the *depth** of our culture and historical background of Azerbaijan and Azerbaijanis We always respect our ethnic values that were established centuries ago by our *ancestors*

Modernization should not mean forgetting our origins and who we are We should respect our root mentality and national values

Leman

British teenagers work hard at school respect their parents and plan for their future Many British teenagers like to improve their knowledge too They think a lot about the future 57% worry about getting a job when they finish their studies Some teenagers have jobs like *paper-rounds* and baby – sitting Popular activities with teenagers are music sports and computer games cinema shopping watching videos and watching TV Music is the most important thing in their lives Teens in Britain like to go on holidays without their parents They plan where to go and how to spend the holiday



Ben



Top Activities of today's young in the US - running bicycling fishing camping and hiking are the most popular out door activities among youth motivations Most teens enjoy the fun relaxation and exercise of outdoor activities American teens consider that lifestyles increasingly *incorporate* the Internet Teens *use the Internet* and frequently *multitask* (a lot of tasks) with online activities and traditional media such as television and video games By the way American Life Project reports 93% of youth aged 12-17 use the Internet

Bella

COMPARE AND REMEMBER!

to make smb+adj	to make smb+v	to make+noun
<i>to make smb sad</i> <i>to make smb happy</i> ■ <i>Fresh air makes a child healthy.</i>	<i>to make smb walk</i> <i>to make smb work</i> ■ <i>The news made everybody feel happy.</i>	<i>to make fun</i> <i>to make success</i> <i>to make a reference</i> <i>to make a friend</i>

4 PW. Find and complete the expressions from the given passages above. Sample: to use the Internet

- to spend- to advertise- to respect- to go on- to appreciate-
 to use- to care- to plan- to have- to incorporate-

**depth* – *dərinlik* / *глубина*

REMEMBER COMPOUND ADJECTIVES!

- *well-known*
 - *well-educated*
 - *well-mannered*
 - *well-balanced*
 - *well-done*
 - *well-paid*
 - *ill-mannered*
 - *good-tempered*
- He is a *well-known* poet in the world. ■ The workers are well-paid here.

5 PW. Read the conversation and find the main idea in it.

Elnur: Hi, Mum!

Mother: How are you doing? You sound *upset*.

Elnur: You're right! My English friends asked me about *classical* Azerbaijani writers but I couldn't remember many names. I told my friends only about *contemporary* writers. It's not very *good*, is it?

Mother: Oh, Azerbaijani literature, especially *poetry* is *popular* in the world. Nowadays you can get so many books that I couldn't read when I was a teenager. How can you forget the names of the greatest and *well-known* writers and poets such as Nizami Ganjavi, Ahmad Javad, Abdulla Shaig, Samad Vurgun, Suleyman Rahimov, Bakhtiyar Vahabzade, Khalil Rza Uluturk and others?

Elnur: Oh, mum! I'm very sorry. I haven't read many of their books. I promise, I'll read about them with *great* pleasure.

Mother: Good, my dear! Believe me, most writers and poets are *talented*, *brilliant*, *well-educated* and *free-spirited*. When I feel *sad* or need some advice, I open and read the books of *famous* poets or writers. Good books always make me read more and reading books really helps me in life. I think, poetry is my cup of tea.

Elnur: Thanks for your *useful* advice, mum! That sounds *great*! I'll try to read more from now on.

to think **about/of**
to worry **about**

6 GW. Fill in the table sorting the cursive words out given in Task 5.

Simple Adjectives	Derivative Adjectives	Compound Adjectives
free	useful	free-spirited
great	classical	well-known

7 IW. Pronounce and find the different word/words in each line.

1. [ʌ] shun, rude, dunce, rucksack, mud, bully
2. [ei] cane, leisure, humilate, failure, pleasure, polite
3. [f] innovation, sufficient, intelligent, magnificent, shake
4. [e] intend, relevant, breed, mend, competent, diligent
5. [ɪ] trolley, feel, jewellery, creativity, free, poetry

8 IW. Write a paragraph about the teens' lifestyle in Azerbaijan.

9 IW. Write a letter on the given plan according to task 3.

Introduction	Explanation	Conclusion
<ul style="list-style-type: none"> What are the letters about? Which one do you prefer? 	<ul style="list-style-type: none"> Say: what are the most popular activities? Compare your most popular activities for teenagers. 	<ul style="list-style-type: none"> What is the most interesting? What is the most surprising? What is boring?

10 IW. Read the poem with intonation and pay attention to the usage of “to make”.

I love to read books,
It’s my cup of tea
Books are full of ideas,
Don’t you agree?

Books can teach and excite,
Books can comfort and *thrill*,
Books can show you the world,
And will make you feel.

Funny books make me laugh
Romances make me cry,
Adventure books make me
happy, I don’t know why?

*Thrillers** bore me to death
Fantasy is good for fun.
And I don’t read science **fiction*,
I’ve never done.

All those robots and fights,
And *alien* ships,
Make me cry at night,
Make me walk in my sleep.

Books will not let you down,
Books will never **mislead*,
When you make a new friend,
Ask him “What do you read?”

11 IW. Answer the questions in “Challenge” box and write your thoughts on the importance of books.

CHALLENGE!

- What can poetry/books give us?
- Do you like Azerbaijani poetry?
- What is “a book” for you?
- Which books do you like? Why?

Challenge – a new or difficult situation or task that tests somebody’s ability and skills

12 IW. Write an essay: “What is poetry for you?”

Self-Assessment: A-exemplary B-experienced C-average D-weak

A B C D

I can...	A	B	C	D
• express/talk about teens’ interests and abilities				
• share my ideas on the teens’ qualities				
• sort out the adjectives				
• write a letter about /to teens				
• talk about the importance of books/poetry				
• speak how Azerbaijani teens respect their parents/other people				

**thriller* – qorxulu film / фильм ужасов

**fiction* – bədii ədəbiyyat / художественная литература

**mislead* – azdırmaq / вводить в заблуждение

Progress Portfolio

1 Tick your Overall Progress. ✓

Self-Assessment: A-*always* B-*sometimes* C-*seldom* D-*rarely* **A B C D**

I can ...	A	B	C	D
• share findings on the schools/changes with my partners/peers				
• make presentations on my major goals in a teamwork, pairs and individual work.				
• participate in discussions on different types of schools				
• be critical to myself and my partners as well				
• write quotes/essays about schools, teenagers' lifestyles				
• research facts on new or unknown information with great pleasure				
• explore different ways in presenting projects and presentations				
• make plans/questionnaires on the changes/schools				
• use punctuation marks correctly				
• read the poems/texts with correct intonation				

2 Fill in "My Treasure" table for Unit 1.

What I gained	How I gained	How I'll implement
▪	▪	▪
▪	▪	▪

3 Put the correct prepositions where necessary.

1. Are you interested ... Physics and Geography?
2. People should always think ... their future plans.
3. Parents try to choose a school ... the best curriculum.
4. Do students have to take difficult exams to enter ... a school?
5. Most young students study hard to prepare ... their entrance exams.
6. There is a high competition to attend ... prestigious school ... Japan.

4 Match the words to the definitions and use them in sentences.

1. tolerance
2. innovation
3. diligence
4. communication
5. jewellery
6. responsibility
7. leadership

- a) being careful throughout work
- b) the position of being a leader
- c) objects that people wear as decoration
- d) a duty to deal with
- e) an activity expressing ideas
- f) the willingness to accept opinions
- g) the introduction of new things

Reading Comprehension and Writing

5 Read the passages choosing the correct form of the verb.

■ **A.** The world we live/lives in is very beautiful and there are many people on the earth who can feel this beauty. But among these people there are a few *creative* and *talented* people who can express this beauty. How do they do this? – Well, they do/does this in different ways.

■ **B.** Some composes/compose *delightful* music. Others paint/paints *fantastic* pictures. Some of them write/writes *wonderful* books, while others build /builds *magnificent* buildings-houses and palaces, beautiful bridges and mosques. They use wood, clay, stone and metal to make different figures and objects called statues and sculptures. Who are these people? They are writers, sculptors, architects, artists, poets and composers.

■ **C.** Music has/have *different* kinds. Some music makes/make us feel/feels like dancing, some makes/make us feel/feels like singing and some is serious music, which makes/make us think about *happy* or *unhappy* times of our life.

■ **D.** Pictures is/are also very different. Some pictures can make us laugh and some describes/describe the painter's view of different periods of life. These pictures lets/let us see life through the painter's eyes.

■ **E.** Books helps/help us to find out about the world. Through books we get to know different countries and we discover the lives of different people: people who is/are *kind* or *cruel*, *honest* or *dishonest*, *courageous* and coward, people living at different times in the past and in the present. Some writers tells/tell us about all this in *long* novels and some in short stories. Some describes/describe just *short* moments of life: moments which may be happy or unhappy.

6 Write the synonyms or antonyms of the highlighted words in the passages above.

7 Write the number of the paragraph which describes:

1. Different professions
2. Different books
3. Different pictures
4. Different music
5. Special People on the Earth

8 Correct the wrong sentences giving explanation.

1. Sculptors draw wonderful works.
2. Painters express what they feel through words.
3. Architects describe the lives of different people.
4. Writers compose music about life as they feel it.
5. Creative people can't express the beauty of the world.
6. Composers write about some moments of life as they feel it.



UNIT 2

COMMUNICATION

Lesson 1. The History of Communication

Key words:

exhaustion (n) – tiredness
fire (n) – the flame, light, heat
holy (adj) – sacred, divine, blessed
marathon (n) – a long running race of about 42 km or 26 miles
mediator (n) – peacemaker, negotiator, moderator
miracle (n) – a wonder
swallow (n) – a small bird with long pointed wings

What you'll learn:

- About different means of communication
- The effectiveness of communication
- How people benefit from communicating with each other
- How people sent messages in the past



[k] miracle

[θ] marathon

1 GW. Look at the quote, discuss it and answer the questions.

Where there is collaboration, there is cooperation, communication and friendship!

- Can a **fire** be a means of communication? How?
- Can a **swallow** or a **dove** be a means of communication? How?
- Can rocks be a means of communication? How?

INTERESTING TO KNOW!



From ancient times, fire has been *a means of communication**. Even at Dede Gorgud's time on happy days people set a fire at the top of the highest mountain. If there was set one fire, it meant that people celebrated a very special, happy event, if there were set two fires it meant that something wrong had happened, they were in danger or the enemy was at the door.

A dove has always been the symbol of peace all over the world. In old times a dove was as *a mediator* to deliver a message from one place to the other. People communicated with each other by the help of the dove.



When people didn't have the alphabet or they couldn't read or write they drew pictures on the walls or rocks. These pictures tell people the stories of their everyday life, battles and culture. Gobustan is a lively sample and one of the first *holy* places of art, culture of the world where the ancient dance and musical culture are formed.

2 GW. Discuss the questions in the “Challenge” box.

CHALLENGE

1. What did people do to tell other generations about their culture when they didn't have the Alphabet?
2. How did people send letters to one another?
3. What did people do to send quick messages when they didn't have the telephone and the telegraph?

3 GW. Read the passages using the verbs in the correct tense forms and Voice.

■ In the ancient world there were thousands of foot messengers who (to form) an ancient communication network. One of the most famous messengers in history was a Greek soldier. He (to run) to Athens to bring the news of the Greek victory over the Persian. When he (to get) to Athens and (to give) the news, he (to fall) dead of *exhaustion*. He had covered a distance of 26 miles. In honour of that soldier, sportsmen nowadays run the same distance - *a marathon*.



■ When the telephone (to invent) in 1876, everybody (to think) that it (to be) a real *miracle*. The telephone and the telegraph were the fastest means of communication that people could imagine. In the 19th century people used to say: “We (to invent) everything we could”. As we know, today it is just the beginning.

■ In the Middle Ages life was hard and dangerous. It was very important to have good neighbours and get news quickly. So people (to use) the high towers of their castles to send and receive messages about the enemies. American Indians (not to build) high towers but (to use) smoke signals to send important information.

4 GW. Take notes on the paragraphs give presentations.

COMPARE AND REMEMBER!

- to communicate *with*
- to bring news
- to set a fire
- to be *in* danger
- to send a message
- to deliver a message
- to receive a letter
- to receive a message
- to be *at* the door
- The people used smoke signals *to send important information*.
- They *set a fire* at the top of the hill.
- When people were in danger they made two fires.

5 IW. Mark these sentences True, False or DS (Doesn't Say).

1. People couldn't communicate before they invented the alphabet.
2. In the ancient world people also had big, fast communication networks.
3. Marathon is the name of a place in ancient Greece.
4. In medieval times people used the telegraph.
5. The American Indians used smoke signals because they couldn't read.
6. People invented the post in the 18th century.
7. In the 19th century people used some code for the telegraph.
8. At Dede Gorgud's time on unhappy days people set a fire on the hills.
9. People all over the world communicate only by the help of birds.

6 GW. Fill in the table with the three forms of Regular / Irregular verbs.

Verb ₁	Verb ₂	Verb ₃
to fall		
	sent	
		given
to set		
to take		
		made
	kept	
to bring		
		written
	got	
		been

Verb ₁	Verb ₂	Verb ₃
to chat		
		formed
to pass		
	danced	
		returned
		used
to invent		
	decided	
		turned
to deliver		
	helped	

7 GW. Complete the expressions and use them in your own sentences.

to draw ... , to use ... , to set a , to deliver a , to protect from ... , to be ... , to compile ... , to invent ... , to win ... , to design ... , to solve ... , to publish ... , to make ... , to provide ... , to find , to take ... , to keep ... , to chat ... , to have

8 IW. Search and write information about the History of communication.

Self-Assessment: A-very well B- well C-a little D-little

A B C D

• I can express my ideas on different means of communication				
• I can take part in discussions about old messages				
• I can find True/False sentences on old messages				
• I can give presentations on old messages				
• I can write a paragraph about the history of communication				

Lesson 2.

The Greatest Inventions on Technology

Key words:

invent (v) – discover, innovate, create

inventor (n) – an originator, author, producer, designer

evolution (n) – development, growth, progress

parasol (n) – type of umbrella that women carried in the past to protect from the sun or rain

radar (n) – the system that uses radio waves to find the position

roller (n) – a piece of wood, metal or plastic shaped like a tube

squeeze (v) – press, pinch

shape (n) – structure, figure, form, appearance

What you'll learn:

- What inventions exist?
- Which of them is recent/old
- Why we need new inventions
- What is their role/importance in our life



[r] radar
parasol
roller

1 CW. Look and say their functions/importance.



Sample:

1. Umbrellas
 2. Telephones
 3. Crosswords
 4. Radios
 5. WWW
 6. Cameras
 7. Radars
- Televisions are used for watching films/ programs, etc.
 - a) for finding information from all around the world.
 - b) providing entertainment in newspapers.
 - c) listening to interesting music, news, etc.
 - d) talking to people who are far away.
 - e) taking photos.
 - f) finding the position of the objects/cars.
 - g) keeping dry when it rains/from sunshine.

2 GW. Read and discuss the students' ideas.

- Which inventions are the most important?
- Which old/recent inventions do you know?
- What's the greatest achievement of the modern world?
- Would you like to be an inventor? Why?
- If you could invent something, what would it be?

inventor (n) – a person who has invented/designed sth new

invention (n) – a thing or an innovative idea - innovation, that has (newly) been invented/designed

Compare

discovery (n) – an act or the process of finding sth, that exists for the first time and nobody has found it before

The world is full of important **inventions** and **discoveries**. We think we couldn't live without a telephone, especially a mobile phone. It is not only a phone, it's just an address book, an alarm clock, a calendar, a camera, even a phone album as well. You have to agree that just like computers, mobile phones have changed the way we communicate with each other.

Semra



I believe that all new technological wonders have had the greatest influence on us. The invention of the computers was important, because it was followed by many other exciting developments, such as hundreds of computer programmes, emails, and the Internet. You can find everything on the Internet sites, can send virtual flowers, e-cards and pieces of music. I think it's great.

Shahin

3 GW. Read the "ITK!" box and share your ideas on old discoveries.

INTERESTING TO KNOW!

• **The first crossword** was compiled by an English journalist, Arthur Wynne in 1913. It was in a diamond **shape** and he called it a "word-cross". Crossword is now popular in newspapers and magazines all around the world. Readers can win prizes for solving puzzles, but some do them just for fun. Nowadays crosswords are daily published in some newspapers.

The world's first programmable computer was designed by an Englishman Charles Babbage in 1822.

• **Television** was not invented by a single **inventor**, instead many people worked together and alone over the years, contributed to the **evolution** of television.

• Ancient Egyptians, the Chinese and the Greeks used "**parasols**" to protect themselves from the sun and the rain 4.000 years ago. But modern **umbrella** was invented in 1852 by an Englishman Samuel Fox.

LANGUAGE BANK/WH QUESTIONS IN THE PASSIVE

Wh/questions	Who ... by?	When...?
The first crossword <i>was compiled</i> by A. Winne in 1913.	<i>Who</i> was the first crossword compiled <i>by</i> ?	<i>When</i> was the first crossword compiled by A. Winne?
	What?	When?
Telephone <i>was invented</i> in 1876.	<i>What</i> was invented in 1876?	<i>When</i> was telephone invented?
	Where ?	What... for?
Crosswords <i>were played</i> for fun in England.	<i>Where</i> were crosswords played for fun?	<i>What</i> were crosswords played <i>for</i> ?

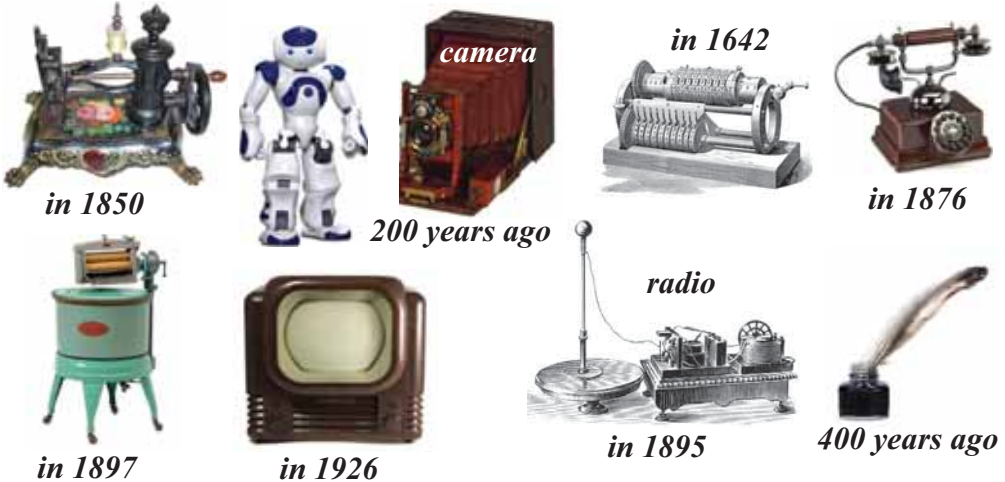
4 PW. Look, ask and answer using the model.

Model: **Mehriban:** When was the telephone invented?

Elnur: It was invented in

Mehriban: Who was it invented by?

Elnur: It was invented by Alexander Graham Bell.



5 PW. Sort the words out according to the sounds in the chart.

miracle information computer invention crossword exhaustion
communication marathon camera core evolution ancestor

[k]	th [θ]	tion [ʃn]
.	.	.

6 IW. Visit your ICC and search information about recent and old inventions. Write interesting facts /paragraphs.

Lesson 3.

Ordinary Lives, Important Ideas!

Key words:

chat (v) – talk in a friendly or an informal way
command (n) – order, (v) to order
e-mail (n) – electronic mail,
text-messaging (v) – send a message
get in touch (v) – keep relations/ties
lap top (n) – a small computer
link (v) – bind, connect
log (v) – enter, access
network (n) – web
space-ship (n) – a vehicle for travelling in space

What you'll learn:

- What kinds of communication most people use
- Who created **www**?
- How important the modern technology is!
- Advantages and disadvantages of new technology
- What Software and Hardware mean.



[tʃ] chat/touch

[ŋ] chatting/touching

1 IW. Look and match the pictures A-F with 1-6. Choose and speak on your choice giving explanation.

A) e-mail

B) a letter

C) skype

D) text-messaging

E) WhatsApp

F) chatting

G) a webcam

H) something else



2 GW. Read and discuss what the students' thoughts about computers are and fill in the table ticking the appropriate boxes.

Students/Group	For	Against
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



I've got a lap top. I can use it easily. I have many friends all over the world. I've never seen any of them. But I know them well, because we **chat** and **send e-mails** to each other. If you know English a little, the door to the world is open to you. I find all this very exciting.

Mehriban

Computers are great. They are better than TV. On TV you can watch a **spaceship**, but in a computer game you can fly in a spaceship. Computers are going to be very important in the future. Computers have helped us to improve the quality of writing, designing, making different projects in life.

Asif



The Internet is very useful. There is more information on the Internet than in the Bodlian Library in Oxford. I like searching for information on the Internet.

Turgut



We've got **a webcam**, so we can video chat with our friends in some countries. I also send messages and **download** (*load or copy from computer*) a lot of music and videos from the Net and I burn them onto CDs and DVDs. And messages are sent in a few seconds.

Nigar

We think, many of today's computer games are very harmful for teenagers. There is too much shooting and killing. These games are worse than horror films. When you watch TV, you see bad things, but when you play computer games you do bad things. Computers teach violence and they can't be good for you.

Gabriella and Jack



REMEMBER!

Software*

- Power Point
- Excel
- Word
- Movie Maker, etc.

Hardware

- processor
- provider
- monitor
- camera
- mouse
- key board

3 GW. Think and find who speaks about: ...

- | | | |
|---------------------|---------------------------|--------------------------------|
| 1. doing bad things | 2. flying in a space-ship | 3. violence on computer games |
| 4. on-line fun | 5. having a webcam | 6. having many on-line friends |
| 7. not useful | 8. the help of computer | 9. the usefulness of internet |

*software – програм тәминати / программное обеспечение

4 GW. Fill in the gaps with the following words and word combinations. Then write the information in two columns.

a) search b) the Internet c) telephone lines d) network e) to make friends
 f) on line g) electronic messages h) link i) send a message j) e-mail k) to get in touch
 l) the answer m) by telephone n) can be joined o) a chat session

1. Nowadays it is easy ... with people all over the world. You can ... with people not only by letter or by ... , but also by e-mail or skype *via* (through) computer. 2. Write your question about anything that you want to know, give the “...” *command* and get How does this happen? Computers are joined to The telephone lines *link* to a huge computer ... all over the world. This network is called the Internet. All computers in this huge *network*. 3. On ... you can send to other “users” – people who use computers. And you can get messages from other users. This kind of message is called “...” electronic mail. 4. By e-mail you can *get in touch with* anybody in any country of the world. It takes just several minutes, not more. 5. On the Internet you can also have ... with another person – you can have electronic “...” conversations by skype or messenger and WhatsApp (with voice recording or typing, and calling which is the most recent one). 6. You can send a message and a minute later you can read ... and reply each other immediately. And of course, the Internet is a good place !

Information new for you	Information old for you
▪	▪
▪	▪

5 PW. Match the sentences with the numbers in the text.

- A) You can have online conversation
- B) You can find friends
- C) You can connect in different ways
- D) It'll take you a little time to get in touch
- E) You can talk to anybody seeing each other
- F) People can get in touch by letters, skype or telephone

6 IW. Odd one out.

- 1. computer, internet, download, email, webcam
- 2. letter, skype, telephone, conversation, harmful
- 3. search, send, camera, connect, call
- 4. processor, monitor, violence, mouse, provider
- 5. Word, Excel, Exam, Movie Maker, Power Point
- 6. useful, harmful, violent, teenager, different

REMEMBER!

to get/be/keep in touch with smb-to communicate with smb especially by writing/ phoning them

to search for

to log on

to be interested in

*Sample: You can get in touch with anybody in any country of the world by mail.
 We're interested in new computer programs.*

LANGUAGE BANK! MODALS IN THE PASSIVE

Modal Verbs +be+ V _{3/ed}	Affirmative Form	Negative Form	Yes/No questions
I you <i>can</i> he <i>may</i> she <i>must</i> it <i>should</i> we they } +be+ V _{3/ed}	The letters <i>must be written</i> at once. Messages <i>can be sent</i> in a few seconds.	<i>Can't</i> <i>Mayn't</i> <i>Mustn't</i> <i>Shouldn't</i> } +be+ V _{3/ed}	<i>Must</i> the letters <i>be written</i> at once? <i>Can</i> messages <i>be sent</i> in a few seconds?

7 IW/PW. Choose the correct form of the verb.

1. New messages should send/should be sent/in the office.
2. All the members can invited/can be invited to the English Song Festivity.
3. Diamonds can't be find/can't be found in Scotland.
4. Answers to the messages must reply/must be replied by the secretary.
5. How can computers be join/ be joined to the telephone lines?
6. Their suggestion is very useful. It may accepted/may be accepted at once.
7. Violent films shouldn't show/shouldn't be shown on TV.

8 GW. Read the Fact File and fill in the chart.

FACT FILE



Tim Berners Lee was born in England, but he lives in the USA. In 1989 Tim had a very important idea. He invented the www. He studied Physics at Oxford University. He was interested in computers and made his first computer from an old television. In 1989 he went to Switzerland where he first had the idea of International information network linked by the computer and he decided to call it the **World Wide Web (www)**. In 1995 he wrote an article in the New York Times and said: "*The web is a Universe of information, it is for everyone*". His idea of a web where people from all over the world can exchange information is now real.

His important idea	Place of Birth	Place of Study	Place of Work	Personal Details
▪	▪	▪	▪	▪

9 IW. Search more information about his creativity and write.

- 10 IW. Look at the Fact File and find sentences about Tim Berners-Lee's life *now* and *in the past*. Widen and write more information about him.



Lesson 4.

Use, Benefit, but don't Steal!

Key words:

benefit (v) – receive an advantage, gain from
blog (v) – add new material to or regularly update a blog/internet diary
circulate (v) – spread, move or pass around
columnist (n) – a commentator, interpreter
fingertip (n) – finger end
incredibly (adv) – to a great degree, extremely
reference (n) – recommendation, suggestion
reliable (adj) – trustworthy
source (n) – a resource
steal (v) – thief, plunder, rob, pillage

What you'll learn:

- What is a blog?
- Who can create blogs?
- Where we can get the information
- What information sources exist?
- How the information sources help people?



[g] log/blog

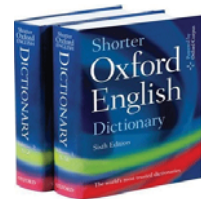
[k] columnist/circulate

1 CW. Look through the sources of information and speak about each of them.

*Sample: I think newspapers are one of the best sources of information.
There is lots of information in daily or weekly newspapers.*



Students themselves can be a source of information!



COMPARE AND REMEMBER!

There **is** a lot of information.

There **is** some news.

There **is** a lot of interesting news.

There **are** lots of information sources.

There **are** some news programmes.

There **are** many interesting newspapers.

2 PW. Read the dialogue with intonation filling in the gaps with the given words.

a) a report b) a bad mark c) the information d) sources e) an article
f) marks g) thoughts h) reliable i) a reference j) careful
k) tough l) plagiarism m) the Internet n) a player

Agil: You look really sad. What's the matter with you?

Khadija: I got the result for my report on David Beckham and it's D.

Agil: Wow! That'sWhy did you get such ... ?

Khadija: I'm not sure. I found ... about him on the Internet.

Agil: Oh, I understood. Could I have a look at your ... ?

Khadija: Sure. Here you are!

Agil: Yes, that's what I thought: ... !

Khadija: What does it mean?

Agil: That means you copied the report that somebody else had put on

Khadija: Yes, I did. But what's wrong with that? I know David Beckham is a famous football player. Where should I get more information about him?

Agil: There are a lot of information ... and you should use as many as possible. Don't just copy an interesting newspaper ... or somebody's report from the Internet. The Internet is usually a good information *source*, but the information there isn't always 100%

Khadija: And what do I have to do?

Agil: So you have to be very careful and check it with other sources. If you want to use somebody's ideas and thoughts in your report, you should always use *quotation marks** and make ... to the author.

Khadija: Oh, I understand! Thank you, Agil! Next time I'll be more careful.

3 PW. Answer the questions, make up a dialogue and act it out.

Jeyhun: Where do most people look for information?

Sona: Most people look for information on the internet.

1. What is the origin of the word "blog"?
2. What type of writing is similar to a blog?
3. What limits are there on writing and reading blogs?
4. In which century did blogs become really popular?



Plagiarism – an act of plagiarizing something
To plagiarize – to copy another person's ideas

4 IW. Find and match the definitions.

1. A chat room
2. web blog
(or blog)
3. website

- a) a web page containing information about a particular subject in which the newest information is always at the top of the page.
- b) is a place on the internet where you can find information
- c) a place on the Internet where you can write messages to other people and receive messages back from them immediately.

**quotation marks* – *dırnaq işarələri / кавычки*

5 GW. Use the verbs in correct tense forms. Build up sentences using the words in bold and translate.

A) Most people (to use) the internet as soon as there is something they (to want) to find out. Whether it is information for homework or the times of films at the cinema, the internet has our first point of *reference*. It is like having all the world's libraries at your *fingertips*. **B)** When you (to look) at the internet you (to see) "blogs" everywhere, but what exactly is a "*blog*"? The word "blog" is very new, so it is not in many dictionaries yet. It is a noun and a regular verb, too. It (to come) from "weblog". "Web" means "internet" and "log" means "*diary*". So "blog"(to mean) "internet diary". **C)** There are millions of blogs on the web. They are often about personal opinions or experiences like a diary. The "*blogger*" is like a newspaper *columnist*, but without any special training. Anybody can write a blog and everybody can read it! **D)** Blogs first (to appear) in the late 1990s, but there (to be) an enormous increase in their popularity since 2000. Nowadays everybody has their own blog: politicians, singers, scientists, artists, policemen, and teachers and of course, students and schoolchildren create blogs. Blogs (to become) the fastest way that news *circulates*. **E)** Blogs are a part of modern life and they are often called online journals. And creating your own blog is *incredibly* easy. So start up your computer and blog!

6 PW. Match the headings 1-6 with paragraphs A-E.

- | | | |
|-----------------------|----------------------|----------------------|
| 1. What is a blog? | 2. Bloggers at home. | 3. Start blogging! |
| 4. A useful resource. | 5. Who is blogging? | 6. Express yourself! |

7 IW. Write the facts in logical order in task 4 above.

8 IW. Look and create your own blog.

About me _____

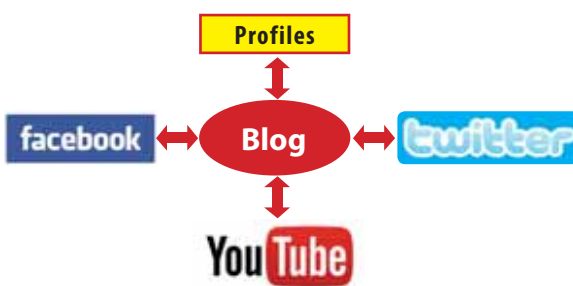
Name _____

View my profile _____

Previous posts _____

Hi! Welcome to my blog!

Archives _____



9 IW. Find the halves and build up your own sentences.

<p><i>to make, to copy, to create,</i> <i>to use, to take,</i> <i>to express, to get in touch,</i> <i>to gain, to play,</i> <i>to have, to find, to get</i></p>	<p><i>thoughts, own blog, success,</i> <i>a reference, quotation marks, exams,</i> <i>an article, internet, friends, online</i> <i>conversation, messages, by letters,</i> <i>a great role</i></p>
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Lesson 5. Helpful Animals

Key words:

colourblind (adj) – unable to distinguish certain colours
harness (n) – control, put to use, employ
intelligent (adj) – good at learning/thinking
obedient (adj) – willing to obey with orders or requests
obstacle (n) – barrier, difficulty
pet (v) – stroke or pat (an animal) affectionately
retriever (v) – a dog of a breed used for retrieving game
reward (n) – prize, award
roadside (n) – wayside
valuable (adj) – having a great worth or value
verbal (adj) – oral, spoken
vet (n) – a veterinarian, an animal doctor

What you'll learn:

- How intelligent/ devoted/ helpful the dogs are
- How dogs help blind people
- What animals have what qualities that humans don't have



[ɔ] obstacle
[ɔ:] reward/called

1 CW. Look at the pictures and talk.



INTERESTING TO KNOW!

Dogs are the most intelligent animals. Most dogs play and get attention from their owners. But some dogs work hard. They are called guide dogs. Guide dogs and their owners are a team. Guide dogs don't know where the owners want to go, so they have to follow the owner's instructions. The owners can't see the **obstacles** along the way, so the dogs make decisions for the safety of the owners. Guide dogs stop at all **roadsides** before crossing the street. Guide dogs are **colourblind**, so they can't see the difference between a green and a red light. They watch the traffic, when it is safe they cross the road. The dogs help their owners to get on a bus or a train. They learn **to obey*** many **verbal** commands.

**obey* – итаат етмәк / подчиняться

2 GW. Read the article filling in the gaps with the adjectives given in the box and discuss these questions.

- How can dogs/horses help people?
- Have you ever experienced such kind of practice?
- Why are dogs and horses called “devoted”?
- What connection is there between two animals and some characters of a person? Find out proverbs.



a) noisy b) difficult c) intelligent d) training e) physical f) verbal
g) golden h) full i) friendly j) valuable k) complicated l) harness

1. Most guide dogs are ... **retrievers**. These breeds are very ... , **obedient** and A guide dog needs to work without **distraction*** in ... places, bad weather, crowds of people and ... situations. 2. When you see a guide dog it is important that you recognize that the dog needs to concentrate on its job. Don't **pet** or talk to the dog. Guiding them is very ... and it requires a dog's... attention. 3. Guide dogs' training lasts about five months. Only about 72% of dogs that enter the ... program “graduate”. Those that graduate bring their owners ... help and love. 4. In other dog training programs, trainers use food as **a reward**. In guide dog training the trainer doesn't use food. He or she uses ... and ... **affection***. This is because a guide dog sometimes takes the owner to a restaurant. It must lie patiently at the owner's feet without wanting to eat. 5. Guide dogs like to play after the work finishes. When the ... is on, they know they have to work. When it is off, they can play. Like all dogs they love playing, too.



COMPARE AND REMEMBER!

Most

- **most** people
- **most** countries
- **Most** people keep pets.
- **Most** students are open to innovations.

The most

- **the most** important
- **the most** difficult
- **Cats** are **the most** favourite pets.
- This is **the most** difficult challenge.

3 GW. Say which paragraph in the text is about ...

- No food for a reward
- Guide dogs know when to play
- Dogs love playing games
- They should be trained about 5 months
- Guide dogs need no distraction
- Never play with a guide dog while he/she is working.



4 GW. Choose the correct one comparing and giving explanation.

1. The most/most animals can communicate.
2. Dogs are the most/most intelligent animals.
3. The most/most people like to keep pets at home.
4. The most/most dogs have an easy life in the USA.
5. The Mercedes is the most/most expensive of the three cars.
6. The most/most countries show great interest to our country.
7. The school administration awards the most/most diligent students.
8. I think keeping pets is the most/most interesting hobby in most countries.

5 IW. Read the sample, talk about pets in our and other countries.

Most Americans love pets. About 64% of Americans keep one or more animals at home. Cats, dogs and parrots are the most favourite pets all over the world. Americans think of their pets as part of the family. They pay a lot of money to keep pets and spend \$ 12 billion a year in *vet* bills and pet **supplies*. There are schools, hotels, shops, restaurants, clothes, perfume and toys for pets. There are hundreds of websites and magazines for pet owners. Pets are fun and people get a lot of love from their pets. Medical research shows that everyday contact with a dog or a cat can lower a person's **blood pressure*.



REMEMBER!

INTERESTING TO KNOW!

- A group of dogs is called *a pack*.
- A group of newborn puppies is called *a litter*.
- Puppies are born blind, deaf and without a sense of smell.
- The average dog lives to be 15 years old in *doggy* years. That is 76 years old in human years.

*The most common words for a dog to understand are:
Sit! Stay! and Come!*

a flock of birds
a swarm of bees
a herd of horses
a pack of dogs
a flock of sheep
a nest of snakes
a cloud of bats
a school of fish

6 GW. Find the verb or the phrase which means:

- | | |
|-----------------------------------|-------------------------------------|
| 1. a person who isn't able to see | 5. a lovely animal |
| 2. a group of dogs | 6. the disability of seeing colours |
| 3. a person who keeps animals | 7. to do what you are told |
| 4. the disability of hearing | 8. having a great worth / value |

7 IW. Project Work. Choose one of the sayings and write a composition.

- | | |
|--------------------------------|-------------------------------|
| 1. A barking dog doesn't bite. | 3. Love me, love my dog! |
| 2. Let sleeping dogs lie! | 4. A dog is a devoted friend! |

**blood pressure* – qan tazyiyiqi / давление
**supplies* – tachizat, lavazimat / товары

8 PW. Complete the dialogue and act it out.

Asim: There is a program on TV tonight about search and rescue dogs. Do you want to watch it with me?

Leman: I know about guide dogs. But I don't know anything about search and rescue dogs. What do "search" and "rescue" mean?

Asim: "Search" means "to look for". "Rescue" means "to help someone in a dangerous situation".

Leman: What do these dogs do?

Asim: When there is a disaster, like an earthquake or a flood they help the workers to find missing people. They save people's lives.

Leman: Oh, really? How can they do that?

Asim: They have a great sense of smell. They can find things that people can't.

Leman: Do they need a lot of training?

You: _____ .



9 GW. Read and complete the story with your own words. Put appropriate punctuation marks.

The farmer had a dog by name Rex. When the dog got old the farmer thought The dog is old enough I don't want to give him food any more he can't work well The dog was made to leave Poor old dog He walked and walked he was very angry and hungry It was evening on his way he met a wolf The wolf asked



What's the matter with you what has happened You look so terrible poor dog I haven't got a home I haven't got a master My master doesn't want me as I am old and I can't work much now Oh I know how to teach your master and I know how to help you said the wolf In the morning the farmer went to work in the field He took his little son with him He put the little boy down and started working The wolf ran up to the boy took him and ran away with him When the farmer saw it he got *terrified* (*frightened*) and ran after the wolf But he couldn't get his son back Seeing it the old dog ran after the wolf The dog took the baby away from the wolf and brought the boy to his father The farmer was very happy At the same time he was very ashamed he didn't know how to thank the dog He said...

10 IW. Find out which of the proverbs gives the main idea in the story.

1. Second thoughts are best!
2. Pearls are ill valued by hungry swine!
3. Look before you leap!
4. Truth will conquer!

11 IW. Write the content of the tale giving your own ideas.



Progress Portfolio

1 Tick Your Overall Progress. ✓

Self-Assessment: *A-always B-sometimes C-seldom D-rarely*

A B C D

• I can share findings on the communication with my partners/peers				
• I can make presentations on my major goals in IW/GW/PW/CW				
• I can participate in logical discussions on communication/inventions				
• I can use new words and expressions in my speech/ dialogues				
• I can write quotes/essays about the old/recent inventions				
• I can talk about the importance of some animals/pets				
• I can explore different ways making projects and presentations				
• I can make plans/questionnaires on the communication/the history of communication /inventions				
• I can build up sentences using the correct tense forms and voice				
• I can solve the problems on the topic				

2 Fill in “My Treasure” table for Unit 2.

What I gained	How I gained	How I'll implement
▪	▪	▪
▪	▪	▪

3 Dilemma. Think and try to solve this problem.

Imagine if you were the farmer how you would act/ behave and why.

1. I wouldn't care, it is an animal not a person to understand me.
2. I'd let the dog go away/let the dog free.
3. In spite of all, I'd keep the dog, I love pets.

*Dilemma—
a situation
which makes
problems.*

4 Fill in the gaps with *There is/There are*.

1. ... a lot of information for homework on the Internet.
2. ... many musical culture samples on Gobustan rocks.
3. ... many ways of communication nowadays.
4. ... a lot of modern equipment in our school now.
5. ... millions of blogs on the web.

5 Complete the sentences with your own ideas.

1. If you know English well, ...
2. Today's computer games are ...
3. The Internet is very useful, because ...
4. You can find a friend on the Internet, if ...

Reading Comprehension and Writing

6 Read the inventions and put them in order, from the oldest to the new ones/the most recent.

a) E-mail b) a pen c) telephone d) typewriter e) walkie-talkie

These are just some of the ways of communication that have changed in the last five hundred years.

1. ... But we know that 4.000 years ago in *ancient* Egypt, people carried letters by hand over hundreds of kilometres. In those days you didn't need a stamp *to send a letter*: the first stamp didn't appear until it costed one penny. ... nowadays one of these original stamps costs 225\$!

2. ... An American company-Remington and Sons made the first typewriter in 1871. All the letters in the word "typewriter" were on the top line on the keyboard, so the salesmen could *demonstrate* the machine easily.

3. ... The inventor of the first telephone was a Scottish-American teacher called Alexander Graham Bell. In 1876 he showed his *new* invention at an exhibition in Philadelphia.

4. ... A walkie-talkie is a small two-way radio. The United States army first used them in the 1930s, but they weighed 13,6 kilos so talking was easier than walking. After World War II, they became *popular* with policemen.

5. ... Nowadays, you can send messages, pictures and text around the world in a few seconds via a computer using e-mail (*or electronic mail*). Millions of people send and *receive* e-mails every day.

7 Put these sentences in the best place: at the beginning or at the end of the right paragraph (1-5).

- A. Before that policemen had to use whistles to call for help!
- B. Nobody knows who wrote the first letter or when.
- C. The letters are still in the same place on a modern computer keyboard!
- D. Unfortunately, the public weren't very interested.
- E. But in the early 1990s, very few people had e-mail and only one person in fifty knew what it was!

8 Find a word or phrase in the passages which means:

- 1. to post a letter 2. old 3. well-known 4. speaking
- 5. modern 6. to show 7. to get e-mail 8. to disappear

9 Mark the sentences True/False or DS (Doesn't Say).

- 1. 4.000 years ago in ancient Egypt people invented a walkie-talkie radio.
- 2. The British company made the first typewriter in 1871.
- 3. In 1876 Graham Bell demonstrated his new invention at the exhibition.
- 4. A walkie-talkie was first used by the US army in 1930s.
- 5. Everybody can send and get messages, photos and e-mails in a few seconds around the world.

UNIT 3

COLOURS

Lesson 1. Colours Influence People!

Key words:

daydreaming (n) – wishing
harmonious (adj) – tuneful, melodic
influence (v) – affect
intellectual (adj) – mental, logical, cognitive
derive (v) – obtain something from (a specified source)
jealous (adj) – envious
jealousy (n) – envy, anxiety
passion (n) – desire, strong emotion
represent (v) – speak on behalf of, act for
spiritual (adj) – connected with the human spirit
symbolize (v) – be a symbol of sth

What you'll learn:

- How colours influence people
- How effective the colours are
- Why colours are important
- What's the connection between colours and life
- What's the difference between it/its and it's



[ə] intellectual/spiritual

1 CW. Look, read the sample and complete the sentences.



Sample: Green is my favourite colour. It's the colour of nature.

I think, it helps people feel calm and optimistic.

1. Violet is a mixture of red and blue. It **represents**...
2. I always want to achieve what I want, my favourite colour is...
3. You always think of your future, and your favourite colour is...
4. If you choose brown you are always ...
5. Yellow makes me feel relaxed and rested, because ...

COMPARE AND REMEMBER!

It	Its	It's = it is
<ul style="list-style-type: none"> • Look! It is the flag of Azerbaijan. • It is blue, red and green. 	<ul style="list-style-type: none"> • Azerbaijan is a large country, its capital is Baku. • We have taken an exam and will get its results soon. 	<ul style="list-style-type: none"> • I like Baku. It's a nice city. • Red is my lovely colour. It's energetic.

2 GW. Discuss the questions giving reasons and choose *it/its/it's*.

- How do colours affect /influence people?
- What is the relationship between colours and culture, nature and customs?

Orange is the colour of fire. *It/its* helps to get things moving. *It/its* reflects **passion** and anger to some and **vitality** to others. In China green is a lucky colour for brides. *Green* is the colour of leaves and trees. *It's/its* a **harmonious** colour. *It/it's* **symbolizes** growth in nature. *It's/it* also a peaceful colour which can make you feel calm and rested. *It/it's* stands for life in some culture, in others *it/it's* symbolizes **envy**. *Yellow* is the colour of the sun. *It's/it* a joyful and musical colour. In many countries *it/its* can represent fear, money or **jealousy** depending on where on the globe you are. In some parts of the world *it's/its* associated with **fertility**.

3 PW. Play a role on Colours. Give comments on what colours mean for you.

Samira: What colour makes you feel *calm* and *rested*?

Vagif: I think green makes me feel calm. And I want to add that green is also a *peaceful* colour.

Samira: And what colour makes you feel strong and courageous?

Vagif: Red is an *energetic* colour and it makes me feel strong and *confident*.

Red represents passion and energy. I enjoy this colour. And what about you?

Samira: Oh, I love blue most of all. Blue is a *spiritual* and *intellectual* colour.

It's good for *emotional* stress and encourages *daydreaming*.

Vagif: You are right! I've heard that if you love blue you are intellectual and your mind controls the most important decisions of your life.

Samira: Really? It's very *interesting*.

4 IW. Find the definitions of the bold words in Task 3.

Vitality – means energy and enthusiasm

Fertility – richness, fruitfulness, productiveness

Envy – the feeling of wanting to be in the same situation as smb else has



5 IW/PW. Match the colours with the suitable adjectives/features.

1. intellectual
2. spiritual
3. energetic
4. courageous
5. optimistic
6. relaxed
7. peaceful
8. harmonious



- a) green
- b) yellow
- c) blue
- d) red
- e) white
- f) brown
- g) black
- h) pink

REMEMBER!

Verb

to colour
to test
to love
to mind
to face
to work
to water
to influence

Noun

colour
test
love
mind
face
work
water
influence

Sample: *Love* is life.

My mother *loves* roses.

INTERESTING TO KNOW!

- There is a half-moon and an eight pointed star on the Azerbaijan Flag. There are three colours on our national flag:

- Blue** means – the unity of Turkic peoples
- Red** means – the symbol of our modernity
- Green** means – the symbol of Islamic unity.



- The Flag of Turkey is red with a white **crescent*** moon and a star in its center. The name of Turkish Flag is Ay-yildiz (moon-star) or Al – bayraq (red flag). Red and white colours on the flag symbolize the south – western branch of Turks.

- The common names of the Flag of the USA are the “Stars and Stripes”, “Old Glory” and the “Star Spangled Banner”. There are fifty stars on the flag. The stars show the number of states in the USA. **Red** means – courage, **White** means – liberty, **Blue** means – justice.



REMEMBER!

- Ear is the wheat/corn which means rich crop.
- Ear is the symbol of corn in Azerbaijan.
- Dove is adopted as the symbol of peace in many countries.
- Eagle is the bird and it is the symbol of braveness in Germany and in the USA.



6 CW. Look and answer the questions. Add other symbols.



Symbol - means a person/an object/an event, etc. that represents a more general quality or situation.

Sample: White has always been a symbol of purity in Western culture.



- What do these symbols mean?
- What are these attributes for any country?
- What is the relation between symbols and colours?
- Is there any connection between colours and flags?

**crescent* (n) – аурара/полумесіац

7 IW/PW. Find True/ False sentences and give explanation.

1. The name of the USA Flag is the Union Jack.
2. There are fifty stars on the English Flag.
3. The stars show the number of states in the USA.
4. The name of the Turkish flag is “Ay-Yildiz”.
5. Red means “modernity” on the Azerbaijani flag.
6. There is an eight pointed star on the USA flag.
7. Dove is the symbol of peace in Turkey.



8 GW. Read the Fact File and make up a grid of KWL about different symbols, their features and colours.

FACT FILE



It's a well-known fact that the British flag is often called the Union Jack. Its name *derives from* (taken, got) the use of the Union Flag on the jack staff of *naval vessels**. It represents the emblems of three countries under one Sovereign.

There are several emblems that appear on the Union Flag. They are crosses of three *patron saints**. The red cross on the white background is a cross of St George, a patron saint of England. The white diagonal cross on the blue background is a cross of St Andrew, a patron saint of Scotland. The red diagonal cross on the white background is a cross of St Patrick, a **patron saint*** of Ireland. It followed the Union of Great Britain with Ireland and it included the cross of St Patrick.

9 IW. Choose some of them and write a paragraph about:

- The colours associated with our flag and its value!
- The colours associated with our planet.
- The colour of the sun.
- The possible colours of the sky.
- The possible colours of a leaf.
- The seven colours of the rainbow.
- The colours associated with the seasons.



Self-Assessment: A-brilliant B-responsible C-average D-weak



• I can express my ideas on symbols/flags				
• I can take part in discussions about colours				
• I can find True/False sentences on the topic				
• I can talk on the effectiveness of colours				
• I can answer the questions on symbols, flags, etc.				
• I can explain what colours mean				

Lesson 2.

Let Flowers Decorate Our Life!

Key words:

commemorate (v) – show respect for sb/sth in a ceremony

fiancée (n) – a woman who is engaged to be married, a bride on her wedding day

fiance (n) – a man who is engaged to be married

glory (n) – 1) a kind of flower, 2) fame

groom (n) – a man on his wedding day

holly (n) – a bush having dark green leaves, small white flowers and red berries

honeysuckle (n) – a widely distributed climbing shrub

rebirth (n) – a period of new life/growth

victim (n) – sacrifice, fatality, mortality

What you'll learn:

- What the role of the flowers in our lives is
- What flowers should be given on what occasions and why
- How flowers decorate our life
- What valuable customs people have
- How useful some flowers are in healing/in curing illnesses



[ə:] rebirth/bird

[ɪ] holly/glory

[ei] bouquet/commemorate

1 CW. Look and talk about these ceremonies/events.



Sample: Our people have got many valuable customs and traditions. We have traditions associated with weddings. Traditionally the **groom** always gives a bunch of roses to the **fiancee** as in many other countries. In the USA before the **bride** and groom leave the party, the bride throws her **bouquet** over her head and single girls try to catch it. It's believed that the girl who catches it will be the next one to get married.



REMEMBER!



Flowers grow according to nature, with changes in the environment. There are a number of occasions throughout the year that are always set in the same month. It's always a good idea to have a choice of flowers and bear in mind when selecting flowers by month.

2 PW. Fill in the gaps with the month for each flower.

January, February, March, April, May, June, July, August, September, October, November, December

A. The morning *glory* is ... flower. It's a climbing plant with blue or purple blossoms. Its green leaves look like small green hearts and blossoms are like bells.



B. The flower of the month of ... is the *daffodil*. The flowers are usually white or yellow. The plant has long leaves and a sweet pleasant smell.



C. The *snowdrop* is ... flower. It is as white as snow.

D. ... flowers are *daisies*. You can see them in the fields, gardens and even roadsides.



E. ... flower is the *holly*. It is the flower of the Christmas season.

F. The flower for ... is the *hawthorn*. It grows on a small tree and its blossoms are pink, white or red. It also has small hard fruit which looks like a little apple.



G. ... flower is the *honeysuckle*.

H. The flower of ... is the *chrysanthemum*. It can be white, yellow, red or purple.



I. ... flower is the *hop*. It is a climbing plant which often decorates country houses.

J. ... flowers are *water lilies*. You can see them in quiet lakes. They're yellow, pink, blue and even purple.



K. The *primrose* is the flower for ... It can be white, yellow, red, pink, purple and orange. It grows wild and looks like a star. It is one of the earliest spring flowers.



L. The flower for ... is the *poppy* which looks like a cup. It's bright red and sometimes yellow.



Flowers/plants: *glory, daffodil, snowdrop, daisies, holly, hawthorn, honeysuckle, chrysanthemum, hop, water lilies, primrose, poppy*



3 GW. Separate the text into pieces and match the paragraphs with the numbers.


A- B- C- D- E- F- G- H- I- J- K- L-

4 IW. Read the Fact File and search for other flowers. Write their usefulness in the life of people.



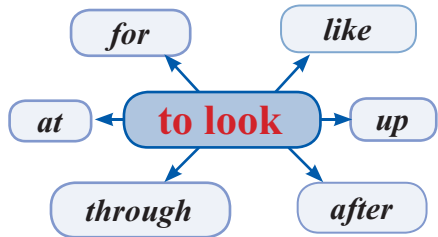
FACT FILE

January 20th is known as Black January, in the history of Azerbaijan - the Day of Shehids. In 1990 Soviet troops entered the city of Baku and killed more than one hundred *civilians**. It is celebrated as the *rebirth* of the Republic of Azerbaijan. It is also the day of Remembrance of the *victims* of the Nagorno-Karabakh War in 1988. Every January we go to Martyrs' Avenue and put different flowers, especially carnations on their graves.


 **A martyr** – is a person who sacrificed himself for the sake of his motherland.

5 GW. Fill in the chart according to the flowers.

Flowers	Months	Colours	Features	Other
:	:	:	:	:



- Nuray *looks* happy.
- *Look at* these wonderful flowers!
- I'm *looking for* fresh flowers.
- *Look after* the flowers!
- Poppy *looks like* a cup.
- *Look through* the newspapers!
- You should *look up* the flower words in the encyclopedia.
- I love my granny very much and *look after* her.

 is the only flower that never appears anywhere as a wild flower/plant. You *have to* plant it.

6 IW. Choose the suitable one and translate the sentences.

1. Why do you *look/look up/look at* so tired?
2. Aysel *looks/looks through/looks like* her mother.
3. I've lost my watch and now I'm *looking at/looking up/looking for* it.
4. The primroses *look/look like/look after* stars.
5. Shaig *looked at/looked like/looked up* an elegant film director.
6. Sebuhi *looks like/looks after/looks for* a rugby player. He's enormous.
7. Aygun is *looking at/for/through* the newspaper now. She's going to find useful information.

**civilians* – (dinc) *vətəndaşlar* / гражданское население

7 GW. Complete the sentences with your own ideas.

Model: A daffodil is a flower that /which grows in spring, it's yellow.

1. January 20 is the day
2. People grow different flowers
3. A martyr is a person,
4. Ear is corn,
5. A symbol is a person or an object... .
6. A hop is a flower
7. A glory is a flower... .
8. A rose is a flower

8 PW. Read the conversation and write questions to the given answers. Find the main idea in it.

Tunar: _____ ?

Nuray: Yes, of course! It's the day when people in Britain remember the soldiers that died in the First World War (1914-1918), the Second World War (1939-1945) and all other wars since.

Tunar: _____ ?

Nuray: The first Poppy Day was celebrated in 1921.

Tunar: _____ ?

Nuray: After the war some people started making and selling red paper poppies. They gave the money to the ex-soldiers who were disabled. Millions of people in Britain buy and wear small red poppies on Poppy Day. But some choose white poppies, because they think white symbolizes peace.

Tunar: _____ ?

Nuray: The choice was *significant**. During the war everybody could see poppies growing everywhere on the *battlefields**.



9 PW. Find the word/words with different sound in each line.

1. [i] glory, fiancée, poppy, water lily, white
2. [ə] martyr, groom, rebirth, bird, car, purple
3. [əl] intellectual, alternative, symbol, verbal
4. [ɔ] hop, honeysuckle, holly, dove, corn

10 PW. Look and say what else flowers can give us.



11 IW. Creative Work. Write a paragraph on the quote or an interview.
"What flower would you choose for our martyrs? And Why?"

Lesson 3.

A Spot of Colour Is a Spot of Life!

Key words:

consummate (adj) – excellent, perfect, superior

graceful (adj) – having grace or elegance

handicraft (n) – a particular skill of making decorative objects by hand

pattern (n) – decoration, ornament, shape

prevalent (adj) – widespread, universal

recognizable (adj) – recognized from previous stage

silk (n) – a fine, strong, soft fibre produced by silkworms

spot (n) – mark, dot, blot

tender (adj) – gentle, soft, adoring, loving

trend (n) – tendency, movement, direction, shift

What you'll learn:

- What national ornaments we have
- Why we should save our national values
- What regions in Azerbaijan are famous for what patterns



[m] adornment

[ə] tender

1 CW. Describe the pictures and speak about the value of each national object.



Sample: Azerbaijan is a country of various **handicrafts** and the decorative-applied art. Our classic and folk literature and historical books have always glorified the national values and ornaments of ancient Azerbaijan. One of the most popular values in our country is carpet making. Let's pay attention to the colours of carpets: brightness of pomegranate, golden brilliance of quince, copper of saffron and lilac **tints*** of grapes. The richness of colour, the flight of artistic fantasy and **consummate** skill - that is Azerbaijani carpet.

REMEMBER!

Buta is one of the most **prevalent** and richest ornamental elements of Azerbaijan's decorative Art. **Buta** is a crown of our art and literature, national value and beauty. It's also the sign of our history. It looks like an almond or a **bud***. **Buta** belongs to the Age of Fire-Worshipping. It's widely used in the carpet making of Baku, Karabakh, Ganja, Nakhchivan, Salyan, Mughan, Ardabil, Tabriz, as well as in the interior design of buildings, clothing and other patterns of the art.

***tint** – ton / оттенок

***bud** – qönçə, tumurcuq/ бутон



Buta

2 GW. Read the passage with the correct intonation and pay attention to the words in bold.

Carpet making is one of the most ancient and traditional forms of art in Azerbaijan. The value of a carpet is **determined*** by a complex mix of factors such as quality, colour, age, fashion and transportation. During XIII - XIV centuries many carpets and carpet items from Azerbaijan were exported to foreign countries. Our carpets with their **tender** ornaments, fine and **graceful patterns** are famous all over the world.



There are some carpet producing regions in Azerbaijan such as Baku, Shirvan, Guba, Garabagh, Ganja, Qazakh, Sheki, etc. Each region has its own technology, typical patterns, composition and colours. Main colours such as: red, blue, green, yellow and cream are frequently used in Azerbaijani carpets. Azerbaijani carpets are mostly made of wool. The carpets of **silk** are produced only in Shaki. The prices for real silk carpets which are made in Azerbaijan are extremely high. Every carpet pattern has a story to tell us. Normally it represents simple and homely life of women who make it and the scenery which they see every day from their windows: a flock of sheep, grazing horses, different flowers and birds and so on.

3 PW. Answer the questions in the “Challenge” box.

CHALLENGE!

1. What are the oldest and most traditional forms of art in Azerbaijan?
2. When did the carpet art begin to develop in Azerbaijan?
3. What are Azerbaijani carpets mostly made of?
4. What regions produce silk carpets in Azerbaijan?
5. What stories can Azerbaijani carpets tell us?



4 IW. Complete the table according to the passage.

Carpets	Factors	Colours	Features	Regions
▪ Buta	▪	▪	▪	▪

5 IW. Insert *it/its/it's*.

1. ... difficult to find old carpets nowadays.
2. Every region has ... own carpet technology.
3. I didn't like ... colour ... very dark.
4. ... really important to have valuable ornaments.
5. What is a heybe like? Oh, ... is very old. I like ...
6. Buta is a national ornament. ...the crown of our national art.



6 IW. Visit your ICC and search and write information/ facts for Azerbaijani and other carpets in the world.

Lesson 4. The Wish of the Land

Key words:

distorted (adj) – pulled or twisted out of shape
drown (v) – sink, go under
dumb (adj) – unable to speak
genre (n) – particular style or type of literature/art
grasp (v) – take a firm hold of sb/sth
inspiration (n) – producing creative ability
inspired (adj) – filled with or showing inspiration
pastel (adj) – soft, light, light-coloured
pavement (n) – any paved area, sidewalk, footpath
subtle (adj) – not very noticeable or obvious
supply (v/n) – provide, deliver, equip
via (prep) – through a place

What you'll learn:

- The most well known painters in the world and their styles
- The valuable works of art
- The definitions of some new words and expressions on Art
- About the most important water reservoir in Azerbaijan
- Some interesting facts about the activities of HAF/ Heydar Aliyev Foundation



[ʒ] genre

[s] inspire/subtle

1 CW. Describe what's happening and explain what kind of art it is.

Use: *genre, wonderful, valuable, chalk drawings, sand drawings, natural, colourful, art gallery, etc.*

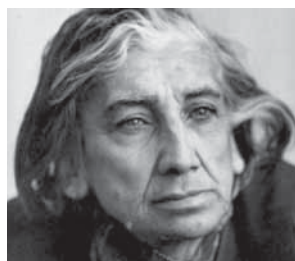


Sample: “Pavement Picasso” is another name for Julian Beaver, a chalk artist from Britain. He’s created chalk drawings on the **pavement** for over ten years. He’s worked in cities all over the world from Brussels to New York. He works in chalk, so his art which takes about three days to complete can easily be destroyed by a shower of rain. The most important thing for him is to get a photo at the end before that happens. J. Beaver says: “My art is for anybody, it’s for people who wouldn’t go into an art gallery. It’s the art for people”.

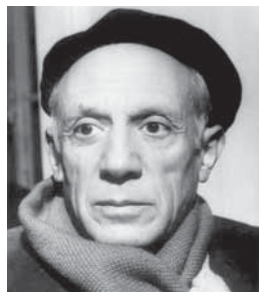


2 GW. Read and translate the paragraphs.

A. Sattar Behlulzade (1909-1974) tried *to grasp* and create *subtle* beauty of nature. He experimented various *genres* of art, his unique talent was landscape painting. He always used a combination of *pastel* colors and made nature look more colorful and lively. One of his works, “*The Wish of the Land*”, was *inspired* by a visit to Lake Jeyranbatan. This lake *supplied* Baku with fresh water. One day Sattar went to the lake and noticed a tiny flower growing out of the dry land. He sensed how much the flower was eager or wished that *deserted* (empty) land to become a flowery meadow. Back in his studio, he painted “*The Wish of the Land*”. The work seems to say, “*Where there is water, there must be beauty*”. Sattar Behlulzade: “I don’t need to go to Tahiti. My *inspiration* comes from my own country and people”.



Sattar Behlulzade



Pablo Picasso

B. The Spanish painter Pablo Picasso (1881-1973) was the most famous artist of his age. He experimented different methods of painting, and invented a new style, “*Cubism*”. At first sight, these works seem difficult to understand. This is because the artist didn’t paint recognizable pictures of actual objects. The objects which he painted were only his imagination. The final result, the paintings came out of shapes such as cubes, triangles and circles often seeming a *distorted* image in reality.

INTERESTING TO KNOW!



Jeyranbatan reservoir that inspired Sattar Behlulzade is an *artificial** lake in Baku. In Azerbaijani Jeyranbatan means “the place where the *gazelle* (сeyран/джейран) has *drowned*”. The *reservoir* (water tank) was built in 1958 in order to provide people with drinking water. The overall area of Jeyranbatan is 13.9 km², volume of *reservoir* (water tank) is 186 million m³. The reservoir gets the water from Samur-Absheron channel which is fed by three *inflowing** rivers Samurchay, Velvelechay and Qudiyalchay.

3 GW. Fill in the chart according to the paragraphs.

Name of the artists	Nationality	Famous Works	Features
▪	▪	▪	▪

4 IW. Say what these words / expressions mean... .

1. not very noticeable-
2. showing inspiration-
3. to invade-
4. particular type of art-
5. unable to speak-
6. twisted out of shape-

5 IW. Visit ICC and search for the works by famous painters and write.

6 IW. Read the passage and “ITK!” box. Then Visit ICC and search for the most famous painters and their works taking notes.

INTERESTING TO KNOW!



The Heydar Aliyev Foundation (HAF) – a powerful, wealthy and charitable institution that always supports a number of projects in Azerbaijan. As the president of the HAF, the Vice President and the First Lady of Azerbaijan Mehriban Aliyeva organizes international, large-scale projects and always pays attention to mentally and physically *retarded** children who suffer from different illnesses. She reconstructs and opens new schools that teach the *disabled* children to work with modern information technologies. Under her leadership different exhibitions and parties are organized for disabled children, too.

Samira Salmanova, in a wheelchair and *dumb* has a very good memory. Samira expresses herself with the help of her paintings. She paints her works with her feet. On the 17th of November 1997, when the 3rd Republican Exhibition for Disabled People was held our national leader Heydar Aliyev visited the exhibition and saw Samira. H. Aliyev said: “Although she could not transfer her inner talent to paper with her hands, she delivers it to people by drawing with her toes. Samira is on the same level as national heroes”.



LANGUAGE BANK

UNCOUNTABLE NOUNS

				Without article	With article
sand	chalk	glass	art	x chalk	a chalk painter
stone	silver	music	news	x peace	a peace symbol
bread	coffee	juice	tea	x tea	a tea glass
water	advice	peace	luck	x furniture	a furniture shop
health	wealth	success	gold		

7 IW/PW. Put in **a, an** or **0** article where necessary.

1. There is ... information centre at the airport.
2. ... chalk isn't used in modern schools.
3. We've ... lovely weather today.
4. There is ... furniture shop near the mall.
5. There is ... stone wall in front of us.
6. ... glass is made of ... sand.
7. Have you ever met ... sand artist?
8. ... health is ... wealth.

*retarded – əqli cəhətdən qüsurulu / умственно отсталый

Progress Portfolio

1 Tick Your Overall Progress. ✓

Self-Assessment: *A-always B-sometimes C-seldom D-rarely*

A B C D

• I can share findings on colours, their features, influence and meanings with my partners/peers				
• I can make presentations on my major goals in IW/GW/PW/CW				
• I can participate in logical discussions on colours, symbols, attributes and their features and national values				
• I can talk about the role of the HAF and its world wide projects				
• I can write quotes about the symbols, attributes and national values				
• I can research facts on new or unknown information with great pleasure				
• I can talk about the disabled people and their heroism				
• I can make plans/questionnaires on colours and national symbols/values				
• I can appreciate my own and friends' activities during the projects				
• I can willingly take part in discussions on famous painters/their art work				

2 Fill in "My Treasure" table for Unit 3.

What I gained	How I gained	How I'll implement
▪	▪	▪
▪	▪	▪

3 Match the words with their definitions.

- | | | | |
|--------------------|---------------------------|----------------|-----------------|
| 1. as fresh as | 6. as blue as | a) the sky | f) the rose |
| 2. as clear as | 7. as black as | b) the flowers | g) the sun |
| 3. as beautiful as | 8. as <i>crimson</i> * as | c) the sky | h) the night |
| 4. as white as | 9. as bright as | d) the moon | i) the air |
| 5. as huge as | 10. as light as | e) the snow | j) the mountain |

4 Put in correct words.

to face/face, to test/test, to work/work, to care/care, to water/water

- Most people ... global problems today.
- These flowers need ... , please ... them!
- Do you like ... with modern computers?
- I always ... about my grandparents.
- ... the flowers, please!
- Try to study before taking a ...
- My brother prefers hard
- Animals need
- Mary has got a round
- Jeyranbatan gets the ... from Samur-Absheron channel.

Reading Comprehension and Writing

5 Read the story and put the paragraphs in correct order.

A. One day the birds decided to go to see the Great Spirit who was in charge of all the animals. They turned to the Great Spirit to ask for help. The Great Spirit thought a little on their request and decided to make paints of many colours regarding the birds' request. So he began painting the birds different colours as blue, white, red, green and black. He painted them with every colour under the sun.



B. How do you think, why he dyed them these colours? The Great Spirit explained the meaning of those colours as follows: the blue of the sky, the white of the snow, the red of the sunset, the black of the night and the green of the grass. After that all the birds became colourful, attractive and beautiful, too.



C. Once upon a time, birds had no colour. There were big and small birds. All the plants, trees, flowers and animals were colourful. The panda was black and white, the fox was red, the bear was brown. But all birds looked dull. They were jealous, they also wanted to be beautiful like other animals.

1. Introduction

2. Body

3. Conclusion

6 Create your own story thinking thoroughly on the stages.

7 Correct the wrong sentences.

1. Great Spirit asked the birds for help.
2. Once upon a time animals had no colours.
3. Birds were very interesting and colourful.
4. The birds didn't want to look like other animals.
5. Great Spirit painted the birds orange, yellow, red and grey.
6. One day animals decided to turn to the Great Spirit for help.
7. The blue was the colour of the grass, the white was the colour of the rain and the red was the colour of the night.



UNIT 4

PEOPLE AND NATURE

Lesson 1. Cures from Around the World

Key words:

cure (v) – bring sb back to health or heal
ginger (n) – a hot fragrant spice made from a plant
insomnia (n) – sleeplessness, inability to sleep
kidney (n) – each of a pair of organs in the abdominal cavity of a person or an animal excreting urine
prescribe (v) – write a prescription for
serpentine (n) – a snakelike herbal plant
suffer from (v) – have ache, feel sore about, be in pain
willow (n) – a kind of plant with narrow leaves which grows near water

What you'll learn:

- What health problems people have and face
- How people take care of health
- What plants are useful for health



[juə] cure/pure
 [ɪ] insomnia/willow

1 PW. Look and make a note of your partner's answers.

"Have you ever ... ?" about these injuries:

1. had a backache/headache
2. had a toothache/sore throat*
3. broken a bone
4. suffered from a stomachache
5. argued/complained about unimportant things



LANGUAGE BANK

What should we do for cold?

Infinitive Complements

- It's helpful to have a cup of tea with lemon.
- It's useful to get some aspirin.
- It's a good idea to take some Vitamin C.
- It's important to have a rest.
- It's good to have ginger tea/daisy, etc.

2 PW. Prepare your own dialogue between a patient and a doctor using the given words and word expressions. Model:

effective, feel, walk, liquid, ginger tea, drink, a rest, prescribe, in bed, bitter cola, willow, stay, in the open sky, helpful, berry jam, etc.

Farid: Hi, what's the matter with you?

Nuray: Hi! I'm not so well! I've a terrible cold.

Farid: Really? It would be better to stay in bed.
And it's also important to get a lot of rest.

Nuray: Yeah! You're right!

Farid: It's also helpful to chop up some garlic and cook it in chicken soup.
Then drink a cup of tea with *cornelian cherry** or berry jam in every half hour. It's very useful for cold.

Doctor	Patient
<ul style="list-style-type: none"> • Greeting • to ask the problem • to ask about illness/to give advice • to say goodbye/to each other 	<ul style="list-style-type: none"> • Greeting • to explain the symptoms • to ask for the advice • to thank the doctor



3 GW. Compare the two ways of curement in Venn Diagram and say the advantages of using natural plants instead of getting more medicine.



4 IW/PW. Make your own plan according to the given.

"Good Health is Above Wealth!"

- Why do we need plants?
- How do flowers and plants help us?
- What can we get from plants? How?
- How do you take care of your health?
- What medicines can we get from plants?
- What is the role of plants in our health/life?
- Do you know any other plants that are used to make cures/for curing?



5 IW. Write a paragraph on the quote: "What natural plants would you use for healing if you got ill? Why?"

**cornelian cherry* – *зоğал / кизил*

6 GW. Read the "Fact File" and write more facts on the plants adding your own ideas.

FACT FILE

People have used plants to make medicines for thousands of years. Modern scientists still use plants to make medicines. Some medicines can cure very serious illnesses.



Rosy periwinkle

Rosy periwinkle - grows in the rainforests in Madagascar. All parts of the plant are good for:

- a serious **fever***
- a disease of blood

Thymus vulgaris is good for:

- nervous system
- cough and flu
- stress and cancer
- **blood circulation***

It can be found in the mountains of Azerbaijan.



Thymus vulgaris



Rosa canina

Rosa canina - is useful for:

- eye sight, **liver*** and **kidneys**
- heart and infection diseases
- memory, sugar diabetes
- has got A, C, B₁ and B₂ vitamins



Bitter kola

Serpentine root - grows in forests. It is good to treat:

- pains in the bones
- nerves

Bitter kola - which is also a kind of plant grows in warm, damp rainforests. It is used to treat:

- very dangerous fever
- sore throat



Serpentine root

Willow - grows mostly in North America and Europe. It is used:

- to make tablets
- to treat heart disease
- to keep normal blood flowing



Willow

7 GW. Fill in the chart according to the Fact File.

Plants	Heart Disease	Nerves	Fever	Blood	Kidney	Memory	Other
rosy periwinkle							
bitter kola							
thymus vulgaris							
other...							

Lesson 2.

Take Care of Your Health!

Key words:

blurred (adj) – unable to see or be seen clearly
boundary (n) – a dividing line, border
cyborg (n) – a hypothetical person whose physical abilities are extended beyond normal human
device (n) – tool, instrument (means, method)
fictional (adj) – imaginary, false
fragile (adj) – breakable, flimsy
grafts (n) – transplant, implant
skin (n) – pigmentation (leather)

What you'll learn:

- What is health
- How to care of our health
- How to plan our daily routine to be healthy
- How to make up sentences in the Future Simple Passive



[α] fragile/tactile
cyborg/delvice

1 CW. Look and talk about health looking through the plan.



- How you take care of your health
- What you usually do to be healthy
- What food you prefer eating for health
- How you follow the daily routine
- What sport activities you go in for
- How you would like to protect your health

2 PW. Discuss and compare your answers giving reasons.

CHALLENGE!

- Do you think the following predictions are true?
- Do you agree with them? Why? Why not?
- A special diet will be created by computers
- Most of the work will be done by computers
- All diseases will be treated
- Families will be able to relax using special devices in the future
- Special devices will be linked to a special service which will give advice on health, diet and exercise.



<p><i>shall be</i> <i>will be</i> → +V_{3/ed}</p>	<p>I/We <i>shall be</i> + V_{3/ed} You/he/she/it/they <i>will be</i> + V_{3/ed}</p>
<p>Time adverbs: next year, next week tomorrow, soon, tonight, in a year ...</p>	<ul style="list-style-type: none"> ▪ The healthy food will be given to the children. ▪ These diseases will easily be cured in a few years. ▪ We shall be sent to the conference soon.

3 GW. Read the passage paying attention to the tense forms and voice.

Our body is *fragile* and complex. It *can be* easily *damaged*. The human body has always had mysteries. Scientists have developed new medications and materials which have allowed surgeons to replace body parts. In the future new *skin can be made* by placing skin cells in a special gel. It will be helpful for the patients who need skin *grafts*. In the past artificial parts of the body *were made* from metal. In the future these parts *will be operated* by tiny electronic signals and sensors. These will allow a person, for example, to walk without concentrating on each step and all kinds of physical activities such as jogging and cycling. Special tiny *devices will be attached* behind the ear to help the deaf to hear. *Fictional cyborgs* such as Captain Picard from “Star Track” with their strength and superman sensory organs may soon become a reality. In the future the *boundary* between humans and machines will not become *blurred* with the creation of real cyborgs.



4 PW. Match the words a-j with their definitions 1-10.

- | | |
|--|---|
| <ol style="list-style-type: none"> a doctor who does operations in hospitals a person who receives medical treatment from a doctor not natural the time after the present unable to hear connect one thing to another extremely small things that actually happen or are true a creature that is partly a machine and partly a human to become difficult to see, because the boundary is not clear | <ol style="list-style-type: none"> blur patient tiny surgeon deaf reality artificial attach future cyborg |
|--|---|

5 IW. Make future passive sentences from the table. Sample:

My friend *will be given* a prize by our principal tomorrow.

next year, next week, soon, in 30 years, tomorrow, tonight.	all the work, English, modern digital libraries, new universities, modern technology.	open, give a prize, do, speak, build, use.	by the principals, by teachers, by the machines, by people, etc.
---	---	--	--

6 PW. Make a list of Healthy/Unhealthy things.

Lesson 3.

Keep a Balance in Nature!

Key words:

- bud** (n) – flower or leaf before it opens
- craft** (n) – skilful work
- disturb** (v) – worry, bother, disturb, trouble
- endangered** (adj) – (of species) seriously at risk of extinction
- extinct** (adj) – no longer existing/died out
- ivory** (n) – creamy-white bone-like substance composing the main part of the tusks of an elephant
- predator** (n) – a wild animal that preys on others
- selection** (n) – choice, pick
- species** (n) – type, sort, breed
- tusk** (n) – a long tooth

What you'll learn:

- What the secret of the world of plants is
- Why plants and animals are dying
- Why we should protect endangered species



[A] bud/tusk
[er] predator/endanger

1 CW. Match the pictures of things with animals and say what people use to make these things.

Model: People use the leather/tusks of crocodiles to make bags.
Or: Some bags are made of a crocodile's leather.



2 **GW. Pay attention to the quote below and discuss the questions.**

- Why do people kill or hunt animals?
- Why should we protect endangered species?

! *If we destroy a species we could leave a hole in nature and this hole will be too big to fix! So, we realize: **Better late than never!***

3 **GW. Read the passage and fill in the gaps with the given words.**

a) predators b) ornaments c) endangered d) tusks e) earth f) species g) nature
h) fashionable i) statuettes j) extinct k) palaces l) strong m) fur n) ivory

1. ___ “**Species**” is another word for kinds of plants and animals. “...” means they are in danger of becoming **extinct**. “...” means that a species no longer exists. For example, we can say that dinosaurs are

2. ___ For millions of years, since people began to live on the ..., they have used animal **furs*** to keep warm. Today women pay a lot of money for expensive ... coats, as they want to be Another example is the elephant. Many centuries ago, people discovered that they could use the ... of an elephant. ... **tusks** are used for making teeth, ..., bracelets and other ... and even for decorating the walls

3. ___ Thirty years ago the bald eagle was a disappearing species. It was an **endangered** Then people stopped killing and began protecting it.

4. ___ Plants and animals are important on our planet. If any plant or animal disappears, this will **disturb** everything else—other species will also disappear.

5. ___ Even ..., which kill and eat other animals are necessary for They hunt and kill those animals which are weak. So, only healthy and ... animals keep living. In this way nature selects healthy individuals to continue the life of the species. This is called “**natural selection**”.

4 **GW. Choose the best title for the passage.**

- A) Natural Selection B) Endangered Species C) Protecting Animals
D) Chain Of Species In Nature E) Reasons For Animals’ Disappearance

COMPARE AND REMEMBER!

- to make teeth
- to make statues
- to make craft
- to make bracelets

- **Elephant tusks are used to make statuettes, bracelets.**
- **Tiger leather is used to make coats, etc.**

5 **IW. Find unscrambled words and write.**

ciespes- ectprot- angedred- intcext- ruf- tordapre-
sutk- mentnaor- tunare- testatute- iontecsel- ryoiv-



6 GW/PW. Think and write:

<i>Possible reasons</i>	<i>Your Opinion</i>
People ...	
make shoes	
make clothes	
make purses	
decorate walls	
kill them just for sport	
want to show their strength	
use them for food	
make teeth	

7 PW. Find and write the paragraph in which they speak on:

1. Disappearance of some species of plants and animals. _____
2. Killing animals for decorations. _____
3. Passing laws protecting the Earth's plants and animals. _____
4. All plants and animals are important to each other. _____
5. Natural selection. _____
6. Saving the bald eagle. _____

LANGUAGE BANK!

Non Concrete

millions of species

hundreds of books

thousands of birds

but

Concrete /Exact Numbers

a hundred books

a million animals

a thousand birds

8 GW. Find True, False or DS sentences. Share your own ideas.

1. A great number of species of plants/animals are dying out on our planet.
2. People buy things which are made from parts (leather, teeth) of animals.
3. There will be no more bald eagles on the earth soon.
4. In my opinion most animals are kept at the Zoos/on the farms.
5. Nowadays plants and animals are taken care of by people.
6. The measures that people have taken to save plants/animals help a lot.
7. Physical activities aren't enjoyed by young people.
8. Tusks are used for making bracelets, statuettes and other gifts.
9. Doctors say that some parts of body will be operated by tiny electronic signals in the future.

9 IW. Write a paragraph: "How to keep a Balance in Nature?"

Lesson 4.

Let's Save Animals!

Key words:

amphibian (n) – a cold-blooded animal of a class that comprises the frogs, toads, newts, and salamanders
grizzly (adj) – a large gray bear that lives in North America
habitat (n) – natural environment, natural surroundings
insects (n) – bugs, small animals that have six legs and one or two pairs of wings
loss of habitat (n) – lack of living environment
recognize (v) – identify, distinguish, realize, admit
reptile (n) – a creeper, a cold-blooded of a class that includes snakes, lizards, crocodiles, turtles, and tortoises
bamboo (n) – a giant woody grass that grows in the tropics

What you'll learn:

- Where the animals live
- Why and how to protect animals
- How we can benefit from them in our daily life
- What's the importance of Safari parks



[ɪ] grizzly/ insects
[u:] bamboo

1 CW. Think one way to help endangered species and talk about Safaris.

Sample: Safaris help animals survive! People can see and learn animals in Safaris! Keeping animals in zoos is a kind of entertainment!



Animals in Safaris:

- feel happy
- are fed daily
- are treated well
- feel safe
- are able to live in their natural habitats

INTERESTING TO KNOW!



Red Book of the Republic of Azerbaijan is an official state document. It's about the status of **rare** (*infrequent, few*) and endangered wild animals and plant species in the territory of Azerbaijan. The current "Red Book" consists of 6 parts, which reflects the information on rare and endangered 14 mammal species, 36 bird species, 5 species of fish, 13 **amphibians**, and **reptile** species, 40 insect species and 140 plant species.

2 PW. Read and say out your opinions on the last sentence. Perform the dialogue.



My name is Utete and I live in a village in the Kalahari Desert in Eastern Namibia. We moved to Northern Namibia six years ago, because my father started a new job in National Park. My Dad is a guide for the tourists. When I'm not at school, I sometimes go on safari with him. I love it! He knows everything about the animals and their environment.

Shams: What do you learn from your dad?

Utete: My dad always knows where the animals are. He recognizes the different sounds they make.

Shams: Oh, really! How?

Utete: When he looks at the ground he can say which animals are near. He says that the plants and trees also show which animals are near.

Shams: Oh, how can he do it? Oh, fantastic!

Utete: Because he knows which plants the animals like eating.

Shams: Oh, I've never heard such a thing! It's amazing! I think you've learnt much more and got a lot of knowledge on Zoology. And what do people need to learn about animals?

Utete: We need to learn how to protect animals and natural resources.

If we lose them we can lose our traditions. And also they are important for tourists. They come to watch and enjoy the animals in safaris. But some people hunt the animals here.

Shams: And what should we do?

Utete: We must stop them. If we can't stop them we won't have any safaris in the future and the world will be a sadder place. Think and find how to stop it!



A Safari park – is like a large zoo where wild animals live in natural condition.

3 PW. Answer the questions.

1. Where does Utete's father work?
2. What is Utete's plan for the future?
3. How does Utete's father know where animals live/are?
4. Which animals are important in the nature of Namibia?
5. What will happen if they can't stop the people that kill animals?

4 GW. Think of a story looking at the plan and complete it with your own ideas.

Introduction	Main Body	Conclusion
Describe the place. Say: where and when the event took place; who was there, etc.	The mother grizzly bear felt that the hunter was coming. The bear started leading the cubs* away. The hunter began to look for the bear. He walked and walked and tried to make sure where the bear and the babies were.	Describe the scene at the end of the event/your feelings/ comments.

LANGUAGE BANK

The Past Perfect Tense Form

I/You/he/she/it /we/they + **had + V_{3/ed}**

Sample: Mother Bear felt that somebody was coming. She **had gone** away when the hunter **came up**/by the time the hunter **came** up. Hardly **had** the hunter **come up** when the bear **ran** away.

Time adverbs/(conjunctions):

when
before
by the time
by 5 yesterday
Hardly ... when
Scarcely ... when
No sooner ... than

+V_{2/ed}

Positive sentences	Yes/No questions	Negative sentences
The students had demonstrated some activities at the camp by 6 yesterday.	Had the students demonstrated some activities at the camp by 6 yesterday?	The students had not (hadn't) demonstrated any activities at the camp by 6 yesterday.
Nigar had finished the composition about wildlife when I returned.	Had Nigar finished the composition about wildlife when I returned?	Nigar had not (hadn't) finished the composition about wildlife when I returned.

5 IW. Say: What happened first? What happened second? Number the underlined verbs 1 or 2.

- The boy drew a picture of the leopard that he had seen in safari.
- The hunter took the trees away that he had cut down.
- The children made a bracelet with stones that they had found.
- The boy talked about the bears that he had noticed at the Zoo.
- The people sorted the litter out which they had gathered in the zoo.
- The students gave the money which they had raised for a Peruvian Zoo.

6 GW. Dilemma. Rare animals are in danger. Try to find out why most animals are in danger. Explain your ideas giving reasons.

- Hunting
- Changing of weather
- Loss of habitat
- Caught for food
- Global warming
- Or something else



1. This is a leopard. It is in danger. People kill them for making coats.
2. This is a whale. It is in danger, as it is also hunted.

7 PW. Make a questionnaire for animals looking at the sample:

- How much do you know about Leopards?
- What questions can you ask about Leopards?

1. Where/live?	From Siberia to Africa	4. Where/spend/most time?	In trees
2. How long /live?	For 15 years	5. What/eat?	Small mammals, such as antelopes, monkeys, zebras
3. How many hours/sleep?	12 hours a day	6. Why/disappear?	They are hunted for their wonderful leather, etc ...

8 IW. Read the Fact File and search other facts on animals.

FACT FILE

The rarest bear - found in South West China

Eats - bamboo leaves

Hunted - is protected now

Danger from - loss of habitat, food because *bamboo* forests are cut down.



Brown Bear

found in Alaska (the USA), Canada, Russia

Eats - root, fish

Hunted - for meat, fur and body parts

Danger from - loss of food.



Giant Panda

9 PW. Think, find the halves and match.

- | | |
|--|---|
| <p>1. When I <i>went</i> back to my old school</p> <p>2. The hunter <i>couldn't</i> kill the leopard.</p> <p>3. When <i>I</i> returned</p> <p>4. By the time the tourists <i>reached</i> the forest</p> <p>5. Before she <i>went</i> to the Kalahari Desert</p> <p>6. By the time the hunter came up</p> | <p>a) my friends <i>had prepared</i> for a trip</p> <p>b) because it <i>had run</i> away</p> <p>c) nothing <i>had changed</i></p> <p>d) the rain <i>had stopped</i></p> <p>e) Liz <i>had never seen</i> a safari</p> <p>f) mother Bear <i>had taken</i> her cubs away</p> |
|--|---|

Lesson 5. Where Are the Trees?

Key words:

caiman (n) – an American reptile similar to an alligator
centipedes (n) – insects that have many legs
flashlight (n) – a battery-operated portable light
intense (adj) – of extreme force, degree, or strength
moss (n) – a flowerless green plant that lacks true roots
motmot (n) – a tree-dwelling tropical American bird
orchids (n) – a plant with complex flowers found in tropical forests
piranha (n) – a small fish that eats live animals
plentiful (adj) – rich, wealthy
tarantula (n) – a large hairy spider that lives in hot countries

What you'll learn:

- The role and importance of humans and wildlife
- Why we should protect forests
- How we can protect forests
- What the **WWF** is



[a] flashlight/caiman
[e] intense/centipedes

1 PW. Imagine you are preparing for a hike. Look at the plan and talk.

- Where to go;
- What places you'd like to choose;
- How long your trip will be;
- What to see or explore;
- What things are necessary for trip;
- What you should do not to harm nature.



CETFI - Children's Environmental Trust Foundation International

2 GW. Read and say the paragraphs in correct logical order.

A – While the explorers were hiking with flashlights, they came across colourful centipedes and a bird-eating *tarantula*. At dawn the students got up to watch birds and animals. They watched everything around them: birds, monkeys, insects, etc. **B** – During the excursion, a guide grabbed a *caiman*, a tropical crocodile which was examined and released. All enjoyed swimming in the river though the water was too dark. It was a safe place because *piranhas* wouldn't attack unless there is blood in the water. **C** – The students had prepared for this trip, run by CETFI, by studying rainforest ecology and wildlife, as well as South American history. **D** – One cold grey day in March, a group of students left their school in Millbrook, New York, for South America. When they reached Iquitos, Peru, on the Amazon River, they were met by *intense humidity* (*dampness, wetness*) and heat. **E** – Back at school the students raised money for a Peruvian zoo that protected rainforest animals. **F** – They went by boats down the Yarapa River and 90 miles away to Yacumama – deep in the heart of the Amazon rainforest.



3 GW. Fill in the table according to the passage given on page 69.

Find unknown words and make up sentences:	Formulate your own questions on the text:	Find in the text:
1. 2. 3.	1. 2. 3.	<ul style="list-style-type: none"> • What the climate was like in Peru • What wildlife they explored • Why they raised money

INTERESTING TO KNOW!

The IDEA (International Dialogue for Environmental Action) is the unique organization in Azerbaijan that deals with protection of the environment. The leader of the IDEA Leyla Aliyeva always organizes ecological projects and summer camps for students. These summer camps are also supported by Azerbaijan Representation of *World Wide Fund for Nature (WWF)*, the Heydar Aliyev Center and the Ministry of Education of Azerbaijan. “*Protecting leopards!*” and “*Man and Environment*” are great sample projects that are organized by the IDEA. The students debate on the projects sharing their ideas about the environment. They try to solve global ecological problems in the camps. They always demonstrate the music performances and entertainment around the campfire.



4 IW. Fill in the gaps with the appropriate words and recite the poem.

- a) fires b) forest c) animals d) wood e) cattle
 f) roads g) land h) wind i) to build j) trees

Where is the ... (1)?
 Cried the animals.
 Where are the trees?
 We needed the ... (2),
 Said the people.
 Wood to make ... (3)
 Wood ... (4) houses,
 We cut it down.
 Where is the forest?
 Said the ... (5).
 Where are the trees?

We needed the ... (6),
 Said the people.
 Land for our ... (7),
 Land for our ... (8),
 We cut it down.
 Where is the forest?
 Cried the animals.
 Where are the ... (9)?
 Gone, whispered the ... (10)
 Gone! Gone! Gone!
 (by John Foster)

*whispered – pıçıldadı /uenmar

5 **GW.** Read the Fact File and search about the forests in Azerbaijan.

FACT FILE

An area of natural forest as big as a football pitch is cut down every two seconds.

- People have destroyed 80% of the natural forests on the planet.
- 82 countries in the natural forest area have lost all of their big forests.
- 25% of the forests destroyed in the last 10.000 years were destroyed in the last 30 years.

6 **GW.** Dilemma. Think and try to solve the problem “Forest Pillage”

- Why are trees important?
- In what ways forests are damaged in Azerbaijan and in the world?
- What will happen if people continue destroying forests?



Forest Pillage – cutting trees in forests illegally

7 **PW.** Find the wrong words in the line with the given sounds.

1. [aɪ] piranha, flashlight, caiman, tarantula, fragile
2. [e] intense, spider, shelter, bracelet, centipede
3. [ɔ] bamboo, motmot, tropical, moss, treetop
4. [ʌ] bud, tusk, wood, coloured, boundary
5. [ɪ] grizzly, orchid, piranha, ivory, iron

INTERESTING TO KNOW!



The tropical rainforest is full of life and it's the home of many different animals and plants including the blue crowned *motmot*. Think about an environment that contains fewer species.

Imagine you're in an amazing rainforest. The rainforest is thick with *vines* (*bindweed*), *mosses*, *orchids* and trees. Insects *buzz** all around. Brightly coloured birds fly from branch to branch. Other animals rest in the treetops. The environment has a high number of species. Biological Diversity is the measure of the number of different species in an area. They have a high biodiversity, because food, water and shelter are *plentiful*.

8 **IW.** Try to predict the future forests in Azerbaijan in 50 years/in 100 years and write a paragraph on the quote: *How to protect forests?*

Progress Portfolio

1 Fill in "Your Overall Project" ✓

Self-Assessment: A-always B-sometimes C-seldom D-rarely

A B C D

I can ...	A	B	C	D
• share findings on nature, natural medicine and health with my partners				
• make presentations on my major goals in a teamwork, pairs and individual work.				
• participate in logical discussions on healthy life and nature				
• be critical to myself and my partners as well				
• write quotes/essays about the protection of nature, animals				
• actively make researches on new or unknown information				
• make up sentences using the correct tense form				
• make plans/questionnaires on nature, rainforests, animals				
• appreciate my own and friends' activities during the projects				
• willingly take part in discussing results in summarizing				

2 Fill in "My Treasure" table for Unit 4.

What I gained	How I gained	How I'll implement
▪	▪	▪
▪	▪	▪

3 Open the brackets and use the correct tense form.

- Jane (*to learn*) a lot of things about animals by Friday.
- The students (*to prepare*) for the trip by that time yesterday.
- I was surprised, because I never (*to see*) a grizzly bear.
- The forest was full of rubbish. Somebody (*to throw*) it.
- When the students (*to return*) their friends (*to go*) away.
- When we (*to reach*) the forest the travellers *already* (*to camp*)
- The students (*to discuss*) some ecological problems in the camp by Sunday.



4 Ask Yes/No questions.

- When we got there the guests had already left the party.
- My friends had visited the countryside by that time yesterday.
- Hardly had the forester left when the men began cutting trees.
- The students had discussed global ecological problems in the camp by 5 yesterday.
- The children had studied the rainforest ecology and wildlife before they came to Africa.

Reading Comprehension and Writing

5 Read the passage choosing the correct form of the verbs. Match the paragraphs 1-4 with the A-D.

1. Rainforests *cover/covers* six percent of the Earth's surface. There *is/are* rainforests in many parts of the world but the biggest forests are in South America, Africa and South East Asia. There *isn't/aren't* any rainforests in Europe or North America.



2. About 75% of all types of animals that we know come/comes from rainforests. Thousands and thousands of animals *live/lives* in rainforests. There *is/are* many very

beautiful birds, insects and reptiles. Many of them *live/lives* in the trees, over 30 metres from the ground. There *is/are* also thousands of different plants and lots of tall trees. It's always hot in a rainforest and the ground is always wet. It's also dark.

3. The rainforests *are/is* very important for us. We need them! The trees and other plants in the forest *help/helps* to make the air that we breathe. They also *help/helps* to control the weather. Rainforests *give/gives* us wood, rubber, fruits and many of our medicines.

4. Unfortunately, in many places, the rainforests *is/are* in danger. For example many years ago there *was/were* a large rainforest in Java. There *was/were* thousands of different plants and animals in the forest, but now there is nothing. People *chop/chopped* down the trees because they wanted to grow rice. They also *plant/planted* rubber to make rubber. Many animals *live/ lived* in the rainforest. Some of them *go/went* to other parts of Java but many of them *disappear/disappeared* –forever. The same thing *is/are* happening now in many other parts of the world. The rainforests *is/are* in danger!



A) What's happening to the rainforests?

B) What's in the rainforests?

C) Why are the rainforests important?

D) Where are the rainforests?

6 Read and sort these words out in the table.

animals, rice, birds, wood, rubber, fruits, thousands, forever, help, dark, trees, rain, plant, tall, wet, giant, Java, insects, people, surface, medicine, air, hot, oxygen, different, insects, large

Things that live in rainforests	Things that we get from rainforests	Words to describe rainforests and trees	Other
▪ ▪	▪ ▪	▪ ▪	▪ ▪

UNIT 5

ENVIRONMENT

Lesson 1. Have A Better Environment!

Key words:

chemical (n) – a substance that has been prepared artificially
smoke (n) – fumes, gas pollution
get away (v) – escape or quickly depart
loss (n) – the fact or process of losing sth/sb
pest (n) – a destructive insect or other animal that attacks crops, food, livestock
precious (adj) – valuable, of great value
surroundings (n) – things around a person or a thing
thermal (adj) – hot, warm, heated

What you'll learn:

- What causes pollution
- What pollution can damage
- How we can reduce pollution
- Why environment is important
- What the bad effects of pollution are
- How to use had better/would rather



[θ] thermal

[k] chemical/smoke

1 CW. Look at the pictures of common pollutants and talk about danger for the environment.



Aerosol cans, sprays



Loss of natural resources



Smoke from factories



Pollution



Cars fumes



Chemicals in farming



Throwing a lot of rubbish

Model: Begin like this: Let's talk on *Environment and Pollution*. *Environment* means "**surroundings**". Mountains and valleys, seas and rivers, plants and animals—all these make up our natural environment. Our Planet faces many problems and it's in danger. Our environment is polluted by people. Human activities cause pollution (dirty air, land, water, etc).

2 IW. Write an essay expressing your ideas on the environment of your city/town/village in 50 years. You can use:

I think, I don't think, I'll ... , I hope, to my mind, I'd like ..., I'd prefer, in fact, in my opinion, in the lap of nature, springs and geysers, pure water

Model: *I think pollution is getting worse. I just want to **get away** from the city, all this noise, traffic and pollution. I'd like to get some fresh air, have a change of scene. I'd like to stay in a fantastic place, to be **in the lap of nature*** where there is fresh air, lots of tall trees around, birds chirp, where **thermal** springs and geysers boil, waterfalls fall down, rivers flow, the smell of the wild flowers is felt from a mile.* **Ismayil**



3 GW/PW. Answer and discuss the questions in the "Challenge" box.

CHALLENGE!

- What can you /your friends/family do to protect the Earth from pollution?
- How should you take care of environment?
- What should you do to make sure that the future will be a wonderful place worth living in?

4 IW. Read the "Remember!" box and make Solutions on how to protect the Earth.

REMEMBER!

Pollution – in general means the presence of harmful matter in the environment, air, water and land. Industries, motor vehicles and the way of life in big cities are the main sources of pollution. Waste materials pollute the land and water and at the same time damage the atmospheric layers that are **precious** for all human beings on the Earth. Pollution is the most serious world wide and global problem today.

- *Don't destroy forests!*
- *Never send smoke into the air!*
- *Never throw litter in the streets!*
- *Never damage the atmospheric layers!*
- *Have always a wonderful Environment!*



LANGUAGE BANK

would prefer+to to say what smb wants in a particular situation	would rather (to) = <i>would prefer+to</i>	had better (to) = <i>it's advisable to do it</i>
I <i>would prefer</i> = I'd <i>prefer</i> ▪ I'd <i>prefer</i> to help them.	I <i>would rather</i> = I'd <i>rather</i> ▪ I'd <i>rather</i> go on foot.	I <i>had better</i> = I'd <i>better</i> ▪ I'd <i>better</i> join the Green Company.
Negative	would rather not	had better not

5 IW. Complete the sentences with your own ideas.

1. If we plant more trees now,
2. People will have a better environment in the future if ...
3. If we get a special environmental education, we
4. People would rather not throw litter in the streets ...
5. If people grow vegetables and fruit in their own garden ...
6. The farmers would rather not use chemicals to kill **pests*** ...

6 PW. Read the dialogue with correct intonation and act it out.

After a long day the friends are getting to their favourite **campsite***. They want to stop for the night, but they can't. Look at the picture, describe it and say: What had happened before they came to the forest? What had been there before they reached there?

Elvin: We can't stay here. How dirty the place is!

Aydan: Look at the fish in the river. What polluted water! We can't drink it!

Asim: Do you see litter under the tree?

Shahin: Oh, dangerous!

Sona: There are a lot of tins/cans and plastic bottles all over the place.

Murad: Be careful! There are a lot of glass bottles. Somebody has broken them.

Nigar: Oh, children, where are the trees?
Oh, there is a forest fire!



7 IW. Design the model of the environment of your city/town/village in 50 years.

Self-Assessment: **A-always** **B-usually** **C-seldom** **D-rarely**

	A	B	C	D
• I can talk about the protection of the Earth				
• I can identify good/bad things for our planet				
• I can take part in questioning on the Earth				
• I can design a questionnaire on the topic				
• I can share my ideas on the role of energy				

**campsite* – *düşərgə* / лагерь

**pest* – *zərərverici* / вредитель

Lesson 2.

Don't Waste Your Waste!

Key words:

boast (v) – self-praise, talking with excessive pride
cart (n) – trolley, truck, carriage
compost (n) – decayed organic material used as a plant fertilizer
fertilizer (n) – chemical added to soil, plant food
galore (n) – plenty
heap (n) – store/a pile of material, load
toss (v) – throw sth lightly or carelessly, drop
tote (v) – carry, move, fetch, bring
transform (v) – completely change the appearance or character of sth

What you'll learn:

- How we can protect the planet
- Which things are good/bad for our planet
- Why we shouldn't waste our waste
- What conditions are needed for Reusing, Reducing and Recycling



[ou] tote/boast
 [ɔ] toss/compost

1 CW. Look and think of three things to make our homes and schools greener.

- Find some facts that *damage** our planet.
- Find some facts that we can do to help the planet.



Reuse – Use something again!

Recycle – Use/Treat things so that they can be used again!

Reduce – Make something less or smaller in size, quantity and price!



REMEMBER!

to have a bath
to have a shower
to have a chance
to have a talk

2 GW. Fill in the chart answering the questions.

Where?	What is reduced?	What is reused?	What is recycled?
in my family			
in my region			
in my school/class			

3 GW. Read the tale completing it with your own ideas. Do tasks 3A-3D below as well.

There was a man who had a garden with apple trees. He had a son who was 25. As the man wanted his son to get married he thought: "My son is very hardworking, I want him to marry to a very clever, tidy and diligent girl. He thought for a long time and finally had an idea. He **loaded** his horse **cart** with apples and went round the villages to sell them. He travelled on his horse and began shouting out loudly: "Apples, apples! Buy apples! I sell apples for litter!" Women were surprised: "Well, ... *never!* The old man may be out of his mind. Why does he sell apples for litter?" Women and **maids** (*servant*) did their best to gather the most litter from their homes and got as many apples as possible. You could see a woman who was **toting** a huge sack, another one with a basket, still another with litter in her folded apron. They were all **boasting** to one another: "Look, how much litter I swept! Don't think my litter is so little! I can bring twice as much. I may not have much in my house, but there is litter **galore!**" The man filled his **cart** with litter and the apples were almost sold out. A young beautiful girl came up to him. She had gathered very little litter. "Oh, pretty girl", said the man. "How many apples can I give you for a handful of sweeping?" "Well, good sir!" said the girl. "I didn't know where to get litter, we have none at home. I've helped my neighbours to sweep their houses and they gave it to me". The man was very happy to hear this and he thought:

3A IW/PW. Make your comments on these proverbs and find more proverbs.

- *Combine a visit with business!*
- *A word is enough to the wise!*
- *A tree is known by its fruit!*
- *Never put off till tomorrow what you can do today!*

3B IW/PW. Find the opposites of the given words and build up sentences.

hard-working- clever- to sell- huge- untidy-
 unhappy- little- dangerous- polluted- poor- artificial-

3C PW. Tick the variants that refer to the man in the tale:

- | | |
|-------------------------------|---|
| a) loaded his car with apples | f) travelled on whipping * his horse |
| b) sold apples for litter | g) gathered a lot of fruit and vegetables |
| c) got a lot of litter | h) swept the houses |
| d) carried very little litter | i) went to the villages |
| e) had plum trees | j) carried litter in his handkerchief |



3D IW/PW. Say the sentences in the Passive Voice.

1. The man loaded his cart with apples.
2. The women brought a huge sack of plums.
3. The man took the women's baskets.
4. The neighbours give the girl a little litter.
5. The young girl gathered very little litter.
6. The girls clean their rooms every day.

*whipping – qamçılama / буу

4 **IW/PW. Write the sentences in the correct tense form.**

1. The girl just (to gather) the litter.
2. The man sold the fruit which he (to bring) there.
3. The maids (to clean) the rooms before we returned home.
4. Tilly brought the litter which her neighbours (to give) her.
5. Tom's father already (to sell) all the apples.
6. The son and his father (to fill) their cart with apples by 7 yesterday.

5 **PW. Look at the plan and make a questionnaire. Then compare your answers with your partner's.**

- What company is responsible for collecting the rubbish
- Whether people sort waste at home
- Whether people make much noise
- Whether people take part in cleaning parks, beaches
- Whether people throw litter into a dustbin



6 **GW. Read the "ITK" box and talk about the role of energy.**

INTERESTING TO KNOW!



Energy is very important in modern life. It can change the temperature, shape, speed or direction of an object. We use energy to transport people and products from place to place, heat and cool our homes, cook, give light and so on. Most energy nowadays comes from *petroleum**, coal and natural gas. As you know Azerbaijan has oil, *petrol** and gas. And these kinds of energy cause pollution. Scientists should find new sources of energy to use in the future. They think wind, water, the Earth and the sun might be sources of energy. And all these kinds of energy won't cause pollution of the environment.

REMEMBER!

Food *scraps** and yard waste can make your garden grow! After you eat a banana don't throw the peel and leaves in the rubbish bin-put them in the *compost heap*! Plants take *nutrients* (food supply) out of the soil and in a man-made environment these nutrients don't go back in naturally. Farmers use artificial *fertilizers*, but natural *humus* (smoke) from a compost heap is more natural and healthy for the soil.



**scrap* – kəsik, qırıq/остатки, вырезка

**petroleum* – хат нефт/сырой нефть

**petrol* – benzin/бензин

7 GW. Fill in the gaps with the given verbs from the box the paragraphs 1-4 with the letters A-D.

to make(2), to go, to waste, to brush, to help, to need, to collect, to buy, to use(2), to give, to drink, to transform, to leave, to recycle



1. Don't ... the things! Local "green" companies can ... those old posters and magazines into recycled paper and they can **transform** your old mobile phone into a new one. ... those t-shirts and jeans that are too small for you and ... them to a charity. 2. Of course, most people ... a break at school or work. But if you ... from plastic bottles you won't help the planet. It looks harmless, but plastic is a material that is difficult to recycle. A lot of modern food products have lots of packaging and it's a waste! Drink fruit juice from a glass bottle and ... a sandwich! Glass is easy ... and a homemade sandwich is better for you and the environment! 3. When you ... shopping think before you ... ! Are your trainers really old? Do you really need a new MP₃ player? Remember, we don't need ... the world's resources to look cool. If you only buy the things that are really necessary you'll help to save the planet! 4. Have a shower! If you have a shower you'll use less water. When you have a bath you ... approximately 90 litres of water, but only 30 litres when you have a shower. And don't ... the **tap*** on when you ... your teeth! Water is one of our most important natural resources and you should ... save it!

- | | | | |
|---------------|-------------------------|-----------------|--|
| 1 – | 2 – | 3 – | 4 – |
| A) Save Water | B) Buy Necessary Things | C) Help Charity | D) Have Natural Juice and Homemade Meals |

8 GW. Pronounce the words correctly and write them in the right column.

cart earth shower exhaust thermal tote toss tap gather have bath
charity waste gas cause throw compost effect sandwich handful
smoke loss chemical galore organic copper

[æ]	[ɔ:]	[ou]	[ei]	[ə]	[θ]	[ð]	[ʃ]	[tʃ]
▪	▪	▪	▪	▪	▪	▪	▪	▪

INTERESTING TO KNOW!

- There is no doubt that recycling paper is good for the environment!
- There is no doubt that recycling glass we can save a lot of energy!
- By recycling plastics we can create a cleaner environment!
- By recycling organics we can produce compost, which is equally good for gardens and **agriculture***.
- By recycling iron, copper and aluminium we can save a lot of energy.



***tap** – кран / кран
***agriculture** – kænd təsə'ri:fəti / сельское хозяйство

Lesson 3. Let's Save Our Beaches!

Key words:

artery (n) – a highway, main line, trunk, highroad
conserve (v) – save, protect, preserve, maintain
deplete (v) – exhaust, use up, consume
implementation (n) – the process of putting a decision or plan into effect, realization, fulfillment
milestone (n) – landmark, benchmark, highlight, pole
oyster (n) – a large, flat shellfish
petition (n) – a formal written request appealing to authority with respect to a particular cause
protruding (v) – sticking out, extending beyond or above a surface
unique (adj) – unrepeatable, distinct

What you'll learn:

- How we can take routes by water (journey)
- How beneficial and extremely important water is for humans
- What sea products we get from seas
- Where we can get energy

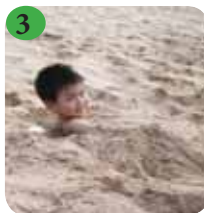


[ə:] pearl/burn

[fɪ] petition/implementation

1 CW. Look and complete the sentences with the words and word combinations. *People use:*

- a) seaweeds to make food
 b) oil to make petrol
 c) sand to make cement
 d) salt to prepare meals
 e) shells to make gifts for tourists
 f) sand to cure some illnesses
 g) *pearls** from the oysters to make rings and earrings



COMPARE AND REMEMBER!

to make

- | | | | |
|---------------------------|--------------------------------|-----------------------------|-------------------------|
| • <i>to make</i> a list | • <i>to make</i> progress | • <i>to make</i> cement | • <i>to make</i> petrol |
| • <i>to make</i> a plan | • <i>to make</i> up one's mind | • <i>to make</i> dresses | • <i>to make</i> gifts |
| • <i>to make</i> a change | • <i>to make</i> a mistake | • <i>to make</i> food/salad | |

2 IW. Listen and say this tongue-twister. Start slowly and get faster and faster.

She sells the *sea-shells** on the seashore
 The seashells that she sells are the sea-shells. I'm sure!



3 GW. Work on the project answering the questions.



- What should we do to clean the shores up?
- What's the importance of seas/ivers?
- What will happen if we don't have seas?
- What will happen if people don't help with this problem?
- Imagine you are on a very messy beach now, what would you do?

You can use: to go for a walk to have a picnic to leave rubbish
to touch bird nests to pick flowers to go surfing to go swimming
to harm sea animals to catch birds to collect seashells to lie on the sand

4 GW. Read the passage filling in the gaps with the words/phrases:

a) the situation b) meeting c) to organize d) rubbish bins
e) green organization f) the beach g) the town centre h) government
i) posters j) a petition k) demonstration l) summer m) the mayor

Our local ... (1) says it doesn't have any money to clean ... (2). If we don't do anything, it won't be clean for the ... (3). What are we going to do? Next Saturday we're going ... (4) a demonstration. It is going to be in ... (5). The director of the ... (6) is coming and she's going to explain ... (7). We'll also start ... (8) and a group of students will take it to the town hill. They're also going to ask ... (9) for more (10) on the beach and a new volleyball area. What can you do? Come to our ... (11) on Monday May 25 in room18. There is lots of work to do! Do good things! We need lots of new ... (12). They will tell everybody about the ... (13). and when it is going to happen. We also need people to send letters and emails to the *mayor**. He should know how important the beach is for the people of the town.



5 IW. Fill in the gaps with the given words.

dresses, bracelets, progress, list, coffee, cement

1. Make ... of homemade meals.
2. Sand is used in making
3. Zehra knows how to make ...
4. The children collected seashells to make
5. We have made ... in oil policy in Azerbaijan.
6. Asim's mother makes ... for children. She's a tailor.



**mayor* – *mer* / *мер*

6

PW. Complete the sentences with “Had better, Would like, Would prefer, Would rather”.

1. We ... to keep the beach clean!
2. ... you ... to go for a walk with us?
3. I ... collect seashells on the beach.
4. I ... to design posters on Green Planet.
5. The beach is dirty. I ... clean it up today.
6. We ... to send e-mail to the mayor about our green plan.
7. You don't look very well. You ... not lie in the sun today.



7

GW. Read the Fact File and discuss the facts.

FACT FILE



Neft Dashlari is the first oil platform in the world and it's situated in the territory of the Caspian Sea. Its foundation was laid in 1947. One of the famous adventures of James Bond – “The World is Not Enough” (main parts of the movie) were filmed in Neft Dashlari. It was built around “Black Rocks” *protruding* from the Caspian Sea. In 1949 a *unique* oil deposit was discovered under the Caspian Sea. The field was named Oil Rocks. It was a *milestone* in the development of the country's oil industry. New Azerbaijan is now established as one of the oil centres of the world and an *artery* in the flow lanes through Asia, the Caucasus and Europe. Since the signing of the *Contract of the Century* in 1994, Azerbaijan has achieved significant success from *implementation* of the new oil policy.

8

IW/PW. Find T/F or DS statements and give explanation.

1. Modern food products are a waste.
2. They use plastic and glass to make bottles.
3. I'd prefer to damage the water reservoirs.
4. There are companies that reuse old things.
5. People would rather not throw rubbish into water.
6. I would rather use more water in a bath than in a shower.
7. Water is the most important natural resource in the world.



9

IW. Fill in the gaps with the given words.

water, damage, waste, touch, throw

1. Don't ... the birds' nests!
2. The grass is dry. ... it, please!
3. We shouldn't ... litter into ...!
4. Never ... your waste!
5. You mustn't throw rubbish into
6. ... is known as the “Blue Planet”.
7. Never leave ... running!
8. Don't ... water reservoirs!

10 GW. Look, answer and add your own ideas on:

- *Where is water?*
- *What products can water be found in?*



11 GW. Dilemma. Think and decide what you should do:

You visit a friend of yours and in the yard you see that his father with a hose in his hand is about to start washing the family car.

*offer to help him/
say nothing, because
you are shy and
you think it is
not your business*

*suggest that using a
bucket of water and
a brush to wash the
car would save a lot
of water*

*suggest that the car
should be taken to
a carwash,
do something else,
other...*

12 IW. Make your own solutions reading the given samples.

- *Recycling begins from home!*
- *Don't leave water running!*
- *Don't use drinking water to water the garden!*
- *Reuse, Reduce, Recycle and never be confused!*
- *Use a **well*** or rain water collected in advance!*

INTERESTING TO KNOW!

Children all over the world learn a lot about the Earth at school. They get special environmental education. Even though they are children and they can't do much about pollution or help to save the Earth.

March 22–World Water Day



One of the most valuable things in life is water. We must know the importance of water and we need to unite efforts. People celebrate this day as drinking water sources are fast **depleting**. The world must raise the problem and start **conserving** it. They must make **conclusions*** that how useful the water is.



April 22– Earth Day

***conclusion** – пәтісә / вывод
***well** – қуы / колодец

Lesson 4.

A Real Geography Lesson

Key words:

be in vain – for nothing, uselessly
coop (n) – a cage or pen for confining poultry
desperate (adj) – feeling hopeless
erupt (v/n) – become active, burst as gases or volcano
liquid (n) – fluid, moisture, liquor
magma (n) – very hot fluid
restore (v) – reinstall, reconstruct, renew
ruin (n) – decay, destruction, crash, collapse
sadden (adj) – cause to feel sorrow, make unhappy
solid (adj) – hard or firm

What you'll learn:

- Natural disasters and their damage
- The importance of different subjects
- To be aware and well informed about natural disasters



[r] erupt/desperate

[l] solid/restore

1 CW. Look, think and talk about the pictures.



Sample: Look at picture 1. What is it? Why is smoke coming out of the mountain? How does a volcano *erupt*? Under the surface of the Earth it's very hot. The rocks aren't hard and *solid*. They are thick and *liquid*. This liquid rock is called *magma*. Sometimes there is an opening on the surface of the rocks. Then the magma can come up through this opening and volcano erupts. When a volcano erupts, it throws up dust and pieces of rock into the air.

2 PW. Read and perform the dialogue.

Jack: Did you see the awful storm last night?

Isabella: Yes, of course!

Jack: How? Were you out or at home?

Isabella: I was at my friend's when it started.
And what about you?

Jack: I had already reached home before
it happened.

Isabella: Oh, I think you were really terrified.

Jack: Oh, not! I had gone to bed when it began. But when I heard the
thunderstorm I was really terrified.

Isabella: So, you are afraid of storms! But not me.



3 GW. Insert prepositions where necessary and choose the best title.

in, on, at, for, about, under, after, from, with, up, etc.

Tilly Smith, a school girl ... Sureey ... England, is very enthusiastic ... her geography classes. But ... December 26, ... 2004 Tilly discovered that geography was the most interesting school subject. After she had come across the incident ... the beach Tilly was sitting there. In Phuket, Tailand, as if the sea suddenly disappeared ... a moment. While big waves were forming, Tilly and the tourists watched. them ... first, they weren't afraid, but Tilly became anxious. She wanted to leave the beach quickly and she remembered that they had studied earthquakes. She recognized what was happening, but the other tourists weren't moving ... the beach. She was very tense. Tilly told her mother ... tectonic plates and an earthquake ... the sea. Tilly became very upset. ... the end she was desperate to leave ... the beach ... her family. Tilly's father told ... the other tourists ... the danger. Everybody was running to the safety when the first ... three tsunami waves came ... the beach. The waves were destroying the small tourist centre. ... the tsunami, a lot of tourists were grateful ... Tilly's interest .. geography. Her parents were glad she had been attentive ... her geography class. The tsunami was a terrible accident ... thousands ... people. But, thanks to Tilly, it didn't kill or damage anybody ... Maikhao beach.

A) Tilly's Email To A Friend

B) Tilly's Physics Lesson

C) The Importance Of The Classes

D) Tilly's Knowledge of Geography

3A GW. Answer the questions.

- What's your favourite lesson?
- How did Geography help Tilly?
- What can lessons give you?
- What other lessons can help you in life?

COMPARE AND REMEMBER!

- to be grateful **to sb for** sth
- to be proud **of**
- to thank smb **for** sth
- to be frightened **of**

- *I am proud **of** our heroes.*
- *We were frightened **of** that terrible accident.*
- *Jill was grateful **to me for** the response.*
- *Tilly's friends thanked her **for** help.*

3B CW/PW. Read the passage again and order the events.

1. Everybody began to run to the safety.
2. Tilly Smith studied tsunamis at school.
3. The waves destroyed the tourist centre.
4. The tourists were happy that Tilly liked geography.
5. Tilly and tourists watched how the big waves formed.
6. Her parents were glad that she had learnt geography at school.

4 PW. Read the Fact File and search some information/ facts about earthquakes in the world.

FACT FILE



The first earthquake happened in Shamakhy in 1192. As the result of this terrible earthquake, Shamakhy was **ruined**. A considerable part of the city's population perished. After this accident the capital of Shirvan was moved to Baku. The second Shamakhy earthquake happened on January 4 in 1667. The earthquake caused great destructions in the city. But soon the city was **restored**. The city was reconstructed to its original position. Silk weaving workshops began working in Shamakhy.

5 GW. Choose the appropriate words and match the passages to the pictures.

1. We were on a holiday in Florida and there was a *hurricane/tornado* very near, in the Atlantic Ocean. We were very *glad /anxious*. We didn't want to be there when it arrived.



2. There was thunder and *lightening/flood*, so the plane landed at a small airport. And we were *happy/unhappy* to be at the airport.

3. The *tornado/storm* moved our car 200 metres and destroyed the hotel! I have three little children and they were very *upset/ashamed*.



4. Everybody was running to safety when the first of three *tsunami/thunderstorm* waves came up to the beach. It was a *terrible/wonderful* accident for the people.

5. It was only two seconds! There was *lightening/ a drought* and the tree fell. We were *glad/afraid* that we were in our house and not in the woods.



6 PW/IW. Choose the correct tense form.

1. Nigar has/had never seen tornadoes.
2. We have not/had already anything since morning.
3. Friends have/had left the party by that time yesterday.
4. Hardly/mother has/had returned home when the storm began.
5. No sooner has/had I reached home than the lightning started.
6. Hardly has/had she entered the room, when the telephone rang.



7 PW. Find True / False sentences. Explain your answers.



1. Tilly's dad ran to the safety with his family.
2. Tilly was at school on 26 December 2004.
3. Tilly's mum explained the situation to her.
4. Everybody was running to the safety when the tsunami arrived.
5. The tsunami killed thousands of people on Maikhao beach.
6. Tilly's geography lessons helped her understand the situation.

8 CW. Match the definitions 1-6 with the adjectives a-f. And make a list of adjectives of emotion.

When a person ...	he/she is ...
1. thanks someone for something	a) desperate
2. is sad about something	b) upset
3. worries about something bad in the future	c) enthusiastic
4. is frightened about a situation	d) anxious
5. is very interested in something	e) afraid
6. is very worried and wants to change	f) grateful

9 PW. Join the two sentences using "because, as or that" and use them in the Past Perfect tense form.

1. Geography helped Tina very much. She learned it well at school.
2. The children didn't see grey clouds. They went to sleep.
3. She didn't pass the exams. She didn't prepare for them.
4. Tilly's parents ran to a safe place. Tilly told them about the disaster.
5. Tilly told her mother about the tectonic plates. Her geography teacher taught Tilly at the lesson.

10 CW/PW. Choose the correct word.

1. Our daughter made us feel *proud/anxious*. She saved a lot of people.
2. After the terrible experience in Thailand, they were *upset/glad* to go home.
3. I'm very *grateful/tense* for your help.
4. I was *ashamed/proud* when I didn't pass any of my exams.
5. After the tsunami we were *desperate/afraid* to swim again.

11 IW. Complete the table sorting out the right adjectives from the box.

proud, desperate, upset, grateful, terrible, helpful, glad, satisfied, sad, pleased, wonderful, awful, relaxed, proud, unhappy, ashamed, lucky, safe, tense, unlucky

Positive	Negative	other
• helpful	• weak	• tense
•	• unhappy	•
•	•	•

Progress Portfolio 1

1 Fill in My Overall Progress. ✓

Self-Assessment: A-always B-sometimes C-seldom D-rarely

A B C D

• I can share findings on the environment with my partners/peers				
• I can make presentations on my major goals in a teamwork, pairs and individual work				
• I can participate in discussions on the protection of the environment				
• I can talk about the importance of water				
• I can write quotes/essays about the protection of the environment				
• I can research facts on natural disasters				
• I can explore different ways in presenting projects and presentations				
• I can make plans/questionnaires on the environment				
• I can talk about the role and importance of different subjects				
• I can willingly take part in discussing the result in summarizing				

2 Fill in "My Treasure" table for Unit 5.

What I gained	How I gained	How I'll implement
▪	▪	▪
▪	▪	▪

3 Complete the formulae with the words from the box.

drought, flood, hurricane, thunder, tornado, tsunami

Sample: *a bright light + a storm + thunder = lightening*

- rain+rain+rain=
- a big wave+a bigger wave in the sea=
- no rain+no rain+no rain=
- black sky +a violent storm+ strong winds=
- a strong wind +a dangerous wind+a violent storm+damages=
- a loud noise+a black cloud +a storm=

CHALLENGE!

Answer the questions:

- What do you and your family do to protect the environment?
- What would you do to have a better environment?



4 Build up words from the given ones.

- gmaam-
- dilso-
- derthun-
- gtelighnin-
- arlpe-
- ystero-
- teryar-
- tipeiton-
- dingtrupro-
- donator-

Reading Comprehension and Writing

- 1 **GW.** Read the passages with correct intonation using the verbs in brackets in correct tense forms.

Here are stories of some survivors of one of America's worst storms:

■ Shiprah Benlevi Downing and Lloyd Coffey Jr. (to spend) six terrible days with their two-year-old baby in the Superdome in New Orleans. They didn't have any food or water, and the conditions were awfully difficult when finally they (to go) by bus to Texas as they (to lose) their new house, but they're happy to stay alive.



■ Student Michelle Andrews from England (to stay) in New Orleans when Katrina (to destroy) her holiday plans. Michelle and her two friends slept in a hotel, but the next day they (to move) from there as the hotel was damaged. They (to spend) the night in a shelter. The next day an Australian TV company (to help) them to leave the city.

■ The Mississippi resident Mike Spencer (not to want) to leave his home, but Katrina (to destroy) his house and nearly (to kill) him. When the water was seven metres high, Mike (to climb) through a window. When his friends (to arrive) in a boat, Mike (to sit) and (to spend) five hours in a tree.



- 2 **PW.** Complete the sentences using the passage.

1. _____ sat in the tree for hours.
2. _____ slept in a hotel.
2. _____ spent the night in a shelter.
4. _____ lost their new house.
3. _____ were happy to stay alive.
6. _____ climbed through a window.

- 3 **GW.** Make up questions and answer them. *Sample:*

• *Why/the Superdome/to be/a bad place? – Why was the Superdome a bad place?
– The people didn't have any food or water and the conditions were awful.*

1. How/some people/Texas/to travel?
2. How/Shiprah and Lloyd/feel/now?
3. Who/not to lose/in the storm/a house?
4. How/Mike Spencer/to leave/his house?
5. Where/Mike Spencer's friends/him/to find?
6. Where/Michelle and her friends/the night/to spend?



UNIT 6

WONDERS OF THE WORLD

Lesson 1. The Seven Wonders of the World

Key words:

faith (n) – a belief, persuasion, trust, hopefulness
foothill (n) – a low hill at the base of a mountain
harbour (n) – port, bay, gulf, dock
heal (n) – cure, treat, restore to health
immense (adj) – extremely large or enormous in scale or degree
precious (adj) – valuable, of great value, beyond price
robe (n) – cloak, dressing gown, bathrobe
sanctuary (n) – a holy place, reservation, shrine, temple, oasis
shrine (n) – a holy place, sanctuary, temple
slime (n) – a moist, soft and slippery substance, mud
temple (n) – a building for worshipping God, mosque
terrace (n) – balcony, patio, veranda
tomb (n) – a large grave, burial chamber, mausoleum

What you'll learn:

- The wonders of the ancient world
- Where they are situated
- The modern wonders of Azerbaijan



[J] worship/shrine
precious

1 CW. Make a list of wonders for the modern world and speak about them adding your own ideas.



Model: This is my list. Well, it's not an official list. But it changes every day! The Eiffel Tower in Paris, Brooklyn Bridge in New York and the Heydar Aliyev Centre in Baku are my favourites.

Leila

WONDERS!!!

- Bridges
- Space Travel
- Olympic Games
- Skyscrapers

WONDERS!!!

- Holidays
- Modern Medical Science
- International Contests
- Modern Technology, etc.

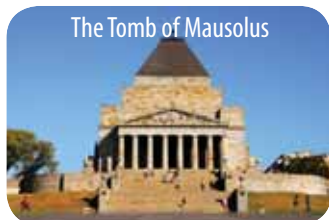
My list begins with the Channel Tunnel between England and France. Flame Towers in Baku and Malaysia's famous Petronas Twin Towers are my favourites, too.

Tural

2 GW. Look at the pictures, read and translate the passage into your own language.

In the second century BC seven buildings and works of art were so beautiful that they were considered the *Seven Wonders of the World*.

The BC - Before Christ



The Tomb of Mausolus at Halicarnassus was built by his wife, the queen.

The **tomb** was decorated by the best artists of the time.



The Pharos at Alexandria is one of the seven wonders of the world. There is a light at the top to guide the ships into the **harbour** of Alexandria.

The Temple of Diana at Ephesus is in Asia Minor. Inside the **temple** (*church, sanctuary*) there were some of the finest works by Greek artists. You can see parts of the columns in the British Museum.



The Statue of Zeus at Olympia is in Greece. It is 12 metres high. The **robes** of Zeus were of gold and the eyes of **precious stones**.



The Hanging Gardens of Babylon were built by the king of Babylon in about 600 BC.

The Colossus of Rhodes was an **immense** bronze statue. It is 32 metres high, very high for that time.



The three Pyramids of Giza in Egypt were built as **tombs** for Egyptian kings.

3 IW. Choose the correct articles.

- My list begins with ... Channel Tunnel between ... England and ... France.
A) the, -, - B) -, -, - C) -, the, - D) the, the, -
- ... Statue of Zeus at Olympia is in ... Greece.
A) -, - B) the, - C) -, the D) the, the
- ... Hanging Gardens of Babylon were built by ... king of ... Babylon.
A) the, the, - B) -, the, the C) -, -, - D) the, the, the

**precious stones* – *qiymətli daşlar / драгоценные камни*

4 PW/GW. Read and match the passages with the pictures.

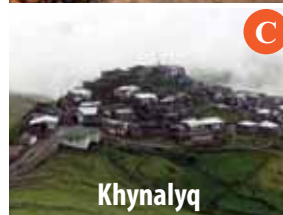
1. ... is one of the most valuable natural resources of Azerbaijan. It is at the *foothill* of the Murov mountains. The oil is famous in the world as the exclusive means with *healing* properties of bone - joint, skin, urological diseases as well as liver and rheumatic diseases.



2. The people of ... is one of the ethnic nations of Azerbaijan. Among the ethnic *minorities* in Azerbaijan they are distinguished with unique ethnographic features. This village is a mountaineous part with fresh air and picturesque beauty.



3. Azerbaijan's ... are one of 28 sites selected for the final of the New Seven Wonders of Nature ... are a sign of the presence of oil and gas underground. This is also used in healing some diseases.

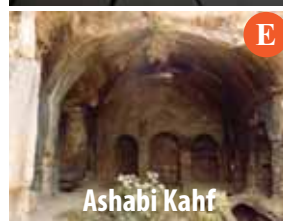


4. Azerbaijan has the highest concentration of

Its natural resources make 90 million tonnes. This mountain is famous both for its pure salt and healing *peculiarities* (features) in the world. This is



5. ... is a *rare sanctuary* located in the natural cave between Ilandag and Mountain Nahajir, 12 km away from the city of Nakhchivan. It's one of the world's rare sanctuaries.



6. It is considered one of the wonders of the world. Before the religion of Islam ... was a place of religious *faith* and a *shrine* for fire *worshippers* (believers in God). Not far away from ... i.e. 200 meters south there is a weak volcano *erupting* around water with *slime*.



5 IW. Find unknown words in the passages and explain their meanings.

6 IW. Fill in the table according to Task 4.

Ashabi Kahv	Khynalyq	Mud Volcano	Naphtalan	Yanar Dag	other
▪	▪	▪	▪	▪	▪

7 IW. Search and write facts on ancient wonders in Azerbaijan.

Lesson 2.

Where Leisure, There Pleasure!

Key words:

adore (v) – love dearly, admire, worship
canyon (n) – a deep valley, gulf
fascinating (adj) – charming, attractive, tempting
float (v/n) – stay on the surface of water or up in the air
gateway (n) – introduction, entry, opening, preamble
inscribed (adj) – graven, written or carved (words or symbols) on smth
perfection (n) – fineness, blamelessness
vast (v) – extremely large, huge, broad, enormous
township (n) – a division of a county with corporate powers

What you'll learn:

- What places are famous
- What they are famous for
- Where they are situated
- Why the places are special/ remarkable for people

[ɑ:] vast
[ɔ:] adore
[ɔu] float



1 CW. Match a country or a city with the activity.

Use: I'd like to go/I'd rather/I'd better.

Model: I'd better go to China. You'd better visit England to see Big Ben!
I'd rather go to Spain to watch Flamenco Dancing.

Spain
Baku
Moscow
Egypt
The USA
India
China
Japan

Visit the pyramids
Fly over the Grand Canyon
See Mount Fuji
Walk along the Great Wall
See the Maiden Tower
Watch Flamenco dancing
Walk in Red Square
Visit the Taj Mahal

Cosmopolitan (adj) –
experienced,
glamorous,
stylish, cultured,
world-wise



The Taj Mahal



The Grand Canyon



Mount Fuji



The Red Square



The Maiden Tower



The Great Wall

2 GW. Read and find the cities. Insert it/its/it's.



■ ... is the largest city in Louisiana, the USA. ... stands on the bank of the Mississippi River and is a busy port and tourist centre. ... population of about 550,000 is very *cosmopolitan*, with immigrants from many countries. People from all over the world always visit... to see ... famous Mardi Gras carnival. There are many old buildings and excellent restaurants in the city.



■ ... is the largest city on the Caspian Sea and of the Caucasus region. ... is an ancient city and is located 28 metres (92 ft) below the sea level. ... has eleven administrative districts and 48 *townships*. The Inner City of ... along with the Shirvanshah's Palace and Maiden Tower were *inscribed* as a UNESCO (*United Nation Educational, Scientific and Cultural Organization*) World *Heritage** Site in 2000. The city is the scientific, cultural and industrial center of Azerbaijan. ... hosted the 57th Eurovision Song Contest in 2012 and in 2015 – the First European Games. ... has become a cosmopolitan city.



■ ... is the capital of Austria and ... stands on the banks of the River Danube. ... the *gateway* between east and west Europe. ... music, theatre, museums, and parks make ... a popular tourist centre. ... has a population of over 1,500,000 and has a rich history. ... has been the music capital of the world for many centuries. Mozart, Beethoven, Schubert and the Strauss family all came to work there. Now ... is

an important cultural centre for art and the home of the world's most famous orchestra; the Vienna Philharmonic, the State Opera House, etc.

3 IW. Fill in the table according to the passages.

What city is it?	Where is this city?	What is special about this city?	What's this city famous for?	What can visitors do there?
Baku		the land of fires/winds		
Vienna				
New Orleans				

4 CW. Odd the one out, which is different.

1. cultural, famous, history 3. industrial, immigrant, excellent
2. cosmopolitan, popular, people 4. gateway, township, scientific

5 PW. Find out what these figures stand for and give comments.



6 PW. Put the sentences in correct order in the conversation and complete the last sentence. A - B- C- D- E- F -

1: **Shaig:** Why?

2: **Sevda:** First I'm going to Holland.

3: **Sevda:** Well, then I'm going to Spain to

4: **Sevda:** To see the tulips, of course! Haven't you heard about Tulips' Carnival in Holland? *Fascinating* tulip arrangements and *floats* look like "tulip seas". The visitors *adore* this unique flower parade. And I want to be one of the visitors.

5: **Shaig:** Where are you going first?

6: **Shaig:** Oh, yes! How wonderful! Where are you going after that?



COMPARE AND REMEMBER!

like - as a verb	like - as a preposition	Samples
<p><i>Like</i> - as a verb is about pleasures and desires.</p> <ul style="list-style-type: none"> What do you like? - I like films. What does Jack like? - He likes watching films. 	<p><i>Like</i> - as a preposition is about comparisons and descriptions. What's it like? = tell sth /sb about it, it's good or bad, big or small, old or new, etc.</p> <ul style="list-style-type: none"> What is London like? - It means "Describe London to me, because I don't know anything about it." Oh, it's fantastic. Or It is quite big, and it's very interesting. 	<ul style="list-style-type: none"> What's your new teacher like? - She's very kind. What was the movie like? - It was very interesting. What is Jack like? - He is intelligent.

7 PW. Describe any city/town using the following layout.

Introduction	Main Body		Conclusion
Paragraph 1	Paragraph 2		Paragraph 3
<ul style="list-style-type: none"> <i>Speak</i> about the location describing it. 	<ul style="list-style-type: none"> <i>Describe</i> what the city is like; what are there. 	<ul style="list-style-type: none"> <i>Describe</i> any special feature of the city/town. 	<ul style="list-style-type: none"> <i>Write:</i> why you like/want to live there; what changes will happen in future, etc.

8 IW. Ask questions using "What is ... like?" and answer.

Model: Your friend has just come back from a holiday. Ask about the hotel.

What was the hotel like? - The hotel was new... .

- Your parents met Jane's parents yesterday. Ask about them.
- Your teacher talked to a newcomer at school. Ask about him/her.
- Your brother has just finished an English course. Ask about the classes.
- Your sister went to a new restaurant yesterday. Ask about the restaurant.
- Your friends have already returned from the picnic. Ask about the weather.

9 PW. Find the unscrambled words and use them in sentences.

yoncan- tionfecrep- oread- costanlimopo- ousfam- sicmu-
entncian- nicarval- tasfantic- loaft- fulwonred - liptu- tohisry-

10 IW/PW. Search sufficient facts on countries/cities and make an interview.

Lesson 3.

Changes in the 21st Century

Key words:

average (adj) – middle, middling, mean
be equipped (v) – be supplied with the necessary items for a particular purpose
cure (n/v) – treatment, therapy, heal, restore to health
differ (v) – contrast with, be different from, be distinguished
do business (v) – occupy, trade, employ, work
familiarize (v) – make familiar with, acquaint with, to introduce to
incurable (adj) – that cannot be cured, fatal, mortal
vocal (adj) – voiced, uttered, articulated, oral

What you'll learn:

- Big changes in the 21st century
- Differences between old and new changes
- The importance of modern changes and their features



[A] industrial/agricultural

1 GW. Look, talk and compare them in Venn Diagram.

■ In the past

- People wore charigs
- People used khurchuns
- People used to pass messages by doves, fire, flowers, etc.

■ Now

- People wear different types of shoes
- People use mobile phones, computers, iPhones, etc.

OLD

BOTH

NEW



2 GW. Fill in the gaps with the given words. Insert correct punctuation marks and post positions.

a) fix machines b) medical c) poorer d) cancer e) information
f) age g) blind h) rich i) possibilities j) e-mail k) texts

I believe that the big changes in the 21st century will be the economic changes In 30 or 40 years people will *do business* better They'll have better homes and eat healthier food than they do today More goods will be produced and so perhaps ... (1) countries will be able to give more help to ... (2) countries I believe countries as well as people will be richer in the 21st century



Sam



Mehriban

I think that one big change in the 21st century is that people will live longer with healthier lifestyles and better ... (3) care the *average* person will probably live to the age of 90 instead of 75 like today I think doctors will be able to *cure* diseases such as ... (4) and AIDS

I think that in the 21st century more and more people will be able to send and receive different kinds of ... (5) by using the Internet telephones ... (6) and mobile phones With the help of new technology people get education or do business *without leaving* (*breaking up or going away*) their homes I suppose you can call it the information ... (7) and it has changed the way everybody lives



Lale



Suleyman

A mini-computer for the ... (8) is one of the biggest wonders. It was designed in Azerbaijan for the first time in the world A mini-computer by means of *vocal* orders is *equipped with* the ... (9) allowing people to on-line *familiarize* themselves with the latest news use ... (10) sound ... (11) and accept and answer the telephone calls

COMPARE AND REMEMBER!

- to be equipped **with**
- to answer the phone calls
- to do business
- to differ **from**
- to accept telephone calls
- to do good

3 GW. Complete the sentences with your own ideas.

1. Different illnesses will easily be cured
2. Today there is no need to send letters by mail, because
3. I think, doctors will be able to cure diseases, which
4. *Autistic** people can use computers as well, because
5. All schools are well equipped with computers today and



**autistic* – *autizmə tutulan / болеющий аутизмом*

4 PW. Tick the correct answer and compare the ideas. ✓

Who speaks about	Sam	Lale	Suleyman	Mehriban
Changes in the economy				
Better medical care		✓		
Information age				
Mini Computer for disabled				
The help to the poor				
Healthier Food				

5 PW. Find the statements below which are true according to the information given in the passages.

- Lale says that doctors can cure AIDS today.
- Mehriban thinks that people will have longer lives in the 21st century.
- Sam says: Mini computers give all people a chance to get the latest news.
- Suleyman believes that we'll all be richer in 30-40 years.
- According to Mehriban we can get more information in the 21st century.
- Sam thinks that poor countries won't receive any help from rich countries.
- Lale says that it will be impossible to get education at home.

6 CW. Fill in the gaps with the correct forms and voice of the verbs.

to cure, to give, to design, to do, to be, to visit, to be equipped

- Have you ever ... to Khynalyg?
- A lot of diseases ... by the doctors soon.
- Internet ... all people a chance to get a lot of information.
- Nowadays most schools ... with new technology in our country.
- A mini computer for the people who can't see was ... in Azerbaijan.
- People all over the world ... New Orleans to see Mardi Gras carnival.
- With the help of new technology people ... business without leaving their homes.

7 IW. Project Work. Write a paragraph:
"The Latest Wonders or Big Changes in Azerbaijan".

Self Assessment A-always B-often C-usually D-seldom

	A	B	C	D
I can talk about changes in the 21 st century				
I can read the passages about changes in the 21 st century				
I can find out true/false statements				
I can fill in the gaps with the suitable verbs/words				
I can write a quote on the topic				

Lesson 4. How to Cross the River?

Key words:

aqueduct (n) – an artificial channel, bridge that carries water across a valley
dam (n) – a barrier that is built across a river to stop the water from flowing
landmark (n) – any building clearly seen from a distance
minaret (n) – a tall tower of a mosque
rescue (v) – save sb/sth away from a dangerous situation
span (n) – a bridge, bound, tie, arch
strait (n) – a channel, a narrow passage connecting 2 seas
trap (v) – confine, catch an animal in a trap
valley (n) – a low area of land between hills or mountains
well-maintained (adj) – supported, well-kept

What you'll learn:

- The usefulness/ importance of bridges
- The roles of bridges in our lives
- World-wide famous bridges in the world



[ɪ] trolley/valley

[ju:] menu/rescue

1 CW. Look and talk about the pictures.



Pont du Gard



Golden Gate Bridge



Tower Bridge



Bosphorus Bridge



Asma korpu (bridge)

Headland – a narrow piece of land that projects from a coastline into the sea



COMPARE AND REMEMBER!

the+rivers/seas/oceans	without the + cities/countries/continents	without the + bridges	without the +Lake
the Amazon	Asia	Khudaferin Bridge	Lake Kariba
the Zambezi	Africa	Tower Bridge	Lake Baikal
the Pacific	California	Bosphorus Bridge	Lake Jeyranbatan
the Caspian Sea	Great Britain	Waterloo Bridge	Lake Superior

2 GW. Read the paragraphs and fill in the grid with the facts under the figures/numbers.

Turkey's Bosphorus Bridge has connected the east and the west since 1973. It is a **landmark** of the city and the main symbol in photographs of Istanbul. So, you can pick up a postcard of this bridge in any part of Turkey. You can't imagine this city without this bridge. Turkey's Bosphorus Bridge is one of the most popular bridges in the world.

Golden Gate Bridge is the North American **strait** that connects San Francisco Bay to the Pacific Ocean. It has been known as the **headland** of the San Francisco Peninsula and the Marin Peninsula. The bridge is one of the most internationally recognized symbols of San Francisco, California, and the USA. Tourists always come to see this bridge with great pleasure.

Pont du Gard is a three-level stone **aqueduct** that crosses the Gardon river valley. *Pont du Gard* was built over 2000 years ago, by Marcus Agrippa. It's now **well-maintained** and a very popular tourist attraction.

2000	1743	1996	25	1937	19	512	1973
▪	▪	▪	▪	▪	▪	▪	▪

3 GW. Put appropriate articles and translate the passage.

... Kariba Dam stands on ... Zambezi river in ... Africa. It was built in... deep, narrow valley. ... dam is 128 metres high. ... road goes along ... top More than 30.000 people lived in ... valley before ... **dam** was built. ... New villages were built for them and they were moved to ... new homes. When ... dam finished in 1959, ... water in ... river started to rise. There



is now ... huge lake behind ... dam. It is called ... Lake Kariba and it is 240 kilometres long. ... thousands of animals lived in ... valley. When ... water rose they were **trapped** on ... little islands in ... lake. They were **rescued** by boats.

4 PW. Answer the questions.

- Where are dams built?
- Why are dams very important?
- How long is Lake Kariba?
- Where is the Kariba Dam situated?
- Why did water start to rise in the river?
- What's there behind the dam?

5 IW. Visit your ICC and search the Internet for more interesting facts about the world famous bridges.

6 GW. Read the paragraph and write about modern bridges and their importance.

Historically, a lot of bridges were built on caravan routes of the most commercial centres of Azerbaijan, such as: Derbent, Shamakhy, Ganja, Barda, Ardabil, Baku, Nakhchivan, Tabriz. Bridges are a part of culture of Azerbaijan. There are a lot of ancient bridges in Azerbaijan, such as: Ganja Bridges, Alinjachay Bridges, Gilanchay Bridge, Sultan Bridge, Tagly (Arch) Bridge, Top Bridge, Synyq Bridge, Lalazar Bridge, Khudaferin bridge and so on. They differ from each other for their form, structure and construction. Among those bridges we can show Khudaferin Bridge with 11 and 15 *spans* in the Jabrayil region on the Araz River. The *remains* of Khudaferin Bridge connect the northern and southern banks of the Araz River. Historians believe that they were constructed in the 12th -13th centuries.



7 PW. Match the words with their definitions and use them in a situation or sentences.

- | | |
|---------------|---|
| 1. a bridge | a) a large area of water that is surrounded by land |
| 2. a lake | b) a low area between hills or mountains |
| 3. a valley | c) smth such as a large building that you can see from a distance |
| 4. a headland | d) structure that is built over a road/railway/river |
| 5. a landmark | e) a narrow piece of land that projects from a coastline into the sea |

8 IW. Sort the words out and complete the chart. Use them in sentences.

postcard, happiness, railway, northern, connection, commercial, culture, attraction, headland, boat, minaret, construction, bridge, deep, building, historian, bank, valley, landmark, coastline

Simple Nouns	Derivative Nouns	Compound Nouns	Simple Adjectives	Derivative Adjectives
▪ boat	▪ building	▪ railway	▪ deep	▪ northern
▪	▪	▪	▪	▪

9 IW. Think of a bridge you know and make notes on the questions below.

- Where is this bridge situated?
- What are its benefits for the community?

Progress Portfolio

1 Tick Your Overall Progress. ✓

Self-Assessment: A-*always* B-*often* C-*sometimes* D-*seldom*

A B C D

• I can share the findings on the wonders of the XXI century with my partners				
• I can make presentations on my major goals in a teamwork, pairs and individual work				
• I can participate in discussions on the ancient and recent wonders				
• I can make up a list of old and new wonders in Azerbaijan				
• I can write quotes/essays about ancient and modern wonders				
• I can research facts on famous bridges in the world				
• I can find the definitions of the words and expressions				
• I can make plans/questionnaires on Changes of the XXI century				
• I can talk about the importance of bridges and their roles				
• I can take part in discussions about bridges and their role				

2 Fill in "My Treasure" table for Unit 6.

What I gained	How I gained	How I'll implement
▪	▪	▪
▪	▪	▪

3 Choose the correct forms of the verbs.

1. Bosphorus Bridge connected/has connected east and west since 1973.
2. Thousands of animals lived/had lived in the valley by the time.
3. They built /had built a huge bridge before we came to the village.
4. When the man returned home his son has gone/had gone to bed.
5. The flat was very dirty, because nobody has cleaned/had cleaned it for a long time.



4 Complete the sentences matching the halves.

1. ... stands on the banks of the River Danube.	a) <i>Baku</i>
2. The 57 th Eurovision Song Contest was held in ...	b) <i>the Caspian Sea</i>
3. Baku is situated on the shore of ...	c) <i>Mozart, Beethoven</i>
4. ... and ... came to Vienna to work in ...	d) <i>Mardi Gras</i>
5. Vienna is the home of the most famous ...	e) <i>the State Opera House</i>
6. People from all over the world come to see ... carnival here.	f) <i>Vienna</i>

5 Group the words and complete the chart.

sea-gull (sea bird), float, heal, to, cure, tomb, shrine, towards, over, sanctuary, well-maintained, on, canyon, immense, strait, of, span, the, capital, cosmopolitan, perfection, with, benefit, by, have, connect, aqueduct, and, about, rescue, trap, valley, minaret, adore, themselves, precious, host, for, dam, tall, something, bank, picturesque, near, northern, commercial

Noun	Adjective	Verb	Preposition	Other
▪ valley ▪	▪ great ▪	▪ cure ▪	▪ by ▪	▪ the ▪

6 Insert correct articles where necessary.

1. ... New Orleans stands on the bank of the Mississippi River.
2. ... Tower Bridge is one of ... oldest bridges in ... London.
3. Haven't you heard about ... Tulips' Carnival in ... Holland?
4. ... France and ... Britain are seperated by ... English Channel.
5. ... Baku is ... largest city on ... Caspian Sea and in ... Caucasus.
6. ... Golden Gate Bridge connects ... San Francisco Bay to ... Pacific.
7. Vienna is ... capital of Austria and ... stands on... banks of...Danube.
8. ... Khudaferin Bridge connects ... northern and southern banks of ... Araz.

7 Find and match the words with their definitions.

1. temple
2. heal
3. sea-gull
4. cosmopolitan
5. shrine
6. aqueduct
7. minaret

- a. cure, treat
- b. building for worshipping
- c. a holy place
- d. sea bird
- e. a tall tower of a mosque
- f. world-wise, glamorous
- g. bridge that carries water

8 Sort the verbs out and write them in the right column in the table.

to design, to send, to cure, to accept, to rise, to wear, to use, to go, to have, to get, to answer, to trap, to differ, to connect, to stand, to confuse, to watch, to rescue, to adore, to heal, to catch, to construct

Regular	Irregular
▪ to ask ▪ to answer ▪ ▪	▪ to send ▪ to put ▪ ▪

UNIT 7

FAME

Lesson 1. My Favourite Film Star

Key words:

capture (v) – occupy, invade, conquer, catch
endow (v) – give as a gift, contribute
evil (adj/n) – damn, badness, devil, harm, injury
hardship (n) – deprivation, difficulty, distress, suffering, trouble
merciless (adj) – pitiless, severe, cruel, heartless
poison (n) – toxin, substance causing death
prevent (v) – stop sb from doing sth
ruler (n) – a person who rules or governs
torture (v) – cause extreme pain to sb, as a punishment

What you'll learn:

- What's the role of the children's films in our life
- Who are famous film stars
- What's the connection between films and the real life
- How films affect people



[tʃ] capture/torture
 [z] poison/reason

1 CW. Look, find out what films these pictures are from and say which proverbs refer to them. Give comments on them.



- *Knowledge is power!*
- *A hero dies, his fame remains!*
- *A friend in need is a friend indeed!*
- *You know a man by his friends!*
- *One man, no man!*
- *Unity is strength!*
- *Truth will conquer!*
- *After rain comes fair weather!*

2 GW/PW. Fill in the gaps using the key words and expressions. Discuss these questions as well.

- What children's films do you like most?
- Are the leading parts always positive characters? Why/Why not?

The Gypsy Girl (1966, by Shamil Mahmudbeyov) The main character in this film Tutu lost ... at an early age and lived a very ... with lots of *hardship*, The Gypsy Girl Tutu was living with Piri Baba in Huseynbey's garden. Khadija – the daughter of the bey became But Khadija's cruel mother Perijahan khanum didn't support this friendship and wanted ... it. And finally Tutu-the Gypsy Girl was ... when she tried to save Khadija's life.

*hard life,
poisoned,
close friends,
her parents,
to prevent,
torture
and trouble*

The Mystery of a Tower (1959, By Mammadhuseyn Tehmasib) This film describes the fight of the poor, but ... people against the ... and ... *ruler* has *captured* the lands and water from their hands. Elshan, Kamran baba are the leading parts in Hadı and Bıdı are the main children parts in the film. As we see in the film we can gain success and overcome the *evil* and ... joy, ... to ... by uniting our strength and with the help of people. As it is said in the proverb: "*Unity is Strength*".

*merciless,
cruel, honest,
with science,
endow,
happiness,
thousands
of people,
the strength,
this fight*

3 PW. Put the sentences in correct order and perform the dialogue on your favourite movie/roles. 1- 2- 3- 4- 5-

- a) **Fidan:** I also like this movie and the music that is sounded in the film.
- b) **Kamran:** I enjoy watching movies or cartoons on TV.
- c) **Fidan:** How do you like to spend your free time? What is your favourite pastime?
- d) **Kamran:** I've seen "The Stepmother" lately and liked Ismayil's part. His role made a great impression on me, especially the end of the film was very impressive.
- e) **Fidan:** Oh, really? I also think it's very enjoyable. And what movies do you prefer most? Whose roles do you appreciate in Azerbaijani or foreign movies?



4 IW. Match the words with the definitions and use them in your own sentences.

- | | |
|---------------|---------------|
| 1. to travel | 2. to make |
| 3. to ride | 4. to support |
| 5. to capture | 6. to gain |
| 7. to endow | 8. to prefer |

- | | |
|-------------------|-------------|
| a) a film | b) joy |
| c) the world | d) success |
| e) the friendship | f) the land |
| g) a horse | h) cartoons |

5 IW. Project. Search information about children's films and interview performing a small scene.

6 GW. Read and match the titles 1-6 with paragraphs A-C. There are 2 titles you do not need.

A. Thirteen-year-old Dakota Fanning is a young Hollywood film star and she works with actors like Tom Cruise and Julia Roberts. She lives in Los Angeles with her mum, dad and sister Elle. Dakota doesn't go to school but a teacher comes to her house to give her lessons. This means that she hasn't got school friends. Her friends are the other young actors like Daveigh Chase who works with her. **B.** Film stars often travel and at the moment Dakota is working in Australia. Her mum always travels with her, but her teacher isn't with her, because there isn't time for school subjects when Dakota is working on a film. Dakota and the other actors are making a film of the book "Charlotte's Web". The actors in this film are performing with animals and robot animals. **C.** Dakota loves acting, but she also enjoys doing other things. She is learning French in her free time, because she wants to visit Paris in the future. She also paints and listens to thousands of songs that she has on her MP3 player. But Dakota's favourite activity is horse riding, she enjoys riding her young horse, Goldie. She works hard, but she has a lot of fun, too!

- | | |
|------------------------------------|--------------------------------------|
| 1. <i>What Dakota Studies</i> | 4. <i>Dakota's Friends</i> |
| 2. <i>Dakota Travels the World</i> | 5. <i>Dakota's Pastimes*</i> |
| 3. <i>Filming in Australia</i> | 6. <i>Famous Actors in the World</i> |

7 PW. Answer the questions using full sentences and act it out.

Model:

Nigar: *Where does Dakota work?* **Agil:** *Dakota works in Hollywood.*

Nigar: How many people are there in Dakota's house? **Agil:** _____

Nigar: How does Dakota learn normal school subjects? **Agil:** _____

Nigar: Who doesn't travel when Dakota is working? **Agil:** _____

Nigar: Which language is Dakota studying at the moment? **Agil:** _____

Nigar: What other things does Dakota like doing? **Agil:** _____

8 IW. Write an essay: "My favourite film star"

Self-Assessment: A-always B-sometimes C-seldom

	A	B	C
• I can talk about children's films and film stars			
• I can match the words with their definitions			
• I can play a role on the children's films			
• I can design a questionnaire on the topic			
• I can answer the questions			
• I can write about children's films			

Lesson 2.

Cartoons are not only for Children!

Key words:

abandon (v) – leave, quit, throw

cartoonist (n) – a caricaturist

cartoon-maker (n) – a person who creates animated films

caw (n) – the harsh cry of a crow or similar bird, croak

instant (adj) – immediate, prompt, rapid, quick, sudden

nod (n/v) – bow, lean

omnivorous (adj) – eating both meat and plants

puff up (v) – blow up, burst out, swell

snap (v) – grab, catch, seize

swoop down (v) – move rapidly downward through the air, descend

What you'll learn:

- Children's favourite hobbies
- The usefulness of cartoons and their roles in children's life
- The hidden moral of cartoons
- How cartoons/fables affect people
- The role of cartoons in the up bringing of children



[u:] cartoon/swoop

[ɒ] caw/nod

1 CW. Look, describe and talk.



You can also create a simple animation with a home computer and special software.

LANGUAGE BANK

COMPARE AND REMEMBER!

-ing		-ed	
boring	▪ The film is boring.	bored	▪ She felt bored
tiring	▪ My job is tiring.	tired	▪ I am tired
entertaining	▪ Chaplin's movies are entertaining.	entertained	▪ The people are entertained.

2 PW/GW. Put the paragraphs in the fable in correct logical order.

1. All this was seen by a hungry fox,
Who called up to the crow?
How very beautiful you are!
Has no one told you so?

2. A farmer's wife threw out some cheese,
And before you could count three,
A crow **swooped down** and carried it off
to the top branch of a tree.

5. The fox, quick as lightning, **snapped**
it up and laughed to think such a prize
Could be won from a crow stupid enough
to fall for a pack of lies!

6. Now since the crow still Held the cheese
quite firmly in his **beak** (bill),
He gave a nod to the fox below,
but didn't **dare*** to speak.

7. "If I could hear your song"- said the fox.
I'd soon be able to tell
If it's true that even the nightingale
cannot sing half as well!

8. At once the crow broke into a song -
a single, ugly "**Caw**" -
And the cheese fell from his open mouth
on to the forest floor.

3. Not only are you beautiful,
the fox said, but I've heard
Your voice is lovelier than
the voice of any other bird!

4. The crow **puffed up** by all of this,
smiled down at the fox below,
But his beak still firmly held the
cheese and did not let it go.



A- B- C- D-
E- F- G- H-

Raymond Wilson

INTERESTING TO KNOW!

- Crows are very intelligent creatures.
- Crows are **omnivorous**.
- Crows are highly **adaptable*** to any situation.
- Crows very easily get emotional.
- Crows live more than a hundred years.

CHALLENGE!

Answer the questions:

- What is the moral of this cartoon/fable?
- Why do people easily trust others?
- Which of them is wiser: the crow or the fox?
- If you were a crow what would you do/ how would you react?
- Are crows wise or stupid?
- Why do you think so?

3 IW. Project: 1. Design a poster on Cartoons.

2. Try to search and create any fable of your own.

INTERESTING TO KNOW!

Walt Disney was a great story editor, clever businessman and the greatest **cartoonist**, **cartoon maker** in cinema history. Walt Disney took animation to a new model. He created Micky Mouse, added sound and music to his movies and produced the first full length animated film, “*Snow White and Seven *Dwarfs*”. Walt Disney always thought both about children and grown-ups. He tried to tell people about life, love and justice in his films. His cartoons are full of happiness and kindness. His first cartoon Mickey Mouse was an **instant** (*a precise moment of time*) hit. Later he produced a series of classics such as Pinocchio, Cinderella, Bambi, The Sleeping Beauty, and 101 Dalmatians.



4 PW. Read the facts and put the years in correct order.

FACT FILE

1928	The first Mickey Mouse cartoon was introduced, the first talking cartoon.
2004	Finding Nemo won the Academy Award for the best animated film.
1901	Walt Disney was born.
1923	Walt Disney moved his studio to Hollywood.
1918	Walt Disney opened a cartoon studio in Kansas City, Missouri.
1995	Toy Story became the first full length film animated entirely on computers.
1966	Walt Disney died.
1937	He produced Snow White and Seven Dwarfs, the first animated cartoon.
1914	Winsor McCay created the first animation on the film, Gertie the Dinosaur.

5 IW. Sort the adjectives out and write them in the right column.

political, special, silent, great, rich, lifetime, well- educated, hardworking, interesting, entertaining, highly paid, building, cartoon, happiness, talented, clever, ugly, stupid, beautiful, interest, lovely, trip, emotional, well-known, hungry, wise, stupid, well - maintained, life, intelligent, boring, poverty, kind

Simple	Derivative	Compound	Other
<ul style="list-style-type: none"> ▪ rich ▪ 	<ul style="list-style-type: none"> ▪ emotional ▪ 	<ul style="list-style-type: none"> ▪ highly-paid ▪ 	<ul style="list-style-type: none"> ▪ poverty ▪

6 IW. Match the phrases.

1. to make
3. to create
5. to be born
7. to exhaust

2. to produce
4. to travel with
6. to get
8. to entertain

- a) a special Oscar
- c) a cartoon
- e) the British company
- g) in poverty
- b) the adult
- d) a trip
- f) the people
- h) movies

7 GW. Read and choose the correct adjectives.

Charlie Chaplin was one of the greatest actors in the world who produced, directed and wrote the movies himself. His entertaining/entertained silent movies are still popular today. His amusing/amused character “Little *Tramp*” is well known to people throughout the world. Chaplin had an amazing/amazed life. Chaplin was born in poverty in London in 1889. He was **abandoned** by his father and left in an orphanage by his mother. His funny shoes, round hat and **cane*** probably came from his childhood experiences. He became interested/interesting in acting at the age of five. In 1910 he made his first trip to America. He



was talented, athletic, hard working. He was the highly paid person in the world at that time and earned \$10.000 a week in 1916. Even though “talkies” came out in 1927, he didn’t make a movie with sound until 1940 when he played a comic version of the terrifying/terrified dictator, Adolf Hitler. He left the USA in 1952 because of his political views and didn’t return until 1972 when he was given a special Oscar for his lifetime outstanding work.

8 GW/PW. Find out what these figures stand for and give comments.



9 PW. Choose the words that show Charlie Chaplin’s character.

popular, fat, amusing, special, talented, interesting, boring,
athletic, weak, hard working, exciting, active, tall, outstanding,
highly-paid, short,

10 PW. Use the verb in each sentence to make two new sentences.

Sample: The game entertains the children.

- a) *The game is entertaining.* b) *The children are entertained.*
1. The movie bored us.
 2. The trip tired the children.
 3. The song excited the people.
 4. Chaplin’s movies entertained the people.
 5. Today’s cartoons interest children.
 6. The work exhausted the students.

11 IW. Use these combinations in your own sentences. Sample:

- *Chaplin was a well-known and highly paid actor.*

a well-known actress, a highly-paid actor, a well-behaved child,
a well-dressed woman, a well-educated person, well-done work.

Lesson 3. Movies in Our Life

Key words:

be spotted (v) – be blotted, become dirty, be stained
courtyard (n) – a plaza, yard, patio
depiction (n) – showing an image of sb/sth in a picture
disguise (v) – give sb a different appearance so that nobody can recognize him
drapery (n) – cloth, material for garment, fabric
lack (v) – have none or not enough of sth
luxury (n) – splendor, magnificence, prosperity
merchant (n) – a person who buys/sells goods in large quantities

What you'll learn:

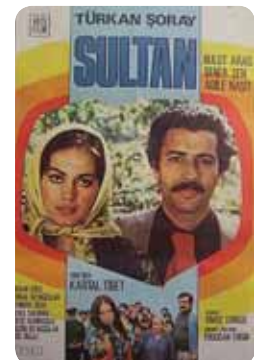
- How important the films are
- Why we choose films
- How films make us think / laugh/cry



[ɔ:] shawl
 [tʃ] merchant
 [s] magnificent

1 **CW.** Make a plan. Think of a famous movie maker or popular actor/actress answering the questions. **Use:**

- How old is she/he?
- Where does he/she live?
- What film did he/she make?
- When did he/she make/perform it?
- What is his/her first role?
- What are your impressions about his/her role/performance?



2 PW. Read the dialogue and perform it.

Aygul: Have you ever seen “Arshin Mal Alan”?

Ismayil: No. I’m not sure.

Aygul: Haven’t you ever heard of it yet? “Arshin Mal Alan” was composed by Uzeyir Hajibayli, the outstanding Azerbaijani composer and playwright, the founder of national professional music and national opera.


Ismayil: And what is the moral of this film?

Aygul: To love, to be loved and create a happy family are seen as the desire in this film. The hero of this film is *merchant* Asgar. Asgar *disguises* himself as an arshinmalchi (*the one who is busy with buying and a selling goods*) as his close friend Suleyman advises him and starts to visit homes selling cloth, *drapery, shawls* to girls and women. Asgar finds his love, Gulchohra in one of the *courtyards* and decides to marry her.

Ismayil: Oh, how interesting!



3 PW. Interview your partner and complete the chart.

Name				
Age				
From				
Lives in				
Job/occupation				
Roles/Parts				
Films				

4 IW. Complete the sentences using the conjunctions:

who, which, that, whom, whose, etc.

- Uzeyir Hajibeyli is the great playwright, composer and musician ... made the world famous film “Arshin Mal Alan”.
- Golden Gate is the most famous bridge ... was built in San Francisco.
- Walt Disney was the great cartoonist ... produced a series of classics.
- A dictionary is the book ... gives people the meaning and the translation of the words.
- Jeyhun, ... plays Ismayil in the Azerbaijani film “The Stepmother” really performed an unforgettable role.
- Charlie Chaplin was an actor ... the scenarists trusted very much.
- A columnist is a person ... writes articles for a newspaper or a magazine.
- A merchant is a person ... buys and sells goods.

5 GW. Read and translate the passage into your own language.



The Titanic was the most *magnificent* ship. It had *luxuries* and all comfort, electric light and heat, electric elevators, a swimming pool, a Turkish bath, libraries, etc. Most of the passengers were emigrants who were coming to America with hopes of a better life. The Titanic began to cross the Atlantic ocean on April 10. Nobody on the ship realized how much danger the ship was in. On April 14, at 11:40 p.m an

iceberg was seen straight ahead. The captain tried to change the direction of his ship, but he couldn't, because the Titanic was moving too fast and it was too big. Suddenly it hit the iceberg and started *sinking*. The Titanic had originally 32 *lifeboats**. While the ship was sinking some people got on lifeboats. By the time some passengers came up from their cabins, most of the lifeboats had left. Several hours later, another ship arrived to help, but the Titanic had already gone down.

6 PW. Find the halves and compare the Simple Past or the Past Perfect.

Before the Titanic hit the iceberg	The captain tried to turn the ship around
When the people got on the lifeboats	The rescue ship hadn't arrived yet
She failed the test	Because she hadn't studied well
The Titanic had luxuries	How the ship had come to the iceberg
The captain didn't realize	That ships had never had before
By the time the passengers came out from their cabins	He had made a mistake
The captain realized that	The lifeboats had left

7 IW. Fill in the blanks with the forms of the verbs, use them in sentences.

Infinitive

to leave
to hit
to begin
to travel
to realize
to study
to compose
to sink
to create
to produce

Past Simple

left

Past Participle

left

8 IW. Search information about the film "Titanic" and the main roles.

**lifeboats* – xilasedici qayıqlar / спасательные шлюпки

Lesson 4.

Heroes are Never Forgotten!

Key words:

atrocious (n) – cruelty, violence, abuse

avenge (v) – revenge, punish

bestow (v) – present an honour, right or gift; endow sb with an award, grant

invasion (n) – capture, occupation

liberation (n) – release, relief

negotiation (n) – a dialogue, mediation, consultation

notable (adj) – remarkable, significant, prestigious, important

quest (v) – seek, look for, search for sth

widespread (adj) – found or distributed over a large area or number of people

What you'll learn:

- Who our heroes are
- Who participated in military quests
- Who can be a hero
- Why heroes never die
- What qualities a hero should have



[ʒ(ə)n] invasion
[kw] quest/quality

1 **CW.** Talk about these personalities and fill in the KWL chart on heroes.



Patriotism – love of your country and willingness to defend it

Heroism – very great courage



2 **PW.** Prepare a paragraph about heroes and work on the plan.

Introduction	Main Body	Conclusion	
Paragraph 1	Paragraph 2	Paragraph 3	
<p>Describe:</p> <ul style="list-style-type: none"> ▪ General features of the hero; ▪ Who is the hero? 	<p>Describe:</p> <ul style="list-style-type: none"> ▪ Special qualities of the hero; ▪ The main aim of the hero. 	<p>Write:</p> <ul style="list-style-type: none"> ▪ What the hero did; ▪ How he/she did it; ▪ Why he/she did it; ▪ What he/she gained. 	<p>Describe:</p> <ul style="list-style-type: none"> ▪ The scene at the end; ▪ Your feelings or comments.

3 GW. Search/find the definitions of the highlighted words in the passage.

Babek Khurramid (the years of reign: 816-838) was a symbol of the national **liberation** movement in Azerbaijan, a **prominent** Azerbaijani commander and political figure. During the early years of his **leadership** Babek ruled the Khurramid movement and became popular. The talent of Babek not only just as a military leader, but also as a political figure was reflected in negotiations with the Byzantine emperor on the eve of the defeat of the movement. “Babek said: It is better to be one day free than 40 years as a slave!”



Koroglu, an Azerbaijani **folk** hero lived in the 16th century. The national Koroglu **epics**, which is **widespread** in Azerbaijan, the Caucasus, Central Asia, Turkey, and Iran, is a heroic legend. He fought against **unjust*** rulers in the 16-17th centuries seeking (looking for) **to avenge** the wrong with his heroic deeds, as well as for defending the poor. Koroglu is the symbol of **patriotism**, **courage** and **bravery**.

4 PW. Read “ITK” box and fill in the table. Make an interview.

INTERESTING TO KNOW!

Chingiz Mustafayev was one of the most **notable** independent Azerbaijani **journalists**. He was **posthumously*** **bestowed** by state order as National Hero of Azerbaijan. He was the man behind the video camera, who filmed scenes of **atrocities** in the Khojaly Massacre of 1992. In order to document the **massacre** (**slaughter**) Chingiz Mustafayev travelled on the army helicopter under heavy **enemy** fire. He was able to film the massacre which was evidence to **show** the world hundreds of dead bodies in the snow-covered fields of Khojaly.



Heydar Aliyev	Koroglu	Babek	C. Mustafayev	M. Ibrahimov	other
▪	▪	▪	▪	▪	▪

5 IW. Give the equivalents of the words/phrases.

1. a journalist- 2. to shoot- 3. enemy- 4. to demonstrate-
5. prestigious - 6. violence- 7. very great courage-
8. a person who sacrificed himself for his country-



6 IW. Project. Write a quote:

1. *Who do you call a hero?*
2. *Search materials about national heroes of Azerbaijan.*

**unjust* – ədalətsiz / несправедливый
 **posthumously* – ölümündən sonra / после смерти

Lesson 5. Give up? Never!!!

Key words:

give up (v) – refuse, stop doing sth, quit
realm (n) – 1. a field, a sphere, an area 2. a kingdom
rear (n) – the back part of something, especially a building or a vehicle
surfer (n) – a surferboarder
take up (v) – take in, start, fasten on, resume, adopt
tear off (v) – pull up, tear out, tear down, pull out
transcendent (adj) – excellent, unusual, beyond or above normal or physical human experience
vision (n) – eyesight, ability to see

What you'll learn:

- How courageous the people are
- How powerful and talented the disabled people are
- How you can characterize a person who never gives up in life
- How to be full of life spirit and enthusiasm



[ə] musical/traditional

[ɪə] rear

1 GW. Look and describe these pictures. Talk on the motto: "You can get it if you really want it!"



2 GW. Read and discuss the passages:

- How can you characterize a person who never gives up in life?
- How can you stand it?



Ludwig van Beethoven had a significant disability, **deafness**. Beethoven lost his hearing when he was thirty. In spite of his deafness he composed wonderful, but a bit complicated music. Deafness wasn't an obstacle for him. It led him to this **transcendent realm** where he was able to compose his music.

Steve Wonder is known as a singer, songwriter, a record producer, and multi-instrumentalist. He recorded his first **hit** single in 1963. Wonder's hits are "**Superstition**", "**Sir Duke**", "**You Are the Sunshine of My Life**", "**I Just Called to Say I Love You**" and "**Ebony and Ivory**". "If a man lacks the use of his eyes, it doesn't mean he lacks vision" said Steve Wonder.





Bethany Hamilton was the best surfer of her age. She was only 13 and was surfing in Hawaii. Suddenly a shark attacked her and **tore off** her left arm. As soon as she left hospital she began practising her surfing exercises on the beach. Everyone was amazed to see her surfing after her accident. She finished fifth at the National Surfing Championship which was incredible. She has written a book about her experiences: “I always dream of the sea”, she says. “*When you surf a wave, it’s like walking on water and when you’re in the air, it’s like you’re flying*”.

3 PW. Read the statements and say if you agree/disagree.

1. Always hope for a better future!
2. Be realistic about what you choose!
3. You can get it, if you really want it!
4. Always take up a new activity with a friend!
5. Always take up a new activity at the beginning of the year!
6. Learning something new is a good way of meeting people!
7. If you’re learning something new, don’t think you’re going to become the best at it in the world!

4 GW. Find the main idea of the passage and say which paragraph tells us about:

- *An awful change in Reeve’s life (1)*
- *Reeve’s personality (2)*
- *The things that Reeve could do in a film (3)*
- *Reeve’s life after the accident (4)*



A. In films, Christopher could fly, he could stop cars with his hands and he could catch bad people. Yes, he was the greatest super hero of them all: Superman. But for a lot of people, Christopher Reeve was a bigger hero in normal life. **B.** Reeve was a film star and he enjoyed a good life. But in 1995 his life changed. He was on his horse when he had a terrible accident. After the accident he could only move his head and he spent all his time in a special wheelchair. **C.** But this terrible situation didn’t stop Reeve and he made a new version of the famous Alfred Hitchcock film “**Rear Window**”. He also did a lot of work for people who had the same problems as Reeve. **D.** When life was difficult, Reeve always hoped for a better future. Reeve was Superman in the cinemas and in real life, too.

5 IW/PW. Listen to the poem and fill in the gaps with the words from the box. Pay attention to the intonation.

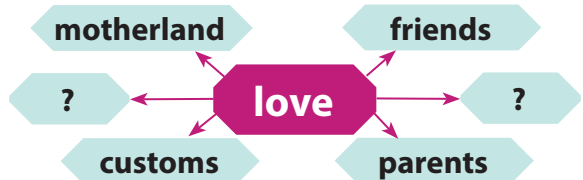
- a) to celebrate b) bloom c) say d) my heart (2) e) spring
f) just called g) breeze h) care i) to fill j) harvest k) you l) wedding*

"I Just Called To Say I Love You"(by Stevie Wonder)

No New Year's Day ... (1).
 No chocolate covered candy hearts to give away
 No first of ... (2), No song to sing.
 In fact here's just another ordinary day
 No April rain, No flowers ... (3).
 No ... (4) Saturday within the month of June
 But what it is, is something true
 Made up of these three words that I must say to ... (5).
 I just called to ... (6) I love you
 I just called to say how much I care
 I ... (7) to say I love you
 And I mean it from the bottom of ... (8).
 No summer's hie, No warm July
 No ... (9) moon to light one tender August night
 No autumn ... (10), No falling leaves
 Not even time for birds to fly to southern skies
 No Libra sun, No Halloween
 No giving thanks to all the Christmas joy you bring
 But what it is, though old so new
 ... (11) your heart like no three words could ever do
 I just called to say I love you
 I just called to say how much I ... (12), I do
 I just called to say I love you
 And I mean it from the bottom of my heart, of ... (13),
 baby of my heart.

6 GW/PW. Discuss the questions given in the "Challenge" box.

- *What is Love for you?*
- *How did you like lyrics of the song?*
- *Who or what can a person love?*
- *How can you explain these expressions?*



7 IW. Visit the ICC and search more information about people who never give up in life giving your opinions/comments.

Progress Portfolio

1 Tick "Your overall Progress" ✓

Self-Assessment: **A-always** **B-often** **C-sometimes** **D-seldom**

	A	B	C	D
• I can share my ideas on children's films, cartoons and different movies				
• I can make presentations on my major goals in a teamwork and pairs				
• I can participate in logical discussions on our national heroes				
• I can research facts about famous film makers, actors and their works				
• I can write quotes/essays about film stars, national heroes and creative people				
• I can read the poem and the texts with correct intonation				
• I can talk about the courage and bravery of our national heroes				
• I can make plans/questionnaires on different films, film stars, national heroes				
• I can appreciate my own and friends' activities during the projects				
• I can talk about disabled people who never give up in life				

2 Fill in "My Treasure" table for Unit 7.

What I gained	How I gained	How I'll implement
▪	▪	▪
▪	▪	▪

3 Read the sample and make your own on any national hero.

Name	Chingiz Mustafayev	Name	
Nationality	Azerbaijani	Nationality	
Country	Azerbaijan	Country	
Birthday	29 August, 1960	Birthday	
Occupation	Journalist, author	Occupation	
Died	15 June, 1992	Died	
Notable awards	National Hero	Notable awards	

4 Choose and write the words from the box in correct column.

national capture poison musical hero revision cartoon swoop shoot
negotiation torture reason notable ruler vision liberation lifeboat
disguise courageous posthumously bestow omnivorous prestigious

[z]	[tʃə]	[ʒ(ə)n]	[əl]	[ou]	[u:]	other
▪	▪	▪	▪	▪	▪	▪
▪	▪	▪	▪	▪	▪	▪

Reading Comprehension and Writing

5 Read and write the main idea of the legend and answer the questions.

- What is the legend based on?
- What are some of the things Robin Hood did?
- Who are the legendary or real heroes and heroines in our country?



Robin Hood was the most famous “outlaw” in the world.

(1) Robin Hood is a legendary hero who lived in Sherwood Forest, in Nottingham with his **followers**. Stories about him and his adventures began to appear in the fourteenth century. (2) Everyone knows that Robin robbed the rich to give the poor. Robin and his “outlaws” (a person who does smth illegal) lived in the Sherwood Forest. Robin had his own ideas of right and wrong. (3) He fought against **injustice**. He always tried to help **the poor**. He had many qualities—he was a great sportsman, a **brave** fighter and was very good with his **bow** and **arrow**. He dressed in green, lived in the forest with his wife, Maid Marion and his men, among them Friar Tuck, Allen a Dale, Will Scarlet and Little John. (4) For food, they killed the King’s deer. Robin travelled through the forest and invited the rich to eat with him and **robbed the rich** by capturing them. (5) During the supper, someone looked in their bags to see how much money they had. When it was finished, Robin asked them to pay for the meal and of course, he knew how much to ask for! (6) His main enemy was the Sheriff of Nottingham, who always tried **to capture** Robin but never could do it. (7) Some stories say that the sheriff killed Robin by poisoning him. A little before his death, he shot a final arrow from his famous bow and asked Little John to bury him where the arrow landed.



6 Say which paragraph speaks about:

- | | |
|--|-------------------------------|
| a) What Robin Hood and his “outlaws” ate | b) how Robin died |
| c) Who was Robin’s enemy | d) what was Robin’s main goal |
| e) What kind of man Robin was | f) different ideas on Robin |
| g) How Robin and his followers organized their robbery | |

7 Find the words in the passage which mean:

1. to invade
2. a person who isn’t protected by the law
3. to steal
4. courageous
5. wealthy people
6. people who has no money
7. a person who does things after smb else has done
8. unfair

8 Write a paragraph: “We are proud of our National Heroes!”



UNIT 8

COUNTRIES, HOUSES

Lesson 1. The Traditional Way of Life

Key words:

maize (n) – corn
preserve (v) – protect, maintain, defend
renewal (n) – renovation, restoration
sovereign (adj) – supreme, dominant, boundless, unlimited
heritage (n) – inheritance, birthright, legacy
tribe (n) – ethnic group, people, band, nation, dynasty
grant (n/v) – agree to give or allow (something requested) to, permit
granted (adv) – admittedly, it is true
unique (adj) – distinct, special, unrepeated, exclusive
peaceful – peace loving
slave – a person who is legally owned by another person and is forced to work

What you'll learn:

- Who were the first inhabitants in the US
- Who are native Americans in fact
- The lifestyle and culture of Americans
- Who discovered America



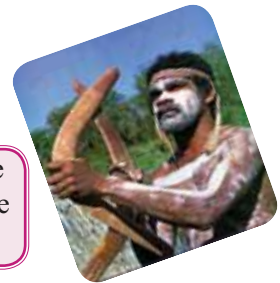
[aɪ] tribe

[ɔɪ] cowboy

1 **CW.** Make an interview asking questions about these pictures and write about what you discover.



Cowboy – a man who rides a horse and whose job is to take care of cattle in the Western part of the USA



Sebui: _____?

Zehra: Native Americans lived in small groups of about 20-50 people.

Sebui: _____?

Zehra: They worked on the farms and cultivated farm, plant, grew plants.

Sebui: _____?

Zehra: They were very peaceful people.

Sebui: _____?

Zehra: More than 326 million people live in the US now.

2 GW. Read and translate.

The USA has probably one of the most “mixed” populations in the world. It’s sometimes called the “New World”. The first Americans were the Native Americans -there are about 2 million of them today. Their ancestors came to America over “a land bridge” from Asia 40.000 years before Columbus.



Many years later in the 1600s, people arrived from Europe. The first groups came from England and France. Today about 32 million Americans have English ancestors from over 300 years ago. The Europeans also took people by force from Africa to work for them in the “New World”. The *slaves* had a very hard life, most of them died during the journey to America and also on tobacco and cotton fields. There are about 30 million black Americans in the USA today.

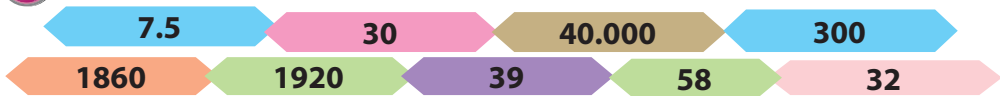
About 58 million of Americans have German ancestors, and about 39 million have Irish ancestors. From 1860 to 1920 more people came here - to America from other European countries such as Russia, Greece, Turkey and Italy.

There are also many people from Spanish speaking countries such as Cuba, Mexico and Puerto Rico and many people from Asian countries such as China, Japan, Korea and the Phillipines. In total, there are about 7.5 million Asian Americans.

REMEMBER!

- Americans enjoy equal rights in America and in the whole world.
- Americans are in all stages of development.
- Americans are proud of their traditions and *heritage*.
- Today America is the most powerful and highly developed country in the world.

3 GW. Find out what these figures stand for. Give comments.



4 GW. Find True/False or DS statements giving explanation.

1. More than 450 million people live in the US.
2. Some people who live in the USA have equal rights.
3. The Germans brought Halloween and the Scots brought Christmas trees.
4. The USA is one of the oldest countries in the world.
5. They lived in big cities and built skyscrapers there in the past.
6. The USA has probably one of the most “mixed” populations in the world.
7. America is the most magnificent country in the world.
8. Native Americans cultivated many plants that we eat now.

5 PW. Now talk and write about native inhabitants of our country according to the plan.

Introduction	Main Body	Conclusion
<ul style="list-style-type: none"> Who were the original inhabitants of our country 	<ul style="list-style-type: none"> Where they lived How they lived What they did 	<ul style="list-style-type: none"> Where they live now How they live now What they do now

INTERESTING TO KNOW!

After Christopher Columbus discovered America in 1492 many people from different countries came to the USA and made one country out of many. There were thousands of different languages and tribes. Each tribe came with its own culture, customs and traditions to this new land. The Germans brought Christmas trees, the Scots brought Halloween, etc.



6 PW. Answer the questions.

- Aygun:** When did Columbus discover America? **Tunar:** _____
- Aygun:** Where and how did native Americans live? **Tunar:** _____
- Aygun:** What were Native Americans busy with? **Tunar:** _____
- Aygun:** What do you know about cowboys? **Tunar:** _____
- Aygun:** Where did people come to America from? **Tunar:** _____
- Aygun:** Why is this country called New World? **Tunar:** _____

REMEMBER!

The list of things that Native Americans first farmed:

potatoes tomatoes maize beans pineapples cacao
turkey tobacco pepper sweet potatoes



7 IW. Search more facts about the USA and write.

Self-Assessment: *A-always B-often C-usually D-seldom*

	A	B	C	D
• I can talk about the first inhabitants in the USA				
• I can describe their lifestyle				
• I can talk about the Native Americans				
• I can take part in discussions on the topic				
• I can write about native inhabitants in my country				
• I can compare ancient and modern Americans' lifestyle				

Lesson 2. Where to Live?

Key words:

bamboo (n) – a giant woody grass that grows chiefly in the tropics

caravan (n) – small home on wheels

chimney (n) – stovepipe, smokestack

frame (n) – skeleton, body

hut (n) – a small wooden house

igloo (n) – a small round house made of blocks of snow by the Inuit people

nomadic (n/adj) – a tribe that moves with its animals from place to place

stilts (n) – upright poles with supports for walking above the ground

What you'll learn:

- What kind of houses people live in
- How safe different houses are
- What countries prefer to live in what houses
- What are the houses like in our country



[u:] bamboo/igloo

1 CW. Look and describe the pictures.



The Navajo are the largest native American tribe in North America. The Navajo live on a large area of land. There are a few forests and lakes. In summer it's very hot

and dry. In winter it's cold. The Navajo people live in traditional houses. The houses are small and dark inside. They make their houses from stone and wood. Some houses also have earth on the outside to keep them warm in winter. **Matsoa**

Houses in Azerbaijan are built mostly from bricks and also stones that the floods bring from rivers and mountains. Our people also used to build houses from the

bricks that were made by mixing thatch/hay with mud. Then such bricks were put under the sun to get dry. These houses have always been warmer than others. Now we can find such houses in remote villages, but they are rare. **Ilham**



2 PW. Read and discuss the passages.

1. What are houses like in our country, city, countryside, town?
2. What houses are safe, comfortable and good for health? Why do you think so?

■ **A.** Most people live in houses, but outside the towns the Inuit build **igloos** from **blocks of ice** and snow. “Igloo” is Greenlandic for “snow-home”. Ice covers 80% of Greenland. Outside it may be -30 C, but inside an igloo it is surprisingly warm. There is often a tunnel between the igloo living room and the front door. Tunnels keep cold winds out of the igloo.

■ **B.** **Huts** have been a typical Asian home for thousands of years. **Thai huts** are usually wooden or **bamboo**, with palm leaves on the roofs. A lot of huts are on 1-2 metres wooden legs, called **stilts**. This stops animals entering the hut and stealing food. The people go in and out of the hut using a ladder.

■ **C.** About 30% of Mongolians are “**nomadic**”. Nomadic people live in the countryside but they do not have a permanent house. Mongolian **nomads*** live in **gers**. A ger is quick to build and easy to transport on a horse. A ger has got a wooden **frame** with thick material over the top. In the middle of the roof, there is a **chimney**.

■ **D.** About 300.000 Romany live in Ireland and the UK. They are **nomadic** and do not like living in houses. Most Romany live in modern **caravans** which are pulled by a car, but some Romany still prefer traditional caravan pulled by a horse.

3 GW. Match the passages A-D with the numbers 1-4.

1. Mongolia 2. Ireland and the UK 3. Thailand ... 4. Greenland ...

4 GW. Translate the key words giving their equivalents.

Caravan – 1. a road vehicle without an engine that is pulled by a car, designed for people to live or sleep in, on vacations or holidays.

2. a covered vehicle that is pulled by a horse.
3. a group of people with vehicles or animals who are travelling together, especially across the desert.



5 CW. Match the words with their definitions and use them in sentences.

1. nomadic
2. bamboo
3. stilt
4. hut
5. chimney
6. igloo

- a) a small, simply built house or shelter
- b) a temporary/permanent hut of ice built by eskimos
- c) a structure through which smoke or steam is carried up away
- d) upright poles with supports for walking above the ground
- e) a tall tropical plant that has hard hollow stems
- f) a member of a tribe that moves from place to place

6 IW. Complete the passage adding your ideas. Write what kind of house you'd like to live in and why.

All around the world, people are moving from the countryside to start new lives in cities. Most people in cities live in houses or **blocks of flats***. But people in the countryside have not given up their traditional homes yet! And I'd like to live ..



7 PW. Build up sentences using the Passive Voice.

1. Ugly boxes/just/some old houses/to be seen today.
2. By the architects/new caravans/to be designed/soon.
3. With modern technology/houses/to be equipped/in 5 years.
4. By everybody/modern architecture/to be valued/nowadays.
5. In Baku/to be built/very cosy houses/with smart systems/ soon.
6. In building houses/ to be used/special material/ a few years ago.
7. Very tall buildings like towers and skyscrapers not to be built/ a few years ago/in the regions of our country.



8 IW. Write the three forms of the verbs and use them in sentences.

- | | | | |
|--------------|--------------|-------------|---------------|
| 1. to build- | 4. to bring- | 7. to see- | 10. to speak- |
| 2. to make- | 5. to give- | 8. to buy- | 11. to think- |
| 3. to know- | 6. to take- | 9. to tell- | 12. to leave- |

9 PW. Describe your house using the following layout.

Introduction	Main Body		Conclusion
Paragraph 1	Paragraph 2		Paragraph 3
<p>Describe:</p> <ul style="list-style-type: none"> ▪ The kind of the house and its location (<i>cottage, apartment, etc.</i>) 	<p>Describe:</p> <ul style="list-style-type: none"> ▪ What the house is like; ▪ What there is in the house 	<p>Describe:</p> <ul style="list-style-type: none"> ▪ Any special features of the house (outside the house-balcony, pool, lawn, orchard) 	<p>Write:</p> <ul style="list-style-type: none"> ▪ Why you'd like to live there; ▪ What changes you'd like to do and why; ▪ What it would be like after you design it.

10 IW. Make up sentences using the following compound words.

*countryside waterway waterfall lifeboat narrowboat rainwater
rainforest treetop skyscraper network snowhome lifestyle*

11 IW. Project Work. Describe old and new style life conditions/ residences giving pros and cons of each one. Draw or stick pictures to make your work more attractive.

Lesson 3.

Live in a Boat or a Plane!

Key words:

conventional (adj) – based on or following convention

floating homes – a kind of home that is in water or stays on the surface of water

narrowboat (n) – canal boat

steam (n) – hot gas that water changes into when it boils

ugly (adj) – unattractive, unpleasant, awful, having no beauty

waterway (n) – a river, canal, or other route for travel by water

What you'll learn:

- Where people can live
- Why people choose such places
- What are **pros** and **cons** of living in different houses
- How we use compound nouns in sentences



[w] waterway

[ou] float/narrow

1 **GW.** Look, describe and say where else people can live.



2 **GW/PW.** Discuss the variants comparing your ideas and giving comments.

▪ *What type of houses do you want to live in one day?*

- I'm not very keen on modern architecture.
- I'd like to live in a big old house, like my grandparents.
- I've always loved tall buildings, like towers and skyscrapers.
- Many modern buildings are just **ugly** boxes.
- I love standing at the bottom and looking up. And I love the flying views.
- The Eiffel Tower, because it's so beautiful.
- I'd like to live in a boat.

3 PW. Read and put punctuation marks.

■ A. Most homes are near a road because most of us use roads to get around. In some places boats are more useful than cars so living near a river is more important. But wherever we live we all want to live in a house on dry land.

■ B. For thousands of years, some people have done exactly the opposite: they have built their homes on water instead of land. Millions of people in Asia actually live on lakes not just near lakes. Their homes are huts on stilts.

■ C. In parts of Cambodia people even live in *floating huts*. Why? Heavy rainfall causes floods and floods destroy thousands of *conventional* huts every year. But too much rainwater is never a problem for floating homes because they *float* just like a boat. At Inle Lake in Burma they even have floating gardens. Floating gardens are good because there is always plenty of water for the plants.

■ D. Living in water is not as popular in Europe but there is still thousands of canal "*narrowboats*" in the UK. A canal is a man-made *waterway* – Suez and Panama are famous examples of canals. People have used narrow boats on the British canal network since the 1750s both as a means of transport and as a home. They are only two meters wide and 15-20 meters long. Some people live in narrow boats all of the year.

4 PW. Find T/F sentences and explain with your answers.

Sample: Rivers are more important than roads.

False: Most people travel on roads, not through rivers.

1. Everybody wants a house on dry land.
2. Canals are not natural structures.
3. Living in water is popular now.
4. Huts are common on rivers.
5. A narrowboat is a type of villa.
6. Living near a river is more important.

5 IW. Say which paragraph above speaks about:

1. Floating gardens and floating homes
2. A manmade waterway
3. Living on lakes
4. All want to live on dry land

6 IW. Join the words and build up compound words.

Sample: flower-pot grand narrow side net school foot man home fall forest boat water parents land pot rain sports land way country fly made mother town work ball bag yard flower butter man green tree pot life top

7 IW. Project: Make a poster of different style houses in 30 years in Azerbaijan/Baku and give presentation describing them.

8 PW. Read the interview and act it out.

Interviewer: What kind of house do you live in?

Bruce Campbell: I live in a Boeing 727!

Interviewer: Wow! How long have you lived there?

Bruce Campbell: I bought the plane in 1998, but I couldn't move in immediately. I've worked on the plane for years and I haven't finished yet!

Interviewer: What has been your best moment on the plane?

Bruce Campbell: The day that I connected the electricity was pretty good.

Interviewer: Have you had many visitors yet?

Bruce Campbell: Yes! I've had hundreds of visitors since I moved here. Everybody wants to see a house-plane!

Interviewer: Will you live here forever or will you move to a house one day?

Bruce Campbell: I haven't made up my mind yet. The plane is fun, but it's quite small inside.

9 PW. Plan an interview and take notes about where the person would like to live.

- *Where is his/her home?*
- *What's it like? Big or small? Hot or cold?*
- *Has he/she lived there for a long time?*
- *What good/bad experiences has he/she had there?*
- *What are his/her future plans? etc.*



10 IW. Write a word or a phrase which means:

- | | | |
|------------------------|-------------------|---------------------|
| 1. contemporary | 5. high buildings | 9. nowadays |
| 2. wonderful | 6. entertainment | 10. to decide |
| 3. my mother's parents | 7. guest | 11. very little |
| 4. at once | 8. inner part | 12. travel on water |



11 IW. Prepare or design a poster on different style houses.

Self-Assessment: A-always B-often C-usually D-seldom

	A	B	C	D
I can talk why people choose these houses				
I can describe the houses where people like to live				
I can plan an interview about the houses				
I can design a poster on different houses				
I can take part in discussions on the topic				
I can join the words and build up sentences				
I can play a role on the houses				

Lesson 4.

Even Animals Need Home!

Key words:

- bark** – 1. (n) skin, peel, covering, cork
2. (v) bow-wow, woof
- beaver** (n) – an animal with strong teeth that lives on land/in water
- burrow** (n) – a hole or tunnel dug by a small animal, especially a rabbit, as a dwelling
- dam** (n) – a barrier constructed to hold back water
- kits** (n) – set of pieces to be put together to make sth
- lodge** (n) – a country house or cabin
- paw** (n) – claw, foot of an animal
- stick** (n) – gum, glue

What you'll learn:

- Where animals live
- Why animals need home
- How animals build their homes



[i:] beaver
[ɔ:] paw
[ə:] burrow

1 PW. Look, talk and fill in the grid with more facts.



Animals	K	W	L
Bears	Bears are wild.	Can they build ...?	Live in caves
Beavers	Beavers live in water.	How can they make their homes?	
Spiders			
Bees	Bees are insects.	How do they make their homes?	Their home is <i>hive</i> *
Rabbits			Live in a burrow.
Birds	Birds can fly.		

INTERESTING TO KNOW!



- **Beavers** have very strong **jaws** (*chins*) and very sharp teeth. It takes them only fifteen minutes to cut down a small tree.
- Beavers are good swimmers and they can stay under water for about fifteen minutes. Their back feet are like the feet of a duck. This helps them to swim.
- Beavers can hold **sticks** and stone with their front feet.

2 GW. Read the passage and fill in the gaps with the words.

the roof, sticks, America, fresh, trees, branches, a dam, lodge, a deep pool, underwater, steams, builders, kits, an island

Beavers live in Canada and They are some of the best ... in the animal world. They build dams across rivers and The water makes behind the dam and here the beavers build their homes which are called **lodges**. When the beavers build ..., they usually put one or two ... across the river. They put mud and stones between the branches, so the water cannot go through the **dam**. After they have built the dam the beavers build a lodge. First they make ... of mud in the pool. Then they build a roof from branches, ... and mud. The lodge has water all around it and stands 1-2 metres above the water. ... of the lodge is very strong. Even a big, heavy bear would find it hard to break open. The beaver family is safe inside. Beavers live in families. There is the mother, the father and the young beavers which are called Beavers build ... tunnels, so they can go in and out of the They eat the **bark** and soft wood of trees. In autumn they collect ... and put them under the water. Because, the branches stay ... as the water is cold.



3 PW. Find the correct variant.

1. The beavers build underwater tunnels.
2. Beavers can swim well.
3. First beavers make a lodge, then they build a dam.
4. Beavers make a roof from sticks and stone.
5. Beavers can stand under the water fifty minutes.

- A) 1, 2
- B) 1, 2, 3
- C) 1, 5
- D) 4, 5
- E) 2, 3, 4

Self-Assessment: A-excellent B-good C-average D-weak

	A	B	C	D
• I can talk about animals' houses				
• I can describe the houses where animals live				
• I can find correct sentences				
• I can fill in the KWL chart about animals				
• I can take part in discussions on the topic				
• I can fill in the gaps with the suitable words				

Progress Portfolio

1 Tick "Your Overall Progress" ✓

Self-Assessment: A-always B-often C-sometimes D-seldom

	A	B	C	D
• I can share my ideas on traditional ways of life, different houses, buildings, animals' shelters				
• I can make presentations on my major goals both in GW and IW				
• I can participate in logical discussions on different types of houses				
• I can fill in KWL charts about animals' houses				
• I can write quotes/essays about different houses/animals' shelters				
• I can creatively approach any situation to research innovations				
• I can describe and make posters of different style houses				
• I can design questionnaires on different houses/animals' shelters				
• I can plan an interview about houses				
• I can match the words with their definitions				

2 Fill in "My Treasure" table for Unit 8.

What I gained	How I gained	How I'll implement
▪	▪	▪
▪	▪	▪

3 Match the words with their definitions.

- | | |
|--------------|---|
| 1. tribe | a) a barrier that is built across a river |
| 2. cowboy | b) a group of people of the same customs/religion/race |
| 3. sovereign | c) a group of people with vehicles/animals travel together |
| 4. treasure | d) a man who rides a horse and looks after horses |
| 5. renewal | e) a tall tropical plant that has hard hollow * stem |
| 6. realm | f) having complete power |
| 7. caravan | g) collection of valuable things such as gold, silver, etc. |
| 8. bamboo | h) an area of activity /interest/knowledge |
| 9. dam | i) the situation in which smth begins again after a pause |

4 Write the words from the box in the right columns.

bamboo waterway float jaw burrow narrowboat cowboy paw beaver igloo steam deep wood roof stone stick nomadic chimney house

[u:]	[i]	[ou]	[i:]	[au]	[ɔ:]	[w]
▪	▪	▪	▪	▪	▪	▪
▪	▪	▪	▪	▪	▪	▪

Reading Comprehension and Writing

5 Read the passage choosing the correct one: it/its or it's.



It/it's/its may look like a **giant** starfish, but in fact *it's* /its/it an artist's impression of Grafton New Hall, the **futuristic** (*having very modern technology or design*) winner of a royal Institute of British Architects competition for a modern English country house. *Its* it/it's was designed by Ushida Findlay **architects**, better-known for **ultra-modern** town houses in

Tokyo. *Its/it's/it* an **extraordinary** building which is unlike any other in England. The house is designed to look as if *it/it's/its* growing out of the ground, *it's/it/its* very low and will be almost **invisible** from **a distance**. The house has four wings and each **wing** has a different role – sleeping, cooking and eating, relaxing and entertaining friends. The wings are designed to be used at different times of day, according to the position of the sun. The main bedroom faces the sunrise, the open-plan living spaces will be lit by the midday sun and the swimming pool area faces the sunset. But so far Grafton New Hall only exists as architectural plans and an **artist's** impression. The house won't be built until someone offers to buy it/its. It/its will cost about 4 million \$ to build and will be very **expensive to furnish** (*supply with furniture*). How much money is spent depends on who buys it/its and whether *it/it's/its* ends up as a technology filled James Bond's home. The most likely buyers might be Manchester United footballers, pop stars or **super-rich** business people.

6 Look at the highlighted words in the passage and try to give their definitions. **Sample:** super rich = very rich

- | | |
|---|-----------------------------------|
| 1. very unusual | 6. impossible to see |
| 2. the amount of space between 2 places | 7. very big |
| 3. a person who draws pictures | 8. the most important of its kind |
| 4. very modern | 9. dear |
| 5. one of the parts of a large building | 10. a person who designs houses |

7 Ask questions for these answers.

Model: **Sona:** Where does Dakota work?

Jeyhun: Dakota works in Hollywood.

Sona: It looks like a giant fish.

Jeyhun: _____

Sona: Because, it's very low.

Jeyhun: _____

Sona: By Ushida Findlay architects.

Jeyhun: _____

Sona: According to the position of the sun.

Jeyhun: _____

Sona: Manchester United footballers, pop stars or super-rich people.

Jeyhun: _____

*invisible – göriñmәz / невидимый
*wings – qanad / крылья

UNIT 9

COUNTRIES, MANNERS!

Lesson 1. Live Long, Stay Strong!

Key words:

attitude (n) – opinion, idea, approach, consideration
back breaking (adj) – exhausting, manual/physical labour
bracing (adj) – fresh, refreshing, energizing, stimulating
brehtaking (adj) – exciting, astonishing, amazing
descend (v) – move or fall down, go down, come down
longevity (n) – living a long life
outgoing (adj) – friendly and socially confident
sensitive (adj) – delicate
shoot a film (v) – make a film or movie

What you'll learn:

- What the stages of life are
- What the secret of longevity is
- How long people can live
- What we should do to live a long and healthy life
- What the secret of a happy life is



[ei] bracing

[au] outgoing

1 CW. Match the pictures with the stages of life and discuss.

a) adult b) baby c) child d) infant e) young f) elderly person g) teenager h) old



INTERESTING TO KNOW!

Every person goes through different stages in his/her life:

a new born baby	a little boy/girl	a person coming of age 21
a baby (an infant)	a child coming up to school age	a person in his/her 20/30
a toddler	a teen	an adult/a grown up
a man as old as the hills	an old man	a middle-aged person

CHALLENGE!

- How can people live longer?
- What helps them to live long and healthy?

2 GW. Read the passages and fill in the table below.



■ **Shirali Muslumov** was one of the long-lived inhabitants of the world. He was born in one of the southern regions of Azerbaijan, Lerik in 1805 and died in 1973. Shirali Muslumov had 23 children. Azerbaijan film studio *shot* a documentary film about him “Shirali *descended* the mountain” in 1966. Fresh mountaineous air and healthy food made him live till he was 168. His name was included into **Guinness Book Records** for *longevity*.

■ **Jeanne Calment** was born in Arles, France, in 1875. She remembers meeting the artist Vincent Van Gogh in 1888. Jeanne led an interesting and very active life. She rode a bicycle until she was 100. At 114, she was shot in the film “*Vincent and Me*” and at the age of 121 she recorded a rap CD, “Time’s Mistress”. The secret of Jeanne’s long life is a mystery. Her diet wasn’t especially healthy. Jeanne’s personality and optimistic *attitude* kept her alive until she was 122.



■ **Antonio Todde** was born in Sardinia, Italy in 1889 and lived until he was 112. Antonio was a shy, *sensitive* and a hard working man. He had a free lifestyle. He was very fit and healthy. He didn’t like cars and always cycled everywhere. His favourite meal was pasta with meat. Antonio’s diet was the reason for his long life.

People	Jeanne Calment	Antonio Todde	Shirali Muslumov	other
liked				
disliked				
did				
didn’t have any diet				
the secret of longevity				

Scientists say the longest humans can live about 110 years. But some people can live longer.

3 IW. Sort the words out according to the table.

Words showing:	character	appearance	sport	stages of life
	■	■	■	■

4 IW. Search and write a short description of each personality and his / her lifestyle.

5 GW. Read the interview and play a role.

Interviewer: How old is Mahbuba Fatullayeva?

Son: She is 112.

Interviewer: What language does she speak?

Son: My mother always speaks Azerbaijani, but she sometimes speaks in her local Talish dialect.

Interviewer: Has your mother ever had a health problem?

Son: No, never. My mother has always been healthy. She has always lived here and always had natural products. She has never eaten much meat. She likes all dairy products.

Interviewer: Oh, thank you for the interview.



Mahbuba Fatullayeva

6 GW/PW. Find and write the adjectives in the suitable column. Think and choose the correct words for a happy and healthy life.

*optimistic unkind pessimistic unlucky irresponsible cheerful
sensitive honest generous unemotional mean kind cool
insensitive unhappy polite rude dishonest independent strong*

im	un	in	ir	y	dis	other
▪	▪	▪	▪	▪	▪	▪
▪	▪	▪	▪	▪	▪	▪

7 IW/PW. Answer thinking logically on each statement in the plan.

Tural: What can help people to live long?

Shams: I think ...

- living in the **brehtaking** mountainous village
- having the **bracing** and fresh air
- having pure and clean water
- having a life of **back-breaking** labour
- having a happy family
- doing regular exercises
- having more fresh fruit/vegetables
- having more fresh dairy products
- getting up early
- being lucky



8 IW. Project. Read the proverbs and write a paragraph on the quote: "The Mystery of Longevity". Write more proverbs.

- *Good Health is above Wealth!*
- *Eat to Live, Don't Live to Eat!*
- *Early to Bed and Early to Rise Makes a Man Healthy, Wealthy and Wise!*

Lesson 2.

“When in Rome Do as the Romans Do!”

Key words:

authority (n) – officials, government, administration
embrace (v) – give a hug, squeeze
handicapped (adj/n) – disabled, invalid
illustrated (adj) – pictorial, containing pictures or other graphical material
initiate (v) – begin, start, create, establish, set up
reserved (adj) – unsociable, uncommunicative
subway (n) – an underground (rail system), metro, tube
unemotional (adj) – not having or showing strong feelings
utmost (adj) – greatest, most extreme

What you’ll learn:

- The meaning of: “When in Rome do as the Romans do!”
- The rules about greeting people in our country
- How people greet each other in different countries

[η] accordingly
[θ] authority/thermal



1 CW. Look and write about each nationality’s greetings.

Sample: Like most cultures in the world, Azerbaijanis like warm and friendly greetings. Men greet each other with a handshake, a kiss on both the cheeks and “salaam” (literally “peace” but meaning “hello”). Official greeting in Azerbaijan is a meeting when Presidents, official leaders shake hands to greet each other.



2 GW. Discuss the questions giving your comments and fill in the KWL table.

- Do you agree with the saying “When in Rome do as the Romans do!”?
- How do people greet each other and behave in different countries?
- What are the greeting rules in our country?
- What advice would you give somebody coming to live and work in our country?

Seniority - the fact of being older or of a higher rank than others.



3 GW. Separate the greetings of different nations and discuss them giving comments.

*Travelling to all corners of the world gets easier and easier.
We live in a global world, but how well we know and understand each other.
We should learn about how to behave with other foreign friends/partners.*

■ **The British** are really very cool and *reserved*. The topic of conversation between strangers in Britain is the weather – *unemotional* and impersonal. The British are happy to have a business lunch and discuss business matters during the meal.



■ **The Americans** sometimes find it difficult to accept the formal Japanese manners. They prefer to be casual and more informal as *illustrated* by the universal “*Have a nice day!*”, “*Enjoy!*” In America the main topic between strangers is the search to find a geographical link. “Oh, really? Do you live in Ohio? I had an uncle who once worked there”.

■ **The Japanese** have perhaps the strictest rules of social and business behaviour. *Seniority* is very important and a younger man should never be sent to complete a business deal with an older Japanese man. The Japanese prefer not to work while eating. Lunch is a good time to relax and get to know one another.



■ **The Germans** like to talk about business before dinner. But **the French** like to eat first and talk afterwards. They prefer eating before they discuss anything.

4 GW. Complete the table using the adjectives. Think and add which adjectives go with the nationalities below.

easy-going, punctual, friendly, reserved, hard-working, emotional, serious, enthusiastic, romantic, hospitable, outgoing, respectful, casual, sociable, quiet, cool, talkative, strict, warm, informal, impersonal, creative, reliable

Azerbaijani	British	American	German	French	Japanese	other

5 IW. Imagine your friend is going to work in Japan/America, Germany, France, etc. Give some advice about how he/she should/shouldn't behave.

6 IW. Search and write about different nations' greetings.



7 PW. Correct the wrong sentences giving comments.

1. The Japanese like to work while eating.
2. Seniority is very important for the Americans.
3. The Americans bow the head as a mark of respect.
4. The French like to discuss first, then to have dinner.
5. The British like to talk on/about business before dinner.
6. The bow is a mark of respect and greeting in Azerbaijan.
7. The French have the strictest rules of social and business behavior.



INTERESTING TO KNOW!



1. The bow is a mark of respect and greeting in Japan.
2. Crossing your fingers means good luck in England.
3. Raising your thumb shows that everything is OK or you are lucky.
4. Raising your hat is a sign of greeting in Europe.
5. Taking off a cap was a sign of respect in our country in old times.

8 PW. Ask questions for the answers and act it out.

Shahin: _____?

Bella: Oh, yes of course. I've been to Azerbaijan lately and Azerbaijani people traditionally treat any guest with the *utmost* respect. When you are invited into an Azerbaijani home, you'll enjoy everything.

Shahin: _____?

Bella: The Azerbaijani host will make sure to make you feel at home, so don't take advantage of their kindness.

Shahin: _____?

Bella: Azerbaijanis respect elderly people, so in a bus, tram, *subway* young (er) people always offer children, older people a place to sit.

Shahin: _____?

Bella: It is respectful to bend slightly (not a complete bow) when greeting someone older or in a position of *authority*.

Shahin: _____?

Bella: Oh, great! Yes, how hospitable and respectful the Azerbaijanis are! And I've told all my friends and relatives about the Azerbaijani people, their customs and traditions, their warm hospitality and care.

9 IW. Search and download more information/facts about greetings in different countries and write a paragraph.

Lesson 3.

Increase Your Good Fortune!

Key words:

- achieve** (v) – gain or reach a desired objective
calm down (v) – cool off, quiet down
conclude (v) – come to conclusion/decision
convince (v) – persuade, try to assure
fail (v) – be unsuccessful in achieving one's goal
fortune (n) – fate, destiny, luck
increase (v) – grow, get bigger, enlarge, expand
instinct (n) – intuition, behavior in animals in response to certain stimuli
relax (v) – be relieved, become less tense, loosen
trust (v) – rely on, believe

What you'll learn:

- Different gestures in different countries and their meanings
- How we can make our own luck
- How we can increase our good fortune
- Which ones are the best techniques for being luckier



[ə] achieve/convince
 [i:] achieve/increase

1 **IV.** Talk about these pictures. Read the questionnaire and mark your answers in the column suitable for you.



3 - this is usually true about me;

2 - this is sometimes true about me;

1 - this is hardly ever true about me.

	1	2	3
▪ I enjoy talking to people I haven't met before			
▪ I don't worry or feel anxious about life			
▪ I enjoy trying new food and drink			
▪ I listen to my instinct			
▪ I try to learn from my mistakes			
▪ I try to get what I want from life			
▪ I expect people I meet to be pleasant, friendly and helpful			
▪ I'm optimist and I look on the bright side of life			
▪ When I need to calm down I just go to a quiet place			
▪ I don't think about bad luck I've had in the past			

2 PW. Read the article and prepare “Tasks” of your own for paragraphs 1-3. Follow the sample.

Some people seem to be born lucky—they meet their perfect partners, *achieve* their *ambitions* and live happy lives. The British psychologist Dr Richard Wiseman has done a lot of research to discover why some people are luckier than others. After interviewing hundreds of people with the questionnaire he’s *concluded* that people who think they are lucky, achieve more success and happiness than those who don’t. Try to use his techniques, realize, control and increase your own good *fortune*.

Ambition – something that you want to do or achieve very much 

■ **1.** *Lucky people use bad luck to their advantage.* If something bad happens, imagine how things could have been worse. You’ll then realize that things aren’t so bad after all. Take a long view of things – even if things seem bad now, expect them to get better in the end. Learn from your past mistakes and think of new ways of solving your problems.

Sample Task: When you experience bad luck, first cry for a few minutes. Then put your bad luck behind you. Do something to make the situation better, e.g. ask friends for advice and focus on a solution of the problem.

■ **2.** *Lucky people trust their instinct.* When you are trying to decide what to do, first make an effort to **relax**. Then when your mind is clear, listen to what it is telling you and act on it. **Task** _____



■ **3.** *Lucky people expect to be lucky.* **Convince** yourself that your future will be bright. Set realistic but high goals. If you **fail**, don’t give up and be open to the idea of trying a different way to achieve your goals. **Task:** _____

3 PW/IW. Complete the expressions below with a verb or phrase, check your answers according to the passages and match them.

- | | |
|---|--|
| 1. ___ their ambitions | a) make yourself believe that your future will be bright |
| 2. ___ your routine | b) try hard to relax |
| 3. ___ an old friend | c) understand that things aren’t so bad |
| 4. ___ to relax | d) make their ambitions come true |
| 5. ___ yourself that your future will be bright | e) change your routine, make it different |
| 6. ___ that things aren’t so bad | f) meet an old friend by chance |

4 PW. Give your comments on the statements and share.

1. Never give up if you fail.
2. Believe your bright future!
3. Never think of your past mistakes!
4. You should try to achieve your aim.
5. Lucky people use bad luck to their advantage.
6. Always control and increase your own good fortune!



5 PW. Fill in the gaps with the suitable verbs and translate.

believe achieve give up learn think do control meet set

1. Never ... if you fail and ... high goals!
2. ... something to make the situation better.
3. Make yourself ... that your future will be right.
4. Realize, ... and increase your own good fortune.
5. Some people ... their partners and ... their ambitions.
6. ... from your past mistakes and ... of new ways of solving your problems.

6 PW. Act it out and give your comments.

Zehra: Can you discover why some people are luckier than others?

Elnur: I think some people always try to achieve more success and happiness. They always create good fortune in the life.

Zehra: How can they do it?

Elnur: To my mind they never think of bad things. They always expect bad things to get better in the end.

Zehra: Oh, really?

Elnur: Yes, they learn from their past mistakes. And these people think of new ways of solving their problems.

7 IW. Creative Work:

A. Download facts about being luckier.

B. Think a technique which is the best for making you luckier.

Self-Assessment: *A-always B-often C-usually D-seldom*

	A	B	C	D
▪ I can talk about good luck and how to be lucky				
▪ I can prepare tasks for being lucky				
▪ I can make a questionnaire for my family members				
▪ I can compare my answers with the partner's				
▪ I can download/search information on being lucky				
▪ I can take part in discussions on increasing good fortune				

Lesson 4.

Create Your Tomorrow Today!

Key words:

anthill (n) – a nest built by ants or termites

chores (n) – routine tasks, especially household ones

household (n) – housekeeping, household duties
chores-domestic

ideal (adj) – perfect, best possible, consummate, model

painstaking (adj) – hard-working, labour consuming

pick up (v) – gather up, take away, tidy up, receive

What you'll learn:

- About existing family problems
- The ways of solving/overcoming family conflicts
- Wise/correct family planning
- About hard-working and taking care of our families, etc.



[ɪ] painstaking

[ɒu] household

1 CW. Compare these pictures and debate on them.



Sample: Families in different countries are changing. One important change is that most married women now work outside the home.

- *What happens when both parents work?*
- *What problems do you have with your parents?*
- *What solutions can you offer for this problem?*
- *What can you do to support your family morally?*
- *How should an ideal or normal family be? Why do you think so?*

2 GW. Make your comments on the following plan. Think and say:

1. How the family planning should be
2. How you create your tomorrow today
3. What to do to have an ideal friendly family
4. How to overcome/solve any family conflicts/ problems
5. What kind of family problems you consider the most serious
6. Why it is important for each of us to work hard and to study well
7. People must work and have a rest, too. Why it is necessary to know when we must work and when we must have a rest.



3 GW. Discuss these questions reading the passages.

Dennis and Linda have three children: Isabella is 10, Timothy is 12 and Gabriella is 7. Dennis is a computer programmer. This year Linda is working again as a hospital administrator. Linda likes her job. Everything is going well, but there are also some problems.

I love my job, but I feel tired and too busy. I also worry about the children. I



have to work on Saturdays, so Dennis and I don't have a lot of free time together. **Linda**

Now that Linda is working. I have to help her more with the housework. I don't enjoy it at all, but I know that she needs my help now. **Dennis**

I'm having a great time in my afterschool program. When mom comes to pick me up, I don't want to leave. School is everything for me. I love my school, my classmates and teachers, too. **Gabriella**



Unfortunately, my school doesn't have an after-school program. Right now, I'm spending most afternoons by myself in front of the TV. Sometimes I play computer games. But it's boring for me. **Isabella**

I enjoy my new freedom after school. I'm playing my music louder and spending more time on the phone and playing the violin. A violin is my favourite musical instrument. I'm also doing a few *household chores*. **Timothy**



4 IW. Complete the chart according to Dennis's family. Speak about your own family members' problems.

Family	Challenges	Solutions
Linda		
Dennis		
Timothy		
Isabella		
Gabriella		

5 GW. Read the fable, put the paragraphs in correct logical order and complete it with your own idea.

A) She worked from morning till night. The Ant was very busy working and picked up the food and carried it to her house in the *anthill*. The grasshopper laughed at her and said to her partner: B) “I worked all summer days and nights to collect some food for me and my family. And what did you do?” asked the Ant. “I was busy, I sang and danced and I spent a wonderful time with my friends”. replied the Grasshopper. C) “Dear grasshopper, after summer comes autumn and after autumn comes winter. We must work! And I’m collecting food for winter”, answered the Ant. The grasshopper didn’t listen to the ant, laughed and continued singing and dancing D) Once upon a time there was a grasshopper who played the violin. Like all grasshoppers he loved the summer. He didn’t work at all but when the sun was hot, he played his violin, sang and danced all day. E) “You are working hard for days and days. Why are you working on such a lovely day? Why don’t you sing and dance like me? It’s summer and the sun is hot. Don’t work so hard”. F) When winter came and there was a lot of snow, the Grasshopper had nothing to eat. He was very cold and he was very hungry, too. So he went to visit the Ant and asked to give him some food. G) “Well, if you sang and danced and spent such wonderful summer days and laughed at me, now ...” said the **painstaking** Ant. H) At night he liked to look at the stars and the moon. An ant lived near the grasshopper. She was very different from her neighbour. She didn’t like singing and dancing.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 -

6 GW. Think of these questions and give your advice.

1. Was the Ant right? Why?
2. Why didn’t the Ant give a hand to the Grasshopper?
3. How would you react in this situation?
4. Can we compare this fable with real life? How?



COMPARE AND REMEMBER!

to pick up	to be different from	to tell smb	to give smb smth
to laugh at	to say to smb	to talk to smb	to give smth to smb

7 PW. Read the proverbs /sayings and share your ideas trying to find more of them. Explain their critical meanings.

- *No Pains, No Gains!*
- *No sweet without sweat*!*
- *If you don’t think about the future, you cannot have one!*
- *The future begins today and depends on you!*

8 IW/PW. Project Work:

1. Think about a good sample of family and write your opinions.
2. Search in the internet and choose a folk tale and perform it distributing roles in your groups. Write the moral of the tale explaining it and find out which proverb it coincides with.

*sweat – tər / nom

Progress Portfolio

1 Tick "Your Overall Progress" ✓

Self-Assessment: A-always B-often C-sometimes D-seldom

A B C D

• I can increase good fortune to create my tomorrow today				
• I can increase good fortune				
• I can participate in logical discussions on solving family problems				
• I can be critical to myself and my partners as well				
• I can write quotes/essays about good/bad manners/ gestures/miming				
• I can use adjectives, nouns and verbs in a sentence				
• I can actively make searches on new/unknown information				
• I can design questionnaires on greetings, gestures and good/bad manners				
• I can search facts about different nations' greetings				
• I can share my ideas about longevity and its mystery				

2 Fill in "My Treasure" table for Unit 9.

What I gained	How I gained	How I'll implement
▪	▪	▪
▪	▪	▪

3 Find and correct the wrong prepositions.

- All people are different for one another.
- My mother always listens at her instinct.
- The Germans like to talk with business before dinner.
- The grasshopper laughed to the ant with her diligence.
- My friend never thinks for bad luck she's had in the past.
- You can learn in your past mistakes and think on new ways.
- One day the grasshopper visited to the ant and asked him food.
- If you fail, don't give of and be open for the idea of trying to achieve a goal.



4 Sort the words out and fill in the table under each part of speech.

lucky instinct hardworking ideal longevity fresh control amazing folk goal convince delicate ambition friendly trust ambitious such relax utmost

Noun	Adjective	Verb	Other
▪	▪	▪	▪

5 Project: Think of any country and make notes under the following headings.

1. Country

2. Gesture

3. Meaning

GRAMMAR SECTION

THE PASSIVE VOICE

Present Simple Passive	Past Simple Passive
I He/she/it We/you/they <div style="display: inline-block; vertical-align: middle; margin-left: 10px;"> } } } </div> <div style="display: inline-block; vertical-align: middle; margin-left: 5px;"> am is are </div> <div style="display: inline-block; vertical-align: middle; margin-left: 10px;"> + V_{3/ed} </div>	I/you/he/she/it We/you/they <div style="display: inline-block; vertical-align: middle; margin-left: 10px;"> } } </div> <div style="display: inline-block; vertical-align: middle; margin-left: 5px;"> was were </div> <div style="display: inline-block; vertical-align: middle; margin-left: 10px;"> + V_{3/ed} </div>
<ul style="list-style-type: none"> ▪ Interesting books are read with great pleasure. ▪ English is spoken all over the world. 	<ul style="list-style-type: none"> ▪ The pyramids were built by the Egyptians. ▪ "Guernica" was painted by Picasso.

Tense Forms	Sentences in the Active	Yes/No Questions in the Active	Sentences in the Passive	Yes/No Questions in the Passive
Present Simple	<ul style="list-style-type: none"> ▪ Students <i>speak</i> English at the English lesson. ▪ Students <i>organize</i> productive projects. 	<ul style="list-style-type: none"> ▪ Do students <i>speak</i> English at the English lesson? ▪ Do students <i>organize</i> productive projects? 	<ul style="list-style-type: none"> ▪ English <i>is spoken</i> at the English lesson. ▪ Productive projects <i>are organized</i> by students. 	<ul style="list-style-type: none"> ▪ <i>Is</i> English <i>spoken</i> at the English lesson? ▪ <i>Are</i> productive projects <i>organized</i> by students?
Past Simple	<ul style="list-style-type: none"> ▪ The students <i>organized</i> an extra curricular activity. ▪ Strict teachers <i>taught</i> students in Victorian schools. 	<ul style="list-style-type: none"> ▪ <i>Did</i> the students <i>organize</i> an extra curricular activity? ▪ <i>Did</i> strict teachers <i>teach</i> students in Victorian schools? 	<ul style="list-style-type: none"> ▪ An extra curricular activity <i>was organized</i> by students. ▪ Students <i>were taught</i> by strict teachers in Victorian schools. 	<ul style="list-style-type: none"> ▪ <i>Was</i> an extra curricular activity <i>organized</i> by students? ▪ <i>Were</i> students <i>taught</i> by strict teachers in Victorian schools?

LANGUAGE BANK / PASSIVE VOICE WITH MODAL VERBS

Modal verbs +be +V _{3/ed}	General Questions	Negative form
I/you/he/she/it/we/you/they + can be + V _{3/ed} <ul style="list-style-type: none"> ▪ The letters <i>can be sent</i> at once. 	Can I/you/he/she/it/we/you/they+ be + V _{3/ed} <ul style="list-style-type: none"> ▪ <i>Can</i> the letters <i>be sent</i> at once? 	I/you/he/she/it/we/you/they+ cannot/can't be + V _{3/ed} <ul style="list-style-type: none"> ▪ The letters <i>can't be sent</i> at once.
I/you/he/she/it/we/you/they+ must be + V _{3/ed} <ul style="list-style-type: none"> ▪ These questions <i>must be solved</i>. 	Must I/you/he/she/it/we/you/they+ be + V _{3/ed} <ul style="list-style-type: none"> ▪ <i>Must</i> the questions <i>be solved</i>? 	I/you/he/she/it/we/you/they+ mustn't be + V _{3/ed} <ul style="list-style-type: none"> ▪ The questions <i>mustn't be solved</i>.
I/you/he/she/it/we/you/they+ should be + V _{3/ed} <ul style="list-style-type: none"> ▪ New houses <i>should be built</i>. 	Should I/you/he/she/it/we/you/they+ be + V _{3/ed} <ul style="list-style-type: none"> ▪ <i>Should</i> new houses <i>be built</i>? 	I/you/he/she/it/we/you/they+ should not shouldn't be + V _{3/ed} <ul style="list-style-type: none"> ▪ New houses <i>shouldn't be built</i>.

LANGUAGE BANK / FUTURE SIMPLE PASSIVE

shall/will +be +V _{3/ed}	General Questions	Negative form
I/ we+shall be + V_{3/ed} ▪ We <i>shall</i> /we'll be sent to the conference in a week.	Shall I/we be + V_{3/ed} ▪ <i>Shall</i> we be sent to the conference in a week?	I//we+shall not/shan't be + V_{3/ed} ▪ We <i>shall not/shan't</i> be sent to the conference in a week.
You/he/she/it/they+ will be + V_{3/ed} ▪ These questions <i>will</i> be solved soon.	Will I/you/he/she/it/ they+ be + V_{3/ed} ▪ <i>Will</i> the questions be solved tomorrow?	You/he/she/it/they +will not/won't be + V_{3/ed} ▪ The questions <i>won't</i> be solved.

LANGUAGE BANK / THE PAST PERFECT TENSE FORM

Affirmative sentences	Affirmative/Short Forms	Interrogative sentences	Negative sentences
I/you/he/she/it/ we/they +had+V_{3/ed}	I'd/you'd/he'd/ she'd/it'd/we'd/ they'd+V_{3/ed}	Had +I/you/he/ she/it/we/they +V_{3/ed}	I/you/he/she/it/ we/they +had not/ hadn't+V_{3/ed}
1. The students <i>had demonstrated</i> some activities at the camp by Friday.	▪ The students' <i>d demonstrated</i> some activities at the camp by Friday.	▪ <i>Had</i> the students <i>demonstrated</i> some activities at the camp by Friday?	▪ The students <i>had not (hadn't) demonstrated</i> some activities at the camp by Friday.
2. Nuray <i>had seen</i> the film by 5 yesterday	▪ Nuray' <i>d seen</i> the film by 5 yesterday.	▪ <i>Had</i> Nuray <i>seen</i> the film by 5 yesterday?	▪ Nuray <i>had not/ hadn't seen</i> the film by 5 yesterday.
3. Nigar <i>had finished</i> the composition about wildlife when I returned.	▪ Nigar' <i>d finished</i> the composition about wildlife when I returned.	▪ <i>Had</i> Nigar <i>finished</i> the composition about wildlife when I returned?	▪ Nigar <i>had not (hadn't) finished</i> the composition about wildlife when I returned.

REMEMBER!

Non count /uncountable nouns

glass	tea	art	wealth	advice
sand	coffee	music	health	information
work	water	life	peace	happiness
juice	advice	weather	furniture	progress
bread	salt	news	beauty	courage

Note: Be attentive! Don't use a/an before uncountable nouns!

- Aydan has got ~~a~~ good news/~~a~~ news/ good **news** for you.
- It was ~~a~~ useful information/~~a~~ information/good informations ~~a~~ good **information**.
- ~~A~~ love/**Love** brings ~~a~~ happiness/**happiness**.

İRREGULAR VERBS

Infinitive	Past Simple	Past Participle	Translation
be ['bi:]	was, were [wɒz], [wɜ:]	been [bi:n]	olmaq/быть, являться
beat [bi:t]	beat [bi:t]	beaten ['bi:tn]	vurmaq, döymək/бить, ударить
become [bi 'kʌm]	became [bi 'keɪm]	become [bi 'kʌm]	olmaq, çevrilmək/становиться
begin [bi 'gɪn]	began [bi 'gæn]	begun [bi 'gʌn]	başlamaq/начинать
blow [blou]	blew [blu:]	blown [bloun]	əsmək, üfürmək/дуть, выдыхать
break [breik]	broke [brouk]	broken ['brouk(ə)n]	sındırmaq/ломать, разбивать
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	gətirmək/приносить, привозить, доставлять
build [bild]	built [bilt]	built [bilt]	tikmək/строить
buy [bai]	bought [bɔ:t]	bought [bɔ:t]	almaq/покупать
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	tutmaq/ловить, поймать, схватить
choose [tʃu:z]	chose [tʃəuz]	chosen [tʃəuz(ə)n]	seçmək/выбирать, избирать
come [kʌm]	came [keɪm]	come [kʌm]	gəlmək/приходить
cost [kɒst]	cost [kɒst]	cost [kɒst]	dəyəri olmaq/стоить, обходиться
cut [kʌt]	cut [kʌt]	cut [kʌt]	kəsmək/резать, разрезать
do [du:]	did [dɪd]	done [dʌn]	etmək/делать, выполнять
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	şəkil çəkmək/рисовать
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	içmək/пить
drive [draɪv]	drove [drouv]	driven ['drɪvən]	sürmək/ездить, подвозить
eat [i:t]	ate [et, et]	eaten ['i:tn]	yemək/есть, поедать
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lən]	düşmək, uxiqlmaq/падать
feel [fi:l]	felt [felt]	felt [felt]	hiss etmək, duymaq/чувствовать, ощущать
fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]	vuruşmaq, mübarizə aparmaq/воевать
find [faɪnd]	found [faʊnd]	found [faʊnd]	tapmaq/находить, обнаруживать
fly [flaɪ]	flew [flu:]	flown [floun]	uçmaq/летать
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒtn]	unutmaq/забывать о (чём-либо)
get [get]	got [gɒt]	got [gɒt]	əldə etmək/получать, добираться
give [gɪv]	gave [geɪv]	given ['gɪv(ə)n]	vermək/дать, подать
go [gou]	went [went]	gone [gɒn]	getmək/идти
grow [grou]	grew [gru:]	grown [groun]	yetişmək, yetişdirmək/расти, вырастать
have [hæv]	had [hæd]	had [hæd]	malik olmaq/иметь, обладать
hear [hɪə]	heard [hɜ:d]	heard [hɜ:d]	eşitmək/слышать, услышать
hold [hould]	held [held]	held [held]	tutub saxlamaq/держат, удерживать
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	incitmək, zədələtmək/причинять боль, ушибить
keep [ki:p]	kept [kept]	kept [kept]	saxlamaq/хранить, сохранять
know [nou]	knew [nju:]	known [noun]	bilmək/знать, иметь представление
lead [li:d]	led [led]	led [led]	aparmaq, rəhbərlik etmək/руководить
leave [li:v]	left [left]	left [left]	tərk etmək, çıxıb getmək/покидать, оставлять

let [let]	let [let]	let [let]	icazə vermək/позволять, разрешать
lie [lar]	lay [lei]	lain [lein]	uzanmaq, yerləşmək/лежать, быть расположенным
light [lait]	lit [lit]	lit [lit]	yanmaq, yandırmaq/светиться, зажигать
lose [lu:z]	lost [lɒst]	lost [lɒst]	itirmək, uduzmaq/терять, утрачивать
make [meik]	made [meid]	made [meid]	etmək, düzəltmək/делать, создавать, изготавливать
meet [mi:t]	met [met]	met [met]	qarşılaşmaq, görüşmək/встречать, знакомиться
pay [pei]	paid [peid]	paid [peid]	ödəmək/платить, оплачивать
put [pʊt]	put [pʊt]	put [pʊt]	qoymaq/ставить, помещать, класть
read [ri:d]	read [red]	read [red]	oxumaq/читать, прочитывать
ride [raid]	rode [roud]	ridden ['ridn]	sürmək, tərkinə minmək/кататься, ехать верхом
ring [riŋ]	rang [ræŋ]	rung [rʌŋ]	zəng vurmaq, zəng çalmaq/звонить, звенеть
rise [raiz]	rose [rouz]	risen ['riz(ə)n]	qalxmaq, durmaq/восходить, вставать
run [rʌn]	ran [ræn]	run [rʌn]	qaçmaq/бежать, бегать
say [sei]	said [sed]	said [sed]	demək, söyləmək/говорить, сказать, произносить
see [si:]	saw [sɔ:]	seen [si:n]	görmək/видеть
sell [sel]	sold [sould]	sold [sould]	satmaq/продавать, торговать
send [send]	sent [sent]	sent [sent]	göndərmək/посылать, отправлять, отсылать
shake [ʃeik]	shook [ʃʊk]	shaken ['ʃeikən]	silkələmək/трясти
shoot [ʃu:t]	shot [ʃɒt]	shot [ʃɒt]	atəş açmaq/стрелять
show [ʃou]	showed [ʃəʊd]	showed shown [ʃəʊn]	göstərmək/показывать
sing [siŋ]	sang [sæŋ]	sung [sʌŋ]	oxumaq (mahni)/петь, напевать
sink [siŋk]	sank [sæŋk]	sunk [sʌŋk]	batmaq/тонуть
sit [sit]	sat [sæt]	sat [sæt]	əyləşmək, oturmaq/сидеть, садиться
speak [spi:k]	spoke [spouk]	spoken ['spoukən]	danışmaq/говорить, разговаривать, высказываться
spend [spend]	spent [spent]	spent [spent]	sərf etmək (pul), keçirmək (vaxt)/тратить, проводить (время)
stand [stænd]	stood [stʊd]	stood [stʊd]	dayanmaq/стоять
steal [sti:l]	stole [stoul]	stolen ['stoulən]	oğurlamaq/воровать, красть
sweep [swi:p]	swept [swept]	swept [swept]	süpürmək/подметать
swim [swim]	swam [swæm]	swum [swʌm]	üzmək/плавать, плыть
take [teik]	took [tʊk]	taken ['teikən]	götürmək/брать, взять
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]	öyrətmək/учить, обучать
tear [teə]	tore [tɔ:]	torn [tɔ:n]	sırtmaq/rвать, отрывать
tell [tel]	told [təʊld]	told [təʊld]	söyləmək, nəql etmək/рассказывать
think [θiŋk]	thought [θɔ:t]	thought [θɔ:t]	fikirləşmək/думать, мыслить, размышлять
throw [θrəu]	threw [θru:]	thrown [θrəʊn]	atmaq, tullamaq/бросать, кидать
understand [ʌndə'stænd]	understood [ʌndə'stʊd]	understood [ʌndə'stʊd]	anlamaq, başa düşmək/понимать
wear [weə]	wore [wɔ:]	worn [wɔ:n]	geyinmək/носить, надевать (одежду)
win [win]	won [wʌn]	won [wʌn]	qalib gəlmək, qazanmaq/победить, выиграть
write [rait]	wrote [rɔut]	written ['ritn]	yazmaq/писать, записывать

VOCABULARY

A

abandon [ə' bændən] (*v*) tərک etməк, vaz keçmək/отказываться от, оставлять
ambition [æm' bɪʃən] (*n*) can atma, meyl, arzu/стремление, цель, предмет желаний
accordingly [ə' kɔ: dɪŋlɪ] müvafiq olaraq, bu üzdən/соответственно, таким образом
achieve [ə' tʃi: v] (*v*) nail olmaq/достигать, добиваться
acquire [ə' kwɑ: ə] (*v*) əldə etməк/приобретать
actually ['æktʃʊəli] əslində, faktiki olaraq/ фактически, на самом деле
adapt [ə' dəpt] (*v*) uyğunlaşdırmaq, adaptə etməк, приспособлявать, адаптировать(ся)
adjustment [ə' dʒʌstmənt] (*n*) tənzimlənmə, nizamlama/регулирование, приспособление
adore [ə' dɔ:] (*v*) pərəstiş etməк/обожать, очень любить
adornment [ə' dɔ: nmənt] (*n*) rəvnəq, zinət/украшение
affection [ə' fɛkʃ(ə)n] (*n*) ülfət, sevgi/привязанность, любовь
afford [ə' fɔ: d] (*v*) bir şeyi almaq, əldə etməк imkan olmaq/(быть в состоянии) позволить себе
alien ['eɪlɪən] (*adj*) yad, yabançı/зарубежный, иностранный
ambitious [æm' bɪʃəs] (*adj*) iddialı, şöhrətpərəst/ претенциозный, честолюбивый
amphibian [æm' fɪbɪən] (*n*) suda-quruda yaşayan/ амфибия, земноводное
amusing [ə' mjʊ: zɪŋ] (*adj*) əyləncəli, əyləndirici/ забавный, занятный
ancestor ['ænsəstə] (*n*) əcdad, praroditelj, предок
anthill ['ænthɪl] (*n*) 1. qarışqa topası, муравьиная куча 2. qarışqa yuvası, муравейник
antiquity [æn' tɪkwəti] (*n*) qədimlik, əntiq/ античность, античный период
appreciate [ə' pri: ʃieɪt] (*v*) dəyərləndirmək, qiymətləndirmək/оценивать, высоко ценить
aqueduct ['ækwɪdʌkt] (*n*) su kəməri/водопровод
astonished [ə' stɒnɪʃt] (*adv*) təəccüblənmiş/удивленный, изумленный
atmospheric layers (*n*) atmosfer qatları/слои атмосферы
attitude ['ætɪtju: d] (*n*) münasibət, mövqe/ позиция, отношение к чему-л
author ['ɔ: θə] (*n*) müəllif/автор, писатель
authority [ɔ: ' θɔ: rɪti] (*n*) hakimiyyət, власть, полномочие
availability [ə, veɪlə' bɪləti] (*n*) mövcudluq, yarırlılıq/ наличие, пригодность
avenge [ə' vendʒ] (*v*) qisas almaq/мстить
average ['ævərɪdʒ] (*adj*) orta rəqəm/среднее число, средняя величина
avidly ['ævɪdli] (*adv*) acgözliklə, artıqtamahlıqla/ алчно, жадно

B

baby-sitting – uşağa baxma, qulluq etmə/работа в качестве няни
back breaking labour – ağır, çətin iş/тяжкий труд
bamboo [bæm' bu:] (*n*) bambuq/бамбук
band [bænd] (*n*) kant, bant/тесьма, лента, поясок
bark [ba: k] (*n*) hümrə/лай
be equipped ['kwɪpt] təchiz olunmuş, оборудованный
be in vain [bi:] əbəs yerə, boşuna/напрасно
be upset [bi: əp'set] (*n*) devirmək, çevirmək, uixmaq/быть прокидывать(ся)
bestow [bi: 'stəu] uğışdırmaq, gizlətmək, бүkmək/ укладывать, складывать
beaver ['bi: və] (*n*) qunduz/бобр, бобер
benefit ['benɪfɪt] (*n*) mənəfət, xeyir, gəlir/выгода, польза, прибыль
bitter kola ['bitə kəulə] (*n*) – bitə kola bitkisi/ растение битер колы
blend [blænd] (*n*) qarışiq/смесь
blocks of flat – (*n*) mənzil blokları/жилые дома
blog [blɒg] (*v*) bloq yaratmaq/вести /создат блог
blur [blɜ:] (*v*) ləkələtmək/марать, пачкать
blurred [blɜ: d] (*adj*) bulanıq, ləkəli/ запачканный, измазанный
boast [bəust] (*v*) lovğalanmaq, хвастать(ся)
boundary ['baʊnd(ə)rɪ] (*n*) sərhəd/граница
branch [brɑ: ntʃ] (*n*) qol, budaq/ветвь, ветка
bracing air [breɪsɪŋ ə] (*n*) təmiz və səğliqlı hava/бодрящий воздух
breath-taking ['breθ, teɪkɪŋ] (*adj*) həyəcanlandırıcı/захватывающий, потрясающий
breed [bri: d] (*v*) yetişdirmək/разводить, вынашивать
broadband ['brɔ: dbænd] (*adj*) geniş zolaqlı/ широкополосная сеть
bud [bad] (*n*) qöncə/почка, бутон
bully ['bʊli] (*adj*) dalaşqan, kobud/задира/забияка
burrow ['bɜ: rəu] (*n*) yuva, deşik/нора, червоточина

C

caiman ['keɪmən] (*n*) kauman/кайман
cane [keɪn] (*n*) qamış/камыш
canyon ['kænjən] (*n*) kanyon, dərin yarıqan/ каньон, глубокое ущелье
capture ['kæptʃə] (*v*) tutmaq, zəbt, istila etməк/ захватывать, брать силой
caravan ['kærəvən] (*n*) karvan/караван
cart [ka: t] (*n*) araba, fayton/повозка, подвода, телега, двуколка
cartoonist [ka: 'tu: nɪst] (*n*) karikaturaçı rəssam/ карикатурист
carve [ka: v] (*v*) oymaq/гравировать
saw [kɔ:] (*n*) qarıldamaq/каркать
centipede ['sentɪpi: d] (*n*) qırxaуaq/сороконожка
chat [tʃæt] (*n/v*) söhbət, boş-boş çəğənləmə, gəp etməк/беседа, болтовня
chemical ['kemikəl] (*n*) kimyəvi maddə/химикат

chimney [ˈtʃɪmni] (*n*) baca, tüstü borusu/труба, дымоход
circulate [ˈsɜ:kjəleɪt] (*v*) dövr etmək, fırlanmaq/циркулировать, двигаться по кругу
columnist [ˈkɒləmnɪst, ˈkɑ:ləmnɪst] (*n*) icmalçı, şərhçi, aracı/korrespondent, обозреватель
colourblind [ˈkɒlə blaɪnd] (*n*) daltonik, rəngləri tanımayan/долтоник
command [kəˈmɑ:nd] (*v*) əmr vermək/приказывать, отдавать команду
commemorate [kəˈmeməreɪt] (*v*) qeyd etmək, bayram etmək, anmaq/отмечать, праздновать
competent – səlahiyyətli, səriştəli/компетентный
complicated [ˈkɒmplikeɪtɪd] (*adj*) qəliz, mürək-kəb/запутанный, усложненный
compost [ˈkɒmpɒst] (*v/n*) gübrələmək, orqanik gübrə/удобрять компостом
compressive [kəmˈpresɪv] (*adj*) basqılı, sıxılan, sıxılmış/сжатый, сжимающий
conclude [kənˈklu:ɪd] (*v*) nəticə çıxarmaq/заключать, делать вывод
conserve [kənˈsə:v] (*v*) qorumaq, nəzərdə saxlamaq, nəzərdə tutmaq/сохранять, сбергать
consummate [ˈkɒnsəmeɪt] (*adj*) mükəmməl, əla/непревзойденный, совершенный
contemporary [kənˈtemp(ə)r(ə)ri] (*adj*) çağdaş, müasir zamanla səsleşən/современный
conventional [kənˈvənʃ(ə)n(ə)l] (*adj*) adi, sıradan, sadə/обычный, обыкновенный, общепринятый
convince [kənˈvɪn(t)s] (*v*) inandırmaq/убеждать, уверять (в чем-л.)
coop [ku:p] (*n*) qəfəs/курытник, клетка для домашней птицы
cope with – (*v*) öhdəsindən gəlmək/справляться, справиться с
cosmopolitan [ˌkɒzməʊˈpɒlɪtən] (*adj*) kosmopolit, ən müasir/космополит
courtyard [ˈkɔ:tjɑ:d] (*n*) iç həyəət, həyəət/внутренний двор
crack [kræk] (*n*) çatlaq, yarıq, cadar/трещина, щель
craft [krɑ:ft] (*n*) sənət, reşə/умение, искусство
creatively – (*adj*) yaradıcı tərzdə/творчески
cure [kjʊə] (*n*) müalicə/лечение, курс лечения
cyborg [ˈsaɪbɔ:g] (*n*) kiborq/киборг, кибернетический организм (персонаж научной фантастики)

D

dam [dæm] (*n*) bənd, sədd/дамба, плотина
daydreaming [deɪˈdri:mɪŋ] (*n*) arzu/мечтание
depiction [diˈpɪkʃ(ə)n] (*n*) təsvir, portret, şəkil/описание, изображение, картина
deplete [diˈpli:t] (*v*) tükənmək, sərf edib qurtarmaq, boşaltmaq/истощать, исчерпывать
descend [diˈsend] (*v*) aşağı düşmək/salmaq, enmək/спускаться, идти вниз (по чему-л.)
despair [disˈpreɪ] (*n*) çarəsizlik, əlacs kəsilmə, ruhdan düşmə/отчаяние, упадок духа, безнадежность
desperate [ˈdesp(ə)rət] (*adj*) çarəsiz, ümitsiz/безнадежный, безысходный

despite [diˈspaɪt] (*conj*) baxmayaraq, rəğmən/вопреки, несмотря на
destruction [diˈstrʌkʃən] (*n*) dağılma, разрушение
differ [ˈdɪfə] (*v*) fərqlənmək/различать(ся)/отличать(ся)
discovery [dɪsˈkʌvəri] (*n*) kəşf/открытие
disguise [dɪsˈgaɪz] (*v*) maskalanmaq, gizlətmək/маскировать, скрывать
distinct [dɪˈstɪŋkt] (*adj*) fərqli, aydın, qabarıq/ясный, определенный, отличающийся
distorted [dɪˈstɔ:tɪd] (*adj*) təhrif olunmuş/искаженный, искривленный
disturb [dɪsˈtɜ:b] (*v*) narahət etmək, mane olmaq/беспокоить, мешать
dawn [dɔ:n] (*n*) dan yeri, şəfəq, sübh/рассвет, заря
at dawn – dan yeri söküləndə, sübh açılанда/на рассвете
do business [ˈbɪznɪs] (*v*) bizneslə məşğul olmaq/заниматься бизнесом, делать бизнес
download [ˈdaʊnləʊd] (*v*) yükləmək/загружать, скачивать
drain a swamp – (*v*) bataqlığı qurutmaq/осушить болото
drapery [ˈdreɪpəri] (*n*) parça, pərdəlik/ткани
drown [draʊn] (*v*) batmaq/тонуть
dumb [dʌm] (*adj*) lal, dinməz-söyləməz/немой, хранящий молчание
dunce [dʌn(t)s] (*adj*) qanmaz, kütbeyin/тупица, неуспевающий

E

e-mail [ˈi:meɪl] (*n*) elektron ünvan/электронная почта
embodied [ɪmˈbɒdɪd, ɛm-] (*adj*) təcəssüm etdirən/воплощенный, олицетворенный
embrace [ɪmˈbreɪs, ɛm] (*v*) qucaqlaşmaq/обниматься
endangered [ɪnˈdeɪndʒəd] (*adj*) nəslə kəsilməkdə olan/находящийся под угрозой исчезновения
endow [ɪnˈdaʊ, ɛn-] (*v*) bəxş etmək/одарять, передавать завещанное наследство
enormous [ɪˈnɔ:məs] (*adj*) həddən artıq iri, qıqant/громадный, гигантский, грандиозный
epos [ˈɛpɒs, i:-] (*n*) dastan, epos/эпическая поэма
equipped [ɪˈkwɪpt-] (*adj*) təchiz olunmuş/оборудованный
erupt [ɪˈrʌpt] (*v*) püskürmək/извергать(ся) (о вулкане/гейзере), прорываться
evil [ˈi:v(ə)l, -vɪl] (*n*) bədbəxtlik, bəla, şəər, pislik, бəдствие, несчастье, зло
evolution [ˌi:vəˈlʃ(ə)n, ˌɛvə-] (*n*) təkəməll, tədricən inkişaf/эволюция, постепенное развитие
exhaustion [ɪgˈzɔ:stʃ(ə)n, ɛg-] (*n*) tükənmə, əldən düşmə/истощение, изнеможение
expel [ɪkˈspel, ɛk-] (*v*) uzaqlaşdırmaq, xaric etmək/исключать (из организации), изгонять
extinct [ɪksˈtɪŋkt] (*adj*) qırılıb qurtarmış, nəslə kəsilməmiş/исчезнувший, вымерший
extremely [ɪksˈtri:mli, ɛk-] (*adv*) son dərəcə, həddən ziyadə/чрезвычайно, крайне, очень
explorer [ɪkˈsplɔ:rə, ɛk-] (*n*) tədqiqatçı, araşdırmaçı/исследователь

F

failure [ˈfeɪljə] (*n*) uğursuzluq/неудача, провал
faith [feɪθ] (*n*) inam/вера, доверие
false [fə:ls] (*adj*) səhv, qəlp, yalan/неверный, неправильный, ложный
familiarize [fəˈmɪljəraɪz] (*v*) tanış etmək/ознакомлять
fascination [ˌfæsiˈneɪʃən] (*n*) məftunluq, valeholma/очарование, обаяние
fertilizer [ˈfɜ:tləɪzə] (*n*) gübrə, süni gübrə/удобрительный тук, минеральное удобрение
fertility [ˈfɜ:tlɪtɪ] (*n*) məhsuldarlıq, bolluq/плодородие, изобилие, фертильность
fiancée [fiˈɑ:n(t)seɪ] (*n*) nişanlı qız/невеста, девушка в период от помолвки до свадьбы
fictional [ˈfɪkʃ(ə)n(ə)l] (*adj*) uydurulmuş/вымышленный, выдуманный
finger tips [ˈfɪŋgətpɪs] (*n*) barmaq ucları/кончики пальца
firmly [ˈfɜ:mli] (*adj*) möhkəm, qəti/твердо, стойко, решительно
fire [faɪə] (*n*) od, yanğın/огонь, пожар
flashlight [ˈflæʃlaɪt] (*n*) siqnal işığı, cib fənəri/сигнальный огонь, ручной электрический фонарь
float [fləʊt] (*v*) üzmək, suyun üzərində olmaq/плавать, держаться на поверхности воды
flow [fləʊ] (*n*) axın/течение, поток
folk [fəʊk] (*n/adj*) xalq/народная
fortune [ˈfɔ:tʃən] (*n*) tale, xoşbəxtlik/удача, счастье, счастливый случай
fragile [ˈfrædʒail] (*adj*) zərif, tez sinən, kövrək, lomкий, хрупкий
frame [ˈfreɪm] (*n*) çərçivə/рамка
free of charge –(*n*) pulsuz, ödənişsiz/бесплатно, даром
free-spirited –(*adj*) azad ruhlu/свободный духом
fume [fju:m] (*n*) tüstü, pis qoxulu duman/дым или пар с сильным запахом

G

glare [gəˈlə:] (*n*) qalaq, bol-bol/изобилие, большое количество
gateway [ˈgeɪtweɪ] (*n*) qapı, giriş/ворота, вход
genre [zəŋrə] (*n*) janr/жанр
ger [gɜ:] (*n*) yurt/юрта
get in touch – (*v*) əlaqə saxlamaq, əlaqə qurmaq/устанавливать связь
get used to – (*v*) alışmaq, vərdiş etmək/привыкать к
ginger [ˈdʒɪŋdʒə] (*n*) zəncəfil/имбирь
give up [ˈgɪv ʌp] (*v*) vaz keçmək/fikrindən daşınmaq/отказаться от дальнейших попыток
glory [ˈglɔ:ri] (*n*) şöhrət, məşhurluq/слава
graceful [ˈɡreɪsf(ə)l, -fʊl] (*adj*) lətif, zərif, incə/элегантный, грациозный, изящный
graduate [ˈɡrædʒueɪt] 1. (*v*) bitirmək, (ali məktəbi)/ выпускать (об университете) 2. (*n*) məzun/выпускник
graft [ɡrɑ:ft] (*n*) 1. implant/трансплантат 2. реуvənd/прививка

grant [ɡrɑ:nt] (*v*) vermək (istiqraz, kredit), icazə vermək/давать дотацию, разрешать
granted [ˈɡrɑ:ntɪd] (*adj*) verilən, verilmiş/предоставленный
grasp [ɡrɑ:sp] (*n*) qarıb alma/sхватывание, крепкое сжатие, хватка
grizzly [ˈɡrɪzli] (*n*) boz ayı/гризли, северноамериканский серый медведь
groom [ɡru:m] (*n*) bəu/грум, жених

H

habitat [ˈhæbɪˈtæt] (*n*) sakin/житель
handful [ˈhænd(f)ʊl] (*n*) çəngə, ovuc dolusu/пригоршня, маленькая кучка
handicapped [ˈhændɪkæpt] (*adj*) fiziki və ya əqli qüsur/физически или умственно неполноценный
handicraft [ˈhændɪkra:ft] (*n*) əmək (dərsi), əl işi/ремесло, ручная работа
harbour [ˈhɑ:bə] (*n*) liman, məs. sığınacaq/порт, убежище
hardship [ˈhɑ:dʃɪp] (*n*) məhrumiyət, ehtiyac/лишение, нужда
harmonious [hɑ:ˈməʊniəs] (*adj*) ahəngdar/гармоничный, созвучный
harness [ˈhɑ:nɪs, -nəs] (*n*) qoşqu, uəhər-qayış/упряжь, сбруя
hateful [ˈheitf(ə)l, -fʊl] (*adj*) nifrət doğuran/отвратительный, противный
hawthorn [ˈhɔ:θɔ:n] (*n*) yemişan/боярышник
headland [ˈhedlənd, -lənd] (*n*) sahənin sonu, əkilməmiş sahə/незапаханный конец поля
heal [hi:l] (*n*) sağalmaq, sağaltmaq, şəfa vermək/излечивать, исцелять
heap [hi:p] (*n*) yığın, tora, qalaq/куча, груда
holly [ˈhɒli] (*n*) bitki növü, (həmişəyaşıl ağacların yarpaqları)/падуб
honeysuckle [ˈhɒni, sʌkl] (*n*) doqquzdon/жимолость
household [ˈhaʊshəʊld] (*n*) ev işləri/домашнее хозяйство
humidity [hju:ˈmɪdəti] (*n*) nəmişlik, rütubət/сырость, влажность
humiliate [hju:ˈmɪliət] (*v*) alçaltmaq, təhqir etmək, xar etmək/унижать, оскорблять
hut [hʌt] (*n*) daxma, coma/хижина, хибарка

I

ideal [aɪˈdɪəl] (*adj*) ideal, çox yaxşı, çox gözəl/идеальный, совершенный
igloo [ˈɪɡlu:] (*n*) Eskimo damı, donmuş buzdan ev/иглу (эскимосская хижина из снега)
ignorant [ˈɪɡnərənt] (*n*) nadan, cahil, məlumatsız/невежественный, несведущий, не знающий
illusion [ɪˈl(j)u:z(ə)n] (*n*) illüziya, xəyal, xülya/иллюзия, мираж, ошибочное восприятие
illustrate [ˈɪləstreɪt] (*v*) şəkillərlə göstərmək, aydınlaşdırmaq/пояснять картинками
immense [ɪˈmen(t)s] (*adj*) hədsiz, ölçüyə gəlməz/безмерный, очень большой, огромный
implementation [ˌɪmplɪmənˈteɪʃən] (*n*) həyata keçirmə, reallaşdırma/осуществление,

выполнение

- incorporate** [in'kɔ:p(ə)reit] (v) birləşmək, qatışdırmaq/соединяться, объединять
- increase** ['mkri:s],[in'kri:s](v) artırmaq, böyütmək/возрастать, увеличивать
- incredibly** [in'krɛdɪblɪ] (adv) inanılmaz/невероятно
- incurable** [in'kjʊərəblɪ] (adj) sağalmaz, неизлечимый, неисцелимый
- indigenous** [in'dɪdʒɪnəs] (adj) yerli/аборигенный, местный
- induct** [in'dʌkt] (v) rəsmi təyin etmək/официально вводить в должность
- industrial** [in'dʌstriəl] (adj) sənaye, istehsalat/индустриальный, промышленный
- inscribed** [in'skraɪbd] (v) üstü yazılmış, yazılı, həkk olunmuş/вписанный, начертанный
- inner** ['inə] (adj) daxili/внутренний
- innovation** [,inə'vɛɪ(ə)n](n) yenilik/инновация, новаторство
- insect** ['ɪnsekt] (n) həşərat, cücü, насекомое
- insomnia** [in'sɒmniə] (n) yuxusuzluq/бессонница
- inspiration** [in.spɪ(ə)reɪ(ə)n](n) ilham, ruhlanma/вдохновение
- inspire** [in'spaɪə](v) ruhlandırmaq, ilham vermək/вдохновлять, инспирировать
- inspired** [in'spaɪəd](adj) ilhamlı, vəcdə gəlmiş/вдохновленный
- instant** ['ɪnstənt] (adj) təcili, təcirə salınmaz/безотлагательный, немедленный
- instinct** ['ɪnstɪŋkt] (n) instinkt, инстинкт, интуиция
- intellectual** [ɪnt(ə)'lektʃʊəl, -tʃʊəl] (adj) intellektual/интеллектуальный
- intelligent** [in'telɪdʒ(ə)nt] (adj) dərrəkəli, ağıllı, умный, сообразительный
- intend** [in'tend] (v) niyyətində olmaq/намереваться (делать что небудь)
- intense** [in'tens] (adj) gərgin, güclü/интенсивный
- interpret** [in'tə:prɪt] (v) şərh etmək/интерпретировать, обрабатывать
- intimidating** [in'tɪmɪ'deɪtɪŋ] (adj) hədə-qorxu gələn/пугающим, запугивающим
- in vain** - (adv) əbəs yerə, boş yerə/напрасно
- invasion** [in'veɪzən] (n) işğal, basqın/вторжение, нашествие
- invent** [in'vent](v) ixtira etmək/изобретать, делать открытие
- invention** [in'venʃən] (n) ixtira/изобретение
- inventor** [in'ventə] (n) ixtiraçı, изобретатель
- irrelevant** [ɪ'reləv(ə)nt] (adj) uyersiz/неуместный, не относящийся к делу
- irresponsible** [ɪn'spɒn(t)səbl] (adj) məsuliyyət-siz/безответственный
- ivory** ['aɪv(ə)rɪ] (n) fil sümüyü/слоновая кость

J

- jaw** [dʒɔ:] (n) çənə/челюсть
- jealous** ['dʒeləs] (adj) qısqanc, qəlbi qara/ревнивый, ревнующий
- jealousy** ['dʒeləsɪ] (n) qısqançlıq/ревность, ревнивость

jewellery ['dʒu:əlɪrɪ](n) daş-qaş, qiymətli zinət əşyaları/драгоценности, ювелирные изделия

K

knack [næk] (n) bacarıq, ustalıq/умение, мастерство

L

- lack** [læk](n) çatışmazlıq/недостаток, нехватка
- lane** [leɪn] (n) qaçış üçün sıgır/беговая дорожка
- laptop** [læptɒp] (n) dizüstü bilgisayar/портативный компьютер
- laugh** [lɑ:f] (v) gülmək/смеяться, рассмеяться
- leisure** ['leɪzə] (adj) asudə vaxt, boş vaxt/досуг, свободное время
- liquid** ['lɪkwɪd] 1.(n) maye/жидкость 2. (adj) durgu/жидкий
- link** [lɪŋk] (v) əlaqələndirmək/связывать
- locker** ['lɒkə] (n) soyunma yeri, kilidli dolab/запирающийся шкафчик, ящик
- lodge** [lɒdʒ] (n) 1. qarovulxana/домик, 2. (v) sığındırmaq, daldalmaq/приютить, поселить
- log** [lɒg](n) şalban, dirək, tir/бревно, колода, чурбан
- logistics** [lɒ'dʒɪstɪks] (n) (hərbi) maddi texniki təminat, silah-sürət/тыл и снабжение, материально-техническое обеспечение
- longevity** [lɒn'dʒevɪti] (n) uzun ömürlülük/долголетие
- loss** [lɒs] (n) itki/потеря, утрата
- loss of habitat** (n) yaşayışı itirmə/потеря среды обитания
- luxury** ['lʌkʃəri] (n) cah-cəlal, dəbdəbə, təmtəraq/роскошь, наслаждение

M

- magma** ['mægmə] (n) maqma/магма (огненно-жидкая масса внутри Земного шара)
- maid** [meɪd](n) qulluqçu/служанка
- maize** [meɪz] (n) qarğıdali/кукуруза
- make a reference** - (v) istinad etmək/сделать ссылку
- make success** - (v) uğur/müvəffəqiyyət qazanmaq/сделать успех
- marathon** ['mərəθən](n) qaçış, marafon yürüşü/марафонский бег
- measure** ['meɪzə] 1.(n) ölçü/мера, измерения 2. (v) ölçmək/измерять
- mediator** ['mi:diəteɪ] (n) araçı, vasitəsi/посредник, примиритель
- merchant** ['mɜ:tʃ(ə)nt](n) tacir/купец, торговец
- merciless** ['mɜ:sɪləs] (adj) amansız/беспощадный, немилосердный
- milestone** ['maɪlstəʊn] (n) mərhələ, dönüm nöqtəsi/этап, вежа, ключевое событие
- miracle** ['mɪrəkl] (n) möcüzə/выдающееся событие, чудо
- modernization** [ˌmɒd(ə)naɪ'zeɪʃ(ə)n] (n) modernləşmə, müasirləşmə/модернизация
- moss** [mɒs] (n) mamır, yosun/мх
- motmot** ['məʊtməʊt] (n) ağacdələn növü/мотмот
- mud** [mʌd] (n) palçıq/грязь, слякоть
- multilateral** [ˌmʌltɪ'læt(ə)r(ə)l] (adj) çoxşəxəli, soxtərəfli/многосторонний

N

negotiation [niːɡəʊʃiːʃən] (*n*) danışıqlar/переговоры
neighbour [ˈneɪbə] (*n*) qonşu/сосед, соседка
network [ˈnetwɜːk] (*n*) şəbəkə/сеть
nod [nɒd] (*v*) mürgüləmək, huş aparmaq/дремать, кивнуть
nomad [ˈnəʊməd] (*n*) köçəri/кочевник, кочевой
nomadic [nəʊˈmædɪk] (*adj*) köçəri/кочевой, кочующий
notable [ˈnəʊtəbl̩] (*adj*) diqqət çəkən, görkəmli, seçilən/заметный, выдающийся
nutrient [ˈnjuːtriənt] (*n*) qida, əzraq/питательное вещество

O

obedient [əˈbiːdiənt] (*adj*) itaətkar/покорный, послушный
obey [əˈbeɪ] (*v*) itaət etmək/слушаться, повиноваться
obstacle [ˈɒbstəkl̩] (*n*) maneə, preqrađa, prepyatstvie
omnivorous [ɒmˈnɪv(ə)rəs] (*adj*) hər şey ueyən/всепожирающий, всеядный
oral [ˈɔːl(ə)] (*adj*) şifahi/устный, словесный
orchid [ˈɔːkɪd] (*n*) orxideya/bot. орхидея
ordinary [ˈɔːd(ə)n(ə)rɪ] (*adj*) adi, sıradı/обычный
outgoing [ˌaʊtˈɡəʊɪŋ] (*adj*) ünsiyuətli/дружелюбный, общительный
overworked [ˈəʊvəwɜːkd] (*adj*) işlə çox yüklənmiş/перегруженный работой
oyster [ˈɔɪstə] (*n*) ilbiz/устрица

P

painstaking [ˈpeɪnzˌteɪkɪŋ] (*adj*) çalışqan, zəhmətkeş/кропотливый, старательный, усердный
paper-round [ˈpeɪpə raʊnd] (*n*) poçtalyon, почтальон
parasol [ˈpærəsɒl] (*n*) çətir/zонт, тент
passion [ˈpæʃ(ə)n] (*n*) ehtiras, istək/страсть, желание
pastel [ˈpæsˈtel] (*adj*) solğun, açıq, avazımış/бледный, тусклый
pastime [ˈpɑːstɑɪm] (*n*) məşğuliyyət, əyləncə/развлечение, приятное времяпрепровождение
pattern [ˈpæt(ə)n] (*n*) nümunə/образец, модель
pavement [ˈpeɪvmənt] (*n*) səki/тротуар, панель
paw [pɔː] (*n*) pəncə/лапа
pearl [pɜːl] (*n*) mirvər, sədəf/жемчуг
pet [pet] (*n*) sevimli ev heyvanı/любимое домашнее животное
petal [ˈpet(ə)l] (*n*) ləçək/лепесток
petition [prəˈtɪʃ(ə)n] (*n*) ərizə, vəsətət, təvəqqe/петиция, прошение, ходатайство
physiologist [ˌfɪziˈɒlədʒɪst] (*n*) fizioloq, физиолог
piranha [prɪˈrɑːnə] (*n*) yırtıcı balıq/пиранья (хищная рыба)
plagiarism [ˈpleɪdʒ(ə)rɪz(ə)m] (*n*) plagiat/плагиат
plentiful [ˈplentɪf(ə)l, -fʊl] (*adj*) bol, ətkədolusu, bəgəkətli/изобилующий, обильный
pocketmoney [ˈpɒkɪtˌmʌni] (*n*) cibxərcliyi/карманные деньги
podium [ˈpəʊdiəm] (*n*) podium/подиум
poetry [ˈpəʊɪtri] (*n*) poeziya/поэзия, поэтические произведения

poison [ˈpɔɪz(ə)n] (*n*) zəhər/яд, отрава
policy [ˈpɒləsi] (*n*) siyasət, taktika/политика, тактика
pollinate [ˈpɒləneɪt] (*v*) bitkiləri tozlandırmaq/опылять
precious [ˈpreʃəs] (*adj*) əqiq, çox qiymətli/драгоценный, большой ценности
predator [ˈpredətə] (*n*) yırtıcı, хищник
prediction [prɪˈdɪkʃ(ə)n] (*n*) qabaqcadan söyləmə, proqnozlaşdır(ıl)ma/предсказание, прогноз, прогнозирование
prescribe [prɪzˈkraɪb] (*v*) 1) göstəriş vermək, yazmaq, vermək (dərman - to, for)/предписывать, прописывать (лекарство) 2. müəyyən etmək, təyin etmək/назначать
preserve [prɪˈzɜːv] (*v*) qoruyub saxlamaq/сохранять, сбергать
prestigious [prezˈtɪdʒəs] (*adj*) nüfuzlu/престижный, авторитетный
prevalent [ˈpreɪv(ə)lənt] (*adj*) geniş yayılmış/широко распространённый
prevent [prɪˈvent] (*v*) qarşısını almaq, mane olmaq/предотвращать
prominent [ˈprɒmɪnənt] (*adj*) görkəmli, məşhur/выдающийся, видный
protruding [prəˈtruːdɪŋ] (*n*) seçilən, öndə olan/выдающийся, выступающий вперед
puff up [ˈpʌf ʌp] (*v*) qabartmaq, qabarmaq, körmək/надуваться, раздуваться
punish [ˈpʌniʃ] (*v*) cəzalandırmaq/наказывать

Q

quest [kwest] (*n*) axtarış/поиск(и)

R

radar [ˈreɪdɑː] (*n*) radar/radiolokator, radar, радиолокационная установка
rainforest [ˈreɪnˌfɒrɪst] (*n*) cəngəllik, tropik meşə/тропический лес, влажные джунгли
rake [reɪk] 1. (*n*) dırmıq/грабли 2. (*v*) dırmıqlamaq, kürəyib uıqmaq/сгребать, загребать граблями
rank [ræŋk] 1. (*n*) rütbə/zвание 2. (*v*) cərgəyə düzmək/располагать в ряд/в линию
rare [reə] (*adj*) 1. nadir/редкий 2. seyrək, arabit/негустой
realm [reɪlm] (*n*) 1. krallıq/королевство, государство 2. sahə, sfera, mühit/область, сфера
rear [rɪə] (*n*) arxa, arxa tərəf/задняя сторона, тыл
rebirth [ˌriːˈbɜːθ] (*n*) yenidən doğulma, dirçəliş/возрождения
recognize [ˈrekəgnaɪz] (*v*) tanımaq/узнавать, признавать
recognizable [ˈrekəgnaɪzəbl̩] (*adj*) asanlıqla tanınan/легко узнаваемый
reference [ˈref(ə)r(ə)ns] (*n*) rəy, zəmanət/справка, рекомендация
relevant [ˈreləvənt] (*adj*) uyğun, əlverişli/релевантный, значимый, существенный
reliable [rɪˈlaɪəbl̩] (*adj*) inandırıcı/верный, достойный доверия

remote [rɪ'məʊt] (*adj*) uzaq, ucqar/дальний, далекий, отдаленный
render ['rendə] 1.göstərmək/оказывать 2. ərit-mək/расстопить
renewal [ri'nju:əl] (*n*) yenilənmə, təzələnmə/обновление, восстановление, реконструкция
represent [ˌrɛprɪ'zɛnt](*v*) təqdim etmək, представлять
reptile ['rɛptail] (*n*) zool. sürünən/рептилия
rescue ['rɛskju:](*v*) xilas etmək/спасать
reservation [ˌrɛzə'veɪʃ(ə)n] (*n*) sifariş, ehtiyat saxlama/резервирование, бронирование
reserved [rɪ'zɜ:vɪd] (*adj*) təmkinli, səbirlı, qeyri-ünsiyyuətçil/сдержанный, замкнутый, необщительный
reservoir ['rɛzəvwa:](*n*) su anbarı/резервуар, водохранилище
responsible [rɪ'spɒn(t)səbl](*adj*) məsuliyyuətli, cavabdeh/ответственный, несущий ответственность
restore [rɪ'stɔ:](*v*) bərpə etmək/восстанавливать (-ся)
retarded [rɪ'tɑ:dɪd] (*adj*) geri qalan, ləng gedən/замедленный, запаздывающий, отстающий
retriever [rɪ'tri:və] (*n*) ov iti/охотничья (поисковая) собака
reward [rɪ'wɔ:d] (*v*) müəfətləndirməq/награждать
rhinoceros [raɪ'nɒs(ə)rəs] (*n*) kərgədan/носорог
roadside ['rɔ:dsaid] (*n*) yolun qırağı/край дороги
robe [rəʊb] (*n*) 1) mantiya (plaş şəklinə qolsuz, uzun üst geyimi), xələt/мантия, широкая одежда
roller ['rɔ:lə] (*n*) rolük, fırlanğac/ролик, колесико
rosa canina – (*n*) itburnu/шиповник
rosy periwinkle – (*n*) səzayir bəndövşəsi/барвинок, литорина
rucksack ['rʌksæk] (*n*) bel çantası/рюкзак
ruler ['ru:lə] (*n*) hökmdar, idarə edən/властелин правитель
rush [rʌʃ] (*v*) tələsmək/бросаться, кидаться, устремляться

S

sack[sæk](*n*) kisə, çuval, torba/кулюк, мешок
sadden ['sæd(ə)n] (*n*) qəmlənmək/печалить, опечаливать
Safari park[sə'fa:ri:pɑ:k] (*n*) safari parkı heyvanların qəfəslərsiz saxlandığı yer/зоопарк «сафари» с бесклеточным содержанием зверей
sanctuary ['sæŋ(k)tʃuəri] (*n*) məbəd, ibadətgah/храм, святылище
scrap [skræp] (*n*) kəsik-küsük, qalıq, qır-qırıntı/кусочек, обрывок, обрезок
scenery ['si:n(ə)ri] (*n*) mənzərə, görünüş, peyzaj/вид, пейзаж, ландшафт
sea-gull ['si:ɡʌl] (*n*) qağayı/чайка
seaweed ['si:wi:d] (*n*) dəniz yosunu/морская водоросль
segment ['segmənt] (*n*) bölüm, hissə, sektor/отрезок, доля, часть
selection [si'lekʃ(ə)n] (*n*) seçki, seçim/выбор, отбор
seniority [ˌsi:ni'ɔ:ti] (*n*) yaş və staja görə

böyüklük, üstünlük/старшинство
sensitive ['sensitiv] (*adj*) hissiyyatlı, həssas/чувствительный, нежный
severely [si'veriəli] (*adv*) sərt/строго, сурово
shape [ʃeɪp] (*n*) forma/ форма, очертание, вид
shark [ʃɑ:k] (*n*) köpək balığı/акула
shawl [ʃɔ:l] (*n*) şal, baş şalı/шаль, платок
shepherd ['ʃepəd] (*n*) çoban/чабан, пастух
shot [ʃɒt](*n*) atəş/выстрел
shrine [ʃraɪn] (*n*) kiçik kilsə/храм, святыня
shun [ʃʌn] (*v*) qaçmaq, ehtiyatlanmaq/избегать, остерегаться
signify ['sɪgnifai] (*v*) ifadə eləmək, məna vermək/означать, обозначать
silk [sɪlk] (*n*) ipək/шелк
sink [sɪŋk] (*v*) batmaq/(y)тонуть
skin cells – (*n*) dəri hüceyrələri/клетки кожи
slime [slaim] (*n*) yapışqan palçıq, lil, selik/слизь, липкий ил, шлам, муть
skin [skɪn] (*n*) dəri/кожа, шкура
smoke [sməuk] (*n*) tüstü/туман, дымка
snap [snæp] (*v*) şarəpildatmaq, çırpırdırmaq/щелкать, хлопать
software ['sɒftwɛə] (*n*) program təminatı/программное обеспечение
soil [sɔ:il] (*n*) torpaq/земля, почва
solid [sɒlɪd] (*adj*) bərk, möhkəm/твердый, плотный
source [sɔ:s] mənbə, qaynaq/исток, начало
sovereign ['sɒv(ə)rɪn] (*adj*) suveren/sуверенный, независимый
space-ship ['speɪs ʃɪp] (*n*) kosmik gəmi/космический корабль
span[spæn](*n*) köprü, tir, əlaqə/мост, луч, контакт
spanned[spænd](*adj*) 1. yauılmış, nətənjənə 2. bərkidilmiş/ укрепленный
spare time [speə taɪm] (*n*) boş/asudə vaxt/свободное время
species ['spi:ʃi:z] (*n*) biol. növ, cins, növ müxtəlifliyi/биол. род, порода
spiritual ['sprɪtʃuəl] (*adj*) mənəvi, ruhi/духовный, интеллектуальный
spoil [spɔ:il] korlamaq, xarab etmək/портить, испортить
spot [spɒt] (*n*) ləkə/пятнышко, пятно
spotted [spɒtɪd] (*adj*) ləkəli, ləkələnmiş/пятнистый, запачканный
squeeze [skwi:z] (*v*) 1. sıxmaq, sçimə 2.(*n*) sıxılma/sжатие, прессование
steal [sti:l] (*v*) oğurlamaq, oğurluq etmək/воровать, красть
steam [sti:m] (*n*) par buraxmaq/выпускать пар, парить
stick [stɪk] (*v*) batırmaq, sancmaq/втыкать, вкалывать
stilts [stɪlts] (*n*) dirəklər, atmalar/столби, стойки
strait [streɪt] (*n*) çətin vəziyyət, ehtiyac/затруднительное положение, нужда
stupid ['stju:pɪd] (*n*) səfeh, axmaq/глупый, бестолковый

subtle [ˈsʌtl] (*n*) mahir, incə, zərif/
проницательный, тонкий, нежный
subway [ˈsʌbweɪ] (*n*) metro, yeraltı keçid/метро,
подземный переход, подземная железная дорога
suffer (from) [ˈsʌfə] (*v*) əziyyət çəkmək/страдать
sufficient [səˈfiʃ(ə)nt] (*adj*) kifayət qədər/
достаточный
supply [səˈplɑɪ] (*v*) təchiz etmək/снабжать
surfer [ˈsɜːfə] (*n*) sörfçü/серфингист, серфер
surrender [səˈrɛndə] (*n*) təslim-təhvilolma/сдача
surroundings [səˈraʊndɪŋz] (*n*) mühit, əhatə/
окрестности, окружающая среда
swamp [swɒmp] (*n*) bataqlıq/болото
swoop [swu:p] (*v*) hücum etmək, üstünə şığımaq/
нападать
swallow (*n*) qaranquş/ласточка
symbolize [ˈsɪmb(ə)laɪz] (*v*) simvolizə etmək,
rəmzi olmaq/символизировать
symmetry [ˈsɪmətrɪ] (*n*) simmetriya/симметрия

T

take up [ˈteɪkˈʌp] (*v*) müzakirə eləmək/обсуждать
tap [tæp] (*n*) kran/кран
tarantula [təˈræntjələ] (*n*) qaya hörümçəyi/ тарангул
tectonic [tɛkˈtɒnɪk] (*adj*) tektonik/тектонический
temple [ˈtempəl] (*n*) məbəd, qala/храм, церковь
tender [ˈtɛndə] (*adj*) zərif, incə, ləfəfəli/нежный,
мягкий, ласковый
tense [tɛn(t)s] (*adj*) gərgin/натянутый, напряжен-
ный
terrace [ˈtɛrɪs] (*n*) terras, səki, balkon/терраса,
уступ (в скалах)
thermal [ˈθɜːməl] (*adj*) istilik/термический,
тепловой, калорический
throw [θrəʊ] (*v*) atmaq, tullamaq/бросать,
кидать, швырять
thymus vulgaris – (*n*) kəklikotu/тимьян, чабрець
tomb [tu:m] (*n*) qəbir, məzar, türbə/могила,
гробница
torch [tɔ:tʃ] (*n*) fanar, elektrik lampası/факел,
электрический фонарь
torture [ˈtɔ:tʃə] (*n*) işgəncə/пытка
toss [tɒs] (*v*) havaya atmaq, tozlamaq/бросать,
кидать
tote [təʊt] (*v*) üzərində gəzdirmək, daşımaq/
перевозить, тащить
township [ˈtaʊnʃɪp] (*n*) şəhərcik, qəsəbə/городок,
посёлок
trolley [ˈtrɒli] (*n*) yük arabası/тележка, тачка
trade [treɪd] (*n*) məşğuliyət, sənət, peşə, ticarət/
занятие, ремесло, профессия, торговля
transcendent [trænˈsɛndənt, trɑːn-] (*adj*) üstün,
əla/необыкновенный, превосходный
transform [træn(t)sˈfɔ:m, trɑːn-] (*v*) çevirmək, kö-
kündən dəyişdirmək/превращать, преобразовать
trap [træp] (*n*) tələ/ловушка
treaty [ˈtri:ti] (*n*) müqavilə, razılaşma/договор,
соглашение, конвенция
trend [trend] (*n*) cərəyan, meyl/тенденция,

направление
tribe [traɪb] (*n*) qəbilə/племя
trolley [ˈtrɒli] (*n*) araba, vaqonet (kiçik vaqon)/
вагонетка, тележка
tuck [tʌk] (*v*) dürməkləmək, qatlamaq/обвалять
в, делать складки
tusk [tʌsk] (*n*) fil dişi, heyvan dişi/клык, бивни

U

ugly [ˈʌɡli] (*adj*) kifir, eybəcər/уродливый,
безобразный
unemotional [ˌʌnɪˈməʊʃ(ə)n(ə)l] (*adj*) duyğusuz,
неэмоциональный, невозмутимый
unfold [ˈʌnˈfəʊld] (*v*) açmaq/раскрывать,
открывать
unique [juːˈni:k] (*adj*) unikal, yeganə, bənzərsiz,
nadir/уникальный, замечательный
untidy [ʌnˈtaɪdi] (*adj*) səliqəsiz, səhmansız/
неопрятный, неаккуратный
utmost [ˈʌtməʊst] (*adj*) ən/lap ucqar, olduqca
uzaq/крайний, самый отдаленный

V

valley [ˈvæli] (*n*) vadi/долина
valor [ˈvælə] (*n*) hünər, rəşadət, şücaət/доблесть,
мужество
valuable [ˈvæljuəbl] (*adj*) qiymətli, dəyəri olan/
ценный
vary [ˈveəri] (*v*) dəyişiklik etmək/менять,
вносить изменения
vast [vɑːst] (*adj*) geniş/огромный
verbal [ˈvɜːbəl] (*adj*) şifahi/устный
vessel [ˈves(ə)l] (*n*) 1.gəmi/суда 2.damar/сосуд
vet [vet] (*n*) mal həkimi/ветеринар
vehicles [ˈvi:klz] (*n*) nəqliyyat vasitələri/ транс-
портные средства
vine [vaɪn] (*n*) sarmaşıq, meynə/виноградная лоза
via [ˈvaɪə] (*prep*) -dan, -dən şəkilləri ilə ifadə
olunur, vasitəsilə/через
victim [ˈvɪktɪm] (*n*) qurban/жертва
violence [ˈvaɪələns] (*n*) zorakılıq/насилие
visor [ˈvaɪzə] (*n*) günlük/ козырек (фуражки)
vision [ˈvɪz(ə)n] (*n*) görmə/видение, предвидение
vitality [vaɪˈtæləti] dirilik, qıvrıqlıq, zıgəlik/
жизнеспособность, жизненность
vocal [ˈvəʊkəl] (*adj*) səs, səslə bağlı olan/голосовой
vocalize [ˈvəʊk(ə)laɪz] (*v*) cingiltili səsləndirmək/
вокализировать, произносить звонко

W

waterway [ˈwɔːtəweɪ] (*n*) su yolu/водный путь
webbed [webd] (*adj*) kürəkayaqlı, pərdəli/
перепончатый, лапчатый (оптиче)
well-maintained [ˈwelˈmeɪntəɪnd] yaxşı sax-
lanılan/благоустроенный, ухоженный
widespread [ˈwaɪdspred] (*adj*) geniş yayılmış/
широко распространённый
willow [ˈwɪləʊ] (*n*) söyüd/ива
worship [ˈwɜːʃɪp] (*v*) pərəstiş etmək, sitayiş
eləmək/обожать, поклоняться, боготворить

İNGİLİS DİLİ 8

Ümumtəhsil məktəblərinin 8-ci sinfi üçün
İngilis dili (əsas xarici dil kimi)
fənni üzrə dərslik

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