

KHALIDA RUSTAMOVA, GIZTAMAM GULIYEVA

ENGLISH

9

Student's Book

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

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AZƏRBAYCAN RESPUBLİKASININ DÖVLƏT HİMNİ

Musiqisi *Üzeyir Hacıbəylinin*,
sözləri *Əhməd Cavadındır*.

Azərbaycan! Azərbaycan!
Ey qəhrəman övladın şanlı Vətəni!
Səndən ötrü can verməyə cümlə hazırız!
Səndən ötrü qan tökməyə cümlə qadırız!
Üçrəngli bayrağınla məsud yaşa!
Minlərlə can qurban oldu!
Sinən hərbə meydan oldu!
Hüququndan keçən əsgər
Hərə bir qəhrəman oldu!

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

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



HEYDƏR ƏLİYEV

AZƏRBAYCAN XALQININ ÜMUMMİLLİ LİDERİ

HEYDAR ALIYEV

THE NATIONAL LEADER OF THE AZERBAIJANI NATION

Çap için değil

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UNIT 1. LANGUAGE

Lesson 1. My Language, My Soul

What you'll learn:

- Some rules about the definite article
- Why we consider the Language “The Treasure of a Nation” or “A Road Map of Culture!”
- Ways of communication
- What languages mean

REMEMBER!

- My native language is my soul!
- My native language is my history!
- My mother tongue is my national value!



[k]
confirm
broad**cast**

[s]
proc**ess**
diplom**acy**

Word File:

attach [ə'tæʃ] (v) fasten or join one thing to another; *syn*: add, connect

broadcast ['brɔːdkɑːst] 1. (n) show, production, telecast, a radio or television programme or transmission.

2. (v) show, televise, telecast, transmit a programme or some information by radio or television.

confirm [kən'fə:m] (v) approve, affirm, certify, ratify.

*I called the doctor and **confirmed** the appointment for the next Monday.*

diplomacy [di'pləʊməsi] (n) 1. statesmanship, discussion (s), talks, dialogue, international relations.

2. the profession managing international relations, typically by a country's representatives abroad. *The government should assign an ambassador to oversee **diplomacy** in the region.*

diplomat ['dipləmət] an official representing a country abroad.

*Government leaders, senior officials and **diplomats** attended the ceremony.*

widespread ['wardspred] (adj) universal, global, worldwide, widely-spread.

*It's obvious that this method of prevention has **widespread** support.*

1 IW. Write the words with the same sound in the right column.

broadcast confirm process attach dispatch chemistry
widespread clear diplomacy national action
tongue motivation progress grammar exchange

[k]

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.
.

[tʃ]

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[s]

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[ʃ]

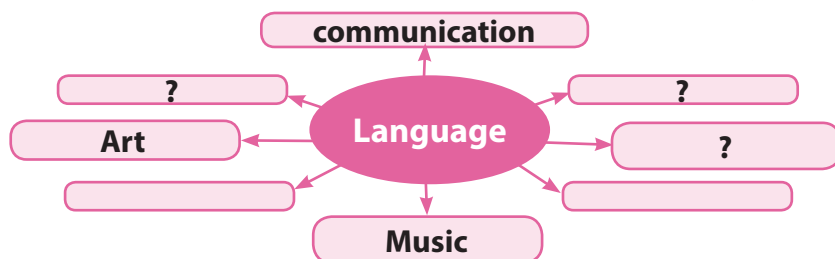
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[g]

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2 CW. Talk about the importance of language and share your ideas.



3 GW. Read the following quotations and give your opinions about them.

REMEMBER!

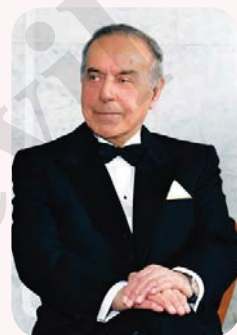
- *“As a person speaks you can define whether he is wise or foolish!”*
(Prophet Muhammad)
- *“As you speak, I can tell who you are!”*
(Socrates)
- *“A language is the key to the treasure of the courageous person. The more this door is locked the less we know what the treasurer sells: litter or diamond?!”*
(Saadi Shirazi)

4 PW/GW. Read the UI box and the text below and write your own paragraph about languages.

Useful Information

The national leader of the Azerbaijani people Heydar Aliyev played a great role in the declaration of the Azerbaijani language as the state language of the country. He really cared about his nation and his native land. He always **attached** a great importance to his native language and had a deep knowledge of it. On June 18, 2001 Heydar Aliyev signed a **decree*** on **perfection*** of measures for the use of the state language.

(https://en.wikipedia.org/wiki/Heydar_Aliyev)



Language is a road map of culture. Language belongs to each of us. We all speak and listen. When we want to tell other people what we think, we can do it not only with the help of words, but also in many other ways. For instance, we sometimes move our heads up and down when we want to say “yes”, and we move our heads from side to side when we want to say “no”. People who can neither hear nor speak talk to each other with the help of their fingers. People who don’t understand each other’s language have to do the same.

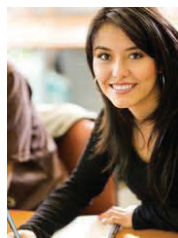


**decree – an official order issued by a legal authority; order, command, rule*

**perfection – improvement, development, consummation (the ideal)*

5 GW. Read and compare the teens' ideas and fill in the chart.

I live abroad with my family. Besides Azerbaijani, I know English, French, Russian and Turkish well. I'm going to become a *diplomat*, and I hope that knowing the most widely spoken languages will help me to widen my **outlook*** in the future. I've read a number of poems, stories, novels, watched many films and listened to music in different languages. But I've never come across such phrases as: "*Jan, ay jan, ahu gozlu, gul uzlu, shirin-sheker bala, chichek qokhulu, maral bakhishli*", etc. in any other language. To my mind, all these sound as a sweet melody, and they only belong to my native language-Azerbaijani! My language is my *soul* and I'm proud of it.



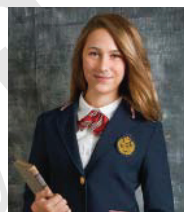
In friendship, Fidan.



My parents tell me that Spanish is one of the easiest foreign languages to learn. I agree that it's very useful when travelling in Spanish-speaking countries. Of course, it's possible to visit Mexico or Spain without knowing a word in Spanish. When I travelled to Spain last year, I was happy to realize that I understood more than people who didn't speak Spanish. Besides, when I read Spanish magazines or newspapers, I can understand how other people think and feel. Spanish also offers good literature, both *modern* and *traditional*.

Best wishes, Fredi.

I started learning German at school. I've chosen it because in Europe, people speak more German than English, French, Italian, or Spanish as their *native* language. Germany plays a central role in the **EU** (**E**uropean **U**nion), and is a *major* economic and political power. German has been and remains an *international* language in many fields, including philosophy, social sciences, physics, engineering, medicine, music, art and history. I think knowing German will open up more career opportunities for me.



Sincerely, Isabella.



I think English is the most *widespread* world language and 80 percent of all information in computers is in English, 60 percent of all international telephone calls are made in English, 60 percent of the world's radio stations **broadcast** in English. And over two-thirds of the world's scientists write in English. English is also the main language of international conferences, airline services, medicine, **diplomacy**, and international competitions. I agree that English is easier to learn than any other languages.

Yours, Thomas.

Teens' ideas	English	Azerbaijani	German	Spanish
My language has a sweet melody.		✓		
My language offers modern literature.				✓
It's the language of diplomacy, sport, music, medicine and airline services.	✓			
It plays a central role in the EU.			✓	
It's the language of social sciences, physics, engineering and medicine, too.			✓	
It'll open up more opportunities for us.	✓			

Useful Information

The Constitution of independent Azerbaijan **confirms** the Azerbaijani language as the state language of the country. Azerbaijan always encourages the development of the Azerbaijani language. The Azerbaijani language belongs to the Turkic group of languages and, together with closely associated Turkish, Turkmen and Gagauz languages, forms the southwestern group of Turkic languages. The Azerbaijani language is one of the languages that has been under a **constant*** process of development.

GRAMMAR SPOT

COMPARE AND REMEMBER!

Country/City	Nationality	Language	The + language
England/London Azerbaijan/Baku	The English The Azerbaijanians	The English The Azerbaijani	The English language The Azerbaijani language
<i>The capital of England is London.</i>	<i>The English speak English.</i>	The English is a worldwide language.	<i>We learn the English language at school.</i>

6 IW. Fill in the gaps with suitable articles.

- ... English is ... language of diplomacy, sports and music.
- Fredie is from ... Germany. He's ... German and speaks ... German.
- Heroko's from ... Japan. His native language is ... Japanese.
- Jaime and Diego are from ... Spain. They are ... Spanish. They speak ... Spanish and ... English.
- Jean Claude is from ... France. Jean's ... French. He speaks ... French.
- Mahammad is from Morocco. He can speak ... Arabic, English and French.
- ... Japanese have ... long and interesting history.

*constant – occurring continuously over a period of time

7 PW. Group the words and complete the table.

*independent pass broadcast international literature belong
serve development national German provide language associate
communication different role value Azerbaijani newspaper
useful with for outlook widespread native diplomacy never
Spanish great confirm scientist agree*

Noun	Adjective	Verb	other
• literature	• national	• serve	• with
•	•	•	•
•	•	•	•

**8 PW. Find the words in italics in the paragraphs and match.
(See Task 5, page 8)**

1. a person's inner character containing true thoughts and feelings
2. the present time or recent times
3. connected with the place where you were born and lived all your life
4. existing over a large area or among many people
5. very large or important
6. a person who represents his/her country abroad
7. being part of the beliefs and customs
8. involving two or more countries

- a) international
- b) traditional
- c) soul
- d) native
- e) modern
- f) major
- g) diplomat
- h) worldwide

9 IW. Creative Work. Write a paragraph: "My Native Language is My Pride!"

Self-Assessment	Level Reached			
Description of Achievement	Excellent	Good	Fair	Poor
<i>I can:</i> <ul style="list-style-type: none"> • ask and answer questions on languages • discuss questions on languages • compare different ideas • give reasons for my opinions 				
<i>I can read and understand:</i> <ul style="list-style-type: none"> • articles/letters about languages • proverbs and quotations on languages 				
<i>I can:</i> <ul style="list-style-type: none"> • use the definite article "the" • use topic-related words in context • write a paragraph on my native language 				

Lesson 2. Better Late than Never!

What you'll learn:

- What we should do to learn English effectively
- Why it is important to learn English well
- How to use *too, enough, very, quite*



[æ] analytical adapted

[ju:] opportunity few

Word File:

adapted [ə'dæptɪd] (*adj*) combined, modified, smth made suitable for a new situation.

analytical [ˌænə'litikəl] (*adj*) systematic, logical, using a logical method of thinking about sth in order to understand it, especially by looking at all the parts separately, relating to or using analysis and logical reasoning. *Analytical methods. Thomas has a clear analytical mind and approach.*

contribute [kən'trɪ bjʊ:t] (*v*) give, donate, hand out, present, provide, supply.

focus ['fəukəs] (*v*) (on/upon smb/sth) concentrate, pay particular attention to one particular subject, situation or person rather than another.

Try to focus on the topic.

The courses focus on a number of areas in the US.

opportunity [ˌɒpə'tju:nɪtɪ] (*n*) chance, possibility, favourable time, a particular situation that makes it possible to do or achieve sth.

You have the opportunity to ask any questions at the end.

risk [rɪsk] (*v*) - endanger, (*n*) a dangerous situation.

take risks - do sth even though you know that sth bad could happen as a result.

You have no right to take risks with other people's lives.

tendency ['tendənsɪ] (*n*) an interest in smth, possibility,

For students, there is a tendency to socialize in the evenings.

I have a tendency to talk too much when I'm nervous.

1 CW. Find out which word is different in each line.

[g] great grow longevity grammar

[k] analytical practice exist local

[i] adapted tendency language question

[ju:] opportunity community focus music



2 PW. Match the answers with the questions, put them in order and make a presentation looking through UI and Remember boxes.

1. **Khadija:** What tips would you follow to learn it effectively?
2. **Khadija:** Which one and for what purpose?
3. **Khadija:** Would you like to study another foreign language?
4. **Khadija:** What do you do to learn English effectively?
5. **Khadija:** Why is it important to learn English well?



- A) **Shahin:** Yes, of course!
- B) **Shahin:** Because it's a widely used language and almost everybody speaks and understands English. Also it's the language of diplomacy.
- C) **Shahin:** I'd follow listening comprehension and speaking activities as they are more practical and important, I think.
- D) **Shahin:** English, because it's the most widespread (*widely spread*) language.
- E) **Shahin:** I attend a prestigious language course and practise it every day.

Useful Information

English is the richest among the world languages. English surrounds us like the waters of a deep sea. It's full of **mystery***. In fact, English is a Germanic language. The Anglo-Saxons **contributed** (*gave/donated/ granted*) to the formation of English most of all. English Grammar is still very similar to German. There are also a lot of French words in English from the times when William Duke of Normandy became the King of England in 1066. You can find a lot of Scandinavian words in English, too. They came from the times when the Vikings **raided*** Britain. The English Alphabet came from Latin. Christian ***monks**, who spoke Latin, brought it to England from Ireland.

REMEMBER!

Latin words in English	French words in English	Scandinavian words in English
street kitchen cup cheese wine angel wall paper	country court crime prison religion prince princess royal adventure change fruit letter literature magic male female mirror question special	cake call egg get give kick kill score scrub seat skill skin skirt sky take they them their ugly want window husband

***mystery** – something that is difficult or impossible to understand or explain

***raid** – attack, make an attack

***monk** – a member of a religious community of men

GRAMMAR SPOT

COMPARE AND REMEMBER!

too+ adjective/ adverb (<i>more than you need or want</i>)	enough+ noun	adjective/ adverb+ enough	very+ adjective/ adverb	quite+ adjective
too fast too hot too difficult	enough time enough money enough energy	good enough well enough warm enough	very nice very large very fast	quite analytical quite right
<ul style="list-style-type: none"> • Writing a poem is too difficult for me. • You're speaking too fast. 	<ul style="list-style-type: none"> • There aren't enough recycling bins. • The man's got enough money to buy a car. 	<ul style="list-style-type: none"> • Your pronunciation is good enough. • He speaks English well enough. 	<ul style="list-style-type: none"> • I can learn it very quickly. 	<ul style="list-style-type: none"> • You're quite right. • I'm quite good at playing the piano.

3 GW. Fill in the gaps with **too**, **very**, **quite** or **enough**. More than one answer is possible.

Model: I couldn't speak to him. I was ... busy.

I couldn't speak to him. I was **too** busy.

1. Don't phone anybody. It's ... late.
2. The film is boring, because it's ... long.
3. Your questions are ... easy.
4. Your pronunciation isn't good ...
5. My sister doesn't speak English well ...
6. I don't like this city. It's ... big.
7. He has a tendency to take ... dangerous risks.
8. I think, going on excursions in summer is ... amusing.
9. Jane is ... clever and intelligent, she's made great progress in English lately.

REMEMBER!

Enough – comes before a noun, but after an adjective and adverb.

4 IW. Follow the model and give your comments to the speaker's opinions adding your ideas.

Model: People learn English to They think

- find better jobs
- read a large variety of international business newspapers
- watch foreign films in the original
- travel all over the world

5 IW. Make up sentences using the given words and translate them.

widespread comprehensive diplomacy important CDs educated
progress mystery ambitious ability opportunity fantastic take risks

6 PW. Listen and practise the dialogue. Pay attention to the words “too, very, enough” and other words given in italics.

Aysel: I get *too many* questions from my friends at school. They want to know how to learn English.

Samir: English isn't *very difficult*. Everybody can learn it.

Aysel: My friends think it's *too late* to start now. They are only 15.

Samir: As the proverb goes: “*Better Late than Never!*”. If you've got *enough motivation* you'll soon make progress.

Aysel: What should they do then? Do they have to study in a private school?

Samir: Oh, they have to work on their English as often as they can. First of all, they should have a good dictionary, and read a lot of books. But they shouldn't start with English newspapers or books which may be *too difficult* for beginners. They should find the **adapted** versions of English books. The main thing is to be *enthusiastic* to keep reading.

Aysel: Should they watch movies in English?

Samir: They can try, but they shouldn't get upset if they can't understand anything. They'll have to watch the same film again and again, until they understand better.

Aysel: And what about the CDs?

Samir: Oh, English CDs are *very useful*. It'd be better to listen to them and repeat things after the native speakers. They have to listen to different accents. That will improve their pronunciation and their ability to understand.

Aysel: And what about grammar? Do they have to learn many rules by heart?

Samir: You know, Grammar is *very important*, of course, but they have to learn it communicatively. However, they should also have *enough patience*, and also learn *quite* a lot of poems and songs by heart.

Aysel: Thank you very much, Samir. You're my favourite “teacher”!

7 GW. Discuss these questions giving comments.

1. Do they have to learn many grammar rules by heart?
2. And what about CDs?
3. Why should they watch movies in English?
4. How do you learn English?
5. Is it important to listen to different accents? Why?

8 IW. Look through the sample and give the most appropriate information about yourself. Create an advertisement.

Scholarship	Intensive programme. You live and work with students from all over the world.
<i>Improve Your English</i>	<i>July-September 1-2 week courses for intermediate students Summer Courses in London</i>

9 PW. Read these Ss' e-mail messages. Find out their problems and suggest some solutions.



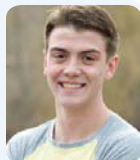
Hi, dear friend!

It's me, Gabriella. How are you getting on? I'd like to ask you a question. I like English very much and I try to speak English to the students who come to our school on an exchange programme. I want to get some information about their schools, their customs and traditions. But I can't understand them so well. I'm afraid of making mistakes while speaking, so I don't want **to take a risk**. What should I do?

Best wishes, Gabriella.

Hello, dear David!

Nice to hear from you. We are fine here. How are you? How is life in England? I hope you're doing well with/in Spanish. You know, those **analytical** methods of learning a foreign language in language courses help me a lot. Before I usually **looked up*** for the unknown words in a dictionary but forgot them the next day. Now I feel a growing **tendency** to find out meaning of words in context. I like your way of speaking Spanish though you have only begun learning it. I have to give a report about the Azerbaijani language in the international conference in London. But I feel nervous about speaking English in public. What do you suggest I should do to overcome this fear? **All the best, Murad.**



Hi! It's me, Mary!

Do you remember me? We were in the summer school in London, and we discussed some ways of learning and improving English. I'm afraid, I haven't made any progress since. I have learned all the grammar rules and words in our textbook, but when I try to speak, I make a lot of mistakes. I try to watch the news in English on **Cable News Network (CNN)**. I read a lot of international business magazines and newspapers, but I don't understand them very well. I need your advice.

Keep in touch, please. Mary.

10 IW. Read the model and add more statements.

Model: *I am a good language learner, because I regularly watch movies in English.*

1. I always watch videos or read articles in English.
2. I'm quite analytical, so I have a tendency to **focus** on the grammar.
3. I'm always looking for opportunities to use the language outside the class.
4. I always take risks with the language and experiment with new ways of learning.
5. I write new words on small slips and learn them one by one.
6. I regularly listen to English programmes on the radio or TV.

11 Choose and write a paragraph on the following:

- **"It's never too late to learn!"**
- **"Different ways of learning English!"**
- **"How I can improve my English!"**

**look up – search, seek, look for, seek out*

OPTIONAL REVISION TASKS

Reading Comprehension and Writing

1 Read the poem and try to answer the question at the end.

A *Enough is too much*
When it's a horrible dinner
At grandma's and she says:
"Have some more tea.
That's not enough food
For a big child like you",
And I say: "Thanks, Granny,
I've had enough, really."

B *Enough is too little*
When it's mum's delicious
ice-cream and she says:
"That's enough now, dear.
That's enough for one day,
Save some for later."

C *And I say "Oh, Mum,*
That's not enough!
Can I have just a bit more?"
And she says:
"Enough is enough!
Can you tell me, please,
When enough is enough?"



2 Choose the suitable one.

1. He hasn't got *enough petrol/petrol enough* in his car to drive.
2. Have you got *money enough/enough money* to buy an ice-cream?
3. The ladder isn't *enough long/long enough* to climb up the tree.
4. There is *enough food/food enough* for dinner at home.
5. The children aren't *enough old/old enough* to watch this film.
6. You don't speak English *well enough/enough well*.
7. This story isn't *interesting enough/enough interesting*.
8. This sentence is short *enough/enough short* to fit on the page.

REMEMBER!

- ♦ to have a tendency (to)
- ♦ to focus (on)
- ♦ to listen (to)
- ♦ to make progress (in/with)
- ♦ to take risks
- ♦ to go on an excursion

Self-Assessment*	
I ...	Activities
can remember everything about	
have no problems with	
think I need some more practice in	
think I need a lot more practice in	

*Self-Assessment – evaluation, analysis

Lesson 3. English is a Global Language

What you'll learn:

- In what countries people speak English as an official language
- In what countries people speak English as a foreign language
- What you can say about the use of English all over the world
- Why English has become a Lingua Franca
- What factors contributed to its rise as a global language



[aɪ] identity

[θ] myth

Word File:

adopt [ə'dɒpt] (v) accept, receive, start using a particular method or show a particular attitude towards sth/sb

barrier ['bæriə] (n) obstacle, dam, wall, like a fence that prevents people from moving forward. *The crowd had to stand behind barriers.*

circumstance ['sə:kəmstəns] (n) 1. case, moment, state, situation
2. a fact or condition connected with or relevant to an event or action
They wanted to visit other countries, but the circumstances didn't permit.

converse [kən'və:s] (v) talk, speak, chat, have a conversation with sb.
She fell in beside her, and they began to converse in a friendly manner.

identity [aɪ'dentɪtɪ] (n) 1. name, ID, identification, recognition, the fact of being who or what a person or a thing is.

2. characteristics that distinguish people from others.

Identity and equality are two fundamental relations.

myth [mɪθ] (n) 1. folk tale, folk story, legend, fable, a story from ancient times
2. sth that many people believe, but that doesn't exist or is false.

REMEMBER!

- *You can never understand one language until you understand at least two!* (Geoffrey Williams, English author and journalist)
- *Learning another language is not only learning different words for the same things, but learning another way to think about things!* (Flora Lewis, American journalist)

1 IW. Listen and practise.

[k] circumstance converse analytical cage

[θ] myth theatre faith thunderstorm truth

[æ] barrier language pattern that factor

[ɜ:] learn converse turn circumstance hurt



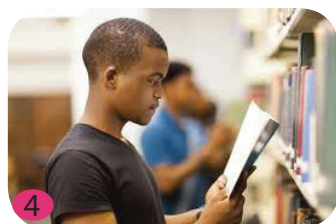
- 2** GW. Look through the UI box and choose appropriate captions* for two or more pictures.

Useful Information

As the use of English as a **Lingua Franca** continues to grow and spread around the world, the language itself is changing-adapting to how its speakers use it. The number of people who speak English as a second language has grown now. Professor David Crystal, a world authority on language change, thinks sounds which some speakers find difficult to pronounce might disappear. And the vocabulary will certainly change, too.

REMEMBER!

Lingua Franca – a shared language of communication, used by people whose main languages are different.



- | | |
|---|---------------------------------------|
| a) communicating with native speakers | f) getting access to the Internet |
| b) becoming a diplomat/a politician | g) travelling everywhere in the world |
| c) reading books in the original | h) making presentations in forums |
| d) taking an active part in chat sessions | i) watching films in the original |
| e) finding a job abroad | j) participating in teleconferences |

*caption – a title or brief explanation appended to an article, illustration, cartoon, or poster; heading, headline

3 GW. Find the meaning of the words in bold in the radio programmes interview. Put them in correct logical order and choose the correct variant.

A) 4,5,6,2,1,3 B) 3,1,4,5,6,2 C) 2,3,1,6,5,4, D) 5,6,2,1,3,4

1. How many people speak the language we are now **conversing** in?
2. When a country **adopts** English as its language, the country immediately adapts it to the country's own **circumstances**. You have to express your ideas about your culture, people and **identity**. And everything-all the plants and animals, the food and drinks, the **myths** and the legends, the history of your culture, the politics of it, the folk tales and the music makes up identity.
3. There are about 380 million first language speakers, and about five times as many who speak English as a second or a foreign language, about two billion people, a third of the world's population speak English.
4. I wonder how many people in the world speak English. Professor David Crystal says that as lots of people begin speaking English, it's impossible to define the exact facts about English speaking population.
5. So, just as once upon a time there was British English and American English, and then there came Australian English and South African English, and then Indian English and then Caribbean English.
6. Oh, really? How many varieties of English!



4 GW. Discuss the following questions in the “Challenge” box.

CHALLENGE

- Why do you think English has become a “*Lingua Franca*”, used by people around the world to communicate?
- What factors contributed to its rise as a global language?
- What happens when you experience a language **barrier**?
- How do you think English will change in the next 200 years?
- Do you think it will continue to be a global language? How?

5 GW. Read the International Overview and UI boxes paying special attention to the facts.

International Overview

*The top five languages in the world according to UNESCO **estimates*** made a few years ago are: Approximate number of first language speakers:*

Mandarin Chinese	English	French	Spanish	Arabic
885 million	380 million	300 million	268 million	200 million
80 % of	<i>all information in the world's computers is in English.</i>			
75 % of	<i>the world's letters and faxes are in English.</i>			
60 % of	<i>all international telephone calls are made in English.</i>			
More than 60 % of	<i>all scientific journals are written in English.</i>			

Useful Information

English is a major world language and one of the richest languages with about 500.000 words in its vocabulary. English is used as an official or semi-official language in over 60 countries in the world. It's used as an international medium of communication for diplomacy, politics, business and trade, science, technology, medicine, transport, tourism, sport and music, international competitions and advertising. The exact number of how many people speak English today is difficult to tell! It's more than 20 percent of the world's population. English is the most widely-spread language on the earth. About 380 million people are native speakers of English.



6 IW. Make a language quiz following the given model.

- Which is the most spoken language in the world?**
A) Arabic B) English C) German D) French
- How many people speak English as their first language?**
A) about 380 million C) over 200 million
B) a billion and a half D) about a million
- How many people in the world speak French?**
A) about 268 million C) about 500 million
B) about 300 million D) about 200 million
- What's the percentage of international telephone calls made in English?**
A) about 60% B) about 75% C) more than 80% D) more than 65%

**estimate – an approximate calculation or judgment of the value, number, quantity, or extent of something.*

7 GW. Read the ideas below and complete the chart with your own ideas.

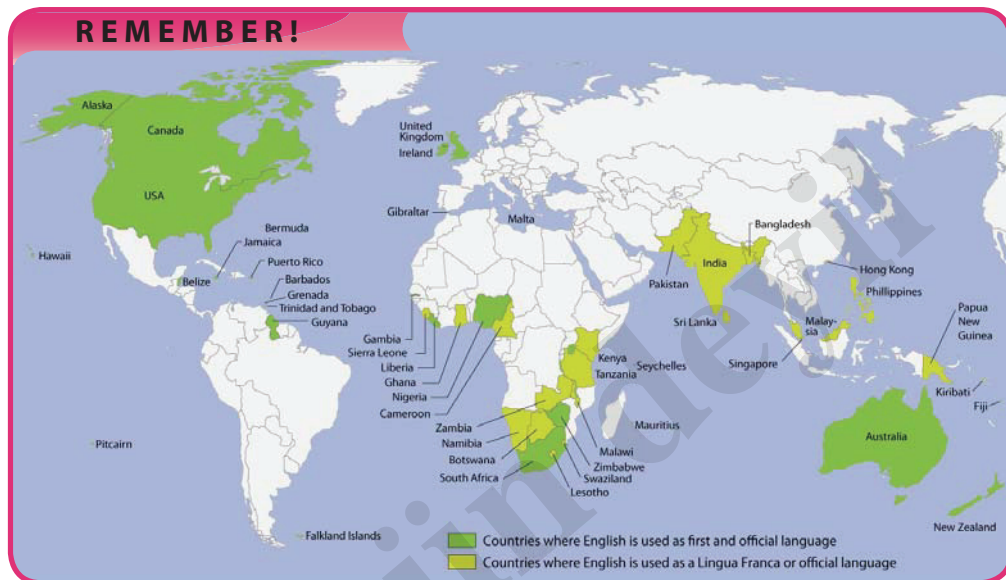
To improve my English I should ...	It's also important to ...
<ul style="list-style-type: none"> • listen to the teacher carefully • take language courses • study and practise regularly • speak fluently • pay attention to pronunciation 	<ul style="list-style-type: none"> • learn words and expressions regularly • listen to CDs • practise patterns • expand* vocabulary • watch TV programmes in English • communicate in English

8 PW. Say if you agree or disagree. Give reasons.

Useful Information

- English is an international language. Perhaps, it will remain the major world language.
- Different varieties of English will continue to develop around the world.
- The world needs several global languages, not just one.
- German will become a global language in a few years.

REMEMBER!



9 IW. Write facts for the numbers.

80%

500,000

268 mln

20%

75%

300 mln

200

60

380 mln

885 mln

**expand – become or make larger or more extensive; extend, widen, broaden*

10 GW. Find out True/False or DS sentences and give comments looking through the UI box.

1. The way English continues to move across the globe gives us a whole range of Englishes.
2. In the beginning there was just Indian English and Australian English.
3. When a country adopts a new language it changes it to suit its local needs.
4. There are about 400 billion first language speakers of English.
5. English has been adopted by more than sixty countries around the world.
6. English is the official language only in Great Britain.
7. There are 500,000 words in the English vocabulary.
8. 20 percent of the world's population speak French today.

Useful Information

When the British landed in North America in 1620, they brought their language with them. Since then, **British English (BE)** and **American English (AE)** have developed separately, and there are now some differences between them. The differences are quite small, however, and speakers of American and British English usually have no problems understanding each other. *Sample:* a lift - an elevator, trousers - pants, trainers - sneakers, a swimming costume - a bathing suit, a staff room - a teachers lounge, a programme - a program, a colour - a color, to practise - to practice, etc.

11 IW. 1. Write a paragraph on "Global Languages"

2. Design an International Overview About Global Languages.

Self-Assessment	Level Reached			
Description of Achievement	Excellent	Good	Fair	Poor
<i>I can:</i> <ul style="list-style-type: none"> • ask/answer questions on languages • discuss questions on different languages • compare facts on the topic • give reasons for my opinions • find True/False sentences • match figures with facts 				
<i>I can read and understand:</i> <ul style="list-style-type: none"> • articles about languages • facts on global languages 				
<i>I can:</i> <ul style="list-style-type: none"> • build up sentences using key words • create a paragraph on global languages • make a language quiz 				

OPTIONAL REVISION TASKS

Reading Comprehension and Writing

1 Read the article and retell the content. Answer the questions below.

The Unusual Way of Communicating



Juan Cabello takes pride in not using a mobile phone or the Internet to communicate. Cabello, a silbador, lives on tiny, mountainous La Gomera, one of Spain’s Canary Islands of West Africa. Like his father and grandfather he knows “Silbo Gomero”, a language that is **whistled***, and can be heard more than two miles away. This unusual way of communicating arrived with early African settlers 2.500 years ago. Silbo, which comes from the Spanish **silbar** (*means whistling*), features four vowels and four consonants that can be used to form more than 4.000 words. “I use it for everything: to talk to my wife, to tell my kids something, to find a friend if we get lost in a crowd”, said Juan. In fact, he makes a living from Silbo performing daily exhibitions at a restaurant on this island of 220 square kilometres. People throughout La Gomera used Silbo in the past as a way of communicating over long distances. Then came the phone. Nowadays, it’s hard to know how many people still use Silbo. Now 3.000 students are studying it, but only a few people are believed to be able to communicate fully in the whistling language. “Silbo” is said to be the most important cultural heritage we have, -said Moises Plasencia, the director of the Canary Islands government. It might seem appropriate for a language that sounds like birdsong to exist in the Canary Islands, but there is thought to be no connection between the islands’ name and the birdsong - like way of communicating. Silbo - like whistling is found in parts of Greece, Turkey, China and Mexico, but none is as developed as Silbo Gomero.



- Where does Juan Cabello live?
- What is the unusual way of communicating they use there?
- What is done to preserve this way of communicating?
- Would you like to learn a language like Silbo? Why?/Why not?

2 Find out what these numbers stand for. There is one that you do not need.

4

2500

220

3000

2

4000

19

1500

*whistle – emit a clear, high-pitched sound by forcing breath through a small hole between one’s lips or teeth

3 Make an interview answering the questions and perform.

Agil: Where is La Gomera?

Fidan: _____.

Agil: What theory is there about how Silbo came to La Gomera?

Fidan: _____.

Agil: Why did farmers use Silbo in the past?

Fidan: _____.

Agil: How many people use Silbo nowadays?

Fidan: _____.

Agil: In what countries is Silbo used?

Fidan: _____.

Agil: What do they use it for?

Fidan: _____.

4 Find the sentences in the text which mean: *Experts ...*

- believe that only a few people can communicate in Silbo.
- think there's no connection between Silbo and the name the "Canary Islands".
- say that Silbo arrived with African people.
- know that people in La Gomera used Silbo in the past to communicate.
- say that Silbo was used for communicating over long distances.

5 Change the sentences into the Passive Voice.

Model: ■ *Experts **think** children are the best language learners.*

■ *Children **are thought** to be the best language learners.*

1. People say Chinese is a difficult language to learn.
Chinese ... a difficult language to learn.
2. Experts report that some languages disappear every year.
Some languages ... every year.
3. Experts believe whistling languages exist in other countries.
Whistling languages ... in other countries.
4. People say the words for finger and toe are the same in some languages.
The words for finger and toe ... the same in some languages.
5. People know French and Latin influenced the English language.
French and Latin ... the English language.
6. Experts believe many European languages originated in India.
Many European languages ... in India.
7. Experts say hundreds of languages died out in the past.
Hundreds of languages ... in the past.
8. People throughout La Gomera used Silbo in the past.
Silbo ... throughout La Gomera in the past.

Around Unit 1

1 Complete the table.

In the field of ...	What I learned	How I'll implement
<i>Listening</i>		
<i>Speaking</i>		
<i>Reading</i>		
<i>Writing</i>		
<i>Logical thinking</i>		
<i>Critical thinking</i>		
<i>Grammar section</i>		
<i>Other things</i>		

Vocabulary Map

2 Make a vocabulary map and write the words you learned around the unit in the box. You can add the meanings in your language.

Words	Pronunciation	Meaning/ Synonym	Opposite/ Antonym	Useful Phrases/ Expressions
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•

3 Think and sort out the words according to the parts of speech.

broadcast from widespread opportunity international
habit barrier diplomacy some tendency analytical focus but
method whom identity for confirm converse clear
major circumstance attitude global improve
always million language over adapt where

Noun	Verb	Adjective	Preposition	Pronoun	None
•	•	•	•	•	•
•	•	•	•	•	•
•	•	•	•	•	•
•	•	•	•	•	•

UNIT 2.

SOCIETY AND CHALLENGES

Lesson 1. Family is a Treasure!

What you'll learn:

- What a family is
- Why we call a family “a treasure”
- Why we should all value our families
- How we treat our parents



[ʌ]
trunk trouble

[ə]
tenor treasure metaphor

Word File:

chop off [ˈtʃɒp ɒf] (v) cut smth into pieces, cut off, remove sth by cutting it with a sharp tool.

lean [ˈli:n] (v) lean against, bend or move from an upright position.

*He **leaned** back in his chair.*

metaphor [ˈmetəfə] (n) trope, a word or a phrase used in an imaginative way. *She **has a heart of stone**.*

tenor [ˈtenə] (n) sense, the general character, content or meaning of sth.

*The even **tenor** of life in the kitchen was disrupted the following day.*

treasure [ˈtreʒə] (n) a collection of valuable things, precious metals as gold, silver, all jewellery riches.

trope [trəʊp] (n) a figurative or metaphorical use of a word or an expression; a word or phrase that is used in a way that is different from its usual meaning in order to create a particular mental image or effect.

trouble [ˈtrʌbl] (n) 1. problems or difficulty, inconvenience, worry

2. a situation that is difficult or dangerous.

*I had **trouble** finding somewhere to park.*

trunk [trʌŋk] (n) the main stem/body of a tree as distinct from its branches and roots.

1 CW. Pronounce correctly and find the word/words with a different sound.

[ʌ] trouble trunk guide wonderful come

[e] treasure tenor assembly congratulate pet

[ə] generally trope metaphor advisor measure

[ɔ] wash flourish chop plot worry

[i:] lean volunteer deal defeat tree



2 CW. Talk about these sayings, metaphors and share your ideas on family looking through the Remember box.

REMEMBER!

A **trope** is a figure of speech in which comparison is made between two unlike things that actually have something in common.

A **metaphor** expresses **the main item** (*the tenor*) in terms of the familiar.

Sample: “Love is a rose”, “rose” is the vehicle for “love”, the *tenor*.

- **Family is a Treasure!**
- **Knowledge is light!**
- **Family is life!**
- **Time is money!**
- **Life is a dream!**
- **Good is up, bad is down!**
- **Family is a school!**
- **Trust is a treasure!**
- **Parents are a crown of our heads.**
- **Life is a journey!**
- **Love is a rose!**
- **Family is a tree!**
- **Family that prays together, stays together!**
- **Like a tree, a family has a lot of fruit!**

(www.BestEnglishQuotes.com)



REMEMBER!

Everyone needs words of **wisdom**. When we’re learning the things that are going wrong, we all need help. Sometimes the wise words of our **mentors** show us the correct direction/way. But we also need to watch out for advice that sounds good, but doesn’t work. The trick is to know the difference between the two.

Words	Meaning
wisdom	<i>the ability to make sensible decisions and give good advice, the experience and knowledge that one has</i>
mentor	<i>an experienced person who advises and helps trainees who have less experience</i>

3 GW. Read the story, put the paragraphs in a correct logical order.

A) – B) – C) – D) – E) – F) – G) – H) –



(1) No more apples for you, the tree said. “No problem, I do not have any teeth to bite” the man replied. “*No more trunk for you to climb on.*” “*I am too old for that now*”, said the man. “*I really can’t give you anything, the only thing left is my dying roots,*” the tree said in tears. (2) So the man cut all the branches of the tree and left happily. The tree was glad to see him happy but the man never came back. The tree was again lonely

and sad. One hot summer day, the man returned, and the tree was delighted.

(3) One day, the boy came back to the tree, and he looked sad. “*Come and play with me*”, the tree asked the boy. “I am no longer a kid, I do not play around trees any more”, the boy replied. “I want toys. I need money to buy them.”

(4) “*I do not need much now, just a place to rest. I am tired after all these years,*” the man replied. “Good! Old tree roots are the best place **to lean on**, come, sit down with me and rest.” The man sat down, and the tree was glad and smiled in tears. (5) A long time ago, there was a huge apple tree. A little boy loved to come and play around it every day. He climbed to the **treetop** (*the top of the tree*), ate the apples, then **took a nap*** under the **shadow** (*in the shade*). The boy loved the tree, and the tree loved to play with him. Time went by, the little boy grew up and he no longer played around the tree every day. (6) One day, the boy who now turned into a man returned and the tree was excited. “*Come and play with me*” the tree said. “I do not have time to play. I have to work for my family. We need a house for shelter. Can you help me?” “Sorry, I do not have any house. But you can **chop off** my branches to build your house.” (7) “Sorry, I have no money, but you can pick all my apples and sell them. So, you will have money.” The boy was so excited. He grabbed all the apples on the tree and left happily. The boy never came back after he picked the apples. The tree was sad. (8) “*Come and play with me!*” the tree said. “I am getting old. I want to go sailing myself and relax. Can you give me a boat?” said the man. “*Use my trunk to build your boat. You can sail far away and be happy.*” So the man cut the tree trunk to make a boat. He went sailing. Finally, the man returned after many years. “Sorry, my boy! But I do not have anything for you anymore.”

(www.moralstories.org)

4 GW. Give the best title and retell the content of the story.

5 GW. Read the text and discuss the questions below.

Useful Information

A tree is like our parents. When we are young, we love to play with our Mum and Dad. When we grow up, we leave them; we only come to them when we need something or when we are in **trouble**. No matter what, parents will always be there and give everything they could just to make us happy. You may think the boy in the story is cruel to the tree, but that is how all of us treat our parents. We take them for ***granted**; we don't appreciate everything they do for us, until it's too late.



Parents are not around forever! Call them, visit them, take their grandchildren to see them, laugh with them, hug them, let them speak and tell you the same old stories over and over again, cook or bake their favourite food and sweets for them. Treat them with respect, patience and plenty of love! Tomorrow might be too late!

- *How do we treat our parents?*
- *What should we do for our parents and why?*
- *How do we appreciate our parents for all they do for us?*

6 PW. Find out what these expressions mean and use them in sentences of your own. Sample:

a. a collection of valuable things

b. to move from an upright position

c. a general character

d. a difficult situation

e. a dark shape produced by a body coming between rays of light and a surface

f. the main thick stem of a tree

g. a part of a tree that grows out from the main stem

h. the branches at the top of a tree

**granted – admitted, stimulated*

REMEMBER AND COMPARE!

Noun	Verb	Noun	Verb
answer	to answer	rest	to rest
watch	to watch	talk	to talk
value	to value	plan	to plan
debate	to debate	mind	to mind
respect	to respect	influence	to influence
		object	to object

7 IW. Fill in the gaps with the suitable words from the box.

Some words can be used twice.

- a) play b) talk c) value d) influence(2)
e) love(2) f) wish g) help h) rest

- The boy ... the tree and the tree ... to play with him.
- Old tree roots are the best place to lean on and
- Come and ... with me! -said the tree.
- We discussed the questions on family ... in the lesson.
- Our government always ... the homeless and the poor.
- Teens should ... their parents' useful ideas.
- She had a great ... on her little brother.
- Radio and television ... people's lives.
- Our Geography teacher ... to us about the climate in South America.
- Studying abroad is one of my greatest

8 IW. Write a paragraph: "Parents are Our Support in Life"

Self-Assessment	Level Reached			
Description of Achievement	Excellent	Good	Fair	Poor
I can read and understand: <ul style="list-style-type: none"> sayings, proverbs, metaphors stories, fables about family paragraphs and put them in correct order 				
I can: <ul style="list-style-type: none"> ask/answer questions on metaphors/sayings discuss questions on families share my ideas on wisdom give reasons for my opinions 				
I can: <ul style="list-style-type: none"> build up sentences using key words find synonyms/antonyms of the words discuss and write my ideas on wisdom write about family values 				

Lesson 2. Do You Face Family Conflicts?

What you'll learn:

- What things teens/adults usually complain about and why
- What problems students have in their families
- Why adults/parents criticize their children
- How to solve such challenges/to overcome such obstacles
- What the Gerund is and how to use it



[1] **angelic** **criticize** **miserable** **expense**

Word File:

angelic [æ'n'dʒelɪk] (*adj*) divine, holy, innocent, relating to angels (*innocent*)
*Among the guests there were the Browns family with their two **angelic** daughters.*

[ˈkrɪtɪsaɪz] (*v*) judge, attack, charge, find fault with, take aggressive action against sb/sth,

*A literary text may be **criticized** on two grounds: the semantic and the expressive.*

gang [ˈgæŋ] (*n*) **1.** band, team, an organized group of criminals.

*Former military figures were implicated in drug abuse and kidnappings by organized criminal **gangs**.*

2. a group of young people who spend a lot of time together and often cause trouble.

expense [ɪksˈpens] (*n*) cost, price, fee, payment, the money that you spend on sth, the cost required for sth; the money spent on sth.

*She ordered suits at great **expense**.*

miserable [ˈmɪzərəbl] (*adj*) very unhappy or uncomfortable, sad, depressed.

*Their happiness made Anne feel even more **miserable**.*

subculture [ˈsʌbˈkʌltʃə] (*n*) **1.** the behaviour and beliefs of a particular group of people in society that are different from those of most people.

2. a cultural group within a larger culture, often having beliefs or interests.

REMEMBER AND FOLLOW !

The Difference Between School and Life:

- *In school we're taught a lesson and then given a test.*
- *In life, we're given a test that teaches us a lesson.*

(Tom Bodett, American author and voice actor)

1 GW. Read the magazine articles attentively and complete them with the words from the box.

a) picking b) watching c) tidying d) walking e) making f) chatting g) sitting

Family Problems



My daughter always does her homework at the last minute, usually late on Sunday night. This means she needs Internet, just when her sister sits in front of the computer, and she is never tired of ... (1) with her friends. **Mr. White**

My son hates ... (2) his bed. If I make it, I always find strange things in it like dirty socks, CDs without their boxes, empty Coke cans. He dislikes ... (3) his room, it's always in a mess.

Mrs. Adams



My daughter likes ... (4) around the house eating fast food without a plate, usually just after I've tidied the room. She sometimes has dinner at home, but never does the washing up. Then she says: "Sorry" with an **angelic** smile. **Mr. Brown**

My daughter is fond of ... (5) in front of the TV and ... (6) her favourite programme. When she comes into the living room she always watches different programmes on TV. After having a bath she usually leaves wet towels on the bathroom floor. And I'm tired of ... (7) them up.

Mrs. Obst

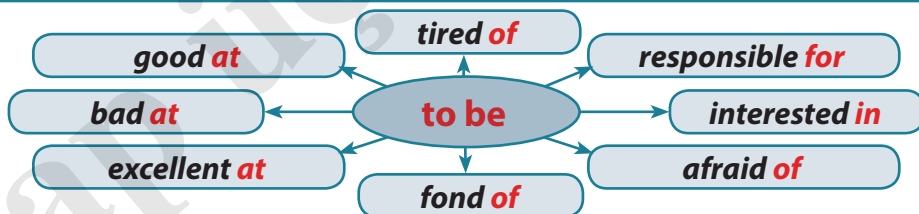


2 PW. Read the magazine articles and come up with solutions.

Sample: Try to be tidy! Don't make a mess of your room!

Make your bed yourself!

GRAMMAR SPOT		The Gerund	
Gerund is the -ing form of a verb used as a noun.			
as a subject		as an object	
<ul style="list-style-type: none">• Playing tennis is fun. <i>(Playing is gerund and it's used as the subject of a sentence).</i>		<ul style="list-style-type: none">• He enjoys playing tennis. <i>(Playing is gerund, used as the object of the verb "enjoy".)</i>• Jane is interested in playing tennis. <i>(Playing is a gerund, used as the object of the preposition "in".)</i>	



2 PW. Fill in the gaps with the suitable expressions from the box.

1. My mother is really ... remembering the names.
2. My sister is ... reading maps.
3. Children are ... playing computer games.
4. Aren't you ... working too many hours?
5. My father is ... travelling by plane.
6. Sevda is ... playing the piano.
7. Teachers are ... bringing up literate and skilled students.

- a) fond of
- b) tired of
- c) afraid of
- d) excellent at
- e) bad at
- f) good at
- g) responsible for

3 GW. Debate on the following problems given in the Challenge box.

CHALLENGE

- What problems have you got in your family?
- Do your parents often criticise you? Why?
- Why do you have to face such problems?
- How do you solve your problems in the family? *Or*
- How would you like to solve them?

4 PW. Read the dialogue paying attention to the words in bold.

Aydan: Well, if you ask me, there is a lot to **complain*** about when you're young. It can really be hard sometimes, especially when your parents hardly ever leave you alone.

Khadija: I love my Mom and Dad, but they're always ready **to criticize** me and keep saying: "Don't do this!, Don't do that!" It often hurts me, really!

Shahin: Oh, It's really bad. Frankly, I'm having a big argument with my parents at the moment. I've asked them to buy me a motorbike, but they say I can't ride a motorbike. They told my: "Wait till you are 18."

Semra: Oh, I am not allowed to watch films about war.

Suleyman: That's really unfair. Actually, when we go on a train or a bus, I have to pay full price for the ticket as adults do. But I have no money.

Khadija: I can understand how you feel, my friend! I'm lucky to have **a part-time job (a half-time job)** and get some money.

Aydan: Oh, you're lucky. Don't talk about money! I don't have enough to cover my daily **expenses**. I can't wait till I leave school and get **a full-time job***.

Shahin: Oh, no! That would come as a shock for your parents. They want us to do well in school. Honestly, we should always respect them.

Semra: Yes, of course! You are right!

**complain – express dissatisfaction or annoyance*

**a full-time job – occupying or using the whole of someone's available working time, typically not less than 40 hours in a week*

5 GW. Read the psychologists' recommendations and give your comments.

- Listen to your parents and the elderly people!
- Always be kind to your parents and other people!
- Don't ignore your parents' advice!
- Try to be supportive and enthusiastic!
- Try to respect each other's ideas and thoughts!



6 PW. Answer the questions adding your own ideas.

What are teens' life ambitions?	How do you feel about teens' problems?	What are the reasons?	What problems do teens have?	Who can help teens?
<i>Teens want to:</i>	<i>I feel:</i>	<i>Teens:</i>	<i>Teens have:</i>	
<ul style="list-style-type: none"> • Enjoy life • Be independent 	<ul style="list-style-type: none"> • Urgent* • Serious 	<ul style="list-style-type: none"> • Are quite indifferent • Get upset 	<ul style="list-style-type: none"> • Family • School 	<ul style="list-style-type: none"> • Parents • School

7 PW. Write about your own problems and think of solutions looking through the UI boxes and the pieces of advice below.

Useful Information

Teenagers' problems such as alcohol, fights, violence, AIDS and drugs are global for adults and young people today. Specialists explain that the changes in our society and in the system of our life force young people to choose their own lifestyle. On the one hand, our society agrees that 15-18 year – old people are old enough to be responsible for what they do and give them quite a lot of freedom and rights. On the other hand, most adults think that teenagers are too young to be taken seriously. This **misunderstanding*** leads to many problems. Actually, some teenagers say that their parents let them do anything they want. Let's be supportive and help them solve their problems.

Don't use drugs!

Don't drink alcohol!

Don't fight!

Avoid* conflicts!

Don't smoke!

8 IW. Fill in the gaps with the correct verbs.

1. My parents like ... everything organized for them.
2. My granny doesn't mind ... up early.
3. The girls began
4. My friend is excellent at ... himself.
5. We always enjoy.... logical problems.
6. Our teacher is good at... quick decisions.
7. ... is forbidden in all public places.
8. My little brother is afraid of

- a) flying
- b) making
- c) having
- d) dancing
- e) getting
- f) smoking
- g) expressing
- h) solving

**misunderstanding – a failure to understand something correctly.*

**avoid – keep away from or stop oneself from doing (something); run, escape*

**urgent – a state or situation requiring immediate action or attention; immediate, express*

GRAMMAR SPOT		The Gerund	
to be adj+prep+ing	Verb+ing	Verb+prep+ing	prepositions+V+ing
be afraid <i>of</i> +V+ing be good/bad <i>at</i> +V+ing be tired <i>of</i> +V+ing be clever <i>at</i> +V+ing be responsible <i>for</i> +V+ing	like+V+ing love+V + ing hate+V+ing start+V+ing enjoy+V+ing	complain <i>about</i> +V+ing give <i>up</i> +V+ing depend <i>on</i> +V+ing ban <i>from</i> +V+ing apologize <i>for</i> +V+ing	<i>before</i> +V+ing <i>after</i> +V+ing <i>on/in</i> +V+ing <i>for</i> +V+ing <i>without</i> +V+ing
<ul style="list-style-type: none"> • <i>Jane's very good at creating stories.</i> • <i>She is very capable at designing projects.</i> 	<ul style="list-style-type: none"> • <i>I enjoy taking notes at/in/during my classes.</i> 	<ul style="list-style-type: none"> • <i>My sister always complains about not having enough time.</i> 	<ul style="list-style-type: none"> • <i>After leaving school most students enter Universities.</i>

9 IW. Find out what habits teenagers have today and fill in the table with good/bad habits giving them advice.



The best habits	The worst habits	Advice
<ul style="list-style-type: none"> • being a model student • having a good time • • • 	<ul style="list-style-type: none"> • smoking • drinking alcohol • fighting • • 	<ul style="list-style-type: none"> • Don't smoke! • Don't drink alcohol! • • •

10 GW. Read the teens' opinions paying attention to the words in bold and compare them.

Gabi

Nowadays some young people have become more violent in big cities and it makes their life **miserable**. Such groups of people or **subcultures** are awful, because they are like criminals and their groups are like **gangs**. I think all these groups should be **forbidden***. There should be more sports centres, art clubs, etc. for the young. In that case children would be more creative and we'll have more successful young people in our society.

Violence is the symptom of problems in society. Home, school, and neighbourhood are parts of the individual environment of teens. There aren't many organizations or enough sport clubs that are interesting for teens. Besides, many hobbies and sports activities are expensive and teens can't **afford*** to take any interest in them.

Tom

Bella

I think the media makes the situation worse. The bad image of the youth groups is presented by the press. A lot of teens think about changing the world for a better place. They help people around them, they help nature. I'm sure, teenagers will become good citizens. Participating in international conferences, cooperating with their partners, taking an active part in forums, seminars and sessions they will become, in their turn, good models for the youth.

11 IW. Match the halves.

1. to declare
2. damage or injury that is caused by a person or an event
3. the money that you spend on something
4. a group of people who share the same language, history, culture
5. an organized group of criminals
6. very unhappy or uncomfortable

- a) miserable
- b) gang
- c) proclaim
- d) race/ethnic group
- e) expense
- f) harm

12 IW. Write a paragraph: "How Teenagers Should Be Supported".

Self-Assessment			
Things I learned about	A lot more	A bit more	Little
teens' today's problems			
teens' good/bad habits			
psychologists' recommendations for the teens			
the use of Gerund			

**forbidden – not allowed; banned*

**afford – have enough money to pay for; make available*

Lesson 3. Don't Move Too Fast!

What you'll learn:

- How we can organize our time in our daily life
- What our life balance is
- What we face nowadays
- How to build up sentences using quantifiers



[s] **obsess** **slow** **sickness** **stressful**

REMEMBER!

- *I asked Life: "Why are you so difficult?"*
 - *Life smiled and said: "You, people never appreciate easy things!"*
 - *"Difficult" doesn't mean "impossible!" It simply means that you have to work hard!*
 - *Time is like a river! You can't touch the same water twice, because the flow that has passed will never pass again! Enjoy every moment of your life!*
- (www.BestEnglishQuotes4U.com)

Word File:

ban [bæn] **1.** (n) an official or legal prohibition.
2. (v) prohibit, disallow, officially or legally prohibit/forbid sth.
*He was **banned** from driving for a year.*

obsess [əb'ses] (v) completely fill your mind so that you cannot think of anything else.
*He is **obsessed** with computers. Music continued to **obsess** him in many of his stories.*

sickness ['sɪknɪs] (n) illness, disease. *She was absent due to **sickness**.*

stressful ['stresfʊl] (adj) causing mental or emotional stress or anxiety and worry.

*A **stressful** job/lifestyle. Corporate finance work can be **stressful**.*

slow down ['sləʊ daʊn] (v) **1.** be slow, be late **2.** delay, postpone

rule [ru:l] **1.** manage, control, conduct, drive, govern, lead, guide
2. reign, rule (over) the country.

1 CW. Find the word with a different sound:

[s] sickness version obsess serious custom

[z] because prison single pleasant praise

[u] stressful took cause beautiful book

[ʃn] appreciation confusion solution passion caption



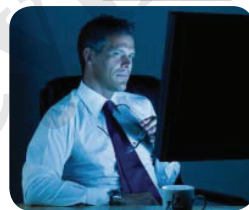
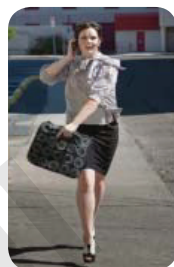
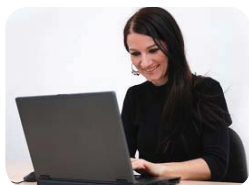
2 CW. Talk about these pictures looking through UI box.

Begin like this:

Model: *Life is more stressful now than in the past. We are living faster...*

Useful Information

Not long ago people believed that in the future we would work less, have more free time and be more relaxed. But today we work harder and longer hours and we're more stressed than ten years ago. We walk faster, talk faster and sleep less than previous generations. And although we're **obsessed** with machines that help us to save our time, we have less free time than our parents and grandparents had. But what is this doing to us and our health? An American journalist James Gleick writes: "Faster means that people who live in cities are suffering from *"hurry sickness"* - we always try to do more things in less time. As a result, our lives are more **stressful**. He says that if we don't **slow down**, we shan't live as long as our grandparents or parents. And we must bear in mind that faster doesn't mean better.



The clock/time **rules** our lives.

The more we try to save time, the less time we seem to have!

education

work

relaxation

life

sport

friends



3 PW. Compare the parents' work - life balance reading the passages. Pay attention to the words in italics and choose the right one.



I've chosen a lifestyle that I like and that gives me quite *a lot of/many* free time. But my father works more than 70 hours a week for a car company. *Lots of/ Much* Japanese people do the same. There is an expression in Japanese, **karoshi**, which means "dying because you work *too hard/too much hard*." A lot of people in Japan work *too many/too much*. I think my generation is different. We don't want our lives to be ruled by work. I work *a few/a little* hours a day and that gives me *enough money/money enough* to live. I spend the rest of my time seeing my friends and playing baseball with my family and friends.

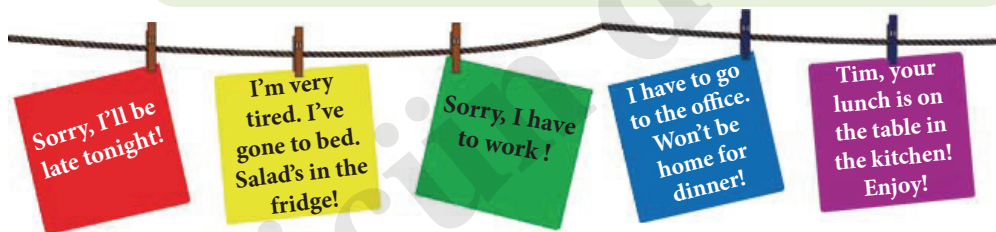
Masaco, project assistant, Tokio.

I didn't use to have *much time/many time* for anything, because I was working *too much hours/too many hours*-45 or more a week. In France people have to work only 35 hours a week. Nowadays I have *plenty of time/plenty time* for myself. I play tennis two evenings a week and I finish work at lunchtime on Friday, so I can have long weekends. I think when you have time to enjoy your personal life, you work much better!

Fransua, lawyer, Paris.



I'm not happy with my work - life balance at all. I work at least 50-60 hours a week, so I don't have *many/much* time to see my children. I communicate with my husband by leaving messages on the fridge. We work different hours and I never have time to see my friends or keep fit. I think I have to make *a lot/a lot of* changes in my lifestyle. **Amelie, project manager, Boston.**



4 GW. Choose the correct one to complete the sentence.

1. *Many/a lot of progress* is made by students at schools.
2. People in Japan work *too much/too many* hours.
3. I don't have *enough time/many time* to help you.
4. Eating *too much/too many* can lead you to serious disease.
5. *Too much/too many* salt spoils the broth!

GRAMMAR SPOT			The Quantifiers		
many (large quantities)	too many+ countable plural nouns (more than you need)	much ≠ little	too much+ uncountables (more than you need)	a lot of/lots of (a large quantity)	plenty of (large quantities)
	to say “more than necessary”	uncountable nouns	to say “more than necessary”		as much as we need or more
few+ countable nouns	a few + countable plurals (small quantities) (some, but not a lot)	little ≠ much + uncountable nouns	a little + uncountable (small quantities) (some, but not a lot)	a lot of + countable/uncountable nouns	(much many a lot of) = plenty of
• She has few close friends, she is sad.	• I've got a few friends, I am happy.	• There was little cheese in the fridge.	• We've made a little progress.	• I've got a lot of books. • I've got a lot of time.	• There are plenty of poppies in the fields in spring.

5 PW. Interview your partner using the questionnaire. Make your own questionnaire. Model: What do you spend more time on?

Possible answers: I spend a lot of (much) time watching TV/talking on the phone.

- Working or studying
- Sitting in Traffic
- Listening to music

Semra: Do you have more or less free time than a year ago? Why?
What don't you have enough time for?

Semra: How do you get to work/school?
How long does it take you? Is this longer than a year ago?

Semra: Do you usually arrive on time at work/at school, for your English class, to meet your friends? Why/ Why not?

Semra: What appliances do you have which save your time?
Do they make your life simpler or more complicated/easier?

Semra: Do you waste much time every day? Doing what?

Semra: How much time do you have for yourself/for your family/friends?

Suleyman: _____ .

Suleyman: _____ .

Suleyman: _____ .

Suleyman: _____ .

Suleyman: _____ .

Suleyman: _____ .

6 IW. Find and write the unscrambled words.

mentunemlpoy-
dictrep -

resslufst-
tizecicri-

nab-
sesobs-

cknessis-
uryhr-

elru-
althye-

7 PW. Match the paragraphs 1-4 with the titles A-D and retell them.

1. *No Time for the News*

3. *No Time to Relax*

A) _____ Newspaper articles today are shorter and the headlines are bigger. Most people don't have enough time to read the articles, they only read the headlines! On TV and the radio, newsreaders speak more quickly than ten years ago.

C) _____ Even when we relax we do everything more quickly. Ten years ago when people went to art galleries they used to spend at least some minutes to look at each picture. But today we spend just a few seconds!

2. *No Time to Listen*

4. *But More Time in Our Cars*

B) _____ The only thing that is slower than before is the way we drive. Our cars are faster but the traffic is worse, so we drive more slowly. We sit in our cars and spend more time in the cars feeling stressed. Experts **predict** that in ten years' time the average speed on the road in cities will be 17 km p/h.

D) _____ Some answer phones now have "quick playback" buttons so that we can re-play people's messages faster-we can't waste time by listening to people.

8 IW. Complete the solutions using the given verbs in the box.

plant encourage create **ban** reduce start find take care of

... unemployment!

... Children!

... people to do more sport!

... time to relax!

... a healthier way of life!

... more green areas and ... more trees!

... cars from the city centre!

... fast food restaurants!

9 IW. Write a paragraph on the quote: "Slow down, you move too fast!"

Self-Assessment	Level Reached			
Description of Achievement	Excellent	Good	Fair	Poor
<i>I can read and understand:</i> <ul style="list-style-type: none"> texts/passages/paragraphs about work/life balance 				
<i>I can:</i> <ul style="list-style-type: none"> talk about pictures on the topic make up an interview on work/life balance 				
<i>I can:</i> <ul style="list-style-type: none"> come up with solutions on the topic write a paragraph on the topic build up sentences using the quantifiers 				

Lesson 4. Everyone Has Rights!

What you'll learn:

- What a Convention is
- What rights we have as citizens
- What rights the Children's Convention gives you
- What **UNCRC** and its foundation mean



[ɒ]
poverty

[eɪ]
proclaim **race** **discrimination**

[ɪə]
interfere

Word File:

cruelty ['kruəltɪ] (n) behaviour that causes pain or suffering to others.

discrimination [dɪsˌkrɪmɪˈneɪʃən] (n) intolerance, unfairness.

Discrimination between right and wrong.

Racial discrimination.

harm [hɑ:m] (n) damage or injury that is caused by a person or an event.

interfere [ˌɪntəˈfɪə] (v) get involved in and try to influence a situation that doesn't concern you, in a way that annoys other people.

poverty ['pɒvəti] (n) the state of being poor.

Many elderly people live in poverty.

proclaim [prəˈkleɪm] (v) declare, tell people about sth important officially.

The president proclaimed a state of emergency.

race [reɪs] (n) a group of people identified as distinct from other groups because of supposed physical or genetic traits who share the same history, language, culture; ethnic group

1 CW. Pronounce the words correctly writing them in the right column. Tick the ones with a different sound.

discrimination early media interfere familiar career race
ceremony cruelty magnificent poverty match particular cake
castle proclaim discrimination harm party surround sparkle

[k]

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[eɪ]

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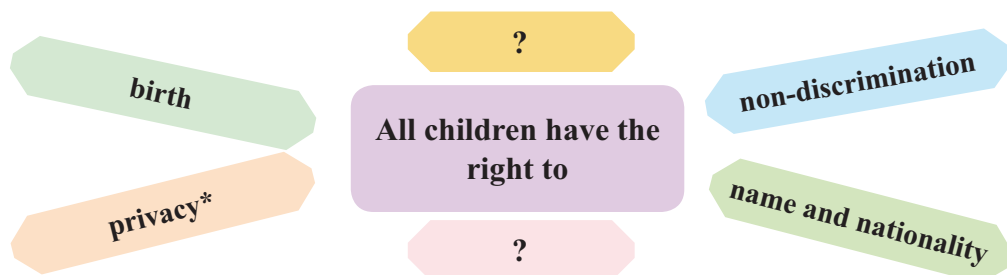
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[a:]

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2 CW. Think and fill in the appropriate words/word combinations.



3 GW. Listen to the article on the children's rights and discuss the questions.

- ◆ All children must get names and become a citizen of a certain country.
- ◆ The Government must give children good medical care.
- ◆ All children should have rights whatever their **race**, gender, religion, language, disability, opinion or family background are.
- ◆ Children should have a chance to live in a safe and unpolluted environment with good food and clean drinking water.
- ◆ Children with disabilities must be helped to be as independent as possible.
- ◆ Children should have the best chance to develop their abilities.
- ◆ Every child can go to school.
- ◆ Schools should help children to develop their skills, teach them about their own and people's rights and prepare them for adult life.
- ◆ The Government must protect children from **harm, cruelty, abuse** (*the improper use of something; misuse*) and dangerous drugs.
- ◆ Children should have the right to join organizations, take part in meetings and peaceful demonstrations which don't affect other people's rights.
- ◆ Every child should have a chance to rest and play.
- ◆ Children must have speech rights. They can say what they think. What they say should be carefully listened to.
- ◆ The Government must protect children from **exploitation*** and dangerous work which can harm their health or **interfere** with their education.
- ◆ Children should have access to information especially that which can make their life better.



- What rights do children have?
- What rights should children have? Why/ Why not?
- How can rights help children?

**privacy – the state or condition of being free from being observed or disturbed by other people; isolation*

**exploitation – the action or fact of treating someone unfairly in order to benefit from their work; making use of*

PRACTISE AN INTERVIEW!

4 PW. Read the UI box and answer the questions. Play a role.

Useful Information

To protect children's rights the UN (United Nations) has worked out an international agreement called the UNCRC (United Nations Convention on the Rights of the Child). It gives children different rights. Disabled children have the right to take a full and active part in the life of the community!

All children and all people should enjoy equal rights for everything!



June 1- Children's Day-is recognized in many places around the world to honour children globally. It was first **proclaimed** by the World Conference for the well-being of Children in 1925. The International Day for the Protection of Children is observed in many countries as the Children's Day. The first celebration took place on 1 June 1950. It's a day of worldwide **fraternity***. On June 1 different performances and concerts, competitions and song contests are organized and held for children all over the world.

Turgut: What rights does the Convention proclaim?

Lale: _____.

Turgut: Which rights couldn't you find in the Convention?

Lale: _____.

Turgut: What right is fair for you? Why/Why not?

Lale: _____.

Turgut: Which rights seem most important to you?

Lale: _____.

Turgut: What rights do children in Azerbaijan have?

Lale: _____.

5 PW. Make a list of your rights, put them in order of importance. Then compare your list with your partner's.

**fraternity – a group of people sharing a common profession or interests; brotherhood, fellowship, friendship*

International Overview

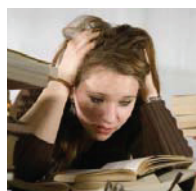
*The United Nations or the UN is an international organization. Most countries of the world are UN members. It's open to all "peace-loving" states. The UN tries to support peace all over the world and to stop war, hunger and **poverty**. For this the UN works on a number of projects to implement the peace-loving policy in the whole world.*



UNITED NATIONS

Words	Meanings
convention	the way in which sth is done that most people in a society expect and consider to be polite or the right way to do it.
fraternity	a group of people sharing the same profession, interests or beliefs.
exploitation	a situation in which sb. treats sb else in an unfair way especially in order to make money from their work.

6 GW. Read the teens' thoughts and complete the table. Debate.



I agree that to have the right to life and protection is very important. But in my opinion, the Convention is useless. I think it can't help children's needs and interests. The Convention doesn't interest me. It's too complicated. I doubt whether it can give children real rights.

Lale

I'm sure the Convention is great and gives children more rights. I think it will help all children in their future life and career. For the first time children have a document where it is said that they have the right to work together on their problems. The Convention says that all children have the right to life and protection.



Vagif

Remember how to express:

Agreement	Disagreement
It seems to me ...	I doubt ...
In my opinion ...	I am not sure ...
Personally, I feel that ...	I'm afraid ...
I'm sure that ...	I can't agree with ...
I think ...	I don't think ...
I agree that ...	I completely disagree ...

7 IW. Project. Create a paragraph: "How Can Rights Help Children?"

8 GW. The statements are wrong. Correct them giving comments.

1. The Convention cannot do anything about war and cruelty.
2. Everybody can open children's letters and listen to their phone calls.
3. The Government will never protect children from harm, cruelty or abuse.
4. Children can never get information that would make their life better.
5. Only teachers can help children to develop their skills.
6. The government can't give children good medical care.
7. Children don't have to take part in different activities or demonstrations.
8. The Convention doesn't interest people.

9 PW. Think and complete the table.

Words	Meaning (close meaning)	Synonym	Opposite	Build up a sentence
privacy				
force				
cruelty				
realize				
punish				
respect				
exploitation				
race				

10 IW. Odd one out giving reasons.

1. harm, cruelty, peace-loving
2. protection, exploitation, clever
3. peaceful, information, permission
4. peace, healthy, convention

11 IW. Find the close meaning of the given words. Sample: 1. - c

1. Violence	2. Poverty	3. Prison	4. Reality
a) detective stories	a) problem/challenges	a) place of criminals	a) circumstances
b) disagreement	b) lack of good life	b) private school	b) conditions
c) cruel actions	c) disease	c) children's home	c) family
d) conflicts	d) drug/addiction	d) boarding schools	d) school
e) misbehaviour	e) smoking	e) orphanage	e) opportunity

**12 IW. Write a paragraph: 1. "Let's Learn Children's Rights!" or
2. "The Most Important Rights For Me Are ..."**

Around Unit 2

1 Complete the table.

In the field of ...	What I learned	How I'll implement
<i>Listening</i>		
<i>Speaking</i>		
<i>Reading</i>		
<i>Writing</i>		
<i>Logical thinking</i>		
<i>Critical thinking</i>		
<i>Grammar section</i>		
<i>Other things</i>		

Vocabulary Map

2 Make a vocabulary map and write the words you learned around the unit in the box. You can add the meanings in your language as well.

Words	Pronunciation	Meaning/ Synonym	Opposite/ Antonym	Useful Phrases/ Expressions
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•

3 Think and sort out the words according to the parts of speech.

*chemical obsess happen race political proclaim concern ban poverty
who cruelty harm criticize contribute illness gang angelic why
without force stressful how society from attempt experience*

Noun	Verb	Adjective	Preposition	Question word	Other
•	•	•	•	•	•
•	•	•	•	•	•
•	•	•	•	•	•

4 Choose the correct one to complete the sentences.

1. There is *a lot/too many* paper and plastic bottles on the ground.
2. *Too many/too much* rubbish is just thrown away.
3. I've got only *a few/few* friends who recycle things.
4. I probably eat *too much/too many* sweets.
5. I know *a few/a little* words in other languages.
6. I'd take *too much/a lot of* warm clothes to the North.
7. She doesn't drink *enough water/water enough*.
8. Sam eats *too much/too many* meat.
9. There are *too many/too much* cars on the roads today.
10. Hurry up! We've got *very little/very a little* time.
11. Don't run! I have *few/plenty of* time.
12. I don't like this city. There is *too many/too much* traffic.



5 Match the verbs with the phrases and use them in a dialogue/ situation.

- | | | | |
|---------------|----------------|-------------------------------|----------------------------|
| 1. to express | 7. to make | a) ... your bed | g) ... things on the floor |
| 2. to rent | 8. to tidy | b) ... the washing up | h) ... a fashion show |
| 3. to do | 9. to pay | c) ... a programme | i) ... strange things |
| 4. to enjoy | 10. to find | d) ... empty Coke cans | j) ... the life |
| 5. to ruin | 11. to throw | e) ... an unusual decision | k) ... a flat |
| 6. to take | 12. to pick up | f) ... the first month's rent | l) ... the room |

6 Write the close meanings of the words. (See Task 11, page 46)

Protection	Cruelty	Convention	War
a)	a)	a)	a)
b)	b)	b)	b)
c)	c)	c)	c)

7 Make up word combinations with your own ideas and use them in sentences.

Model: *to create (favourite) programmes.*

- | | | | |
|-----------------|--------------|-----------------|-------------------|
| 1. to create | 4. to find | 7. to meet | 10. to waste |
| 2. to encourage | 5. to reduce | 8. to relax | 11. to slow down |
| 3. to watch | 6. to think | 9. to look like | 12. to look after |

UNIT 3. MASS MEDIA

Lesson 1. Spreading the News

What you'll learn:

- What role the Media have in our life
- How the media influence our life
- What the first newspapers in Azerbaijan, in the UK and USA are
- What "a tabloid" and "a broadsheet" mean
- What compound nouns are



[ʃ] commercial issue

[e] credible condensed

Word File:

cable ['keɪbl] (n) wire, power line, transmission line, typically used for construction. *An underground cable, an electricity cable.*

commercial [kə'mə:ʃəl] (adj) 1. trade, trading, business, private enterprise, sales concerned with or engaged in commerce. *A commercial agreement.*

2. money-oriented, making or intended to make a profit.

condensed [kən'denst] (adj) impacted, pressed, thickened, compressed or concentrated. *A condensed version of the report.*

credible ['kredəbl] (adj) trustworthy, reliable, faithful, probable, possible, believable/believed, convincing. *Few people found his story credible.*

issue ['ɪʃu:] 1. (n) matter, matter in question, topic, problem, an important topic or problem for debate or discussion. *The issue of global warming.*

2. (v) print, publish, give, print

The newspaper was issued two years ago.

major ['meɪdʒə] (adj) vital, great, considerable, utmost, prime, important, serious, or significant.

The use of drugs is a major problem.

transmission [trænz'mɪʃən] guide, broadcasting, telecast

1 PW. Odd one out.

- A**
1. disaster, crash, dramatic
 2. newspaper, magazine, cable
 3. belief, opinion, view
 4. condensed, funny, ordinary
 5. forget, believe, internet

- B**
1. issue, credible, commercial
 2. spread, satellite, viewer
 3. regional, major, browse
 4. media, teletype, increase
 5. television, camera, legal

PRACTISE AN INTERVIEW!

2 PW. Look through the UI box and make an interview. Act it out.

Useful Information

Free mass media and meeting modern world standards are important goals in Azerbaijan today. Every condition is created for the free development of **mass media**, the fourth power of the state. Mass media have created legal and ethical norms, the right to publication of facts and views for journalistic reporting, etc. The Republic of Azerbaijan has a leading position among the **CIS** (**C**ommonwealth of **I**ndependent **S**tates) and the Eastern European countries for the quality and quantity of mass media. At present more than 1800 mass media agencies work in Azerbaijan and about 1750 of these are newspapers, 80 are TV and radio agencies.



Semra: What do these pictures tell you?

Suleyman: _____.

Semra: What sources of information do you know?

Suleyman: _____.

Semra: What might you find in each of them?

Suleyman: _____.

Words	Meanings
tabloid	(<i>n</i>) a newspaper with small pages
broadsheet	(<i>n</i>) a newspaper printed on large size paper, generally considered more serious than smaller newspapers
mass	(<i>adj</i>) affecting or involving a large number of people/things
media	(the media) (<i>n</i>) the main ways that large numbers of people receive information and entertainment that is TV, radio, newspapers. Media (<i>plural</i>) or mediums - a way of communicating information. The media have/are

3 GW. Debate on the ideas below giving explanation and exchanging ideas. Pay attention to the words in *italics* (the Gerund).

Bella

People in the past learnt about news from *newspapers*. But today some people aren't interested in newspapers. Nowadays they usually learn what's happening in the country and in the world from TV or radio news programmes or from the Internet. I think we cannot imagine our life *without reading* newspapers.

It's true that the world today is full of dramatic events and most news seems to be bad news. But people aren't *interested in reading* ordinary events. That's why there are so many programmes and articles about natural disasters, plane crashes, wars, murders and robberies. Good news doesn't usually make **headlines***, but bad news does.

Tom

Jane

I want to speak about the kinds of newspapers. There are dozens of them on every **newsstand***. There are newspapers for professionals, *businessmen* and *sports fans*, for children and *teenagers*, men and women, for those who *like knitting, sewing, gardening* and keeping pets. Many newspapers express certain political opinion and people choose them according to their own political beliefs. In short, you can always find a paper which suits your opinions and interests.

GRAMMAR SPOT

COMPOUND NOUNS

Compound nouns are formed by joining two or more words. Some short common compound nouns are written as one word. e.g. **bedroom, postman, newspaper, toothpaste, headline**, etc. A few are written with a hyphen. e.g. **t-shirt, make-up**. But most are written as two words. e.g. **bus stop, washing machine, living room, swimming pool**, etc.

Noun+noun	Adjective+noun	Noun+Preposition+noun	Noun+verb	Verb+noun
toothpaste headline newspaper bedroom homework network moonlight	whiteboard fullmoon	mother-in-law father-in-law editor-in-chief	newsstand haircut sunshine sunset sunrise	swimming-pool sewing machine living room

***headline** – a heading at the top of an article or page in a newspaper or magazine; title, caption

***newsstand** – a stand or stall for the sale of newspapers; newsstall

4 GW. Express your attitude to the paragraph and give comments on:

- *What do “the Media” mean to you?*
- *Can media influence our lives? How?*
- *What role do the Media have in our lives?*

The term “Media” is used to describe various news organizations and communication networks. The “**news media**” in the US includes, for example, 1.822 daily newspapers, 7.957 weekly newspapers and at least 11,000 magazines. Both the number and circulation of **major** magazines have increased recently. The “News Media” also includes the three television networks and the hundreds of individual stations that carry their programmes. The networks are the National **Broadcasting Company (NBC)**, the **Columbia Broadcasting System (CBS)** and the **American Broadcasting Company (ABC)**. About one thousand television stations in the US serve regional audiences. Three quarters of them are commercially operated; the other quarter is **non-commercial** public stations. Viewers in a large city may choose from nine stations. Approximately 8.500 radio stations also serve regional audiences. Furthermore, most Americans consider television their most important source of news. They also find television the most **credible** source of news. The term “Media” is also used in another important sense referring to the channels of communication through which information can pass. It also includes telephone systems, **cables**, telex **transmission** lines, teletype operations, satellite systems and the Internet. *(Adapted from a British newspaper)*

Abbreviations

- ◆ **NBC** – *National Broadcasting Company*
- ◆ **CBS** – *Columbia Broadcasting System*
- ◆ **ABC** – *American Broadcasting Company*
- ◆ **CNN** – *Cable News Network*

5 PW. Visit your school ICC, search the facts on the Internet and fill in the chart about the Media in our country.

Daily newspapers	
Weekly newspapers	
Magazines	
Commercial TV stations	
Radio Stations	

6 GW. Answer the questions looking through the UI box.

Useful Information

In the UK there are two main kinds of newspapers: **broadsheets** (*a large piece of paper; a poster*) and **tabloids***. Originally these names came from the size of the newspapers. A tabloid format newspaper was smaller and the broadsheet format newspaper was bigger. But nowadays when we talk about tabloids and broadsheets, we talk about two different kinds of newspapers: easy reading and quality newspapers. Tabloids report news in a very **condensed** form. They write about celebrities, the British Royal Family, sport, crime stories and **scandals***. Broadsheets give their readers long, detailed reports on the latest news and focus on more serious things: politics, economy, government, international events, business, culture, etc.

Samira: What kind of articles do newspapers/magazines carry?

Vagif: _____.

Samira: What do you usually look for when you look through a newspaper/magazine? (*private lives, advice page, scientific reports, posters, etc.?*)

Vagif: _____.

Samira: What's the difference between tabloids and broadsheets?

Vagif: _____.

Samira: What do tabloids write about and broadsheets focus on? **Vagif:** _____.

Samira: Do we have such kind of newspapers in Azerbaijan? **Vagif:** _____.

7 PW. Sort the nouns out, write them in the appropriate box. Use them in your own sentences.

opinion, circulation, newspaper, political, headline, crash, for, businessman, newsstand, teenager, government, network, dramatic, broadsheet, tabloid, radio, broadcast, communication, source, station, telephone, fan, walkie-talkie, celebrity, text-messaging, channel, cartoon-maker

Simple

Derivative

Compound

Other

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***tabloid** – a newspaper having pages half the size of those of a standard newspaper, dominated by headlines, photographs, and sensational stories

***scandal** – an action or event regarded as morally or legally wrong; immoral and unethical behavior

8 GW. Read and complete the table according to the UI box.

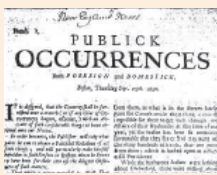
Useful Information

♦ **“Ekinchi”**, the first national Azerbaijani newspaper appeared in Baku on 22 July 1875. Hasan bey Malikov was the founder of the Azerbaijani press, a **prominent** (famous) intellectual of his time and the editor of the newspaper “Ekinchi”. The publication of “Ekinchi” was a progressive step in the cultural history of the Azerbaijani people. So, the creation of a national newspaper was really great progress and evolution. “Ekinchi” was considered “the first **swallow**” (messenger) of the Azerbaijani press and gave a powerful **impetus*** to the formation of the national press.



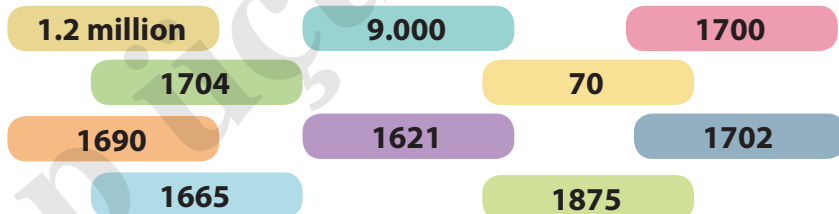
♦ **The first English newspaper** was the weekly **“Courant”** which appeared in 1621. The first daily, The Daily Courant, was **issued** in 1702. The Oxford Gazette, first published in 1665, had the longest life.

♦ **The first American newspaper “Public Occurrences”**, was published in Boston, on 25 September 1690. The first newspaper **“The Newsletter”** was issued in 1704, which survived for 70 years. There are more than 9,000 newspapers, 1700 are dailies. There is one national newspaper, **“USA Today”**, with a circulation of about 1.2 million copies. **“The Wall Street Journal”**, **“The New York Times”**, and **“The Washington Post”** are read all over the world.



Questions:	Ekinchi	Courant	Public Occurrences	USA Today
• When and where was it published?	•	•	•	•
• Who was the founder?	•	•	•	•
• Which one was considered "the first swallow"?	•	•	•	•
• How long did they exist?	•	•	•	•

9 IW. Read the numbers and make notes on the facts in the passages.



10 IW. Write an essay “The First Swallow” of the Azerbaijani press.

Lesson 2.

Quality or Popularity?

What you'll learn:

- Why different articles and stories are published in newspapers
- Ways of making newspapers popular
- What (kind of issues/articles) brings popularity to newspapers
- How to use Participle I and Complex Object



[i:] scream flee

[æ] smash snatch yank

Word File:

distribute [dis'tribju:t] (v) (sth to/among sb/sth) give things to a large number of people; share sth between a number of people.

*They **distributed** food and blankets to the earthquake victims.*

flee [fli:] (v) (fled, fled) (from sb/sth-to/into) leave a person or place very quickly. *He **fled** to London after an argument with his family.*

gear [gɪə] (n) machinery in a vehicle that turns engine power into movement.

ignition [ɪg'niʃən] (n) the action of setting something on fire or starting to burn. *Three minutes after **ignition**, the flames were still growing.*

scream [skri:m] 1. (v) cry, give a loud, high cry

2. (n) a loud, high cry made by sb (noise).

siren ['saɪərən] (n) a device that makes a long loud sound as a signal or warning.

smash [smæʃ] (v) break sth violently. *He **smashed** the radio to pieces.*

snatch [snætʃ] (v) grab, take sth quickly and often rudely or roughly.

*He **snatched** up his jacket and left the room.*

*She **snatched** a cookie from the plate.*

yank [jæŋk] (v) pull sth/sb hard/quickly and suddenly.

*Her hair was **yanked**, and she screamed.*

1 CW. Find the word with a different sound.

[æ] yank snatch brilliant frank

[ŋ] blank ignition length strong

[dʒ] passenger gear junior soldier

[f] population scream species share



REMEMBER!

Superstition – the belief that particular events happen in a way that can't be explained by reason or science, the belief that particular events bring **good** or **bad luck**. There are people all over the world who believe in superstitions.

2 PW. Listen to the superstitions and explain them in your own words.
Do you believe in superstitions? Why/Why not?

1. If a black cat walks in front of you, you'll have bad luck. *(Azerbaijan)*
2. If a black cat walks in front of you you'll have good luck. *(Britain)*
3. If you break a mirror, you'll have bad luck for seven years.
4. If you see a shooting star in the sky, you can make a wish.
5. If you spill salt on the table, you should throw it over your shoulder.
6. If you hang horseshoes above the door, it can keep witches away and it will bring you good luck.
7. If you light candles around your house, it'll protect you from bad spirits. *(India)*
8. If you have an evil eye **talisman*** on you it protects you from evil eyes and brings good luck and success to you. *(Turkey/Azerbaijan)*



GRAMMAR SPOT

PARTICIPLE I / PRESENT PARTICIPLE

Participle I or Present Participle is the Non -Finite form of the verb.
 It is formed with adding **-ing** to the verb.

We can use **Participle I** to give more information about a noun. They can be described as shortened relative clauses (*defining or non-defining*).

Clauses with a present participle replace an active verb.
 The verb they replace can be in any tense.
Participle I can be used with adverbs of time, manner, reason.

- The girl **reading** a book is my sister. (*who is reading a book*).
- **Shouting** for help he ran after the car.

- She lived in a flat **belonging** to her mother. (*which belonged to her mother*).
- **Feeling** sad she cried.

Note: Pay special attention to ...

SPELLING RULES

double consonant+ing	+ing	y+ing	e →+ing	ie→y+ing	y+ing
swimming beginning sitting hitting winning	walking waiting speaking	crying hurrying	make-making have-having write-writing drive-driving	lie-lying die-dying	playing staying buying

***talisman** – an object, typically an inscribed ring or stone, that is thought to have magic powers and to bring good luck; an amulet

- 3 GW. Look through the headlines paying attention to the words in *italics*. Explain the use of *-ing* words. Retell the content of the passages.

■ Read the passage “A Purr-fect Photo” and answer:

- a) Can black cats bring good luck? How? b) Do you like such articles? Why?



A Purr-fect Photo

Black cats don't necessarily bring bad luck. Christy Arnold likes taking photos of black cats. She has a black cat named Shadow. After Shadow got dirty **prowling*** around the basement, Christy's dad gave Shadow a bath. *Focusing* her camera on the cat Christy tried to take some photos. The black and white portrait, entitled “The Black Creature from the Lagoon”, won Christy the \$10,000 grand prize in the Kodak International Newspaper Snapshot Award contest.

■ Retell the content of the passage “A Tip of the Hat” and answer the questions.

- a) Who does Mollie use hats for? b) What did she **distribute** to five hospitals?
c) Why did Mollie start a campaign? d) How did she know about donating hats?

A Tip of the Hat

Mollie Schmitt uses hats to help cancer victims feel better about themselves. A few years ago she saw a brochure *asking* kids to donate new or unused hats. The hats would go to kids with cancer and who had lost their hair. When Mollie checked her collection box she counted only 50 hats. *Feeling* sad she tried to help the children who were sick and lost their hair. So Mollie gathered almost 5,000 hats which she **distributed** to five hospitals in south Florida. She called her friends *saying* “It's more fun to help others than to do something for yourself!”.



■ Read the passage “Car Alarm” and find out True, False or DS sentences.

Car Alarm



Rachel was in her front yard *playing* with her younger brother, Mathew, when she heard a noise. She saw Megan, her four-year old neighbour, alone *standing* on the front seat of a moving car! A visitor had left his car door open and the keys in the **ignition**. Curious Megan climbed into the car, started the engine and accidentally put it into **gear**. *Shouting* for Mathew to get help, Rachel ran after the *rolling* car. “Don't worry, I'll get you,” she turned to Megan *crying*. Rachel **caught up*** with the car, grabbed Megan and **yanked** her out. Then the car **smashed** into a tree. “At that moment I wasn't scared,”-says Rachel. “I just wanted to get Megan out of the car. We all have to think of the other people, too!”

***prowling** – moving around restlessly and stealthily, especially in search of or as if in search of prey; wander

***catch up** – an act of catching someone up in a particular activity; overtake

- Rachel heard a car's noise while playing in the garden.
- Her friend Megan was driving a car.
- Rachel wanted to help Megan.
- Rachel was yelling when Megan grabbed her.
- The car smashed into a house.

■ Read the passage “Terror at Home” and answer the question.

- Have you ever heard of anything like the incident in the story “Terror at Home”? If yes, tell your story according to the table below.

Terror at Home



Kelly Denton was at home *chatting on* her friends. When the doorbell rang, her mum opened the door, and two criminals broke into the house. Kelly heard her mum **screaming**. She saw a man *point* a gun at her mother and *demand* money. The robbers didn't see Kelly. She went back to her room and sent a message to her **cyber*** friends: “There are robbers in the house, call 911”. Then Kelly turned off the computer, **snatched** the mobile phone and hid herself into the closet. “From behind my clothes I dialed 911 and told them to send help” -she says. A minute later the robbers found Kelly's mum and her three sisters. Suddenly they heard **sirens** *approaching*. The police had received Kelly's call and her friend's computer message. The robbers tried to **flee**, but they were caught and **jailed***. Kelly's family was safe.

Beginning of the story	Body of the story	Conclusion
• • •	• • •	• • •

PRACTISE AN INTERVIEW!

4 PW. Work on the questions and practise an interview.

Aysel: What would you do in the situations given in task 3? **Samir:** _____.

Aysel: Which story did you like most of all and why? **Samir:** _____.

Aysel: Why do newspapers publish these stories? **Samir:** _____.

Aysel: Is it good to help others? Why? **Samir:** _____.

***cyber** – information technology, and virtual reality; electronic, digital, wired, virtual, web, Internet, Net, online

***jail** – send to prison, imprison, confine

5 PW. Fill in the gaps with the appropriate verbs from the box.

a) hearing b) standing c) saying d) gathering
e) running f) snatching g) feeling h) doing i) playing

- ... my mother tried very hard to help the poor in the neighbourhood.
- While ... in the yard Jack fell down and broke his leg.
- ... a noise Motilda turned to see her friends.
- ... her mobile phone Kelly hid herself into the closet.
- While ... in the garden the boys heard a sudden voice.
- We have never seen our friends... harm to plants or animals.
- ... "It's more fun to help others than to do something for yourself!"
Mollie called her friends.
- ... many hats Mollie distributed them to hospitals in Florida.



GRAMMAR SPOT

COMPLEX OBJECT

	Verbs	Pronouns		<i>Note:</i>
Subject	see hear watch feel notice	me you him her it us them	doing smth/ do smth	<p>The basic verbs of sensation: <i>see, hear, feel, smell, notice, watch</i> can be followed by object+ Present Participle or verb without to.</p> <p><i>Sample:</i> Mother didn't hear me come in/coming in.</p>

6 IW. Choose the correct variant.

- Mother heard the child**
a) crying b) to cry c) cried d) cries e) was crying
- We saw the boys ... a car in the street yesterday.**
a) to drive b) is driving c) drives d) driving e) drove
- The man noticed the robber ... the door and ... the room.**
a) opening, enter b) open, enter c) to open, enter d) open, entering
- The boys watched the children ... the birds' nests.**
a) were destroying b) destroyed c) destroy d) to destroy e) destroys
- Kate felt somebody ... in the room.**
a) is walking b) walked c) walks d) to walk e) walking

7 IW. Translate the expressions and build up sentences.

watching TV, visiting London, speaking fluently, playing happily, showing the map, knowing foreign languages, crying loudly, gathering hats, calling her friends, jailing the criminals, hearing a noise, while running

8 PW. Put the words in the correct order to make up a sentence.

1. saw/Kelly/the policemen/the room/entering
2. to/the girl/her teacher/my sister/talking/is
3. a strange/noise/Megan/in the yard/playing/heard
4. to/began/needed/Mollie/hats/children/selling
5. my sister/it/receiving/the letter/answered
6. English/the woman/our/is/standing/at the board/teacher



9 IW. Fill in the chart with the forms of the verbs.

Infinitive	Past Simple	Past Participle	Present Participle
• to write	• wrote	• written	• writing
• to distribute	•	•	•
• to stand	•	•	•
• to jail	•	•	•
• to feel	•	•	•
• to hear	•	•	•
• to smash	•	•	•
• to donate	•	•	•
• to buy	•	•	•
• to study	•	•	•

10 IW. Imagine you're a newspaper reporter. Choose a theme to write a story or prepare questions for an interview.

Self-Assessment	Level Reached			
Description of Achievement	Excellent	Good	Fair	Poor
<i>I can:</i> <ul style="list-style-type: none"> • ask/answer the questions on the passages • discuss questions on different situations • make an interview on the topic • give reasons for my opinions 				
<i>I can read and understand/find:</i> <ul style="list-style-type: none"> • different newspaper articles • how to give comments on the questions 				
<i>I can:</i> <ul style="list-style-type: none"> • build up sentences using key words • use Participle I in different contexts • make an interview on a newspaper story • make up sentences using Participle I and Complex Object 				

Lesson 3. The Window to the World!

What you'll learn:

- The use and practice of the *-ing* form
- Why TV is often called "The Window to the World"
- Why TV has the power to educate
- The good and bad sides of watching TV



[eɪ] entertain escape

[z] poison dozen

Word File:

broaden ['brɔ:dn] (v) widen, expand, enlarge

*The definition of this word can be expanded and **broadened**.*

entertain [,entə'teɪn] (v) interest and amuse people, in order to please them. *He **entertains** us for hours with his stories and jokes.*

escape [ɪs'keɪp] (v) run away, get away from a place where you have been kept as a prisoner.

*He **escaped** from prison last Sunday.*

foe [fou] (n) an enemy

*There were not any enemies or **foes** along the way.*

poison ['pɔɪzn] 1. (n) a substance that causes death or harm

2. (v) harm or kill a person or an animal by giving them poison.

prohibit [prə'hɪbɪt] (v) forbid, sth/sb from doing sth, stop sth from being done or used especially by law.

relieve [rɪ'li:v] (v) 1. remove or reduce an unpleasant feeling or pain

2. make a problem less serious

3. make sth less boring

1 CW. Choose and write the words in the appropriate columns pronouncing them correctly.

prohibit foe crown thrown plane
broadcast poison escape compulsory
course commercial creativity

[p]

[s]

[k]

[ou]

•	•	•	•
•	•	•	•
•	•	•	•



2 GW. Express your attitude to the ideas in the passages paying attention to the usage of Participle I and the Gerund.

How Does TV Affect Our Lives?

1.

The main source of news for millions of people is television. People like TV news, because they can see everything with their own eyes. And that's an important advantage, as we know "*Seeing is believing*". Besides, it's more difficult for politicians to speak in front of the cameras than on the pages of newspapers. I think *watching TV* is useful for everybody and it has an educational value.

Shaig

TV plays a very important role in our lives. It's the main source of information and the window to the world which gives us an opportunity to "travel" all over the world, to "meet" different people and learn about their customs and traditions. It has the power to educate and **broaden** our minds. Relaxing after a day's hard work one can **escape** from reality. There are a lot of intellectual programmes and talk shows, TV games, documentaries, concerts and theatre performances on TV. By *watching TV* one can gain a lot of knowledge.

Sevda

2.

3.

Although (*even if*) some programmes are not good, we *prefer watching* TV programmes to *reading* newspapers. But most programmes are made in good taste and with great professional skill. Some people **argue** that watching television is a waste of time. I think *watching TV* makes us lazier. We stay at home *sitting* in front of TV instead of *having* active life. We read less, think less and even talk less.

Tural

Violence on TV is another problem that worries people. Though television teaches us "how to shoot", "how to rob", "how to poison" and "how to kill" we are still *watching TV* spending most of our free time in front of it.

4.

Leman

3 GW/PW. Discuss the given points of view. Give your opinion.

1. a) Television can have an educational purpose/effect.
b) It may be the end of reading.
2. a) Watching television can **relieve** stress.
b) It's harmful for our eyes.
3. a) Watching TV has an educational value.
b) Children shouldn't sit up late.
4. a) TV is teenagers' friend.
b) It is considered a deadly foe.

4 GW. Compare and debate the ideas in the texts.

Benefits of Television

- ◆ Television helps us to learn more about the world and to know and see many new things. Television can often present information to us in a more effective way than books can.
- ◆ Television has increased the popularity of sports and arts.
- ◆ Television **entertains** people. It's an enjoyable way to relax.
- ◆ It helps us to see many new things.



Negative Effects of Television

- ◆ Television takes time away from activities such as reading, conversation and games.
- ◆ Television makes people violent. Sometimes children who watch violent television programmes are more likely to be violent themselves.
- ◆ Television is considered "**a foe**" for some people.

Remember and Compare!

Noun

value
help
wish
water

Verb

to value
to help
to wish
to water

Noun

talk
poison
waste
show

Verb

to talk
to poison
to waste
to show

5 GW. Fill in the gaps with the suitable verbs/nouns (some of them can be used several times) from the box looking through the Remember and Compare box.

a) poison b) show c) wish d) talk e) waste f) help g) value

Sample: The Sheriff *poisoned* Robin Hood.

1. My friends offered me their
2. TV ... us to learn about the world.
3. We have many national
4. We always ... our national ornaments.
5. ... is a substance that can cause death.
6. Today one of my oldest ... came true.
7. We ... all students good luck!
8. Some insects are dangerous for their
9. Charitable people always ... the poor.
10. Now people walk and ... faster.
11. Don't ... your time.
12. The teacher ... us the pictures of different places two days ago.



GRAMMAR SPOT
REMEMBER and COMPARE!

Gerund	Verbal Noun	Participle I
without the without s/es	the + verbal noun Verbal noun + s/es	the/without the
<ul style="list-style-type: none"> • The Drawing pictures is my hobby. • I am fond of drawing. • Building houses is his profession. 	<p>(the) drawing (the) drawings</p> <ul style="list-style-type: none"> • Ann's feelings are always changeable. • Kate's drawings are charming and valuable. 	<ul style="list-style-type: none"> • The girl drawing a picture is my sister. • The woman standing at the door is our principal.

Gerund	Present / Past Continuous–Participle I	Relative Clause – Participle I	Participle I
<ul style="list-style-type: none"> • I am fond of watching TV. • Students are fond of studying. 	<ul style="list-style-type: none"> • The girl is watching TV now. • The students are studying abroad. 	<ul style="list-style-type: none"> • The girl who is watching TV is my sister. • The students who are studying abroad will return with high quality certificates. 	<p>When+ing While+ing</p> <ul style="list-style-type: none"> • The girl watching TV is my sister. (who is watching TV.)
<ul style="list-style-type: none"> • My sister is interested in drawing pictures. 	<ul style="list-style-type: none"> • She was listening to music at 6 yesterday. 	<ul style="list-style-type: none"> • What's the name of the person who you're speaking to now? 	<ul style="list-style-type: none"> • While driving to school yesterday, Joe had an accident.

6 IW. Look through the given Model and group the sentences writing them in correct columns. Model:

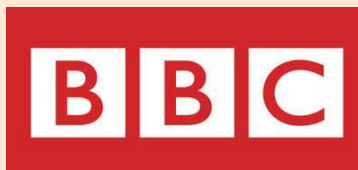
Gerund	Participle 1 (as adverb of time and cause)	Verbal Noun
<ul style="list-style-type: none"> • They went on building a new bridge. 	<ul style="list-style-type: none"> • While building a new bridge they faced some problems. • Feeling tired she went to sleep. 	<ul style="list-style-type: none"> • Modern buildings are very high. • She always shares her feelings with her friends.

1. The girl listening to the English CD is a very good student.
2. Reading English newspapers is difficult for beginners.
3. The students learning new grammar rules want to improve their knowledge.
4. The boys began listening to English songs.
5. Knowing English well he can translate articles without a dictionary.
6. The beginning of the concert was amazing.
7. Tural is fond of listening to music.
8. The building will be painted in a few days.
9. Scientists, politicians and diplomats communicate with each other using English.
10. It's true that you can get a job at a foreign company attending international conferences, participating in forums and chat sessions.

- 7 GW/PW.** Read the UI box and get more information about BBC from the website: www.bbcworldservice.com and share it with your classmates.

Useful Information

BBC – the **B**ritish **B**roadcasting **C**orporation broadcasts radio and television programmes in the UK and abroad. The BBC is located in London, but has studios in many other parts of the UK and in other countries as well. The BBC has two television channels: BBC 1 and BBC 2. BBC 2 offers more serious programmes than BBC 1—documentaries and discussions, operas and concerts. BBC 1 programmes consist of plays and series, humour and sport, but they also show some interesting documentaries. BBC 1 is watched by a big number of viewers. The BBC receives its income from the Government. You can't hear or see any commercials on BBC radio and television, because advertising on BBC programmes is prohibited. BBC began its first world's public service in 1936. Now you can read and even watch BBC news through the Internet in 43 different languages.



PRACTISE AN INTERVIEW!

- 8 PW.** Interview your partner using this plan and play a role.

Jamila: Which channels you watch and why	Zafar: _____.
Jamila: Which programmes you never watch	Zafar: _____.
Jamila: Which programmes you're interested in	Zafar: _____.
Jamila: How many hours a day on average you watch TV	Zafar: _____.
Jamila: If you like commercials	Zafar: _____.

- 9 PW.** Put the words in the correct columns and translate.

taste mind show talk play escape reality entertain television differ
form source poison help waste educate life relax broad issue rest
colour watch relieve value cheap dream watch prohibit broadcast

Noun	Verb	Both	Other
▪ trust	▪	▪	▪
▪	▪	▪	▪

- 10 GW/IW.** Choose one of the tasks and work on the Project.

You have to prepare the news for tonight's TV news broadcast:

- Make your own TV news programme. Imagine you are a news team.
- Design a news programme for teens.
- Prepare a news report about events in your school.
- Prepare a news report on a world event.

Lesson 4. The Eyes and Ears of the Society

What you'll learn:

- How to identify your own goals
- The importance of choosing a profession
- What qualities a journalist should have
- What responsibilities a journalist should take



[g] **grind** rigorous

[u:] **proof** intrude

Word File:

axe [æks] (n) a tool to chop, a tool with a wooden handle and a heavy metal blade used for chopping wood.

*He enjoys the outdoors, gardening and chopping wood with his **axe**.*

grind [graɪnd] (v) mill, smash, rub or cause to rub together, reduce smth to small particles. ***Grind** some black pepper over the salad.*

intrude on/into/upon [ɪn'tru:d] (v) 1. go or be somewhere where you are not wanted or are not supposed to be.

2. put oneself deliberately into a place or situation where one is unwelcome or uninvited. *He had no right to **intrude on** their lives.*

mouthpiece ['maʊθpi:s] (n) 1. a person/a newspaper that informs the public about the opinions of a group of people 2. speaker, agent, representative, a person or organization that speaks on behalf of an organization.

3. a part of a telephone, a telephone receiver.

partial ['pɑ:ʃəl] (adj) not complete, incomplete, limited, one-sided
*ant: impartial. We got only **partial** answers to the questions we had.*

proof [pru:f] (n) verification, information document, etc. witness, evidence or argument establishing a fact that is true.

rigorous ['rɪgərəs] (adj) 1. severe, strict, extremely careful, done carefully.

2. demanding that particular rules, processes are strictly followed.

spout [spaut] (v) speak a lot about sth, repeat sth in a boring way.

1 CW. Which word/words in each line is/are different from the others for its/their lexical meaning?

1. proof newspaper magazine journal shop
2. journalist teacher axe lawyer lower
3. accurate rigorous impartial mouthpiece partial
4. food entertain intrude grind spout



- 2 CW. Think and say who can have these qualities looking through the UI box.



Useful Information

There are many **trustworthy** (*devoted/reliable*) professions in the world. Most people prefer to be doctors and teachers, others prefer to be lawyers and judges, etc. The other list of professions are businessmen, leaders, journalists, politicians, etc. Some people think that journalists are given too much freedom. They often **intrude** into people's private lives. They follow celebrities and print sensational stories about them which are mostly untrue or half-true.

- 3 GW. Read the ideas by these most trusted people and give your comments.

*A good teacher is like a candle, it **consumes*** itself to light the way for others!*
(Mustafa Kemal Atatürk)

"I qualified when I was twenty-three years old. I had every intention of working until I was sixty five, so I've got a real interest in making sure that my patients think I'm trustworthy. You do that by the way you behave towards people."
(Dr. David Bailey)

*"We don't have **an axe to grind**. Our business is doing research in teaching. In good faith, we try and produce things that are of value to society in general."*
(Prof. Justin Lewis, university professor)

*Teachers are gardeners! "In teaching you cannot see the fruit of a day's work. It is **invisible*** and remains so, maybe for many years."*
(Jacques Barzun)

***vigilant** – keeping careful watch for possible danger or difficulties; awake

***consume** – kill, demolish, annihilate, eliminate

***invisible** – unseen

4 PW. Complete the dialogue with your own ideas and perform it.

Asim: I'm **concerned** (*worried, anxious*) we can't trust the news that we have read these days.

Mehriban: Hmm. Why not?

Asim: Because journalists have an **axe to grind**.

Mehriban: What? That's ***debatable**.

Asim: I think it's very rare to get a truly **impartial** journalist.

Mehriban: Why should a journalist be **partial** or impartial?
Surely that's the job of a journalist.

Asim: I agree with you. I'm just saying I think there are some journalists who can't be trusted. They aren't there to tell the truth, they are there to sell newspapers or they have an axe to grind.

Mehriban: Yeah, it's a job. They are always paid and they are the **mouthpiece** for whoever is paying them.

Asim: But, it's not the job of a journalist to be **rigorous**. I mean if anybody comes up with a piece of **nonsense**, or just whatever, you know, a piece of received information that they're **spouting**, isn't the job of a journalist to get to the bottom of that and say: what do you really mean by that, have you got **proof** of it, what are your sources? That's their job, surely?

Mehriban: _____.

5 PW. Give comments on the statements.

1. Journalists have an axe to grind.
2. Most journalists are truly impartial (*not partial/taking sides*).
3. Some journalists are trusted by the public
4. Some journalists can't be trusted.
5. It's the job of a journalist to be rigorous.
6. Journalists want the truth.
7. A journalist's job is to get proof and ask for evidence.

6 GW. Group the words and complete the table.

*axe impartial proof sources journalism vital grind mouthpiece
partial rigorous trustworthy talkative patient sociable violence trust
debatable journalist freedom inform concern invisible information*

Noun	Adjective	Verb	Other
• trust • •	• impartial • •	• trust • •	• • •

**debatable – arguable, disputable*

**nonsense – nothing*

7 PW/GW. Look through the idioms and give their equivalents in your own language.

REMEMBER!

An idiom – is a combination or a group of words with a special meaning that is different from the individual words. Sometimes the meaning is easy to understand, sometimes it's difficult to understand from the individual words. The English language is rich in idioms.

Idioms	Meanings
▪ <i>to have an axe to grind</i>	<i>to have private reasons for being involved in smth or for arguing for a particular cause</i>
▪ <i>to get to the bottom of smth</i>	<i>to find out the real cause of smth, especially smth unpleasant</i>
▪ <i>to feed smb</i>	<i>to give advice/information to smb</i>
▪ <i>to get on smb's nerves</i>	<i>to make smb annoyed, angry</i>
▪ <i>to keep an eye on</i>	<i>to watch or look after smb/smith</i>
▪ <i>to get out of hand</i>	<i>to lose control of things</i>
▪ <i>see eye to eye</i>	<i>to agree with someone/to be in full agreement</i>
▪ <i>on the tip of the tongue</i>	<i>not remembering smth at the moment</i>
▪ <i>fish out of water</i>	<i>a person who seems out of place or uncomfortable.</i>
▪ <i>butterflies in your stomach</i>	<i>you're nervous</i>
▪ <i>in the pink</i>	<i>in good health or good condition</i>
▪ <i>a big fish</i>	<i>important or powerful person in a group or organization</i>

8 PW. Express your opinions on the following statements giving your comments. Then compare them.

Agree	Disagree	Or
<ul style="list-style-type: none"> . . 	<ul style="list-style-type: none"> . . 	<ul style="list-style-type: none"> . .

- ◆ Journalists are more important than lawyers.
- ◆ A newspaper's main role is entertaining people.
- ◆ Newspapers are of vital importance in modern society.
- ◆ The press should be impartial and report events objectively.
- ◆ Newspapers not only inform, but also educate and entertain.
- ◆ "Media" are defined as a combination of newspapers, magazines, radio and TV.
- ◆ Journalists should report quickly and accurately what they have found out.
- ◆ Newspapers which rely on the sensational facts, gain the respect of their readers.
- ◆ There shouldn't be special laws for journalists, as they are only the representatives of everyone else in society.
- ◆ News / (news articles/programmes) influences / (influence) on people.

9 GW. Match the expressions with their meanings and use them in a situation.

1. Never mind!
2. to hang on
3. to make up your mind
4. to have an axe to grind
5. it is a piece of cake
6. to get on sb's nerves
7. to keep your shirt on

- a) easy
- b) stay calm
- c) Ok, no problem!
- d) to make a decision
- e) to wait a minute
- f) to have private reasons for being involved in smth
- g) makes somebody angry



10 IW. Make comments on the idioms saying their equivalents in Azerbaijani.

1. Jane has a good head for figures. Why don't you ask her to help you with the budget?
2. We're all ears. Do tell us what happened.
3. Lend me an ear and I'll sing you a song!
4. Would you give me a hand with this box? I can't lift it on my own.
5. It's really hard to see eye to eye with her, whatever I say, she criticizes.
6. Joanna always gets butterflies in her stomach before job interviews. I told her she had to relax.
7. Would you keep an eye on the milk while I'm out, please?
I'll be back in a minute and I hate when it boils over. (to spill)

PRACTISE AN INTERVIEW!

- 11 PW.** Interview your partner and perform. Write an interview about our journalists who have democratic ideas. (*We have such courageous journalists as Ganira Pashayeva, Mir Shahin and others*)



Tunar: Do you think the life of a journalist is easy?

Nuray: _____.

Tunar: What kind of responsibilities must a journalist take?

Nuray: _____.

Tunar: Which qualities are important for a journalist?

Nuray: _____.

Tunar: Are journalists trusted by the public?

Nuray: _____.

Tunar: Who are these personalities?

Nuray: _____.

Tunar: Why are these journalists heroes?

Nuray: _____.

Tunar: What other patriot journalists do you know?

Nuray: _____.

- 12 PW.** Match and use them in sentences of your own.

1. to grind
2. to spout
3. lawyer
4. proof
5. rigorous
6. partial
7. mouthpiece

- a) not complete
- b) document that shows that smth is true
- c) a person/a newspaper that informs the public about people's ideas
- d) to repeat smth in a boring way
- e) have private reasons to argue and smash
- f) strict
- g) a person in a court of law who has the authority to make legal decisions

- 13 IW.** Project Work. Write a paragraph:

- *What profession would you like to choose? Why?*
- *Do you think you have the necessary qualities for that profession?*

Self-Assessment	
I ...	Activities
remember everything about	
have no problems with	
think I need some more practice in	
think I need a lot more practice with	
can't remember anything about	

OPTIONAL REVISION TASKS

Reading Comprehension and Writing

1 Read and complete the chart with nouns from the passage.

The pages of a newspaper keep everyone in touch with local, national, government, and world events for a few coins a day. Newspapers provide us with more details about events than television news programmes have time for, and stories in the paper cover a wide range of topics. In addition to news, there is information about politics, the arts, sports, fashion, business, technology, science and environment. Newspapers also contain opinions or points of view, some newspapers support a political party and others try to remain independent. Local newspapers concentrate on events in one city or neighbourhood.

National newspapers are sold countrywide and cover events at home and abroad. A big newspaper has a large staff of editors, reporters, journalists, feature writers, cartoonists, photographers, typesetters, printers and many others who work through the night to deliver the latest news each morning. Each newspaper has a unique format - a special type style and general **layout*** that sets it apart from others on the newsstand. Big headlines and photographs of important events feature on the front page which carry the news that makes history.

er/or	ist	hood	tion/sion	ment
:	:	:	:	:

2 Sort the nouns out filling in the table according to task 1 above.

Simple	Derivative	Compound	Other
:	:	:	:

3 Fill in the gaps with the suitable verbs from the box. Give comments comparing Participle I and the Gerund.

a) listening b) happening c) entertaining d) learning e) carrying
f) watching g) sitting h) educating i) supporting j) looking

- ... political parties some newspapers contain different ideas.
- ... on the plane and ... at the clouds has always relaxed me.
- ... cartoons on TV is my favourite hobby.
- My sister enjoys ... Greek.
- ... the newspapers is the duty of a postman.
- ... and ... people newspapers inform us about a lot of things.
- By ... to news programmes we can get information on the events ... in our country and abroad.

1 Complete the table.

In the field of ...	What I learned	How I'll implement
<i>Listening</i>		
<i>Speaking</i>		
<i>Reading</i>		
<i>Writing</i>		
<i>Logical thinking</i>		
<i>Critical thinking</i>		
<i>Grammar section</i>		
<i>Other things</i>		

Vocabulary Map

2 Make a vocabulary map and write the words you learned around the unit in the box. You can add the meanings in your language.

Words	Pronunciation	Meaning/ Synonym	Opposite/ Antonym	Useful Phrases/ Expressions
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•

3 Think and sort out the words according to the parts of speech.

*proof smash broadcast something siren poison robbery that
partial foe vigilant spout by violently escape commercial entertain
an for gear flee themselves criminal or distribute relieve should
to ignition victim loudly jail*

Noun	Verb	Adjective	Adverb	Preposition	Article	Other
•	•	•	•	•	•	•
•	•	•	•	•	•	•
•	•	•	•	•	•	•

4 Fill in the gaps with the words from the box.

A) a secretary B) a diplomat C) a translator D) a politician E) a scientist

- ... always goes to conferences and makes presentations on scientific issues.
- ... travels to different countries and speaks a lot of foreign languages.
- A very successful. ... can become a president.
- ... helps with office work. She works well on computers.
- ... can translate books from one language into another.

5 Translate the sentences into your own language.

1. Television has changed our life today.
2. Watching television can help us avoid stress.
3. Journalists intruding on people's private lives chase celebrities and print sensational stories.
4. Taking photos in special moments is a journalist's job.
5. Children like watching cartoons on TV.
6. Telling the truth, journalists "have an axe to grind".
7. While climbing the mountain she fell down and broke her leg.

6 Find out the suitable meanings in the idioms giving clear comments.

1. I'm over the hill.

- a) I have done the most difficult part of a task.
- b) I found myself at a crossroads.
- c) My career started to go downhill.
- d) I can't do something well enough, because I'm too old.

2. Do gooder!

- a) a person who is lazy
- b) a person who is passive
- c) a person who works hard
- d) a person who tries to help people

3. You'll go far.

- a) You have lost your career.
- b) You have a great future ahead of you!
- c) You can't take a risk and start your own firm.
- d) You quickly reached the peak of your profession.

4. Keep your shirt on!

- a) Take a risk!
- b) Stay calm!
- c) It's not a secret!
- d) Make a noise!

5. He shone at Math from an early age!

- a) He was good at Math!
- b) He had a great future.
- c) He was bad at Math.
- d) He didn't seem to be smart.

6. The solution came to me in a flash of inspiration.

- a) A clever idea that came suddenly.
- b) I couldn't start the work.
- c) I can't take a risk.
- d) It was a great chance.

7 Say if you agree or disagree. Write your arguments.

1. People shouldn't waste time watching TV.
2. Television is a convenient source of information.
3. Television plays an important role in modern life.
4. Show programmes give the young wrong ideas about life.
5. Television keeps people informed about current events.
6. By dominating our lives television is a cheap source of entertainment.
7. Television allows people to follow the developments in science and politics.



UNIT 4. ACHIEVEMENTS

Lesson 1. Eyes in the Sky

What you'll learn:

- What Closed-Circuit Television (CCTV) cameras are
- Where we usually find CCTV cameras
- What CCTV cameras are used for
- What the importance and the main role of cameras are



[ʃ] potential shoplifter

[ɔ:] install record

Word File:

cookies [ˈkʊkɪz] (n) a packet of data sent by an internet server to a browser.

detect [dɪˈtekt] (v) find out, display, discover or identify the presence or existence of.

*Cancer may soon be **detected** in its earliest stages.*

entire [enˈtaɪə] (adj) complete, total, whole, with no part left out.

*My plans are to travel the **entire** world.*

install [ɪnˈstɔ:l] (v) put, set, place, locate.

*We're planning to **install** a new shower.*

investigate [ɪnˈvestɪɡeɪt] (v) look/examine into, explore, study, research, conduct an investigation.

*The police are **investigating** the situation.*

record [rɪˈkɔ:d] (v) register, write down, make notes, set down in writing for later reference, especially officially.

*We were asked to keep a diary and **record** everything we ate or drank.*

surveillance [səːˈveɪləns] (n) the act of carefully watching a person suspected of a crime or a place where a crime may be committed.

tag [tæg] (n) a label/sticker attached to someone or sth for the purpose of identification or to give other information; label, badge, sticker.

*While you're untying, remove any labels or **tags** that are still attached.*

1 IW. Group the words according to the stressed syllable: [•]

surveillance tag cookies shoplifter headline pavement install detect
cartoonist entire potential investigate newsstand record camera

• •
• cookies
•
•

• •
• detect
•
•

• • •
• potential
•
•

• • •
• shoplifter
•
•

• • • •
• investigate
•
•

2 PW. Look and speak about these things.

Model: We can see cameras everywhere, in the streets, at the top of the buildings, in the flats, in the shops, in the cars, etc. Every time we go into a shop, or use a cash machine, or travel on public transport a camera **records** our actions.



REMEMBER!

Cameras – are there to film dangerous or illegal behaviour. These cameras don't just watch criminals, they watch all of us, almost all the time.

PRACTISE AN INTERVIEW!

3 PW. Listen to the dialogue and perform it. Pay attention to -ing forms.

Aydan: Hello, Shahin!

Shahin: Hi, Aydan! Where are you going?

Aydan: I've lost the books that I took from our school library.

Shahin: Oh, sorry to hear that. But what will you do now?

How can I help you? Think a little where you could have put them.

Aydan: I think I put them on the pavement when I tried to help an old woman cross the street.

Shahin: Let's go there and have a look then. Maybe we can find them.

Aydan: Oh, thank you, nowadays there are watching cameras everywhere and they record everything, so I'm sure there will be no problem to find them.

Shahin: Oh, yes, you're right! We have such a camera at our house which is recording everything. I'll go there with you!

4 PW. Look through the "Compare and Remember" box and write more sentences comparing them.

COMPARE AND REMEMBER!

Gerund	Present Continuous	Relative Clause	Participle I
■ I like watching TV.	■ The girl is watching TV now.	■ The girl who is watching TV is my sister.	■ The girl watching TV is my sister.
■ She is fond of reading stories.	■ We are solving some social problems now.	■ What's the name of the person who you're speaking to now?	■ Writing articles for a local newspaper she gained experience as a journalist.

5 GW. Exchange your ideas on these questions paying attention to the use of words with -ing. (Adapted from a British newspaper)

- What are **Closed-Circuit Television (CCTV)** cameras?
- Where do we usually find CCTV cameras?
- What are CCTV cameras used for?
- Where are they mostly placed?

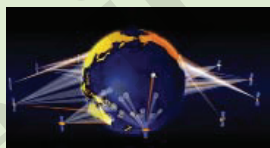


A) The first CCTV cameras appeared in Britain in 1953, and by the 1960s there were a few cameras in major streets of London. Today, there are more than four million CCTV cameras across the country. CCTV cameras are used all over the world. With new software, they can automatically recognize the faces of known criminals, and a new kind of CCTV cameras in the Netherlands are good at **detecting** angry voices and automatically warning the police of the trouble.

B) The amount of **surveillance** in towns and cities is increasing. Some goods have **RFID** (**R**adio **F**requency **I**dentification) **tags attached** to them in shops now. When you pick up one of these items, the RFID tag sends a radio message to a CCTV camera and the camera starts filming you. Shops say this technology helps to catch **shoplifters** (*a person who steals smth from shops; booster, lifter*).

C) Every time you make or receive a call on your mobile phone, the phone company knows the number of the phone you're calling and how long the call lasts. The police using this information often **investigate** serious crimes.

D) What about satellites? Anybody with a computer can download Google Earth and get satellite photos of the **entire** world. And governments use more powerful satellites that are watching their citizens.



E) Using your computer to visit websites, you probably send and receive **cookies** (*a packet of data sent by an internet server to a browser*) without realizing it. Cookies transfer information from your computer to the website and, in the theory, could record which websites you visit. Or perhaps somebody has secretly **installed** programmes on your computer. These record every letter that you type on the keyboard: your passwords, e-mails, bank account numbers and more.

6 GW/PW. Match the headings with the paragraphs A-E above.

There is one extra heading you don't need. Retell their content.

- | | |
|-------------------------------|---------------------------------|
| 1. Eyes in the Sky | 4. They Know Who You're Calling |
| 2. What are CCTV Cameras for? | 5. Safety on the Streets |
| 3. Internet Surveillance | 6. Watching Shoppers |

7 GW. Put the sentences into two groups, compare and give comments *against* or *for*.

1. Surveillance makes people decide not to commit crime.
2. If you don't do anything wrong, then you have nothing to fear from surveillance.
3. Surveillance makes everybody feel guilty.
4. Personal privacy is more important than catching criminals.
5. The police can catch more criminals with the help of surveillance.
6. We can solve social problems.
7. Public safety is more important than personal privacy.

Arguments for surveillance	Arguments against surveillance
• • •	• • •

8 PW. Choose the correct answer. Make your own quiz looking through the model.

1. With new software CCTV cameras can automatically ... the faces of unknown criminals.

- a) solve b) make c) recognize d) use

2. The amount of surveillance in cities and towns ... nowadays.

- a) is increasing b) is using c) is playing d) is catching

3. The police using the information from the CCTV cameras ... serious crimes.

- 1. catch 2. save 3. investigate 4. record**
a) 1, 2 b) 1, 3 c) 3, 4 d) 2, 3

4. CCTV cameras receive a message from RFID tags when

- a) a shoplifter comes into the shop
b) a shoplifter steals an item
c) somebody lifts up an item that has got a tag
d) the camera starts filming

5. Choose the incorrect variant.

Surveillance helps to catch

- a) shop assistants b) shoplifters c) thieves d) criminals

9 PW. Find the opposites of these words and build up sentences.

- | | | |
|-------------|------------|-------------|
| dangerous – | illegal – | important – |
| useful – | angry – | guilty – |
| public – | social – | serious – |
| harmful – | personal – | healthy – |

10 PW. Find the words from the texts which mean: (See task 5.)

1. a machine which gives you money when you type in your code
2. secret words that allow you to enter (*a place or a website*)
3. a label which you attach to/on an item (*e. g. a suitcase*)
4. transfer from the Internet to your computer
5. inhabitants of a state or nation
6. people who steal from shops
7. computer programmes
8. against the law
9. investigate
10. shoplifter



11 IW. Put the words in correct columns and use them in sentences.

install surveillance guilty crime steal
 criminal social safety catch record
 investigate tag public visit personal

Noun	Adjective	Verb
• visit • surveillance •	• guilty • •	• visit • install •

**12 IW. Create a paragraph on the topic and give reasons for your opinion:
 "I think the increase in surveillance in our society is good/bad".**

Self-Assessment	Level Reached			
Description of Achievement	Excellent	Good	Fair	Poor
<i>I can read and understand:</i> <ul style="list-style-type: none"> articles/passages about CCTV cameras match the headings with the paragraphs 				
<i>I can:</i> <ul style="list-style-type: none"> ask and answer questions on cameras compare arguments for/against surveillance give reasons for my opinions/thoughts 				
<i>I can:</i> <ul style="list-style-type: none"> build up sentences using the key words write a paragraph on cameras and satellites expressing my ideas 				

Lesson 2. The Masters of Our Own Fate

What you'll learn:

- Some of the inventions/discoveries that exist
- Who created, invented these inventions
- Why these inventions are used

REMEMBER!

"Those that know, do! Those that understand, teach!" (Aristotle)



[aɪ] light bulb transistorize

[eɪ] fate fascinating

Word File:

evolve [ɪˈvɒlv] (v) 1. expand, develop gradually, grow, progress, advance, spread, change from a simple to a more complex form.

*The company has **evolved** into a major chemical manufacturer.*

2. give off (gas or heat).

fascinating [ˈfæsmɪnɪŋ] (adj) charming, extremely interesting, glamorous, lovely. ***Fascinating** facts.*

fate [feɪt] 1. (n) destiny, chance, luck, fortune. ***Fate** decided his course for him.*

2. (v) *be destined to happen, turn out, or act in a particular way.*

*The regime was **fated** to end badly.*

light bulb [ˈlaɪt ˈbʌlb] (n) bulb, electric light, a glass bulb inserted into a lamp. *The watchman switched on an electric **light bulb**.*

painkiller [ˈpeɪnˌkɪlə] (n) a drug or medicine for relieving pain, pain reliever. ***Painkillers** reduce pain and swelling.*

supersonic [ˈsjuːpəˈsɒnɪk] (adj) involving or denoting a speed greater than that of sound. ultrasonic, hypersonic, faster-than-sound.

transistorize [trənˈzɪstəraɪz] (v) design or make with transistors rather than vacuum tubes. *A **transistorized** tape recorder.*

1 IW. Practise the words with the sound and find the ones with different sound in each line:

[eɪ] alley painkiller fate debate create

[aɪ] transistorize live light bulb private

[ɔ] evolve courage crop front cotton

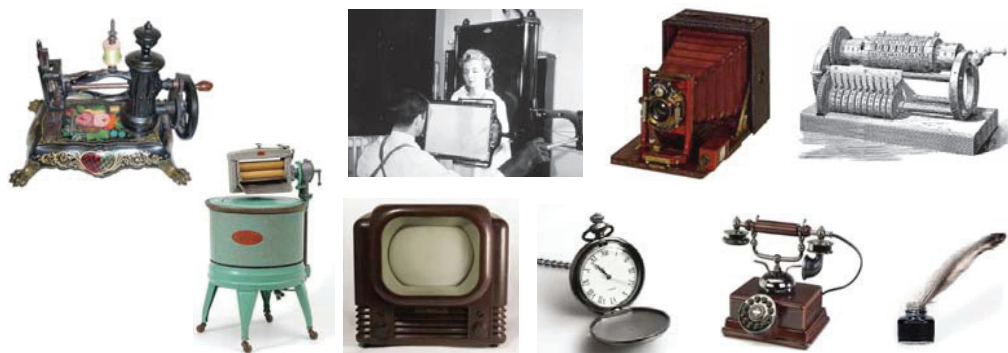
[ju:] supersonic tune proof musical use



2 GW. Find the information and make a presentation about these objects.

Model: The computer designed by an Englishman Charles Babbage is used in every house, every office, etc. The watch made by Kutbi, a renowned watchmaker of his time, plays a great role in our life nowadays.

X-rays* system-discovered by William Roentgen, a German scientist is used for diagnosis of different illnesses nowadays. W. Roentgen received the first Nobel Prize for his discovery in 1901.



3 PW. Read the UI box and share your ideas on supersonic age.

Useful Information

We live in the **fascinating** and challenging world of science. It's the world that has affected our lives. It is part of the way we eat and travel, the homes we live in and the clothes we wear, how we become ill and how medicine can make us better. Science has given us fantastic means of communication and exploration. Because in the future science will be around us, tomorrow's adults must start learning today to be ready to take their places in this computerized, **transistorized**, antibiotic, nuclear, **supersonic** age! And all the things mankind **invented, created, designed** are used now.

GRAMMAR SPOT

COMPARE AND REMEMBER!

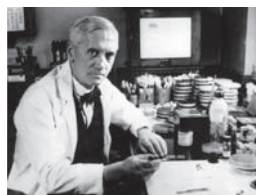
Active	Passive	Relative Clause	Participle II
• People design buildings.	• Buildings are designed by people.	• Buildings that are designed by people are charming.	• Buildings designed by people are charming and attractive.
• Samuel Fox invented a modern umbrella.	• A modern umbrella was invented by Samuel Fox.	• A modern umbrella that was invented by Samuel Fox protects people from heat and rain.	• A modern umbrella invented by Samuel Fox protects people from heat and rain.

*X-ray(s) – Ro(e)ntgen rays

4 GW. Read the texts inserting the verbs from the box and paying attention to the usage of Past Participle. (Participle II)

- a) used b) taken c) prepared d) invented(2)
e) evolved f) given g) created h) designed

■ **Penicillin** ... (1) by Alexander Fleming is used for cold nowadays. Although Alexander invented it, he didn't know how to make it into medicine. It was first ... (2) into medicine ten years later, by an Australian scientist Howard Florey.



■ **The thermometer** ... (3) to take the temperature of the human body ... (4) in their present form after centuries of scientific investigation. First it was the work of Sanctorius, an Italian professor of medicine (16th cent.) that led to a temperature scale.

■ **Text-messaging** ... (5) by the Finnish company Nokia helped Finnish teenagers, who were very shy. They found it easier to text their friends than to phone them.




■ The **light bulb** ... (6) by an American inventor Thomas Alva Ferdinand Edison was the most famous achievement and changed the world completely.

■ The drug **Aspirin** ... (7) by Felix Hofman is used as a **painkiller** all over the world. The first aspirin was ... (8) to Felix's father for his arthritis. In 1969 aspirin was ... (9) to the Moon by the Apollo astronauts.



5 PW. Fill in the chart according to the texts above.

	Aspirin	Light bulb	Text messaging	Computer	Penicillin	Other
Why do we need it?						
When was it invented?						
Who invented it?						
Which of them was taken to the Moon?						

6 GW. Read the texts on page 82 and compare the forms of the verbs looking through the chart.

Active Voice	Participle II
People create new technologies.	New technologies created by people are interesting.
People design buildings, beautiful architectural monuments.	Buildings and architectural monuments designed by people are magnificent and beautiful.
People compose music.	Music composed by people is charming and fantastic.
People make movies.	Some of the movies made by people are exciting and entertaining.
People discovered lands, etc.	Some of the lands discovered by people are rich today.

GRAMMAR SPOT

PAST PARTICIPLE CLAUSES

Participle Clauses contain either a Present Participle or Past Participle. Clauses with a Past Participle replace a *Passive Verb*.

The verb they replace can be in any tense.

- The final episode (*which was*) **shown** on TV yesterday, was watched by millions.
- The picture (*which was*) **painted** by the artist will be sent to the museum soon.
- The valuable statuette (*which was*) **made** of gold was sold last Sunday.

7 PW. Rephrase the sentences using Participle II instead of a clause.

1. The place which is situated in the Highlands attracts many tourists.
2. The lands that were discovered by Columbus were rich in gold.
3. The two banks which were connected by a bridge were dangerous.
4. Mark Twain who was the best known American writer and humorist described the life on the Mississippi.
5. The first crossword which was **compiled*** by Arthur Wynne is a magic game.
6. The first reflecting telescope which was built by Isaac Newton was a useful invention.

8 IW. Find the clues for the definitions below and translate.

1. A person who makes cartoons
2. Something that is very fast of its kind
3. A person who makes things for the first time
4. A person whose job is concerned with politics
5. Something that is used to take the temperature
6. Something that is used as a painkiller



**compile – produce smth, especially a list, report, or book by assembling information collected from other sources; make up, make, compose*

9 PW/GW. Choose the correct alternatives paying attention to the usage of Participle I and Participle II.


1. The photos *taking/taken* at the school show haven't come out.
2. The cartoon *showing/shown* on TV was very interesting for adults, too.
3. A. Fleming made a big change in medicine *inventing/invented* the penicillin.
4. The first motor car *created/creating* by Karl Benz was made in 1885.
5. The first cartoon Mickey Mouse *produced/producing* by the most popular cartoonist W.Disney was an **instant hit*.
6. "Khamsa" *written/writing* by the most famous Azerbaijani poet Nizami Ganjavi is read and performed with great interest.
7. Oh, look! The lady *translating/translated* the news programme is charming.
8. The relationships *creating/created* by our government are really **sustainable***.
9. The boy *compiling/compiled* interesting crosswords is our classmate.
10. *Looking/looked* through the passage the students filled in the gaps with the appropriate words from the box.

10 PW/GW. Choose the right suffix to make nouns and complete the chart.

invent	create
produce	write
educate	teach
cartoon	humour
science	journal
innovate	art
compose	act

- or	- er	- ist
• invent+ or	• teach+ er	• art+ ist
•	•	•
•	•	•
•	•	•
•	•	•

11 GW. Make questions about these inventions and find logical answers. Try to make a crossword as well.

	Phone	Aspirin	Camera	Umbrella	TV	Cartoon	Other
Questions	Who... by/ make?	When/ invent?	Where/ put?	What... for/to use?	Who/ by?	Who..by/ create?	What... for/ use?



**instant hit* – immediate success/prosper; blow, thrive

**sustainable* – able to be maintained at a certain rate or level;
able to be upheld or defended

Lesson 3. The Road to Success

What you'll learn:

- How we can define a **genius***
- If people are born geniuses or they become geniuses through hard work
- How a person can become successful!

REMEMBER!

- *Be a good master and a good teacher!*
- *A journey of a thousand miles begins with a single step!*
- *It's not always what you teach but how you teach it!*

(Lao Tzu, Chinese philosopher)



[ɪ] dismiss constitute discrete

[æ] track gravity

Word File:

arouse [ə'rauz] (v) call, produce, evoke or awaken someone from sleep, wake up. *She was **aroused** by the telephone call a few minutes ago.*

constitute ['kɒnstɪtju:t] (v) set up, found, institute, issue, publish, establish by law. *Single parents **constitute** a great proportion of the poor.*

dismiss [dɪs'mɪs] (v) order or allow to leave, send away, release, part with. *She **dismissed** the taxi at the corner of the road.*

gravity ['grævɪti] (n) balance, attraction, fixation, heaviness.

*Newton's laws of **gravity** apply with minor modifications to take the general theory of relativity into account.*

lifetime ['laɪftaɪm] (n) the duration of life. *A reward for a **lifetime's** work.*

motion ['məʊʃən] (n) 1. the action or process of moving or being moved, movement, rise and fall, shifting, transit, course.

2. a formal proposal, recommendation, suggestion.

put forward [put 'fɔ:wəd] (v) push, move out, pull out, propose, nominate.

track [træk] (v) watch, look after, follow the course of someone or smth, typically in order to find them or note their location at various points.

1 IW. Practise the words with the same sounds.

[aɪ] lifetime combine mind tribe

[ð] either weather there though

[ɪ] dismiss discrete diplomacy typical

[æ] track matter gravity pattern



***genius** – a person who is exceptionally intelligent or creative, either generally or in some particular respect; brilliant person, gifted person

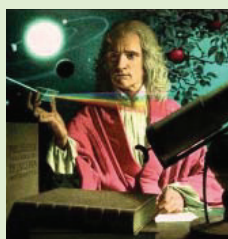
2 GW. Fill in the KWL table about scientists / inventors.

Inventors	K	W	L
Lotfi Zadeh			
Thomas Alva Edison			
Isaac Newton			

3 GW. Read and discuss the questions giving comments.

- How can a person become successful?
- How can he/she manage to do it?
- What makes a person so special?
- How do people become geniuses?

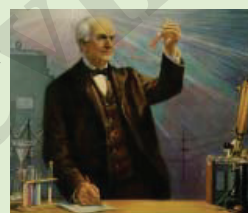
Famous Inventors



■ **Isaac Newton (1642-1727)** was a world-famous physicist, mathematician and natural philosopher. **Isaac Newton** discovered many laws and scientific theories which helped to *shape* the *study* of physics. In 1665 he *discovered* the law of **gravity** by watching an apple fall from a tree. He decided to **put forward** other laws about **motion** that explain how objects move on the Earth and in the sky.

He made discoveries in optics and built the first reflecting telescope. Much of modern science is based on his ideas. He also **aroused** a new *interest* in vision and *colour* and influenced *descriptive* writing throughout the 18th century. He **dismissed** poetry as an unimportant and **irrelevant** (*unnecessary*) activity. He had a great *influence* on the writers of the time and *caused* them to admire reasons in both Man and God. He said: “I’m certain that any mind working on a problem continuously will be prepared for the sudden answer.”

■ **Thomas Alva Edison (1847-1931)** He didn’t go to school, but he *loved* reading and his mom taught him at home. Thomas was born as an inventor and during his **lifetime** he invented more than a thousand things such as microphone, the *record* player, and equipment for the cinema, the telegraph, and the *telephone*. However, his most famous invention is the electric light bulb. Today we can definitely say that his invention is the biggest achievement ever. The electric light has had such a big *influence* on people’s everyday *lives* that it has completely *changed* the world. By the time he was seventy Edison’s achievements had made him one of the best known people in America.



4 GW. Choose and write the words in *italics* in the text in correct columns.

Noun : : :	Verb : : :	Both : : :	None : : :
----------------------------	----------------------------	----------------------------	----------------------------

PRACTISE AN INTERVIEW!

5 PW. Read and complete the UI box. Then act out the dialogue.

Useful Information

Sometimes we think that a creative idea suddenly comes into our heads/ minds from nowhere. This is not usually the case-it comes because we are ready to receive it. Every person is a genius in their own way. Some people are good at remembering what they have read, others are good at remembering things through listening. Some people are good at Maths, Languages, History, some are good at sports and some are good at Music or Painting, etc. So, all these qualities are called And those who have such qualities are called ... people.

Sona: What associations come to your mind when you hear the word “**talent**”?

Elnur: I think talent is a gift that God gives to some people.

Sona: And what’s the difference between a talent and talented?

Elnur: As a part of speech **talent** is a noun, but **talented** is an adjective that means a person who has talent, ability, capability and creativity as Lotfi Zadeh.

Sona: Now I understand. Thank you for clear explanation, indeed.

Elnur: You are welcome, Sona. You know, I always feel pride with such talented people as Lotfi Zadeh, Kerim Kerimov and other famous Azerbaijanis.

6 PW. Talk about your abilities discussing the cards.

Student’s Card 1

Ask your friend if he/she can do things well.
Tell him/her what you can do well.

Remember to say:

- what you can do well
- what you can invent, design, create, achieve
- about your new ideas/inventions/achievements



Student’s Card 2

Listen to your friend and answer his/her questions.
Ask him/her if he/she can do things that you can do well.

Remember to ask:

- about his/her skills/abilities/creativity
- about his/her ambitions
- if he/she can be a successful person

7 PW. Complete the table according to the passages and UI box.

Useful Information



Lotfi Zadeh is the Scientific Editor or Member of Editorial Board of 54 scientific journals in the fields of Soft Computing and **Fuzzy Logic***. Lotfi Zadeh is one of the most **referenced** scientific authors in the world. He is the one who made our lives lighter, easier. So, thanks to his inventions people live a delightful life. Just in 1990-2000 there were more than 36000 references made with regard of his articles and monographs. Lotfi Zadeh is the member of a big number of foreign Academies of Sciences. He has received a lot of awards and medals from various honorary societies. He is the Honoured Doctor of many foreign states and public organizations. Lotfi Zadeh has developed 5 fundamental scientific theories. He founded the **Zadeh Institute for Information Technology (ZIFIT)** in Berkley, USA. The famous State Space, theories of control and **tracking** of dynamic systems developed by Lotfi Zadeh **constitute** the basis of modern science of control. Based on these theories National Aeronautics and Space Administration (**NASA**) designs, develops and implements various purpose control systems. The most popular theory of Lotfi Zadeh is the Fuzzy Logic Theory.

Activities by scientists	Lotfi Zadeh	Edison	Newton	None
invented microphone, the record player, etc.				
is the most referenced scientific author in the world				
aroused a new interest in vision and colour				
is Honoured Doctor of several foreign states				
discovered the laws of gravity				
created the electric light bulb				
invented the car				
developed 5 main scientific theories				
composed a lot of songs				
built the first reflecting telescope				
caused writers to admire both Man and God				
dismissed poetry as an unimportant activity				
created the Fuzzy Logic Theory				
changed the world				
built and opened a number of schools				
was made the president of the Royal Society				

**Fuzzy Logic – Logic which is difficult to perceive clearly or understand and explain precisely; argumentation which is indistinct or vague-unclear, distorted, unfocused*

8 PW. Complete the biography using information from the passages.

Name	Lotfi Zadeh	Newton	Edison
<i>Date of Birth</i>	<i>February 4, 1921</i>		
<i>Citizenship</i>			
<i>Birthplace</i>	<i>Azerbaijan, Baku</i>		
<i>Characteristic features</i>			
<i>Invention</i>	<i>Fuzzy Logic</i>		
<i>Interests</i>			
<i>Awards</i>			

**9 IW. Write a paragraph to describe your strongest ability.
Try to demonstrate your ability and give explanation.**

10 IW. Write an essay choosing one of the headings/sayings below:
 ■ *Necessity is the Mother of Invention.* ■ *All that Glitters is not Gold.*
 ■ *The Road to Hell is paved with good inventions.*

11 IW. Create a project. Make a list – collage of your favourite inventors with photos and illustrations.

Self-Assessment	
Criteria	Activities
I remember everything about	the word file and the meanings of the words
I have no problems with	the new words and their meanings, the discoveries and inventions of some inventors or scientists, etc.
I think I need some more practice in	writing an essay about discoveries
I think I need a lot more practice in	making an Interview about the ambitions of the inventors/ scientists
I can't remember anything about	_____

OPTIONAL REVISION TASKS

Reading Comprehension and Writing

1 Read and mark new words. Compare with your partner.

The Boss of Microsoft



We all know that Bill Gates is the boss of Microsoft, the best – known computer software company. Bill Gates is one of the richest men in the world. When Bill was a little boy he loved reading, especially books which **contained** facts. Before he was nine years old, he read every book of the World Encyclopedia. When he was eleven he went to a private secondary school called Lakeside School. He became interested in computer programming, and he wrote his first computer programme when he was only thirteen. While studying at the University of Harvard he developed BASIC – a language used for writing computer programmes. In 1975 he also started a company called Microsoft with his friend Paul Allen. However, he soon decided that Microsoft was more important than his university studies and a year later, he left Harvard to spend all his time in his new company. Bill and Paul believed that there would be a computer in every home, and in every office, everyone would have their own computer one day. So they immediately began to develop software for personal computers. Nowadays, about 85 per cent of all computers use Microsoft programmes. Today Gates is a billionaire, but he doesn't live the life of a rich man, even preferring until recently to fly economy class and eat in the Microsoft office cafeteria. In fact, he believes in the well-known saying: you can't take it with you. He intends to **get rid of** (*remove, do away with, extinguish*) all his money before he dies and to give it away! With his wife Gates has set up a charitable organization called the "Bill and Melinda Gates Foundation". Through this foundation more than 50 billion dollars is spent in poor countries on projects and programmes in the areas of health and learning.

(www.en.wikipedia.org/wiki/Bill_Gates)

2 Write the events according to the numbers in Task 1 and UI box.

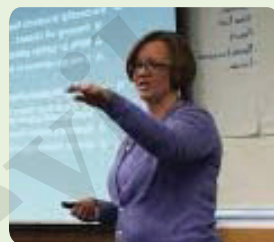
Figures	Events
1975	
13	
1976	
85%	
9	
11	
50 billion dollars	
1969	

3 Find out True/False statements according to the text and the UI box.

Statements	T	F
Bill Gates is the boss of Microsoft, the best – known computer software company.		
When Bill Gates was eleven he went to a private secondary school called Lakeside School.		
Paul Allen developed BASIC, a language used for writing computer programmes at University of Harvard.		
Bill never believed that there would be a computer in every home, and in every office.		
“Bill and Melinda Gates Foundation”, a charitable organization was set up by Bill Gates and his wife.		
In 1975 Bill Gates started a company called Microsoft with his friend Paul Allen.		
The Internet started in 1969 in the USA.		
Nowadays, 35 per cent of computers use Microsoft programmes.		
“Bill and Melinda Gates Foundation” spends a lot of money on poor countries and on projects in the areas of health and learning.		

Useful Information

The Internet started in 1969 in the USA. It was called Arpanet at first, but its name soon changed to the “Internet”. In those days, computers were enormous machines and not many people used them. This began to change in 1971 when Ray Tomlinson, an American engineer sent the first email message. He chose the symbol @ on his keyboard to identify his email address. The Internet didn’t become really popular until Tim Berners Lee, an English scientist, invented the **www** (*World Wide Web*) in 1989. Today you don’t need a big computer to go on the Internet. You can use a smart phone, or a laptop with a wi-fi connection.



4 Interview your partner and act it out.

Farid: Why did Bill Gates leave university?

Zahra: _____.

Farid: Was he right to leave university?

Zahra: _____.

Farid: How did he become successful?

Zahra: _____.

Farid: What does Bill Gates do with his billions?

Zahra: _____.

Farid: What kind of personality is Bill Gates?

Zahra: _____.

Lesson 4. A Friend or a Foe?

What you'll learn:

- Inventions of the 21st century
- Inventions, their advantages/disadvantages
- The use of the Definite Article
- New words and word combinations on the topic



[g] **bang** **pregnant**

[ʌ] **truck** **ultimate**

Word File:

bang [bæŋ] **1.** (n) a sudden loud noise, bump.

*The door slammed with a **bang**.*

2. (v) hit, beat, knock, bump, or put down smth forcefully and noisily, typically in anger or in order to attract attention.

*He began to **bang** the table with his fist.*

frown [fraʊn] **1.** (n) a facial expression or look characterized by furrowing.

brows. **2.** (v) make a face; furrow one's brow in an expression of displeasure. *He **frowned** as he reread the letter.*

lawsuit ['lɔ:sju:t] (n) legal action, a claim or dispute brought to a court

obese [əu'bi:s] (adj) fat or overweight, stout, plump, oily, heavy.

*Some people are at a healthy weight, some are overweight or **obese**.*

offender [ə'fendə] **1.** (n) a person or thing that offends, does something wrong, or causes problems.

2. (n) a person who commits an illegal act; an offender or a lawbreaker

pregnant ['pregnənt] (adj) expecting/carrying a baby/a child; a **pregnant** woman.

truck [trʌk] **1.** (n) lorry **2.** (v) convey by truck.

ultimate ['ʌltɪmɪt] (adj) final, concluding, resulting, being or happening at the end of a process.

*Their **ultimate** aim was to force his resignation.*

1 IW. Find the word/words with a different sound.

- [g] globe bang advantage pregnant gratitude
[ɔ:] lawsuit booklet frown offender cooperation
[ʌ] truck ultimate gabbage guide trouble
[i:] obese peasant audience children speech



- 2 CW. Have a look at the Mind Map and share your opinions on these inventions adding more ideas.



- 3 GW. Debate. Read the model and fill in the table giving reasons for each of them. *Sample:*

Student 1.

I think all inventions are valuable. Personally, I think the computer is a useful and necessary tool in the world we live in. It's also true that it usually brings more benefits to our lives. One of its great advantages is that it serves our interests.

Student 2. *I know the computer is a real miracle. But it has changed our lives although it can create problems. One of major disadvantages of the computer is its ability **to dominate*** us.*

Student 3. *I think there are a lot of useful inventions. But at the same time some of them are not good. **For example:** Fast Food, speed cameras, as well as nuclear weapons and bombs rank among the most hated inventions of all times.*

Inventions	Advantages	Disadvantages	Reasons
<ul style="list-style-type: none"> mobile phone camera radio computer aspirin umbrella fast food light bulb www TV 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

**to dominate – have a commanding influence on; exercise control over*

4 GW. Read and complete the articles with the inventions filling the following words in the gaps. Retell the content.

a) bombs b) car c) weapons(2) d) fast food(2) e) cigarettes

1. Americans are the **ultimate** ... (1) eaters, spending an **estimated** (*calculated*) \$ 142 billion on it in 2006. But it seems our days of **carefree** (*careless*) use of fatty, cholesterol-rich food takes



us to the health risks. In 2002, some **obese** US teenagers **filed** (*arranged, organized*) a **lawsuit** against McDonald's accusing the ... (2) fattening them up. People choose to eat a lot of unhealthy food, they can't blame the company that sells Fast Food to them.



2. ...(3), gun, biological ... (4) you name it – innovations that go **bang** or cause bodily harm were the most widely **frowned** upon in our survey. Nuclear ... (5) were the worst **offender**. They were used only twice during the war. In 1945, the USA dropped the bomb "*Little Boy*" on the Japanese city of Hiroshima.

3. What can cause cancer? ... (6). Men who smoke are twenty two times and women twelve times more likely to develop lung cancer than those who don't. Smoking is also linked to other cancers and heart attacks. **Pregnant** smokers are at greater risk of giving birth to underweight babies. The World Health Organization says up to twenty-nine percent of British men and nineteen percent of women smoke.



4. The first motor ... (7) was built in 1885 in Germany. However, it was in America that cars were first produced in large numbers in factories. And now over a billion cars and light trucks are **manufactured*** by companies all over the world.

Being the toy of the wealthy in the late 1880s cars changed everybody's life. Modern cars are a part of our lives nowadays. We can't imagine our lives without them. The motor industry is increasing now. Over 63 million cars are produced every year.

***manufacture** – make smth on a large scale using machinery; produce

***take over** – an act of assuming control of something, especially the buying out of one company by another; buyout, merger, purchase

5 GW. Read the numbers and make notes on the facts in the passages.



6 IW/PW. Think and complete the table with your own ideas.

Inventions	Words to describe
<i>Bombs</i>	
<i>Cigarettes</i>	<i>cancer-causing, harmful</i>
<i>Fast Food</i>	<i>fatty, cholesterol-rich food</i>
<i>Cars</i>	<i>initially the toy of the wealthy</i>
<i>Camera</i>	
<i>Mobile phone</i>	
<i>Other</i>	

7 PW. Match the words with their definitions.

1. lawsuit
2. bang
3. dominate
4. ultimate
5. estimate
6. carefree
7. obese

- a) happening at the end of a long process
- b) form an idea of the cost, size, value of smth
- c) being very fat, in a way that is not healthy
- d) a legal action or claim brought to a court
- e) having no worries or responsibility
- f) have a lot of influence over sb/sth
- g) bump, a sudden loud noise

8 IW/PW. Complete the table.

Adjectives	Definition	Synonyms	Opposites
<i>excellent</i>		<i>brilliant, perfect</i>	<i>awful</i>
<i>dangerous</i>			<i>safe</i>
<i>rich</i>	<i>wealthy</i>		
<i>devoted</i>		<i>faithful</i>	
<i>successful</i>			
<i>destructive</i>	<i>causing great harm or damage</i>		
<i>surprising</i>			
<i>modern</i>		<i>contemporary</i>	
<i>unpopular</i>	<i>having a little popularity</i>	<i>unknown</i>	

GRAMMAR SPOT

The Definite Article

The – with a singular countable noun	Without the (years)	The – with the most place names	The	The – in fixed phrases	Proper Names without the
• The automobile has done worse since the economic crises.	in 1880 in 1960 in 2006	• The World Health Organization	in the UK in the USA in the Japanese city of Hiroshima	in the late 1880s in the 1960s in the 20 th century	Hiroshima Nagasaki Mc Donald's

9 IW. Complete the sentences with **a, an, the** or **zero (no)** article.

- ... World Health Organization says, up to twenty - nine percent of ... British men and nineteen percent of ... women smoke.
- In ... 2002, some obese US teenagers filed ... lawsuit against ... McDonald's accusing ... fast food chain of fattening them up.
- Developed in ... late 1880s, ... modern automobile was ... toy of ... rich.
- ... Internet started in ... 1969 in ... USA.
- ... motor industry is increasing nowadays.
- Today ... people don't need ... big computer to go on ... Internet.

10 IW. Complete the verb phrases and make up sentences.

to consume ... to cause ... to dislike ... to dominate ...
to produce ... to realize ... to increase ... to give ...
to become ... to organize ... to describe ... to accuse ...

11 IW. Write a paragraph:

- "Great Advantages and Major Disadvantages of Some Inventions."**
- Make a Crossword on Inventions.**

Self-Assessment			
Things I learned about	A lot more	A bit more	Little
the benefits of inventions			
the advantages/disadvantages of inventions			
the use of the Definite Article			
the meanings/function of adjectives			

OPTIONAL REVISION TASKS

Reading Comprehension and Writing

- 1 Listen and find the new words in the paragraphs about Helen Keller. Translate it into your own language.**

Memory Pictures in Fingers

1. Helen Keller was born in Tuscumbia, Alabama, on June 27th 1880. The beginning of her life was very much like the beginning of every other child. When she was 2 she had congestion in her stomach and brain. She could not see, she became baffled by her environment. Her inability to express herself continued till the age of seven.

2. Helen's life changed with the coming of Anne Sullivan, a teacher from the Perkins Institute for the Deaf and Blind. Anne helped Helen to overcome the barriers of darkness and silence. Helen learned to see with her fingers. Her teacher's finger tricks became words for everything around her. Soon learning became a joy for her. In a few months she was ready to begin "braille", the printed language for the blind. Helen's vocabulary improved and she was able to go to Boston as a regular student in the Perkins Institute.

3. There she worked at Arithmetic, Zoology, Geography, History, French, German, and Latin. Soon she realized she could do anything with words on paper. Through it she could share her life with others. In it she could visit people of other lands and even other times: the heroes of ancient Greece, the characters from Shakespeare, and the tribes from faraway jungles. "How easy it is to fly on paper wings!" she thought.

4. Besides speech lessons Helen worked extremely hard as she wanted to go to college. The results were exciting and she passed everything. Four years moved swiftly and she passed final examinations. At the age of 24 she graduated with honours successfully.

5. After that Helen devoted her life to people who were in need. Beginning with "The Story of my Life, she wrote eight books as well as lots of essays and articles on blindness. Realising that she could not hope to solve the situation of the blind and the deaf herself, Helen turned her thoughts to the many capable and dedicated people who wished to help. From 1913 till the age of 80 she set out on tours around the world lecturing on the problems of the blind and deaf. Everywhere she was given a warm welcome. How happy she felt when new homes, schools, and workshops for the blind were set up!

REMEMBER!

Braille – a system of printing for blind people in which the letters of the alphabet and the numbers are printed as raised dots that can be read by touching them.

- 2 Match the topics to the paragraphs 1-5 above. (There is one extra)**

Retell the content.

- | | |
|--------------------------|------------------------|
| a) On Paper Wings | d) Educational Success |
| b) Stricken with Disease | e) Out of the Dark |
| c) Speech Miracles | f) Life Commitment |

- 3 Interview your partner about the main events in his/her life and take notes looking through the UI box.

Useful Information

Helen Keller is the woman of international fame and admiration. In spite of her deafness and blindness she continued her education to a high level. Helen's great will turned whatever seemed impossible into great achievement. She devoted herself to explaining the situation of **handicapped*** people throughout the world.

Don't think of today's failures, but of the success that may come tomorrow! You have set a difficult task, but you will succeed if you persevere and you will find a joy in overcoming obstacles. Remember, no effort that we make to reach something beautiful is ever lost!

(Helen Keller)



- 4 Look at Helen's biography and fill in the column with facts about her.

Name	Helen Keller
Date of Birth	1880
Citizenship	
Birthplace	
Nationality	
Communication	
Characteristic features	
Abilities	
Activities	
Awards	



- 5 Match the definitions to the words or phrases given in the passages.

1. to win
2. having great love for smb/smt
3. disability of hearing
4. part of the body blocked with blood
5. disability of seeing
6. system of printing for blind people

- a. braille
- b. devoted
- c. blind
- d. congestion
- e. to overcome
- f. deaf

- 6 Take notes under the following headings and make a plan for a famous person's biography:

- *Early Life*
- *Main Achievements*
- *Teenage years*
- *Ambitions for the Future*

Around Unit 4

1 Complete the table.

In the field of ...	What I learned	How I'll implement
<i>Listening</i>		
<i>Speaking</i>		
<i>Reading</i>		
<i>Writing</i>		
<i>Logical thinking</i>		
<i>Critical thinking</i>		
<i>Grammar section</i>		
<i>Other things</i>		

Vocabulary Map

2 Make a vocabulary map and write the words you learned around the unit in the box.

Words	Pronunciation	Meaning/ Synonym	Opposite/ Antonym	Useful Phrases/ Expressions
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•

3 Think and sort out the words according to the parts of speech.

bang painkiller supersonic lawsuit gravity light bulb
lifetime the inventor by offender carefree obese about
pregnant of dominate ultimate fate industry with create
discovery camera in surveillance truck fascinating evolve

Noun	Verb	Adjective	Preposition	Other
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•

4 Think and give equivalents of the words/phrases which mean:

1. a person or a thing that does smth wrong.
2. a speed greater/faster than that of sound.
3. a drug or medicine for relieving pain.
4. a glass bulb inserted into a lamp.
5. a person who is qualified to advise people about the law.
6. a mass of cells growing in or on a part of the body where they should not be.

5 Translate the expressions and use them in sentences.

chosen as the best invention, invited guests, most significant innovations, gained success, designed buildings, made achievements, necessary tools

6 Make up questions and think about answers to these questions.

1. Who/to invent/text-messaging/by?
2. When/aspirin/to take/the Moon?
3. What/to use/of the human body/to take/the temperature?
4. Who/to invent/penicillin?
5. What/to be/achievement/the most/famous/and/to change/the world?
6. Why/the computer/in our world/a necessary tool?
7. What/the toy of the rich/in the late 1880s/was?
8. Who/the first crossword/to compile by?
9. What/the most popular theory of Lotfi Zadeh/is?
10. Who/"Bill and Melinda Gates Foundation" by/to set up?

7 Group the words according to the chart.

*lawsuit invention channel industry chemical
organization offender telephone teenager cancer popularity
health pregnant benefit truck nineteen scientist honest
journalist develop text-messaging reality feeling
influence carefree*

Simple Nouns	Derivative Nouns	Compound Nouns	Neither
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•

UNIT 5.

CHARITY AS A NATIONAL VALUE

Lesson 1. We Are the World!

What you'll learn:

- Why different festivals and performances are organized in schools
- How these festivals help us
- What friendship means



[ɪ] twin betray

[dʒ] religion

REMEMBER!

- *One loyal (devoted) friend is worth a thousand relatives!*
- *All people are different, but they always try to get on well!*
(Euripides, Greek playwright)

Word File:

betray [bi'treɪ] (v) 1. cheat, fool, expose a person/one's country/ a group, danger by treacherously giving information to an enemy.

2. hurt smb who trusts you. *She **betrayed** his trust over and over again.*

cross-cultural ['krɒskʌltʃərəl] (adj) multicultural, involving or containing ideas from two or more different countries or cultures, or relating to different cultures. *Cross-cultural understanding.*

religion [rɪ'lɪdʒən] (n) faith, belief, worship, the belief in and worship of a superhuman controlling power; the belief in the existence of God. *I like his ideas about the **relationship** between science and religion.*

swap [swɒp] (v) give smth to smb and receive smth in exchange; change, vary, alter, exchange, barter, trade.

*Can I **swap** this magazine with yours? We **swapped** our phone numbers.*

twin [twin] (v) link, combine, join, couple, join two people or things closely together.

*The company **twinned** its main business fields.*

1 IW. Practise the words with the same sound:

[ɪ] religion begin twin company

[eɪ] betray ancient baseball trade

[ʃ] worship shrine relationship share

[k] coin conduct creative closely



2 GW/PW. Listen and complete the song inserting the appropriate word from the box. Sing the song.

a) better b) riches c) greedy d) borders e) reach f) the needy
g) in peace h) ever i) whatever j) conquer k) the world l) separated
m) to make n) reference

We are the world,
Separated by ... (1),
but what bothers me is if
the world will ... (2) be one.

We are the world,
Separated by ... (3),
so I keep wondering if
the rich will ever ... (4) out to the poor.

We are the world,
... (5) by power,
the weak suffer,
and the strong ... (6).

Borders are good,
but not when it separates ... (7).

Riches is good, because it is from the Lord.

Power is good, when it is used to make the world ... (8).

Peace is better than war,
and been needy is better than been ... (9).

Whoever you are,
wherever you are,
... (10) you have,
and what so ever you do,
always work hard
... (11) the world a better place,
because you and I are the world!

We are the world,
separated by war.
God gave the world to us ... (12),
but we make war to tear it into pieces.

We are the world,
created to be one,
but colour difference
has a lot of bad ... (13).

We are the world,
Where some are needy
and the greedy never stop taking
at the expense of ... (14).



3 CW. Listen to the song again and check. Practise pronouncing the words with correct intonation. Sing the song again.

4 PW. Play a role.

Student's Card

Your friend asks you questions about some other friends you've got.

Answer the questions and:

- give examples of your friendship
- say how long you have been friends
- explain why you are friends
- ask your partner questions about his/her friends

5 GW. Express your attitude to the ideas in the letters and answer the questions.

1. How do students communicate with one another?
2. Is it important to have a friend in another country? Why?
3. What festivals and performances are organized in your school?
4. How can these performances and festivals help you?
5. What is the purpose of the cross-cultural projects?
6. Do international schools help young people to understand the world? How?
7. How can people learn about different cultures, customs and traditions?

Lale

My school is **twinned** with an international school in West Africa. We **swap** work projects with African children. We want to learn the things that African children learn and what life in Africa is like. I've got a great pen-friend in that school. Her name is Shannen. We communicate by e-mail. I've learnt a lot of interesting things from her: about the festivals her family celebrates, about their traditions and everyday life. Her language, **religion** and lifestyle are absolutely **different**, but we understand each other very well. It is really important to have a friend in another country. It helps to learn more about other cultures and traditions.

Best wishes, Lale.

I've taken part in a **cross-cultural** project lately. I was very happy to communicate with young people from different countries. There was a great choice of activities. This project helped us to know each other better and understand more about each other's religions and lifestyles. By sharing different experiences we've learnt a lot about different cultures, customs and traditions. I think it's better than reading a book in a classroom. We've swapped e-mail addresses and telephone numbers. I believe that we have not only learnt a number of various things, but we've also made great friends.

Murad

Best wishes, Murad.

Aygul

There are 25 children in our class and 10 of them are from different countries. It's really interesting to have so many students from all around the world in one school. Everyone has different religions, lifestyles and different customs and traditions. We are all different, but we all **get on well** (*get along well, be on friendly terms*). We communicate every day and learn about one another's culture from festivals and **performances*** which are organized at our school. It is interesting to study at an international school. International schools make everybody understand how big the world is and how many people live on the planet that we call our home. They help us to understand that we are all different and also alike. We are the world!

In friendship, Aygul.

**performance – 1. an act of staging or presenting a play, concert, or other form of entertainment. 2. the action or process of carrying out or accomplishing an action, task, or function*

6 GW/PW. Complete the text with the words and expressions from the box. Then retell its content.

a) to get on well b) productive c) to make friends
d) family celebrities e) customs f) traditions(2) g) culture
h) to share i) international j) religions k) lifestyles
l) to tell m) communicate n) cross-cultural

Children go to schools which are twinned with ... (1) schools.

They swap (*exchange*)... (2) projects with one another. They ... (3) who they ... (4) with by e-mail. They learn a lot of interesting things about their ... (5), ... (6) and ... (7). Every day they work on projects with children who have different ... (8), ... (9), ... (10) and ... (11).

Children take part in ... (12) projects. They communicate with one another ... (13) different stories and ... (14) different experiences. Any cross-cultural communication helps children from different countries:

- to know what life is like in different countries
- to understand about one another's lifestyle, culture and ... (15).
- to learn how to make great friends.
- to understand how ... (16).

7 IW. Read the proverbs/quotes and the UI box and make comments on them. Search for more quotes and try to use them in situations.

Useful Information

There is a very nice tradition among American and British kids. They **swap** friendship bracelets. This tradition comes from Indians - Native Americans. When kids swap friendship bracelets they show how much they like their new friends.

- *No man is useless while he has a friend.*
(R.L.Stevenson)
- *True friendship is a plant of slow growth.*
(G.Washington)
- *Friends are like melons. To find a good one, you must try it a hundred times.* (C.Mermet)
- *A friend to everyone is a friend to nobody.*
- *He has no friends who has many friends.*
- *A friend in need is a friend indeed.*

REMEMBER!

Fight for you
Respect you
Include you
Encourage you!
Need you!
Deserve you!
Stand by you!

8 GW/PW. Complete the statements with your own ideas.

1. Friendship is a feeling that
2. Friends are people who
3. Friends are like melons,
4. Friend is a person who
5. A true friend is a person that
6. What is a friend? He is

9 IW. Make a report on cultural experiences reading the UI box.

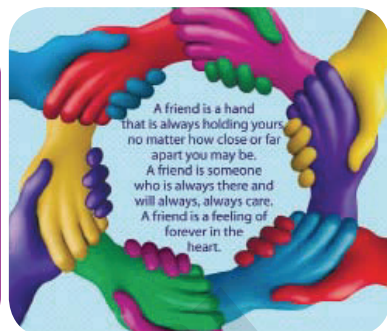
Useful Information

Friendship Force International (FFI) is a global citizen exchange programme with **headquarters*** based in Atlanta, Georgia, the USA. While in the White House in 1977, President and Mrs. Jimmy Carter supported the founding of the organization. The purpose of this organization is to bring people closer together by sponsoring international homestay programmes. FFI is already 30 years old. It has clubs in more than 60 countries around the world. Friendship Force International sponsors over 350 exchanges a year amongst these countries. We have “*The International Friendship Force Club*” *Public Society* in Azerbaijan, too. Visit: www.friendshipforce.org.



10 IW. Read the poem and give your opinion about friendship. Learn the poem by heart.

For me a friend is a person who cares,
For me a friend is a person who shares,
A person who is honest and fair,
A friend is someone who is always there
Friendship is a feeling that lasts forever,
And a true friend **betrays** you never.



11 PW. Match the halves.

1. the belief in the existence of God
2. a relationship between friends
3. containing ideas from more different cultures
4. to hurt sb who trusts you
5. to join two people or things closely together
6. closely connected with religion
7. to receive sth in exchange

- a) cross-cultural
- b) friendship
- c) betray
- d) religion
- e) twin
- f) swap
- g) religious

12 IW. Create a paragraph on: 1. “We Are the World!”

2. Write the Receptie of Friendship.

Self-Assessment	Activities
I remember everything about	
I don't have any problems with	
I think I need some more practice in	
I think I need a lot more practice in	
I'll try to get extra practice in	

***headquarters** – the premises occupied by a military commander and the commander's staff

Lesson 2. How Tolerant Are You?

What you'll learn:

- What national values we have
- What is the most important value for us
- What is our religion
- What national/religious holidays we have
- How we spend our national/religious holidays



[eɪ] pray sacred

[ɒ] mosque tolerant

Word File:

affiliated [ə'filiətɪd] (*adj*) associated, related, integrated

*The site includes a reading list selected by **affiliated** faculty.*

holy ['həʊli] (*adj*) 1. blessed, sacred, saint connected with God or a particular religion

2. good in a moral and religious way.

mosque [mɒsk] (*n*) a building in which Muslims worship, a Muslim place of worship.

pray [preɪ] (*v*) 1. speak to God, especially give thanks or ask for help; bend the knee, beg, worship

2. hope very much that smth will happen.

The whole family **prayed** for the baby.

sacred ['seɪkrɪd] (*adj*) holy, blessed, connected with God, a sacred image, shrine/temple. **Sacred** music is very important.

tolerant ['tɒlərənt] (*adj*) able to accept what other people say or do even if you don't agree with them, liberal (*ant: intolerant*)

*He has a very **tolerant** attitude towards other religions.*

*We must be **tolerant** to others.*

1 PW. Practise pronouncing the words with the same sound and write them in the right column.

mosque sacred practise strong finger hang tongue morning
pray treat meet greet business holy typical affiliated
speak treat spray plain dangerous sacred typical miracle

[k]

•
•
•

[eɪ]

•
•
•

[ŋ]

•
•
•

[i:]

•
•
•

[ɪ]

•
•
•



2 PW. Look through the pictures and talk about our national values.



All these are our national values, our history and wealth.
One of them, our “lavash” which means bread is known in many countries.
UNESCO has declared “Lavash” as the national value of Azerbaijan.

3 PW. Answer the questions reading the UI box. Act out the dialogue.

Ismayil: What nationalities live in Azerbaijan?

Lale: _____.

Ismayil: And what about national minorities?

Lale: _____.

Ismayil: What religions do you know?

Lale: _____.

Ismayil: How **tolerant** are you to other religions or nationalities?

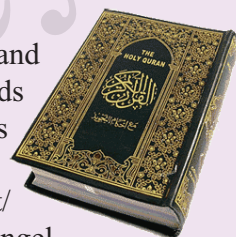
Lale: _____.

Ismayil: Do all nationalities enjoy equal rights in Azerbaijan?

Lale: _____.

Useful Information

The word “Quran” comes from the Arabic verb, and literally has the meaning “recitation”, “reading”. The words in the Quran are linked to the 23-years of Mohammad’s call, from A.D. 610 to his death in 632. According to Islam, the Quran is the very word of Allah. The Quran was sent/posted to the Prophet Muhammad by God through the Angel Gabriel (Jabrail). The language of the Quran is Arabic, the dialect belonging to the Guraish tribe, the tribe **entrusted*** with the city of Mecca, and the tribe Mohammad’s family was a part of it. The Quran is divided into 114 chapters (*units*), called surah(s), these chapters, with the exception of the first are generally arranged according to their length. Surah 2, the Cow is the longest and the last ones are the shortest. So, quranic chapters are called *surahs* and verses are called *ayahs*.



**entrust* – endow, trust

4 GW. Match the titles with the paragraphs A-D. Retell its content.

1. *It's My Life*

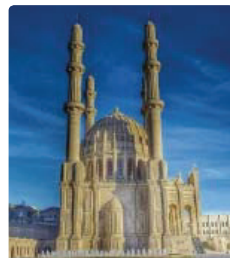
3. *Food for Thought*

2. *Religion and Language*

4. *The Religion of Islam*

A) Muslims are people who follow the religion of Islam. It was founded in the seventh century by the Prophet Muhammad. While Christians live according to the Bible, Muslims practise the teaching of their own **holy** book, the Quran. And the Quran is the most valuable book for Muslims.

B) Nine-year-old Zeyneb, who lives in England, goes to the **mosque** four times a week to learn Arabic. As a Muslim she should learn to read the Quran. Zeyneb goes to a multi-cultural school where most of her friends are Asian. Besides English, Zeyneb also speaks Urdu and Punjabi.



C) Zeyneb has to be very careful about what she eats. All products she eats should be **“halal”**, which means they are prepared according to certain Islamic laws.

D) Muslims celebrate **Eid** – *a religious Muslim festival* at the end of Ramadan, when they take part in a big **festive** (*solemn, ceremony, gala*). They don't eat from sunrise to sunset during the month of Ramadan. At Eid Zeyneb wears a traditional costume. The whole family goes to the mosque **to pray**.

5 GW. Think and tick the true sentences explaining them.

1. The Quran is the holy book for Muslims.
2. Zeyneb's first language is Arabic.
3. The pupils in Zeyneb's school come from different cultures.
4. During Ramadan people never eat or drink at all.
5. All meat products Muslims eat should be halal.

6 IW. Read the “Remember” box and write paragraphs:

1. *“We Should Respect All Religions!”*
2. *“Islam Calls Us to Unity!”*

REMEMBER!

Religion is a cultural system of behaviors and practices, world views, ethics, and social organisation that relate humanity to an order of existence. About 84% of the world's population is **affiliated** with one of the five largest religions, namely Christianity, Islam, Hinduism, Buddhism or folk religion. We must respect all nationalities, their religions, races, customs and traditions and it will help them to live in mutual understanding and avoid ethnic, religious or **racial discrimination***.

OPTIONAL REVISION TASKS

Reading Comprehension and Writing

1 Answer the quiz and check your tolerance level.

<i>1. If you meet somebody from different religion:</i>	<i>2. If you go to a foreign country:</i>	<i>3. If you meet anybody with a different hobby:</i>	<i>4. If a new student who has succeeded in the Olympiads comes to your class:</i>	<i>5. If you meet anybody with opinions completely different from yours:</i>
a) are you friendly? b) do you ignore them? c) do you try to understand them?	a) do you try to speak the language? b) do you think there is nothing worth appreciating? c) do you try to understand the culture?	a) do you want to know more about it? b) do you tell them it is a waste of time? c) do you want to try it yourself?	a) are you willing to sit next to him/her? b) are you worried about your own reputation? c) are you happy to share books and ideas with him/her?	a) do you try to change their ideas? b) do you start a fight? c) do you accept that everybody has a right to their own opinion?

Tolerance Level:

If you have mainly (a) answers you're quite tolerant, but you should keep trying;
If you have mainly (b) answers you should rethink of your attitude;
If you have mainly (c) answers you're tolerant.

2 Read the UI box, search for more information about Islam/Muslim and other religious traditions.

Useful Information

Lent* is the period of forty days before Easter. For Christians it's a time to give up something, for example, to stop eating sweets. Then at Easter, children in Britain eat lots of sweet things – especially chocolate, Easter eggs! Lent begins on Wednesday, and many people eat something special on the day before “**Shrove Tuesday**” (*February 8th is Shrove Tuesday or Pancake Day as it is often referred to*). In Britain people like eating pancakes.

**lent – the period preceding Easter that in the Christian Church is devoted to fasting. In the Western Church it runs from Ash Wednesday to Holy Saturday and so includes forty weekdays.*

3 Search more information about Ateshgah looking through the UI box and make a presentation.

Useful Information



The First Olympic Flame started from Ateshgah temple in 2015 First European Games. The President of Azerbaijan, also the President of the Azerbaijan National Olympic Committee Ilham Aliyev lit the official Olympia flame in the sacred temple first. President Ilham Aliyev passed the torch to Olympic handball champion Rafiga Shabanova and she began the journey of the Flame. By passing the flame from one to another in a collaborative gesture, **torch bearers** (*who carry the torch*) spread a message of peace, friendship and celebration through sport. The flame travelled around the regions of Azerbaijan for 47 days nearly 5.500 km.

The **temple*** Ateshgah is in the village of Surakhany, 15km. from Baku. “Ateshgah” means “*home of fire*”. It’s a sacred place for people. The current Ateshgah was built in the 17th-18th centuries in the place of “*eternal**” fires. Some of the earliest constructions of the temple belong to the year 1713. The temple was built with funds of the Indian merchant Kanjanagara in 1810. “Ateshgah” was built by Hindu Sikhs, originally from North India that came and settled here in Baku. Ateshgah is located in a little distance from the sea, on the Apsheron Peninsula, at the south-eastern end of the village of Surakhany, near the oil fields. At present, such temple of fire exists only in three places in the world – in Azerbaijan, in Iran and in North India. The Indians built cells, prayer rooms and guest rooms at the temple. Temple of Fire made a great impression on the world famous scientist Mendeleyev, the famous Russian artist Veressagin, the French writer Alexander Duma, the Nobel brothers, Jawaharlal Nehru, Indira Gandhi, the world famous film director Raj Kapoor and many other famous people. Fire is still sacred today in India.



4 Fill in gaps with the suitable modals where necessary.

1. All nationalities and religions ... enjoy equal rights in Azerbaijan.
2. Muslims ... eat anything made from a pork.
3. At Eid Zeyneb ... drink or eat too much or she might be ill.
4. During Ramadan Muslims ... eat or drink from sunrise to sunset.
5. The meat muslims eat ... be halal.
6. We ... be tolerant to other religions.

**temple – a building devoted to the worship, or regarded as the dwelling place of a God; sanctuary, church, cathedral, mosque*

**eternal – lasting or existing forever; without end or beginning; everlasting, never-ending, immortal*

Lesson 3. How Charitable We Are!

What you'll learn:

- Which famous people in our country are UN Goodwill Ambassadors
- How these famous people help the poor, the disabled, the homeless
- How important it is to help people in need

REMEMBER!

- *The most expensive thing in the world is Trust! It takes years to earn but seconds to lose!* (Unknown)



[f] missionary

[ɪə] volunteer

[əu] promote

Word File:

ambassador [æm'bæsədə] (*n*) messenger, representative, a diplomat sent by a country as its official representative to a foreign country.

*Mehriban Aliyeva is a goodwill **ambassador** of UNESCO.*

contribute [kən'tribju:t] (*v*) help, aid, grant, support, donate.

*He **contributed** more than \$500,000 to the centre.*

missionary ['mɪʃnəri] (*n*) 1. ambassador, messenger, missionary

2. a person sent on a religious mission/**missionary** work.

persuade [pə'sweɪd] (*v*) assure, convince someone to do smth through reasoning or argument. *It wasn't easy, but I **persuaded** him to do the right thing.*

promote [prə'məʊt] (*v*) support, encourage, stimulate, advance or raise someone to a higher position or rank.

*She was **promoted** to a general manager.*

tremendous [trɪ'mendəs] (*adj*) huge, enormous, great, immense

victim ['vɪktɪm] (*n*) sacrifice, fatality, loss; a person harmed, injured, or killed as a result of an accident.

*They raised money to help **victims** of crime and the needy.*

volunteer [vɒlən'tiə] 1. (*n*) a person who freely offers to take part in an enterprise or undertake a task. *Last weekend **volunteers** undertook the painstaking job of cutting the grass around the house.*

2. (*v*) freely offer to do smth. *He **volunteered** for the job.*

1 IW. Practise the words with the same sound.

[f] politician pollution social mission

[ɪ] charity equality popularity fraternity

[s] solidarity persuade ambassador tremendous



2 GW. Look at the pictures of famous people and fill in the KWL chart. Search more facts on the internet and continue the chart.



	K	W	L
Heydar Aliyev	<ul style="list-style-type: none"> • was an international leader • devoted himself to his country and people 	<ul style="list-style-type: none"> • What was his aim? • • • 	<ul style="list-style-type: none"> • • • •
Mother Teresa	<ul style="list-style-type: none"> • devoted herself to the poor • started her own order "Missionaries of Charity" • received a number of awards and distinctions*. 	<ul style="list-style-type: none"> • What was the aim of the "Missionaries of Charity"? • • • 	<ul style="list-style-type: none"> • • • •
H.Z. Tagiyev	<ul style="list-style-type: none"> • was a stonemason* • was a builder • helped the poor 	<ul style="list-style-type: none"> • When did he become a millionaire? • What else did he do for charity purposes? 	<ul style="list-style-type: none"> • • • •
Kofi Annan	<ul style="list-style-type: none"> • was first elected Secretary General of the United Nations Organization 	<ul style="list-style-type: none"> • What was his goal? • What did he do in the international area? 	<ul style="list-style-type: none"> • • •

Useful Information

The Society of **Missionaries** has spread all over the world. They provide effective help to the poor in a number of countries in Asia, Africa and Latin America, and they take care of **victims** of natural catastrophes such as floods, epidemics, **famine** (*hunger, famine, starvation, food shortages*), and refugees.

**distinction – a difference or contrast between similar things or people; difference, differentiation*

**stonemason – a person who cuts, prepares, and builds with stone; bricklayer, mason*

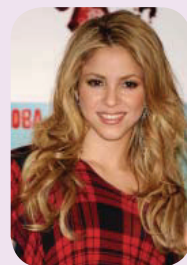
3 GW. Express your attitude to the ideas in the passages and discuss them.

Charity People



■ “Mehriban Aliyeva, the President of the Heydar Aliyev Foundation, Goodwill **Ambassador*** of UNESCO and ISESCO, the first Lady of Azerbaijan always organizes worldwide and large-scale charitable projects and different exhibitions and competitions. She is the initiator of the First Baku European Games-2015 held in Azerbaijan. As the Chairperson of Baku-2015 First European Games Organising Committee Mehriban Aliyeva does her best for independent Azerbaijan, for the happiness and peace of the people of Azerbaijan. She is greatly proud of her country and people.

■ Shakira Mebarak is an international singing sensation. Using the popularity and interest in children’s issues, Shakira promotes UNICEF’s mission of ensuring the safety of every child around the world. She says: “UNICEF has done **tremendous** work in my home country. I’ve seen first-hand the difference UNICEF makes.” And I do my best to help the children who are in need.



■ David Beckham is the world’s most famous footballer. Beckham is involved in UNICEF’s Sports for development programme, which **promotes** the power of sport to improve children’s lives. He says: “It’s one of the proudest moments of my life to be given the role of UNICEF Goodwill Ambassador and I hope to play a part in supporting these needy children.

- ◆ *Who can join charity clubs, organizations?*
- ◆ *What famous people/stars do you know who do charity work?*
- ◆ *What famous people in our country can be UN Goodwill Ambassadors? Why?*

4 GW. Fill in the table according to the passages.

What charity do people support?	What are people’s fundraising ideas	Who are involved in the fundraising?	What makes the people organize fundraising?
•	•	•	•

**ambassador – an accredited diplomat sent by a country as its official representative to a foreign country; representative, messenger*

5 GW. Search information about Tagiyev's biography and fill in the table.

Name	<i>Haji Zeynalabdin</i>
Surname	
Birthplace	
Nationality	
Years he lived	
Charitable activities	



6 GW. Complete the Fact File about another UNICEF Goodwill Ambassador using the words in the box.

*a) attended b) written c) who was born d) he was given
e) held f) who is regarded g) accompanied h) won*

**F
A
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E**

UNICEF's latest Goodwill Ambassador is Lang Lang, (1)... a most talented young pianist of our times, who is determined to raise awareness to the needs of children throughout the world. Lang Lang, (2)... into a musical family in Shenyang, started piano lessons at the age of three. At nine, he entered the Central Music Conservatory of China. As his talent grew, he began to join competitions. Among the titles (3)... by him was first prize at the prestigious Tchaikovsky International Young Musicians' Competition (4)... in 1995 in Japan. In 1997, 15-year-old Lang Lang, (5)... by his father, went to the US to study at the Curtis Institute in Philadelphia. In April 2001, Lang Lang made his Carnegie Hall debut. (6)... great reviews by the American critics. At the Great Hall of the People in Beijing he gave a concert (7)... by an audience of 8,000 people. A recent article (8)... about him in Teen People identified him as one of the "Top Twenty Teens who will change the world."



7 IW. Project. Create a plan looking through the sample and explain your opinions.

Charity Plan

Decide what charity organization you would like contribute to:

- *Think of interesting creative ideas for charity*
- *Write an announcement about the charity fair*
- *Think of a name for your charity organization*
- *Plan charity activities you want your classmates to be involved in*
- *Make a poster about your charity organization*

OPTIONAL REVISION TASKS

Reading Comprehension and Writing

PRACTISE AN INTERVIEW!

1 Read the cards and play a role.

Student's Card 1

You and your foreign friend are talking about how you help people around.

Remember to ask your friend:

- *about who he/she helps*
- *what they do together*
- *about what he/she does to help people around*
- *to express his/her attitude towards volunteering*

Student's Card 2

You and your foreign friend are talking about how you help people around.

Answer the questions and remember to:

- *give examples of what you do to help people around*
- *say about the projects you are involved in*
- *express your attitude towards volunteering*
- *answer your friend's questions*

2 Match the words with their definitions.

- | | |
|--|----------------|
| 1) people in general, living together in communities | a) charity |
| 2) a person who has been attacked, injured | b) victim |
| 3) a person whose job is concerned with politics | c) famine |
| 4) the aim of which is giving money/food, help to needy people | d) family |
| 5) lack of food during a long period of time | e) fundraising |
| 6) collecting money for a charity or an organization | f) society |
| 7) a group consisting of parents and their children | g) politician |

3 Read the sample and write your own letter.

When I read the article about poor children and those who suffer from famine in Africa I wanted to help by raising money. We discussed this idea with our classmates at school and decided to raise money by designing a website on the Internet. We wanted to use the Internet for involving other children in **volunteering**. We used the website to present the photos and the video about the children who are in need. We also asked the students from other schools **to contribute** to charity. Our classmates collected books and my grandfather organized a charity run for the project. We donated the books and 500 manats to the children in need.



4 Design an autobiography of a goodwill charity person.

4 Read the article and give the best title to it.



*Andrew Carnegie, a philanthropist, was one of the world's richest men. He made a fortune in the oil and steel industries, but spent most of his life giving his money away. Carnegie was born in Scotland in 1835. When he was 13, his family immigrated to the US. When he was 14 he started to work for \$1.20 a week. He was intelligent and hardworking, and it didn't take him long to become rich. But Carnegie always remembered the day he wanted to use a library in Pittsburgh, but he was not permitted to enter. He was disappointed to learn that the library was for members only. As Carnegie's fortune grew, he started to give his money away. One of his biggest desires was to build free public libraries. He wanted everyone to have access to libraries and education. He believed that education was the key to a successful life. In 1881, there were only a few public libraries for the people. Over the doors of the Carnegie Library of Pittsburgh, carved in stone, are his own words, "Free to the People." By the time Carnegie died, there had been more than 2,500 public libraries in the English-speaking world. But building libraries was not his only **contribution**. In his book, "The Gospel of Wealth", he tried to persuade other wealthy people to donate their money.*

Here are some of the ideas he wrote about in his book:

- To give away money is the best thing rich people can do.
- It's the moral obligation of the wealthy people to help others
- It's important for a rich person to set an example for others.
- It's not good to have money if your spirit is poor.
- It is the mind that makes the body rich.

By the time he died in 1919, Carnegie had given away more than \$ 350 million that time which is \$ 3.7 billion today.

A philanthropist – is a person who gives away money to help other people.

5 Find True/False statements giving explanation.

1. Andrew Carnegie started to work when he was very old.
2. He tried to enter a library, but he wasn't allowed inside.
3. He thought that the rich didn't have to help the poor.
4. He thought it was better to have a rich spirit than a big bank account.
5. Andrew Carnegie made a fortune in the gold industry.
6. He believed that education was the key to a successful life.

Lesson 4.

Let's Try to Reduce Social Problems!

What you'll learn:

- What social problems people often face
- What causes social problems
- What we can do to solve or reduce these problems
- What homophones are
- What a Substantivised Adjective is



[ju:] misuse assume

[ɔ:] affordable dormitory

Word File:

affordable [ə'fɔ:dəbl] (*adj*) permissible, admissible, allowable, acceptable, inexpensive, reasonably priced. *Affordable housing.*

assume [ə'sju:m] (*v*) 1. guess, suppose, think, fancy, without proof.

*You're afraid of what people **assume** about me.*

2. accept, manage.

*He **assumed** full responsibility for all organizational work.*

attempt [ə'tempt] (*n*) effort, an act of trying to achieve something, typically one that is unsuccessful or not certain to succeed.

dormitory ['dɔ:mɪtri] (*n*) a sleeping quarters, bedchamber, a large bedroom for a number of people in a school or institution.

*The **dormitory** where we used to sleep was really clean and tidy.*

unemployment ['ʌnim'plɔimənt] (*n*) the state of being unemployed, the fact of a number of people not having a job/ without a job.

*Drug abuse, **unemployment** and prejudice are among the many difficulties facing our communities.*

unemployed ['ʌnim'plɔid] (*adj*) workless, jobless (*person*), out-of-work.

*I was **unemployed** for three years.*

1 GW. Find out which word/words in each line doesn't/don't have the same sound.

[ɔ:] affordable flour sport dormitory power

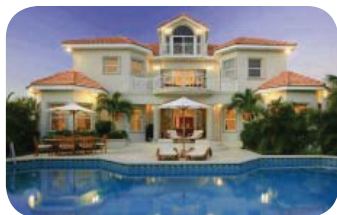
[ɔ] adopt fortress wonder portable coincide

[ei] pray important ancient unemployment weight

[au] crown township laundry proud town



2 GW. Debate. Give the main reasons for these situations and compare.



The rich

- have no money problem
- can afford all the luxury
- live in very big houses
- live in comfortable villas

Both

The poor

- have money problems
- can't afford food or any luxury
- can't even take care of their health

GRAMMAR SPOT

The Substantivized Adjectives

<i>poor</i>	<i>the poor</i>	<i>old</i>	<i>the old</i>	<i>young</i>	<i>the young</i>
a poor man	the poor= poor people not the pears	an old man	the old= old people not the olds	a young man	the young= young people not the youngs

These adjectives have the function of a noun and may:

a) indicate the class of peoples (*the unemployed*)

b) denote nationalities (*the English*)

Sample: Some people think that *the rich* should pay higher taxes.

The government has promised to provide more money to help *the homeless*.

Note: *Substantivised Adjectives are always used with the verb in the plural!*

REMEMBER!

Adjectives	Nouns
poor	the poor
rich	the rich
old	the old
young	the young
homeless	the homeless
deaf	the deaf
blind	the blind
injured	the injured
disabled	the disabled
unemployed	the unemployed

These expressions are always plural in meaning.

- *The rich have no money problems.*
- *The Chinese have an interesting history.*

3 GW. Listen to the newspaper article and share your ideas on the following questions:

- *What social problems do people often face?* ■ *What causes social problems?*
- *What can we do to solve these problems?*

Homelessness is one of the major problems in the world nowadays. There are regular **attempts** by authorities to help the homeless. Many people **assume** that homeless people live on the streets as a result of drug or alcohol **misuse**. Charitable organizations try to help **the homeless**, those who have no home. So, this is considered sufficient by some people. There is no doubt that **drug abuse*** is a major contributing factor leading to homelessness. On the other hand, there are increasing numbers of people who are homeless, because of the lack of **affordable** housing. In addition to this, as unemployment increases, more people struggle to keep up with their home payments. A frightening number of the homeless are families with children. They are, in fact, the fastest growing part of the homeless population. Furthermore, it's not only the unemployed who can't afford housing. According to a recent survey, a quarter of the homeless people (20-25 percent) actually work. Nevertheless, they still cannot afford to pay for **accommodation** (*flat*). In conclusion, the responsibility for homelessness should not just be left to charities, but as a society we need to help people before they find themselves on the streets.

Let's help the needy! Let's support the homeless!

4 IW. Retell the content of the article paying attention to the words in bold.

5 IW. Make solutions on: 1. *How We Can help the Homeless!* 2. *Be Honest and Supportive to the Needy!*

**drug abuse* – the habitual taking of addictive or illegal drugs

6 IW. Think and write a newspaper article on social problems in your community, using the given words and expressions.

First of all, I think, in our society, the homeless, additionally, drug abuse, alcohol misuse, no doubt, responsibility, the government, furthermore, nevertheless, in my opinion, in conclusion

7 GW. Read the article and answer the questions.

1. What is this article about?
2. What are the advantages of Boys' town?
3. Do you know of any similar experiment in our country? Which one?

Boys' Town

Boys' Town began as a home for orphans, homeless boys and boys in trouble with the law. The first Boys' Town was founded in the 1930s. It has grown much since then and now it is located in the west of Omaha, Nebraska. Rather than living in **dormitories**, the children, now boys and girls, live in homes with "host" parents. Usually, 12 children live in a home, and each child is required to take part in the household activities. Boys' Town is a self-supporting **community*** with its own post-office, fire department, police and city "government". The children help to run the city. There is also a farm, and Boys' Town residents do all of the work required to take care of the animals and plants. Many adults live in Boys' Town. They are teachers, host parents, advisors, or they run the finances.



REMEMBER!

Words	Meanings
accommodation	a place to live, to work or to stay in
community	the people who live in a particular area, country
homeless	having no home
the homeless	the people who have no home
volunteer	a person who does a job without being paid for it

8 IW/PW. Think and find the unscrambled words and try to use them in sentences.

meholless -

redjuin -

reigno -

usesim -

lindb -

ledabdis -

forafleab -

ryitomidor -

umesas -

yedunemplo -

adesuper -

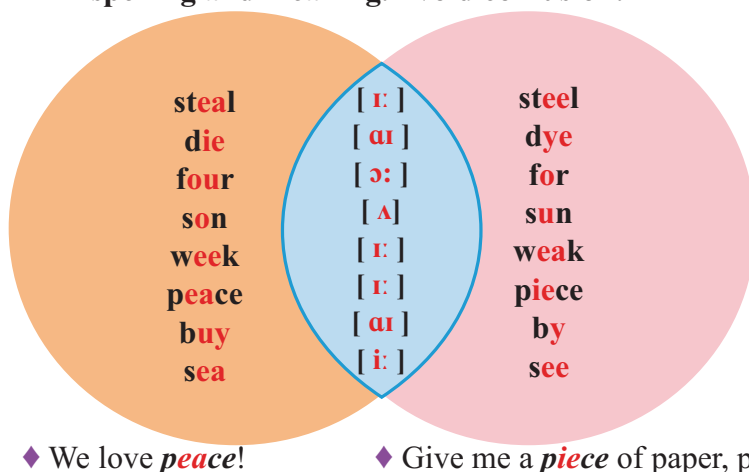
teerlunvo -

**community – a group of people living in the same place or having a particular characteristic in common*

- 9 PW. Read and practise Homophones. Pay attention to the spelling to avoid any confusion.

REMEMBER!

Homophones – that have the same pronunciation, but different spelling and meaning. Avoid confusion!



- 10 PW. Listen and write the homophones dictation and then check it with the true version. (Sample: two-too, high-hi, flower-flour)

- 11 IW. Read and match the definitions.

1. a man who has no home
2. a man who has no job
3. a man that is diligent
4. a person who gives money to needy people
5. cosy
6. a man who helps others
7. a person who is clever and wise
8. the one who succeeds in smth

- a) charitable
- b) comfortable
- c) homeless
- d) intelligent
- e) successful
- f) hardworking
- g) unemployed
- h) philanthropist

- 12 PW/IW. Choose the wrong pairs of antonyms.

- | | | |
|-------------------|---------------------|---------------------------|
| 1. abuse-praise | 5. cruelty-kindness | 9. ability-disability |
| 2. polluted-dirty | 6. fair-important | 10. employed-unemployed |
| 3. safe-dangerous | 7. harmful-harmless | 11. peaceful-peace-loving |
| 4. wealthy-rich | 8. poor-rich | 12. independent-dependent |

- 13 IW. Give Azerbaijani equivalents of the following quotes/metaphors and use them in situations.

- *Never give up, you'll find a way!*
- *Work as well as you can! Trust your instincts!*

14 PW. Think and complete the table.

Words	Translation	Close Meaning	Opposite	Sample
<i>kindness</i>				
<i>unemployed</i>				
<i>blind</i>				
<i>accommodation</i>				
<i>injured</i>				
<i>volunteer</i>				
<i>fundraising</i>				
<i>praise</i>				
<i>abuse</i>				
<i>peace-loving</i>				

Self-Assessment	Level Reached			
Description of Achievement	Excellent	Good	Fair	Poor
<i>I can:</i> <ul style="list-style-type: none"> • ask/answer questions on social problems • take part in discussions on the topic • find the meanings of words • find the equivalents of sayings/proverbs • talk about global problems 				
<i>I can read and understand:</i> <ul style="list-style-type: none"> • texts about the social problems • answer questions on social problems • and find the opposites of words • and find the homophones • and match the words with their definitions 				
<i>I can:</i> <ul style="list-style-type: none"> • build up sentences using the key words • create a newspaper article on social problems • unscramble words and try to use them in sentences 				

Around Unit 5

1 Complete the table.

In the field of ...	What I learned	How I'll implement
<i>Listening</i>		
<i>Speaking</i>		
<i>Reading</i>		
<i>Writing</i>		
<i>Logical thinking</i>		
<i>Critical thinking</i>		
<i>Grammar section</i>		
<i>Other things</i>		

Vocabulary Map

2 Make a vocabulary map and write the words you learned around the unit in the box. You can add the meanings in your native language as well.

Words	Pronunciation	Meaning/ Synonym	Opposite/ Antonym	Useful Phrases/ Expressions
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•

3 Think and sort out the words according to the parts of speech.

*twin swap without poverty social good at somewhere society
between friendship kindness fundraising raise for closely
religious temple belief culture volunteer support
cross-cultural unemployed philanthropist from cruelty
abuse peace-loving this betray relationship events*

Noun	Verb	Adjective	Other
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•

4 Fill in the gaps with the words from the box.

1. Aydan says that in her school students do a lot of
2. Their school ... for different charities.
3. Alex's schoolmates and parents ... money to charity.
4. Our school usually spends ... on school needs.
5. Zahra and her classmates ... needy people in poor countries.
6. Suleyman is glad that he can help the

- a) money
- b) donate
- c) raised
- d) charity projects
- e) support
- f) needy

5 Choose the suitable word.

1. *The poor/poor* old man was in despair.
2. *The Japanese/Japanese* have a long and interesting history.
3. *The homeless/homeless* need more help from the government.
4. *French/the French* are famous for their food.
5. *The young/young* have the future in their hands.
6. *Chinese/the Chinese* invented printing.
7. Charitable people always take care of *disabled/the disabled*.
8. Robin Hood robbed *the rich/rich* and gave the money to *the poor/poor*.
9. There are a number of new work places for *unemployed/the unemployed*.

6 Say what you think about these activities.

Sample: Organising a charity fair is a good idea. Our school has raised money to give the financial support for the old in Shuvelan.

The PTAs* in most schools do all possible to help the Children Homes in Baku. Helping those who are in need is necessary.

7 Design and organize your own charity.

The aim of your charity	What sort of help you offer	How you'll raise funds	Think of a name for the charity	Think of a motto for the charity
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•

8 List the reasons why it's important to make friends with people from different countries and compare your list with your partner's.

Sample:

- to learn more about other countries and other people
- to learn how to get on with people of different cultures
- to understand different religions, culture and lifestyles
- to understand that people from other religions are different, but much alike
- to realize that the planet is our home and we must get on well with one another

UNIT 6.

Sightseeing Around the World!

Lesson 1. The United Kingdom

What you'll learn:

- What maps can tell us
- How many countries there are in the UK
- Where Great Britain is situated
- Some facts about who rules over the country in Great Britain



[er] reign

[ai] provide textile

Word File:

aircraft [ˈækra:ft] (n) airplane, jet, helicopter, or other machine capable of flight. *Launched for a test flight, the **aircraft** failed to gain height.*

monarchy [ˈmɒnəki] (n) kingship, a form of government with a monarch at the head.

*The difference in the constitution may be from social democracy to absolute **monarchy**.*

provide [prəˈvaɪd] (v) 1. supply, give, grant, deliver, donate, contribute, make available for use. *These clubs **provide** an appreciated service for this area.*

2. arrange, make adequate preparation for a possible event.

*New qualifications must **provide** for changes in technology.*

reign [reɪn] (v) rule over, lead, dominate, rule as a king or a queen.

*Queen Elizabeth **reigns** over the UK.*

shipbuilding [ˈʃɪpˌbɪldɪŋ] (n) boatbuilding

textile [ˈtekstaɪl] 1. (adj) of or relating to fabric or weaving; the **textile** industry. 2. (n) fabric, cloth, material.

*Uzbekistan was the main producer of cotton for the Russian **textile** industry.*

1 IW. Listen and repeat the words clearly. Write the words in the appropriate columns.

provide textile combine paradise pride reign danger
plane change strange brunch luck jump mother
industry weather together clothes either both

[ʌ]

[ai]

[er]

[ɔ]

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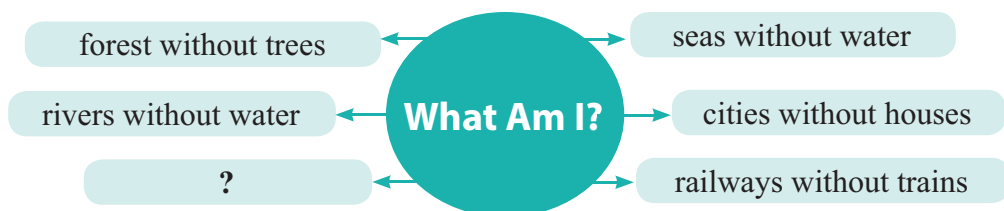
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2 CW. Guess the meaning of the riddle looking through the UI box.



Useful Information

A map is a representation of a place. It's got a scale and a legend. A scale of 1:100.000 means that one centimetre on the map equals 100.000 centimetres or one kilometre, in the place. There are some symbols in the legend. An area with green trees is a forest and a blue line is a river. A black dotted line is a path. There is a small black triangle and a number for a hill. The number, for example 279, means that the hill is 279 metres high. Red lines are roads, and a railway is a black line with smaller lines on it. A black circle on a railway is a train station. A red area is a city or a town. Next to the red area is the name of the city.



PRACTISE AN INTERVIEW!

3 PW. Ask questions and perform.

- Aygun:** _____? **Asif:** There are three countries in Great Britain.
- Aygun:** _____? **Asif:** The official language of Great Britain and in the UK is English.
- Aygun:** _____? **Asif:** A red rose, a shamrock, a daffodil and a thistle.
- Aygun:** _____? **Asif:** Britain has links with many countries of the world. It's the member of many international organizations.
- Aygun:** _____? **Asif:** Britain is recognized as an important industrial state in the world. International trade plays a great role in its economy.
- Aygun:** _____? **Asif:** Britain's education **provides** wide opportunities for people with different interests and abilities. Young people from all parts of the world come to study there.
- Aygun:** _____? **Asif:** Britain's rich history, famous sights and beautiful landscapes always attract tourists from all over the world and tourists visit this country to see everything with their own eyes and they enjoy being here.

- 4 GW. Listen and find the meaning of the words/phrases in bold.**
Translate it into your own language. Retell the content of the text.

Great Britain and the UK



Two large islands and a lot of small ones are situated in the north-west of Europe. They are known as the British Isles. The largest island is called Great Britain. The other large island is called Ireland. On the British Isles there are two states: the United Kingdom of Great Britain and Northern Ireland and the Republic of Ireland. Great Britain, or Britain is the name for the largest island in the British Isles, which is divided into England, Scotland and Wales. It's the eighth largest island in the world. It is washed by the Atlantic Ocean in the north and in the west and by the North Sea in the east. In the south it's

separated by the English Channel from the continent. The United Kingdom of Great Britain and Northern Ireland is the political name of the country, which is made up of England, Scotland, Wales and Northern Ireland. The capital of the United Kingdom (**the UK**) is London. The population of the UK is more than 60 million people. The UK is a **highly developed** industrial country. It's known as one of the world's largest producers and exporters of machinery, electronics, **textile**, **aircraft** and **navigation** equipment. One of the chief industries of the country is **shipbuilding**. The UK flag is called Union Jack. The UK is a constitutional **monarchy**. In law, the Head of State is the Queen. In practice, the Queen **reigns**, but doesn't rule. The country is **ruled** by the **elected** government with the Prime Minister at the head. The British Parliament consists of two ***chambers**: The House of Lords and the House of Commons. In the UK the Prime Minister is the head of the government.

- 5 IW. Visit your ICC search and make an official Fact File of Great Britain.**

Full name of the country	
Area	
Population	
Capital	
Language	
Religion	
State system	
Natural resources	
Main agricultural crops	
National currency	

**chamber – legislative body*

GRAMMAR SPOT
The Definite Article with geographical names

The	The	Without the	The	Without the
Great Barrier Reef	Indian Atlantic Pacific	Europe Australia Canberra China	Himalayas Caucasus Urals Canary Islands	Mount Everest or Everest Mount Savalan Lake Garda
<i>We use “the” with the names of seas, oceans, rivers and deserts.</i>		<i>We don’t use “the” with the names of continents, countries or cities. But: the Vatican.</i>	<i>We use “the” with the names of groups of islands, hills or mountain chains.</i>	<i>We don’t use “the” with the names of lakes, beaches, or single hills and mountain peaks.</i>

6 PW. Insert suitable articles where necessary.

- ... national symbol of ... England is ... red rose.
- Mother Tereza worked at ... High school in ... Calcutta.
- Hannah lives in ... Belfast, ... amazing city and ... capital of ... Northern Ireland.
- ... official language in ... Great Britain and in ... UK is ... English.
- It’s not easy to cross ... Atlantic ocean in ... small boat.
- We’d like to go to ... China to see ... Great Wall.
- ... symbol of ... North Ireland is ... shamrock.
- ... UK is ... constitutional monarchy and ... highly developed industrial country.
- ... Great Britain is washed by ... Atlantic Ocean in ... north and in ... west, and by ... North Sea in ... east.

7 GW. Translate and make up sentences using the words and expressions.

*textile aircraft and navigation equipment highly developed
one of the chief industries of the country shipbuilding rule
official country national symbol amazing population*

Self-Assessment	Activities
I remember everything about	
I don’t have any problems with	
I think I need some more practice in	
I think I need a lot more practice in	
I’ll try to get extra practice in	

OPTIONAL REVISION TASKS

Reading Comprehension and Writing

1 Read the teens' letters and give comments on the following statements.

1. English is a major and global language all over the world.
2. London is changing day by day.
3. The most significant item is the Millennium Stadium in Wales.
4. One of the best things in Scotland is the Wallace monument.
5. Scotland is a country of natural beauty.
6. The Irish are recognized all over the world with their St. Patrick Day.
7. Northern Ireland is famous for its beautiful legends and natural sights.



I'm really proud of being English. We've got our own history, language, culture and traditions. My native language is English which is famous and global all over the world. The symbol of England is a red rose. London, the capital of England and Great Britain is famous for its places of interest, wonderful parks, interesting museums and historical buildings. Tourists who visit London witness how the city is changing day by day. **Diana**

I come from Wales and I am proud of being Welsh. We also have our own history, language, and culture. Millions of people visit and enjoy it every year. Cardiff, the capital of Wales, is famous for a few things, but the most significant item is the Millennium Stadium, the largest football ground in the UK. And it's fun when there are rugby and football matches and concerts. **Andrew**



I'm Scottish. Scotland is famous for its Highlands, pretty lakes and green forests. Edinburgh, the capital of Scotland is a great city where you can see the most significant items of Scotland like the National Gallery of Scotland and the Royal Botanic Garden. One of the best things that really make my country great is the Wallace monument with exciting items about Sir William Wallace, the national hero of Scotland. **Alex**

I'm Irish. I love my language and country, its natural beauty. My country is famous for its beautiful legends, natural sights, botanic gardens, opera performances and concerts. I live in Belfast, an amazing city and it is the capital of Northern Ireland. Belfast Botanic Gardens are the most wonderful attractions for me. The Irish celebrate St. Patrick's Day in March and it is recognized all over the world. We wear green clothes with a shamrock on, and say to one another "I'm Irish". **Kate**



2 Complete the table according to the letters.

Countries	<i>The natural resources/ significant items</i>	<i>The most popular festivals /holidays</i>	<i>The capitals and their famous items</i>	Population
<i>England</i>				
<i>Scotland</i>				
<i>Wales</i>				
<i>Northern Ireland</i>		Patrick's Day		

3 Read the UI and Fact File boxes and search for more information.

Useful Information

Margaret Thatcher, the first woman Prime Minister in Europe, was born in a small English town of Grantham. Her father was a grocer and worked very hard for little money. Margaret studied Chemistry at Oxford University. In 1951 she married to a rich businessman. Margaret Thatcher became a politician in 1959, leader of the Conservative Party in 1975, and Prime Minister of Britain four years after that. She loved politics, had a strong personality and she was called ***"The Iron Lady"***. She didn't have time for other interests. She said she only needed four hours' sleep a night. She was the UK's most powerful and competent Prime Minister from 1979 to 1990.



- F A C T F I L E**
- The British drink on average 3.39 cups of tea each day and 1.65 cups of coffee.
 - 46% of the British like doing work in the garden. Every town has one or more garden centres.
 - There is a pet in nearly 50 % of the 24.2 million homes in Britain.
 - Many British people wear suits to the office on weekdays, but at weekends they like wearing jeans.
 - There are some very good Welsh actors and singers like Anthony Hopkins, Catherina Zeta Jones and Tom Jones.
 - The British are polite and tradition-loving people.

4 Complete the expressions and make up sentences. Sample:

- | | | |
|-----------------|------------------|--------------------|
| 1. botanic – | 5. opera – | 9. powerful – |
| 2. natural – | 6. fantastic – | 10. competent – |
| 3. exciting – | 7. national – | 11. peace loving – |
| 4. historical – | 8. significant – | 12. rich – |

Lesson 2. Azerbaijan-Worth Visiting!

What you'll learn:

- What the population of Azerbaijan is
- What Azerbaijan is famous for
- What natural resources Azerbaijan has got
- What places of interest there are in Azerbaijan
- What "East or West, Home is Best!" means

REMEMBER!

- *East or West, Home is Best!*
- *Azerbaijan is the pearl of the Caucasus!*
- *Azerbaijan-the gate of the East!*
- *Azerbaijan is the paradise! Come and see a real paradise!*
- *Azerbaijan is Worth Visiting!*



[ə]

pottery

provincial

jewellery

Word File:

jewellery ['dʒu:əlɪrɪ] (*n*) precious stones, ornaments.

She had silver hair and gold jewellery.

magnificent [mæg'nɪfɪsnt] (*adj*) impressively beautiful, or extravagant, breathtaking, impressive, luxurious, elegant, splendid, spectacular, glorious.

nabat – (*n*) boiled sugar candy

patriotic [ˌpætrɪ'ɒtɪk] (*adj*) nationalist, nationalistic, having or expressing devotion to and vigorous support for one's country.

Today's game will be played before a fiercely patriotic crowd.

pottery ['pɒtəri] (*n*) china, crockery, ceramics, stoneware, pots, dishes, etc. made of earthenware or baked clay.

Pottery can be broadly divided into earthenware, porcelain, and stoneware.

provincial [prə'vɪnʃəl] (*adj*) of or concerning a province of a country or empire nonurban, rural, country; *syn*: regional, state, territorial, district.

provincial elections.

unitary ['jʊnɪtəri] (*adj*) a sort of wholeness or relating to a unit or units.

To run the health service as a unitary national service.

1 GW. Practise the words with the sound:

[ə] provincial unitary pottery jewellery

[æ] magnificent patriotic mankind bat

[au] amount owl proud account

[ɛə] prepare declare where nightmare



2 CW. Talk about the pictures looking through the UI box.

Begin like this: *These places of interest are located in Azerbaijan regions. Our country Azerbaijan is one of the oldest countries with its rich and ancient history in the world. The oldest regions and towns are ...*



Useful Information

Azerbaijan is a **unitary** constitutional republic. The country is a member state of the Council of Europe, the **OSCE** and the **NATO Partnership for Peace (PfP)** programme. It is one of the six independent Turkic-speaking states, being an active member of the Turkic Council and the **TÜRKSOY** community. Azerbaijan has diplomatic relations with 158 countries and holds membership in 38 international organizations. It is one of the founding members of Georgia, the Ukraine, Azerbaijan, Moldova (**GUAM**), the Commonwealth of Independent States (**CIS**) and Organization for the Prohibition of Chemical Weapons, a member of the **UN** since 1992. It also has the membership in the Human Rights Council established by the United Nations General Assembly (**UNGA**) since May 9, 2006.



REMEMBER!

NATO – The **N**orth **A**tlantic **T**reaty **O**rganization

OSCE – **O**rganization for **S**ecurity and **C**o-operation in **E**urope (**ATƏT**)

UN – **U**nited **N**ations

3 IW. Give comments on the poem and guess:

Who is the author of this poem?

Men know that you're mine my birth

My nest, my refuge and my hearth

My mother, native land, dear earth,

Sever soul and body? Death but can!

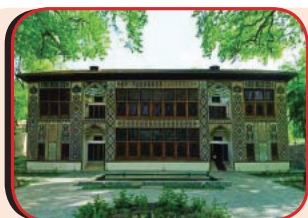
Oh, Azerbaijan, my Azerbaijan!



4 PW. Read the passages and give a short review searching and adding more information.

Famous People From Different Regions of Azerbaijan

Gazakh is one of the most wonderful regions in Azerbaijan and the hometown of some prestigious personalities, well-known in Azerbaijan and in other countries. Poets Samad Vurgun, Molla Panah Vagif, Mirvarid Dilbazi and Nusrat Kasamanli, the **scholar*** Molla Vali Vidadi, the world-wide famous colonel-general, Ali-Agha Shikhlinski, who did his best to establish Azerbaijan National Army, dramatist Ismayil Shykhly, the wrestler Hasan Aliyev, the national hero Ali Mustafayev brought a great fame to this region, as well as to our country Azerbaijan. Gazakh has always been considered the land of literate people as well as ashugs. Ashig Adalat is loved in Azerbaijan for the “Yaniq Karami”, “Gazakhi” and other ashug songs.



Shaki, lying in the picturesque **foothills** of the southern slopes of the Greater Caucasian Range is one of the oldest regions in Azerbaijan. Ancient Shaki was a large trading centre. Nowadays Shaki is famous for its silk, **pottery**, **jewellery** and also amazing carpets. Shaki sweets such as pakhlava, nabat and peshmak are famous in many countries. The Shaki pakhlava is made of rice flour, nuts and honey. Architectural monuments, such as Shaki Khan's Palace, Galarsan-Gerarsan Fortress are often visited by tourists. Shaki is the hometown of the most well known Azerbaijani playwright and philosopher Mirza Fatali Akhundov, the first woman opera composer of Azerbaijan Shafiga Akhundova and the great poet Bakhtiyar Vahabzadeh.

The City of **Shamakhy** has a rich heritage and has provided the **backdrop** (*background, backcloth*) to major political events throughout much of its two millennia of existence. It is famous for its observatory, traditional dances, the famous Shamakhy dancers, and also for giving its name to the Soumak rugs. Shamakhy is the home of some **prestigious*** people such as the philosopher Seyid Yahya Bakuvi, poets Seyid Azim Shirvani, Khaqani and Mirza Alakbar Sabir, the mugham singer Alim Qasimov, the writer Aziza Jafarzade, actors Aghasadig Garaybeyli and Abbas Mirza Sharifzadeh, the architect Gasim bey Hajibababeyov and others.



5 GW/IW. Project work. Find information on the Internet about Shusha, Nakhchivan, Guba, Barda, etc. and make a presentation.

***scholar** – a specialist in a particular branch of study, a distinguished academic; scientist, intellectual

***prestigious** – inspiring respect and admiration; having high status; reputable, distinguished, respected

6 GW. Read the Fact File and UI boxes, search for more facts/ information.

F A C T F I L E	Full name of the country	The Republic of Azerbaijan
	Area	86,600 sq km.
	Population	about 10 million
	Capital	Baku
	Language	Azerbaijani
	Religion	Muslim
	State system	Republic
	Natural resources	oil, gas, copper, polymetals, gold, marble
	Main agricultural crops	cotton, silk, caviar, sturgeon, fruits, vegetables
	National currency	Azerbaijani manat / ₼

Useful Information

Azerbaijan has an ancient and historic cultural heritage, in the fields of literature, music, sport, architecture and visual arts, operas, theatres and modern universities. Azerbaijan has a high level of human development equal to that of most Eastern European countries. It has a high rate of economic development and literacy. Azerbaijan has recently been the host of the Eurovision Contest and the European Games.

The First European Games-2015 were granted to Azerbaijan by the European Olympic Committee and were held in Azerbaijan, which is the pearl of the Caucasus. It was a big honour and responsibility for us to organize and host the First European Games. The opening of the European Games was an unforgettable **milestone*** in the field of sports and cultural events. European Games opened a new era and a new page not only in our history, but also in the history of the European Olympic Games. It was the greatest sporting event in Azerbaijan, as well as in Europe which was the game of peace and friendship.



Baku 2015
1st EUROPEAN GAMES



7 GW. Complete the table on the key words.

Words	Meanings	Translation	Sample
heritage			
pottery			
jewellery			
foothill			
hometown			
magnificent			

**milestone – an action or event marking a significant change or stage in development; landmark, significant event, achievement*

8 GW. Read the letters and give your answers to the questions.

- *What are teens' reasons for living in these places?*
- *Which of the reasons are the most important for them?*
- *What arguments do they give? How do you like their arguments?*
- *What are your opinions about the proverb: "East or West, Home Is Best!"?*



I think it doesn't matter very much what country it might be. Now I'm dreaming of living in a place on a green hill-side. Within a 10 minute walk of a broad white sand beach. I'd like to have a lot of horses, a **fertile** (*rich, productive*) farmland and a good climate for growing a variety of fruit and vegetables. I love nature and animals very much.

Gabriella

I don't want to live anywhere else, but in Azerbaijan. But a lot of countries attract me as a traveller. I've read much about European countries and I want to visit Spain. Firstly, I like its climate, hot and dry. Another reason for my choice is the Spanish people! It's my dream to get there! Perhaps one day I'll visit Spain, but I'll only visit! I'm not going to live there. As the proverb says: **East or West, Home Is Best!** I can't imagine my life in another country without my friends and my native land, my native language, my nature and **landscape**, without the Azerbaijani national cuisine!

Ismayil



I love that we have so many "English things" as a brand such as the "drinking tea" habit, the red post boxes, the double-deck buses, etc. I also **admire** great people such as Churchill, Elizabeth I, Jane Austen, Shakespeare and others. I'm very **proud** of being British! I love how we can be one big country and four separate countries, too. My country is really **magnificent!**

Isabella

America is my **native** country with great opportunities and fine weather. The best thing about America is that there are so many different peoples and **cultures**. Besides, Americans are **patriotic** people. We like our **national** songs and dances, wearing clothes with our national symbols. We put our flag in our classrooms, we **respect** and always value our national riches and symbols. I love and highly respect my country.

Sam



9 IW/PW. Find the meanings of the words in bold in the passages. Use them in sentences of your own.

10 PW. Think and give comments on the statements.

1. America is a country with great opportunities.
2. The English are very nice people.
3. The proverb: "East or West, Home Is Best!" doesn't sound today.
4. Azerbaijanis are one of the most hospitable people in the world.
5. Americans are the most patriotic people in the world.
6. All tourists visiting Baku admire places of interest in the city.
7. American people like wearing clothes with their national symbols.
8. Great Britain is known all over the world for its history, tea, red boxes and black taxis.

11 IW. Search more information about the resources of Azerbaijan looking through the Fact File.

FACT FILE



The national leader of Azerbaijan Heydar Aliyev introduced many political, cultural and economic changes and did his best for his country and his people. Heydar Aliyev became the most successful leader of the Republic. Under the leadership of Heydar Aliyev, Azerbaijan began to flourish. More oil and natural gas reserves were discovered and oil and gas pipelines were built to export Azerbaijan oil resources.

12 IW. Find the unscrambled words and give their Azerbaijani equivalent.

macentfigni- alonnati- shipndfri- hilfoot- tagerihe- fulcesscus-
rioticpat- toryhis- ferleti- mrafandl- turecul- alturna-

13 PW. Choose the words describing places and use them in sentences.

*picturesque natural historical charming dry clean mild
scenery traditional magic creative flourish competent*

**14 GW. Answer the questions and explain your answers.
Then compare them with other groups.**

- What are the three most interesting places in our country?
- What are the most famous tourist attractions in our country?

**15 IW. Creative Work. Write an essay: Come to See Azerbaijan!
You'll Enjoy Our Cultural Heritage!**

Lesson 3. Every City Has a Story

What you'll learn:

- Information about different cities in the world
- What these cities are famous for
- What the meaning of the saying is: "Every City Has a Story!"
- Real facts about some cities
- How to use Conditional II



[g] gondola gross get around

Word File:

abandon [əˈbændən] (v) leave, leave behind, put away, give over, stop, cease, quit, give up completely.

*Her mother **abandoned** her at an early age.*

estuary [ˈestjuəri] (n) entry, river mouth, delta.

*The turtles spend most of their lives in **estuaries**, where rivers flow into the sea.*

gross [grəʊs] (adj) thick, fat, stout, obese, overweight, big.

harbour [ˈhɑ:bə] (n) port, dock, haven, marina; a place on the coast where vessels find shelter.

must [mʌst] (n) need, necessity, want.

sophisticated [səˈfistikətɪd] (adj) 1. complex, complicated 2. precise, nice 3. developed to a high degree of complexity of a machine/system/ technique, advanced, modern, experienced.

*Highly **sophisticated** computer systems.*

spectacular [spekˈtækjulə] 1. (adj) striking, picturesque, eye-catching, breathtaking, impressive, dramatic, beautiful.

2. (n) an event produced on a large scale and with striking effects.

vaporetto (n) - a canal boat, a motorboat used for public transportation in Venice. *In the gallery there are videos of footage taken from a ferry in Sydney Harbour and a **vaporetto** in Venice.*

1 GW. Practise the words with the sound:

[uə] estuary flower sanctuary flour sour

[a:] harbour parlour craft part heart

[e] pretence head reckon perfect plenty

[æ] spectacular map mature marriage abandon



2 CW. Talk about these places of interest using the model:

- *If I had time I would go to Australia!*
- *If I went to Sydney I would like to see the State Opera House!*
- *If I won the game I would be the happiest man in the world.*



GRAMMAR SPOT

IF CLAUSES (Conditional 2)

If+Past Simple	would
When we talk about “unreal” and “imaginary” or “improbable” situations now or in the future we use Conditional 2.	
We use the Simple Past in the If clause (even though the meaning is present or future)	Would+bare Infinitive (Infinitive without “to”) in the main clause. <i>Sample:</i>
<ul style="list-style-type: none"> • If I had a lot of time, • If I visited London, • If I went to Los Angeles, 	<p><i>I would travel more.</i></p> <p><i>I would see Big Ben.</i></p> <p><i>I would visit the world famous Film Studios.</i></p>
In a more formal style we can use “were” instead of “was” after If.	
• If I were there,	<i>I would see many old places of interest.</i>
In unreal conditional sentences we can use “could” to mean <i>would be able to</i> .	
• If I had wings,	<i>I could fly.</i>

3 GW. Write the correct form of the verbs in brackets and translate.

1. If I (to win) a holiday anywhere in the world, I (to go) to Rio De Janeiro.
2. If you (to go) to Nepal you (to see) Mount Everest.
3. If I (to live) in another country, I (to miss) my motherland.
4. When people (to travel), they (to try to see) places of interest.
5. If you (to be) in Disneyland, you (to relax) on beautiful beaches such as Santa Monica.
6. If they (to see) the fountains in Rome, they (to enjoy) them.
7. If I (to be) in Spain I (to live) in a small town far from big cities.

4 GW. Read the passages using the verbs in the correct tense form and pay attention to the use of *If clauses*.



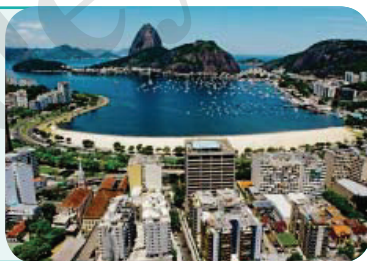
Baku, called “badi kube” (*the city of winds*) has a long history. If you (*to come*) to Baku you could see many historical fortresses, prominent palaces, magnificent buildings, modern flame towers, mosques, wonderful parks, the Baku Olympic Stadium, The Flag Pole which is the second highest in the world, Crystal Hall, H. Aliyev Palace, Heydar Aliyev Center, the Maiden Tower, one of the most mysterious architectural monuments and many other amazing places.

If you (*to visit*) **Los Angeles** you would see the world famous universal Film Studios, you would take a walk down the streets of Hollywood, you’d do a tour of the Star’s homes in Beverly Hills, you’d see Disneyworld or relax on beautiful beaches such as Santa Monica, Venice or Marina del Rey.



If you (*to visit*) **Athens** you would be in a huge modern city. There are many monuments dating back to the dawn of civilization. You would see, of course, the Acropolis, the hill upon which the Parthenon and other important sites are located.

If you went to **Rio De Janeiro** you could enjoy a day on the Copacabana Beach and then if you (*to take*) tram up to the beautiful mountain called Corcovado you would see the famous statue of Christ. For any true football fan, a visit to the Maracana Stadium is a **must**.

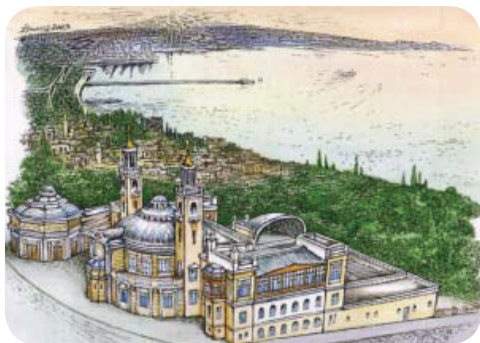


Rome – Would you like (*to visit*) Rome? If you (*to visit*) Rome you could see the most spectacular Roman sights, ancient ruins, medieval squares and delightful fountains. If you (*to go*) there you could learn the history, the legends and the secrets of the city.

- 5 PW.** Look at the photos and make an interview comparing them.
You can use the words in the box to describe them.

*museum fortress sea mysterious prominent ancient City Walls
the Shirvanshah's Palace skyscrapers Philharmony monument*

- Sevda:** _____ ? **Shaig:** Old Baku and Modern Baku.
Sevda: _____ ? **Shaig:** The first written reference to Baku
 dates from 885.
Sevda: _____ ? **Shaig:** Oh, you can see a lot of changes here!
Sevda: _____ ? **Shaig:** You're right, it's unbelievable.



- 6 IW.** Match the sentences and give examples of your own.

If/Past Simple

1. If my brother went on a trip,
2. If they had a chance,
3. If I found a treasure,
4. If I had time,
5. If Mike could find a new book about aliens,
6. If it didn't rain,

would/could

- a) I would (*I'd*) go shopping.
- b) he would be really happy.
- c) we'd go out.
- d) I'd travel round the world.
- e) they would explore new lands.
- f) he could see a lot of places.

- 7 PW/IW.** Choose the word that is different.

1. lake park like mountain valley
2. enormous old pretty poor pool
3. landmark town own country village
4. incredible new flexible fantastic city
5. luxury amazing popular ancient land
6. fast tiny famous hospitality major

- 8 PW.** Find the words for these meanings and translate the expressions.

1. very impressive and beautiful
2. very big, enormous
3. a strengthened building or town
4. a column to a famous person or event
5. a tall narrow building
6. standing out
7. remarkable and surprising event
8. unbelievable

9 PW. Put the conversation in correct logical order. Then find the True/False statements.

A) 7,9,3,5,1,8,6,2,7,4 B) 3,1,9,5,6,8,7,4,2 C) 8,9,3,1,5,6,7,2,4

1. Certainly. Where would you like to visit first? I can suggest several places in Italy, Venice, for instance, the Queen of the Adriatic, the city of canals and palaces.
2. Since there are no roads or vehicles in Venice, the best ways of **getting around** are walking and riding on **gondolas** (*a light flat-bottomed boat worked by one oar*). Going down a Venetian canal in a gondola is an unforgettable experience. You can also get on a **vaporetto**, a kind of water bus that goes along the main canals. And it is a cheap and fast way to travel round Venice.
3. We'd like to spend a week in Italy. Could you help us with this?
4. Thanks a lot! You've been helpful. Venice is really a place worth visiting.
5. Venice sounds just the right place. And it's always the high season in Venice. It's really worth visiting Venice in February as there is the annual Carnival Festival. And February is much better than July or August, which is the best time to be there, because of the crowds and the heat.
6. Where would you suggest to stay in Venice?
7. Well, it can be hard to find **accommodation**, because of the carnival. But we can offer you a nice hotel within a ten-minutes' walk from Piazza San Marco. It's one of the most beautiful squares in the world, with its 500 year-old buildings and St Mark's Basilica.
8. Hello, Travel Agency! How can I help you?
9. Great! And how can we **get around** (*go around*) in Venice?

Statements	True	DS	False
• It's very hard to find a place to stay in Venice in summer.			
• Visitors to Venice should take a gondola ride along the canals.			
• A trip by gondola is more expensive than by vaporetto.			
• Venice is on the Mediterranean.			
• Piazza San Marco is a large square with modern buildings.			

10 IW. Project Work:

1. Make a booklet about a country/city (not your own) that you think is interesting. Include information about:
 - *the country's geography and climate* • *the people who live there*
 - *some aspects of the culture/history* • *the language of the country*
2. Design a booklet. Find pictures for your booklet or draw some pictures. Include a map of the country.

Lesson 4. The Biggest and the Best!

What you'll learn:

- The biggest places in the world
- The most famous places in the world
- What Australia is famous for
- How to form Exclamatory sentences
- The difference between Exclamatory and Interrogative sentences



[ɔ] polyp swan coral

[i:] reef unique

Word File:

marsupial [mɑ:ˈsju:pjəl] **1.** (*adj*) pouched, relating to the marsupials.

2. (*n*) a mammal of an order whose members are born incompletely developed and are typically carried in a pouch on the mother's belly.

mass [mæs] **1.** (*n*) majority, large/great number, typically large body of matter with no definite shape **2.** (*adj*) universal, large-scale.

polyp [ˈpɒlɪp] (*n*) polypus, a small growth

rank [ræŋk] **1.** (*v*) give a rank, classify, categorize, rate, grade, group, catalog, organize, arrange. **2.** (*n*) row, line, column, procession.

He is an army officer of high rank.

Rank them in order of preference.

reef [ri:f] **1.** (*n*) metal, coral, or sand just above or below the surface of the sea

2. (*v*) take in one or more reefs of (*a sail*).

The captain ordered his men to reef the sails and lower the anchors.

swan [swɒn] (*n*) a large waterbird with a long flexible neck, short legs, webbed feet, a broad bill.

unique [ju:ˈni:k] (*adj*) unlike anything else; distinct, special, wonderful, admirable, remarkable.

The situation was unique in modern politics.

1 CW. Practise the words with the same sound:

[ɪ] polyp early property ability pretty

[æ] mass rank manage mandatory tap

[k] unique queue typically rock criticise

[θ] theme health theoretical breath thorn

[f] philanthropist reef phonetics phrase fate



2 GW. Talk about these places of interest looking through the Fact File.

FACT FILE

The **Baku TV Tower** built in 1996, is a free standing concrete telecommunications tower. With a height of 310 metres (*1017 feet*), it is the tallest structure in Azerbaijan and the tallest **reinforced concrete*** building in the Caucasus. The tower has become one of the most prominent landmarks of Baku, often in the establishing films shot/set in the city. There is a wonderful view of Baku from the TV Tower.



One World Trade Center
New York City, USA
541 meters (*1.776 feet*)
It was completed in 2013.



Baku TV Tower



Empire State Building
New York City, USA
381 metres (*1.250 feet*)
It was completed in 1931.



Sears Tower
Chicago, USA
442 meters (*1.450 feet*)
It was completed in 1974.



Petronas Towers Kuala Lumpur, Malaysia
452 meters (*1.483 feet*)
It was completed in 1996.



Jin Mao Building
Shanghai, China
421 metres (*1.379 feet*)
It was completed in 1998.

GRAMMAR SPOT

EXCLAMATORY SENTENCES

Questions	Exclamatory sentence with What!	Exclamatory sentence with How!
How/What?	<i>What a/an + adj + singular countable noun</i> <i>What+adj+uncount/plural noun</i>	<i>How+adj/adverb</i>
<ul style="list-style-type: none"> • How big is Singapore? • How high is Mount Everest? 	<ul style="list-style-type: none"> • What a big city Singapore is! • What a high mountain Everest is! • What a boring movie it is! • What a horrible weather it is! 	<ul style="list-style-type: none"> • How big Singapore is! • How high Mount Everest is! • How boring the movie is! • How horrible the weather is!

***reinforced concrete** – concrete in which wire mesh or steel bars are embedded to increase its tensile strength; reinforced

3 GW. Fill in the KWL chart reading the passage and add more facts.

Places	K	W	L
Australia	<ul style="list-style-type: none"> • is a big country • is an English speaking country • is also a continent 	<ul style="list-style-type: none"> • What is Australia famous for? • Who are the first Australians? 	<ul style="list-style-type: none"> • • • •

The name Australia comes from the Latin word *Australis*, meaning southern. Australia is the only country that's also a continent. In area, it **ranks** as the sixth largest country and smallest continent. The national capital and the largest inland city is Canberra. More than 80 percent of Australia's people live in cities and towns. The



The northern third of the Australian continent lies in the tropics and is warm or hot all year round. Originally, all the world's continents were part of one huge land **mass***. The region that's now Australia became separated from this land mass about 200 million years ago and, as a result, the animal life of Australia developed differently from that of other continents. For example, marsupials are Australia's most unusual and famous **creatures**. Australia has about 150 species of **marsupials**. The kangaroo family includes about 50 species. They range in size from huge red and grey kangaroos to tiny creatures smaller than a domestic cat. The koala, a native of Australia's eastern forests, was near extinction in the 1920s. Today, this is a protected species. Australia has also about 700 species of native birds. They include the world's only black **swans**. Along the northeast coast of the continent lies the Great Barrier Reef, the largest group of **coral*** **reefs** in the world. This is a unique area with an **unmatched** (*not matched or equaled; unequaled*) variety and quantity of coral **polyps** which create a beautiful sea garden. The first Australians, a dark-skinned people known today as Aborigines, had lived in Australia for at least 40,000 years before the first white settlers arrived. In the late 1700s Great Britain settled a prison colony in Australia and most Australian people are of British origin. They brought many British customs with them. Nevertheless, the Australian people have developed their own way of life.

***mass** – 1. relating to large numbers of people or things; widespread, large-scale.
2. typically large body of matter with no definite shape; pile, heap

***coral** – reddish tint (of a lobster or scallop)

PRACTISE AN INTERVIEW!

4 PW. Listen to the dialogue paying attention to the sentences with **What** and **How**. Act it out.

Paul: I'm going to Australia next year.

Kelly: Oh, really! What a great idea!

Paul: I have seen on the internet that there is not much pollution in Australia. And how clean and beautiful the beaches are there!

Kelly: Oh, yes. Australia has some of the most famous beaches in the world - like Bondi Beach.

Paul: I'm planning to be there too. I have seen the beaches on the internet. How clean they are! What else would you suggest I should see?

Kelly: Well, the Great Barrier Reef is there. Do you know how long the reef is? It's the longest coral reef in the world.

Paul: Wow! It sounds wonderful. How lucky you are to be an Australian!

Kelly: Thanks, but actually, I'm not an Australian, I am a New Zealander, I just live in Australia!



5 IW/GW. Write about our country looking through the Fact File and International Overview boxes.

FACTFILE	How far is New Zealand from Australia?	It's about 2.000 km. (1.200 miles)
	How big is Singapore?	It's 620 square km. (239sq. miles)
	How high is Mount Everest?	It's 8.848 meters high. (29.028 feet)
	How deep is the Grand Canyon?	It's about 1.900 metres deep. (6.250 feet)
	How long is the Mississippi?	It's about 6.019 km long. (3.740 miles)
	How cold is New Zealand in winter?	It goes down to about 10° Celsius

International Overview

The name of the country	Australia
Area	7. 692.024 sq km
Population	24. 006.900. (2015)
Capital City	Canberra
Official Language	English (Australian English)
National Day	January 26
The first people	Aborigines
Form of Government	Constitutional monarchy
Head of State	British monarch, represented by Governor General
Head of Government	Prime Minister
Main Sources of Income	Farming and mining
Flag	The small Union Jack, the large seven pointed star representing the six states and the territories

6 CW. Say as many sentences and expressions as you can starting with *What* and *How*.

Model: • *What a beautiful waterfall it is!* • *How beautiful the waterfall is!*
 • *What large rocks these are!* • *How large the rocks are!*
 • *What a blue sky it is!* • *How blue the sky is!*



7 GW. Sort the words out and put them in suitable columns.

*big small huge natural amazing far beautiful thick warm shallow
 rocky attractive high deep cold famous wonderful magnificent green
 low ancient known marvellous modern delightful favourite colourful
 enormous luxury commercial incredible multinational bushy*

describing continents	describing countries / cities	describing mountains	describing forests	describing seas/rivers
• attractive •	• •	• •	• bushy •	• •

8 PW. Write questions to the answers and practice.

- ① **A:** _____? ③ **A:** _____?
B: Angel Falls is 979 meters high. **B:** The Nile is 6.853 kms. long.
 ② **A:** _____? ④ **A:** _____?
B: California is about 424.000 square kilometers. **B:** The Araz is 1.072 kms long.

9 IW. Fill in the table according to the passage about Australia. (page 144)

Climate	Flora/ Fauna	Population	History
•	•	•	•

10 IW. Find and correct the mistakes in the sentences.

- How Britain is big?
- How a small state Vatican is!
- How high is Mount Everest!
- How far London is from Baku?
- What long the Nile is!
- What the Angel Falls high is!
- What is huge a continent!
- What is the Nile long river!
- How is deep the Grand Canyon?
- How a cold country New Zealand is!

- 11 GW. Read the UI box and talk about the figures. Some figures are wrong. Find correct information on the Internet.**

Useful Information

One of the most beautiful things you can see in Australia is Uluru, also called Ayers Rock. It is a gigantic rock standing alone in the middle of the desert south-west of Alice Springs. It's three kilometres wide and 348 metres high. But what you can see is only one-sixth of the height of the rock, because 2.100 metres of it is underground. Uluru (*[u:lə'ru:]*) is 680 million years old, and it is the largest natural rock of its kind in the world. Thousands of tourists come here each year to walk round it and look at it. The best time to see it is at the end of the day, when its colour changes from yellow to gold, then to red and finally to purple. Uluru discovered by Aborigines belongs to the Aboriginal Pitjantjara people.



408	680	2.100	3	40.000	514	348	652
.

- 12 IW. Choose the correct form of the verb to complete the sentence.**

1. Uluru **discovering/discovered** by Aborigines belongs to the Aboriginal Pitjantjara people.
2. The first Australians, a dark-skinned people **known/knowning** today as Aborigines, had lived in Australia for at least 40.000 years before the first white **settlers*** arrived.
3. You can see beautiful things in Uluru also **calling/called** Ayers Rock.
4. The koala is a **protected/protecting** species.

REMEMBER!

Spelling Rules

e+d	double consonant+ed	consonant +y→ i+ed	vowel+y+ed
liked hated arrived	preferred stopped dropped	carried studied cried	played stayed enjoyed

- 13 IW. Complete the table sorting out the verbs according to the pronunciation of -ed. Try to pronounce them correctly.**

*discovered completed chatted watched spent represented jogged
unmatched built protected invaded brought hated lived called*

[d]	[t]	[id]	none
.	.	.	.
.	.	.	.

***settler** – a person who settles in an area, typically one with no or few previous inhabitants; newcomer; migrant, emigrant, colonist

OPTIONAL REVISION TASKS

Reading Comprehension and Writing

1 Read and match the passages to the titles. Find the words in bold.

- A) Koh Samui, Thailand B) Petra, Jordan
C) Las Vegas, USA D) Dubai, the United Arab Emirates

1. ... is a city of glass skyscrapers. One of them is the incredible Burj Khalifa skyscraper. It is 828 metres high and has got more than 160 floors. You can see it from about 100 kilometres away! It has got a luxury hotel, offices, restaurants, swimming pools, libraries, a gym and 900 expensive flats. From the visitor area on the 124th floor, the cars in the streets below are tiny. The tower has got 57 very fast lifts. In the Burj Khalifa area there are parks and a large lake. There is a big shopping centre next to the tower. This enormous building has got over 1.200 luxury shops. The city of Dubai is a fantastic place!



2. ... is one of the most exciting cities in the world. The name Las Vegas means the “meadows” in Spanish. But meadows are the only thing that you can’t find here. “The **strip**” (*stripe*), in the center of town, is five kilometres of the most **extravagant** hotels you’ll ever see, including **replicas** (*duplicates*) of the Eiffel Tower, the Egyptian Pyramids and ancient Roman Palaces. It uses almost 24.000 kilometres of neon lights.

3. ... is a tropical paradise which is located in the warm blue waters to the southeast of Thailand. It is the kingdom’s second largest island after Phuket, but it was unknown to tourists until a few years ago. It’s not difficult to reach from Bangkok, it is covered with coconut trees and brightly-coloured flowers and is surrounded by white sandy beaches and **turquoise** seas. You can find great shopping places, luxury restaurants and exciting night-life here.

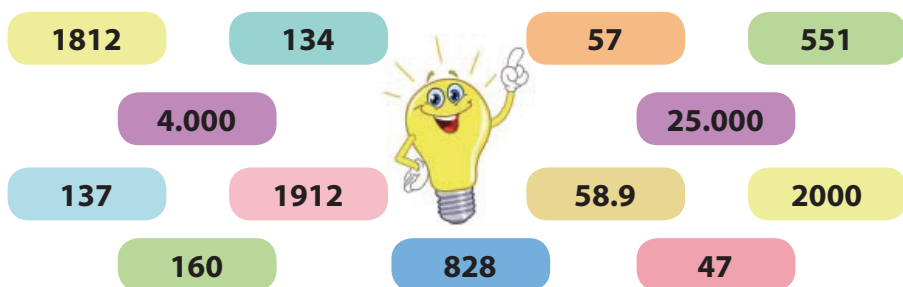


4. ... is the location for a number of Hollywood films, including “Indiana Jones” and “the last Crusade”. The city of ... was built in rocky cliffs more than 2.000 years ago. It was an important commercial city many many years ago. Temples, palaces and a huge **amphitheatre** were all cut out of the cliffs, and their amazing colours give the city rose - red appearance.

2 Find the cities and complete the statements.

1. This is the location for a number of Hollywood films. It is
2. There are over 1.200 luxury shops in this incredible skyscraper. It is
3. This city was built on rocky cliffs more than 2.000 years ago. It is
4. You can find an exciting night life in this place. It is
5. It is a city of glass skyscrapers. It is
6. This place has got luxury restaurants, offices, libraries, swimming pools and 900 expensive flats. It is
7. There is a tropical paradise located in the warm blue waters to the southeast of this place.

3 Speak about the facts with the given figures. There are some figures that are different.



4 Find the definitions of the words in bold and use them in sentences.

metropolitan amazing extravagant paradise turquoise
fantastic amphitheatre prefecture cosmopolitan polite
estuary patriotic spectacular significant powerful unitary

5 Project. Make a poster about a famous city/a capital city. Follow the steps in the Project Checklist.

Project Checklist

Find information on the Internet about:

- where the city is
- what the population is
- what the main language is
- what the sights are
-
-

6 Write a sophisticated* description for any city.

When tourists go on holiday they want to visit a “real” country. They want “unspoiled landscapes, traditions and people who are welcoming yet different”.

- *What do tourists expect from visiting these cities?*
- *What are your views?*

**sophisticated – advanced, modern, the latest, new*

Around Unit 6

1 Complete the table.

In the field of ...	What I learned	How I'll implement
<i>Listening</i>		
<i>Speaking</i>		
<i>Reading</i>		
<i>Writing</i>		
<i>Logical thinking</i>		
<i>Critical thinking</i>		
<i>Grammar section</i>		
<i>Other things</i>		

Vocabulary Map

2 Make a vocabulary map and write the words you learned around the unit in the box. You can add the meanings in your language.

Words	Pronunciation	Meaning/ Synonym	Opposite/ Antonym	Useful Phrases/ Expressions
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•

3 Think and sort out the words according to the parts of speech.

*attractiveness same the relax ideal coral and marvellous my
provide largest prefecture vaporetto shipbuilding reign many
usually enormous impressive gondola abandon tower luxury
friendly to everywhere spectacular hospitality valley
creature swan polyp marsupial rank tiny*

Noun	Verb	Adjective	Adverb	Preposition	Other
•	•	•	•	•	•
•	•	•	•	•	•
•	•	•	•	•	•

4 Write the sentences using Participle I or Participle II instead of a clause.

Sample: • *The place that is situated in the Highlands attracts tourists.*
 • *The place situated in the Highlands attracts many tourists.*

1. The lands that were discovered by Columbus were rich in gold.
2. The cartoons that were created by W. Disney have many funny characters.
3. Koh Samui which is located in the warm blue waters of Thailand is a tropical paradise.
4. The visitors who keep going to Burj Khalifa are impressed by this amazing skyscraper.
5. The city of Petra that was built in rocky cliffs more than 2.000 years ago, was once an important commercial city.
6. The Tower of London, which was built nine centuries ago, is a strong fortress.
7. The people who visit the tropical paradise admire this place.

5 Complete the table.

Country	City	Symbols	Places of interest
<i>Azerbaijan</i>	Baku		
<i>England</i>			
<i>Australia</i>			
<i>America</i>			
<i>Scotland</i>			
<i>Japan</i>			
<i>France</i>			
<i>other</i>			

6 Think and match the words.

1. not common
2. welcoming
3. hurting or destroying
4. impossible to believe, amazing
5. immense
6. tremendous
7. splendor
8. miraculous
9. spectacular

- a) hospitable
- b) enormous
- c) luxury
- d) fantastic
- e) magnificent
- f) incredible
- g) marvellous
- h) violent
- i) special

UNIT 7. LIFE

Lesson 1. Be a Doctor for Yourself!

What you'll learn:

- About good habits and healthy living
- How to avoid bad habits
- Some good advice on being a doctor to/for yourself
- If we can be our own doctors



[ɪ] kidney digest remedy fizzy

Word File:

digest [dɪ'dʒest] **1.** (n) a substance or mixture obtained by **digestion**.

2. (v) break down (food) in the alimentary canal into substances that can be absorbed and used by the body.

digestive [dɪ'dʒestɪv] **1.** (adj) of or relating to the process of digesting food.

2. (n) a food or medicine that aids or promotes the digestion of food.

*We were served (with) cookies and **digestive** biscuits.*

fizzy [fɪzi] (adj) (of a beverage) containing bubbles of gas; sparkling, carbonated, gassy, bubbly. ***Fizzy** mineral water.*

moist [mɔɪst] (adj) damp/dampish, humid, wet/wettish or slightly wet.

*The air was **moist** and heavy.*

remedy ['remɪdi] **1.** (v) put/set right, cure, relieve, amend.

*By the time a problem becomes obvious, it may be almost too late to **remedy** it.* **2.** (n) cure, medication, treatment, a medicine for a disease or injury.

*Herbal **remedies** for aches and pains.*

smooth [smu:ð] (adj) plane, flat, unwrinkled, silky, having an even and regular surface or consistency.

spot [spot] (n) mark, dot, a small round mark, differing in colour or texture from the surface around it.

1 IW. Listen and repeat the words with the same sound.

[θ] thoroughly smooth path thorn thin

[ð] there smooth bathe those together

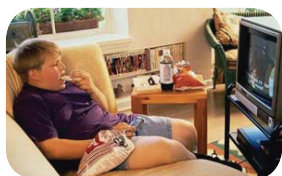
[ɔɪ] moist hoist employ choice spoil

[ɔ] roll pottery spot dot complex



2 GW. Look at the pictures and write the statements appropriately in the table.

- ♦ *Walking in the open air*
- ♦ *Having salty things*
- ♦ *Having low-fat products*
- ♦ *Doing regular exercises*
- ♦ *Having fun/laughing more*
- ♦ *Drinking fizzy drinks*
- ♦ *Eating chips/junk food*
- ♦ *Combining different food*
- ♦ *Digesting food well*
- ♦ *Drinking water during the meals*
- ♦ *Eating more diary products*
- ♦ *Going to sleep late at night*
- ♦ *Going to bed with a full stomach*
- ♦ *Spending less time in front of TV*
- ♦ *Being in movement after eating*
- ♦ *Having more pure liquid during the day*
- ♦ *Avoiding junk food as less as possible*
- ♦ *Having more sugary products*



Positive Habits	Negative Habits
:	:
:	:

3 PW. Complete the sentences with your own ideas.

- If you want to build a healthy body,
- ... you'll put on weight.
- If you eat low-fat products,
- ..., you'll build your muscles.
- If you do more exercises every day,
- If you have fizzy drinks,
- If you eat more fruits and vegetables,

4 PW. Read the jokes and act them out.

- Reporter:** What would you do if you knew that you'll live that long?
Centenarian: I'd take better care of myself.
- Doctor:** If you have healthy food and a healthy life and never smoke you may live to be 100.
Patient: No good, doctor.
Doctor: Why not?
Patient: I'm nearly 103.

Note: A centenarian / Golden Oldie is a person who lives to be 100 years old.

5 GW. Read the extract from a health magazine and find True/False sentences.

The Three Parts of The Body

A) A Tongue

A healthy tongue should be **smooth** and **moist** and its colour should be pale red. If it's rough, or dry or a different colour, these are signs of poor health. Another sign of bad health is when there are **cracks*** in the tongue. Cracks may be of different kinds, and each kind of crack shows a different health problem. If there are cracks in the middle of the tongue this means you have a weak **digestive system**- you do not digest food easily and well. And perhaps you might feel tired, and have little energy, in the middle of the day. In this case everybody should:



- *Learn how to "combine" food!*
- *Eat more soup and vegetable salad!*

If you have horizontal cracks in your tongue, this means you need B Vitamins, and that you have low energy. If you want to solve these problems you should:

- *Eat more salad of lettuce, **parsley*** and spinach!*
- *Drink mint tea! Have herbal tea!*

B) Fingernails



If you can see white **spots** in your fingernails, you should know that your body doesn't have enough zinc. You need to take action to raise the level of zinc in your body. To do this you should:

- *Eat pumpkin seeds and sunflower seeds as snack between meals!*

C) Eyes

Dark circles under the eyes are a sign of food allergies: your body doesn't want certain kinds of food. They also show that your **kidneys*** are weak, and do not do their job well. To **remedy** this problem you should:



- *Eat different foods every day!*
- *Drink two glasses of fruit juice per day!*

1. A healthy tongue should be pink in colour.
2. If you have dark circles under your eyes, it's good for your health.
3. White spots on the nails are the signs of food allergies.
4. It's useful to eat high fat food products.
5. Drink a lot of liquid at mealtime.
6. Vegetable salad is easy to digest.
7. If you've horizontal cracks in your tongue it means you've low energy.
8. Fresh fruit, vegetables, open air and still water are good for health.

**crack – a line on the surface of smth along which it has split without breaking into separate parts; cleft, chap, breach*

**parsley – herb with aromatic leaves and for garnishing food*

**kidney – a pair of organs in the abdominal cavity excreting urine*

6 PW. Look through the samples and add more advice for a healthy lifestyle following task 5, on page 154.

- *Don't drink fizzy drinks like lemonade and Coke quickly!*
- *Have 1.5 litres of still water a day!*
- *Add Vitamin B Complex to your diet!*
- *Start taking a tablet of zinc daily!*
- *Have food that is full of zinc in it!*
- *Eat lots of fish, onions, beans and nuts!*

7 PW. Find the clues and complete. Translate them into your language.

A part of body...

- | | |
|-------------------------------|----------------------------|
| 1. that you breathe with ... | 5. that fills with air ... |
| 2. that you think with ... | 6. that you hear with ... |
| 3. that you see with ... | 7. that you write with ... |
| 4. that you walk/run with ... | 8. that you speak with ... |

8 IW. Give advice reading the UI box and also the teens' problems.

Useful Information

Do you know that our tongue, our eyes and our fingernails show a lot about our health? In this extract from Britain's best health book "You Are What You Eat!", you'll learn what to look for and how to correct your diet. Get a mirror-you're going to need one! Let's take care of our Health!



If you study the three parts of your body, they will show you if you eat a healthy diet or not. You can find out about people's health by examining their tongues, eyes and fingernails. You can be a doctor to yourself. Have a look at your eyes, tongue and nails and see if they match these descriptions. Then you can see how healthy you are.

Nutritionist, Dr. Gillian McKeith.



Hi, I'm Alex. I'm 12. I'm a bit overweight. I try not to eat much, but it doesn't help. Mum says I eat too much junk food, like chips, hamburgers, cheeseburgers. And I like drinking fizzy drinks, not natural juice or pure water. Could you give me some advice, please?

Hi, I'm Janet. I'm 14 years old. I think I'm healthy, but I have some digestive problems. I also like eating more sugary products and can't stop eating them. As I get fatter, I do my best to do morning exercises and not to eat breakfast. What do you think, am I wrong or right?



Lesson 2. How Old Is Your Body?

What you'll learn:

- If our body is the same as our calendar age
- What we should do if our body age is older than our calendar age
- What we should do to look younger than our calendar age
- What Rapid Eye Movement is, and its importance
- How much sleep we need a day



[s] stimulate

[k] verdict crease calculate

Word File:

calculate ['kælkjuleɪt] (v) 1. mean, aim, design.

*His last words were **calculated** to wound her.*

2. suppose, believe. *After accumulating enough data, we **calculated** that each person spent at least a full minute in a stall.*

3. estimate, count, determine the amount.

contain [kən'teɪn] (v) keep, capture, carry, have or hold (someone or something) within.

*The coffee cans once **contained** a full pound of coffee.*

stimulate ['stimjuleɪt] (v) 1. raise levels of physiological or nervous activity.

2. encourage, excite 3. afford, admit, appreciate.

tense ['tens] (adj) intense, strained, uncomfortable, troubled

irritable [ɪ'rɪt(ə)bl] (adj) moody, annoyed, nervous

1 GW. Write the words in the right column and pronounce them correctly.

crease stimulate contain London upper visit cable
cricket calculate solution praise sophisticated maize
amazing present flooding blood bump tense catch

[k]

• crease

•

•

[s]

• tense

•

•

[z]

• visit

•

•

[ʌ]

• blood

•

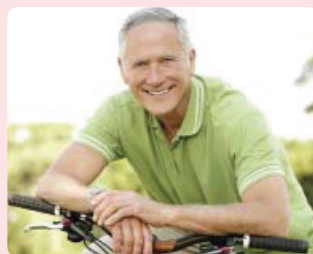
•



2 IW. Think and do the quiz looking through the UI box.

Useful Information

How old are you? How old is your body? The answer to these two questions isn't always the same. Our body age can be much younger or much older than our calendar age (even twenty years different). We can now **calculate** our body age by answering questions about the way we live. If our body age is older than our calendar age, we should try to change our lifestyle. But anyway, do your best to be in the open air most of the time and have a very active lifestyle. Give preference to fresh food products: dairy products, fruits and vegetables. Take good care of your health to keep fit. As in the saying: *"An apple a day keeps the doctor away!"*



1. How much do you walk a day?

- A) a lot B) quite a lot C) not much D) very little

2. How much sport and exercise do you do a week?

- A) a lot B) quite a lot C) a little D) none

3. How much fast food do you eat?

- A) I eat too much B) I eat a little C) I don't eat much D) I don't eat any

4. How many portions of fruit and vegetables do you eat per day?

- A) only a few B) quite a lot C) a lot D) few

5. How much water do you drink?

- A) a lot B) quite a lot C) a little D) little

6. What's your worst diet habit?

- A) I eat too much fat B) I drink too much
C) I eat too many sweet things D) I eat much junk food

7. How would you describe your character?

- A) I'm very positive C) I'm not patient
B) I'm not positive enough D) I'm quite pessimistic

8. How would you describe your stress level?

- A) I'm too stressed C) I'm stressed, but it's under control
B) I'm quite relaxed D) I'm not relaxed

9. How much time do you spend with your friends?

- A) little B) quite a lot C) a little D) none

10. How much time do you have for yourself?

- A) very little B) quite a lot C) not enough D) much

3 GW. Listen and match the paragraphs with the titles and retell the content.

1. *How much sleep do we need a day?*
2. *What happens when we sleep?*
3. *Why do we sleep?*

Sleep is one of the body's most mysterious experiences. Scientists don't completely understand the process, but it seems that all living beings need some sleep. And some need a lot more than others.

Sleep is Important

**REM =
Rapid Eye Movement**

A) _____

There are five stages of sleep: stages 1, 2, 3, 4 and **REM**. In stages 1 to 4 our body becomes more relaxed. Our muscles and heart rate slow down and our brain becomes less active. Stage 5 is called **REM** sleep. Our heart beats faster and our eyes move quickly in different directions. We dream during this stage and we can't move at all-probably to stop us from doing the actions in our dreams.

B) _____

An average person spends almost a third of their life sleeping! Is it a waste of time? Scientists believe that when the heart and brain slow down, the body is recovering after the day's work. They also think that **REM** sleep is important for memory and learning-babies have twice as much REM sleep as adults.

C) _____

On average an adult needs about 7-8 hours' sleep every day. A baby needs 12-16. In the animal world, bats sleep for about 20 hours every day. But a giraffe sleeps for only 30 minutes or an hour per day.



4 GW/PW. Read and find True/False statements. Give your comments.

1. Children should sleep 8-10 hours every day.
2. On average people spend almost a third of their life walking.
3. Adults should sleep 7-8 hours a day.
4. In stages 3 to 4 our body becomes less relaxed.
5. Giraffes sleep more than bats.
6. In stages 1 to 4 our muscles and heart rate slow down and our brain becomes more passive.
7. REM sleep is important for memory.

PRACTISE AN INTERVIEW!

5 Make an interview and perform.

- Mehriban:** What happens to your heart in stages 1 to 4 of sleep? **Elnur:** _____.
- Mehriban:** Why is stage 5 called REM? **Elnur:** _____.
- Mehriban:** Why do we need stages 1 to 4 of sleep? **Elnur:** _____.
- Mehriban:** What happens during REM sleep? **Elnur:** _____.
- Mehriban:** Why is REM sleep important to us? **Elnur:** _____.
- Mehriban:** How many hours should a person sleep? **Elnur:** _____.

6 Work upon the following quiz and make your own.

1. Where can you be found on a sunny day?

- a) In front of the TV, with my favourite food in my hand.
b) Out with my friends.

2. If you have to go upstairs, what do you do?

- a) I jog up the stairs. b) I go directly to the lift.

3. How do you feel about chocolate?

- a) Chocolate makes life worth living.
b) I know it's not good for health and I avoid eating chocolate.

4. How often do you take exercises?

- a) At least three times a week, for an hour.
b) Now and then, but not on a regular basis.

7 IW. Write a paragraph: "Why We Need REM Sleep."

Self-Assessment	Level Reached			
Description of Achievement	Excellent	Good	Fair	Poor
I can: <ul style="list-style-type: none"> answer questions about sleep take part in discussions on the topic <i>Healthy Life</i>				
I can read and understand: <ul style="list-style-type: none"> the stages of sleep the content of the article find True/False statements match the paragraphs 				
I can: <ul style="list-style-type: none"> work on the given quiz create a quiz about a healthy life 				

OPTIONAL REVISION TASKS

Reading Comprehension and Writing

1 GW. Listen to the paragraphs and answer the questions.

Shahin

Like everybody I'm too busy! For me there aren't enough hours in a day. I love my job, but I work too much (*sometimes I spend 14 hours a day in the studio*). I often feel a bit **tense** and **irritable**. I am inactive, because I don't have time to exercise. I know, sleeping enough, eating healthily and regularly, taking regular exercise is a good way to live and stay healthy.

I'm going to be a supermodel. So, how I look is important to me. I try not to eat much. I don't eat junk food and I try to eat a lot of fruit and vegetables. I know they really **contain** a lot of vitamins that are good for health. They are good and useful for our body. I drink enough water. I have healthy skin and teeth. Being fit and looking good is being healthy for me, that's why I'm going to dance classes, too.

Khadija

Asif

I think some people worry about what they eat. I never worry about my health. Maybe I'll pay more attention to my health when I grow up. When you are a teenager, eating healthily isn't cool. All my friends eat chips and hamburgers at school. Junk food tastes so nice and you want to eat it. I also drink a lot of coffee.

I always exercise and eat healthy food. I am not slim, I'm a bit plump, but I don't feel concerned. I think, I have the right weight and my weight may **disappear** when I grow up. It's more important to be healthy. Feeling good about yourself means being healthy. At the same time I always try to think about positive things.

Mehri

- Why...
1. does Mehri eat healthy food?
 2. is Khadija happy with her appearance?
 3. is Shahin inactive?
 4. does Mehri always think about positive things?
 5. doesn't Asif worry about his life?
 6. does Khadija go to dance classes?
 7. does Shahin feel tense and irritable?
 8. does Asif like his lifestyle?

2 PW. Make solutions looking through the samples.

Avoid sadness!

Don't eat too much fat!

Don't sit too much!

Solutions

Try to be positive!

Walk in the open air!

Drink more water!

3 GW. Fill in the table according to Task 1, page 160.

The good things that teens do	The bad things that teens do
• • •	• • •

4 PW/IW. Choose the correct one explaining your choice.

1. How much/many coffee do you drink?
2. I don't eat much/many vegetables.
3. Jane eats a lot of/many bread.
4. My sister is quite/too/much pessimistic.
5. How much/many tea do you drink a day?
6. My brother works too many/much/little hours.
7. Kate has got a little/few/many/much close friends. She is happy.
8. My grandfather eats too much/many/few meat. He's fat.
9. To be in the open air is very many/much important for being healthy.
10. We should eat many/much healthy food.

5 IW. Think and match the halves.

1. positive
2. patient
3. stimulate
4. relaxed
5. pessimistic
6. irritable
7. tense
8. close

- a) encourage
- b) knowing sb very well
- c) expecting bad things to happen
- d) waiting for a long time or accept annoying behaviour
- e) feeling confident and hopeful
- f) calm and not anxious
- g) being nervous or worried
- h) getting annoyed easily, showing anger

6 IW. Which one/ones doesn't/don't fit the others?

1. optimistic, irritable, happiness, relaxed, tense, fat
2. pessimistic, merry, violence, vigilant, open-minded
3. positive, thin, impatient, plump, anxious, freedom, free
4. unhealthy, patient, close, worry, worried, confident

7 IW. Project Work. Write your own "Golden Rules" for keeping healthy and defend them with convincing arguments.

Lesson 3. Laughing for a Better Life!

What you'll learn:

- What ways are the best ways to be healthy
- How laughter can help people to stay healthy
- Why laughter is good for people
- How to use prepositions/postpositions correctly



[k] chuckle fake strike knock

Word File:

alter ['ɔ:ltə] (v) change, vary, transform, make different.

*We had to **alter** our plans.*

bump (into) ['bʌmp intə] (v) hit, crash into, knock against, run into

*I almost **bumped into** him.*

chuckle ['tʃʌkl] (n) giggle, snicker, titter.

*I **chuckled** at the astonishment on her face.*

crease [kri:s] 1. (v) wrinkle, get wrinkled.

2. (n) wrinkle, a line or ridge produced on paper or cloth by folding, pressing, or crushing it.

fake [feɪk] (adj) false, invalid.

*I hate those who support **fake** relations.*

laughter ['lɑ:ftə] (n) laughing, chuckling, giggling, tittering.

*Burst into **laughter**.*

nutrient ['nju:triənt] (n) food supply, a substance that provides nourishment essential for growth and the maintenance of life.

1 GW. Write the words in the right column and pronounce them correctly.

truck chuckle sport nephew unitary
new bump blood telephone fake alter
photo always nutrient fall laughter

[f]

• photo

•
•

[ɔ:]

• sport

•
•

[ʌ]

• bump

•
•

[ju:]

• new

•
•



2 PW. Answer the questions looking through the UI box. Play a role.



Ismayil: Do you live a happy life?

Leman: _____.

Ismayil: Do you know the best ways to be healthy?

Leman: _____.

Ismayil: What ways might be the best?

Leman: _____.

Ismayil: Can laughter help you to stay healthy? How?

Leman: _____.

Ismayil: Why is laughter good for people?

Leman: _____.



Useful Information

Both the British and the Americans value a sense of humour and highly appreciate people who have it. The two sayings: “*No Humour, no soul!*” and “*Better poor than no humour!*” express this idea. Laughter is the best medicine and always reduces stress. When we laugh the muscles of the face **crease**, massaging **blood vessels***, which supply the brain, and stimulate blood flow. This increases the amount of **nutrients** and oxygen that our brains receive and this **alters** our mood. Psychologist Robert Holden, Britain’s first laughter therapist, who opened a “laughter clinic” in Birmingham, says: “We all have the idea that happiness is something we’ll know when we **bump into** it. Humour is an essential part of that. We now know that one minute’s **chuckling** is worth 40 minutes of deep relaxation.”



REMEMBER AND COMPARE!

be angry **about/at** smth
be annoyed **at/with/by**
be concerned **about/by**
be shocked **by**
be pleased **with/by**
be nervous **about**

be angry **with/at** sb
be bored **with/by**
be surprised **by/at**
be scared **of**
be upset **about/by**
be fed **up with**

**blood vessel – a tubular structure carrying blood through the tissues and organs; a vein, artery, or capillary*

3 GW. Match the topics a-e with the paragraphs 1-5 and retell the content. Pay attention to the words in italics and explain their meaning.

Laughing is Useful

1. Do you want to live a happier, less stressful life? Try **laughing** for no reason at all. That's how thousands of people start their day at Laughter Clubs around the world – and many doctors now think that having a good laugh might be one of the best ways to stay healthy.

2. The first **Laughter** Club was started in Mumbai, India, in 1995 by Dr Madan Kataria. “Young children laugh about 300 times a day. Adults laugh between 7 and 15 times a day,” says Dr Kataria. “Everyone’s naturally *good at* laughing – it’s the universal language. We want people to feel *happy with* their lives.” There are now more than 500 laughter Clubs in India and over 1,300 worldwide.

3. Many doctors in the West are also *interested in* the effects of *laughter on* our health. According to School of Medicine in California, laughter reduces stress in the body, improves our defences against illness by about 40% and is very good for the heart.

4. So, what happens at a laughter Club? I went along to my nearest club in south London to find out. I was *nervous about* it, to be honest I wasn't *keen on* the idea of laughing with a group of strangers, and I was *worried about* looking stupid. First, our laughter teacher told us to clap our hands and say “ha ha ha,” while looking at each other. You know that our bodies can't tell the difference between **fake** laughter and real laughter, so they still produce the same healthy chemicals.

5. Amazingly, it works. After ten minutes everybody in the room was laughing for real – and some people just couldn't stop! At the end of the class I was *surprised by* how relaxed and calm I felt. So if you're *upset about* something at work or just *fed up with* your daily routine, then start laughing. You'll be very *pleased with* the results.

A) It worked for me-try it yourself!

B) Why laughter is good for you.

C) Start the day with a laugh

D) My first laughter class

E) How Laughter Clubs began

4 GW. Fill in the gaps according to the text and translate.

1. The first ... Club was in Mumbai, India.
2. Children laugh ... than adults.
3. There are ... Laughter Clubs in the world.
4. Doctors think laughing helps people stay
5. Fake laughter is ... for your health.
6. Many people start their day
7. Laughter reduces stress in the body and improves



5 PW. Put correct prepositions/postpositions for these adjectives looking through the article. Use them in sentences.

Model: • *I am good at learning languages.*

• *Isabella feels happy with her exam results.*

• *Doctors say that some people are worried about their health.*

to be good ____ to be nervous ____ to be surprised ____
to be happy ____ to be keen ____ to be upset ____
to be interested ____ to be worried ____ to be fed up ____

6 IW. Write a paragraph and design solutions. Begin like this:

We should try to practise laughing by being positive during the day. Having a positive mood/spirit depends on us. If not laughter, try to smile and avoid sadness. Start the day with jokes. We all have a sense of humour and everyone laughs when they hear jokes. Azerbaijani people love jokes, too. Shaki jokes are very popular in our country.

■ *Let's have fun!*

■ *Practice more Shaki jokes!*

■ *More laughter, less stress!*

7 GW/PW. Project Work. Choose one of the statements and say the main idea.

• *Laughter stimulates blood flow.*

• *Humour prolongs life.*

• *People who want to be healthy, should enjoy themselves and laugh more.*

8 IW. 1. Write: "Laughter reduces stress" and explain your ideas.

What can you do to live a happier life with much laughter?

2. Search and write some Shaki jokes.

Self-Assessment	Level Reached			
Description of Achievement	Excellent	Good	Fair	Poor
<i>I can:</i> <ul style="list-style-type: none"> answer the questions about the best ways of happy life take part in discussion on the topic of happiness in life use prepositions correctly 				
<i>I can read and understand:</i> <ul style="list-style-type: none"> importance of laughter paragraphs and match them with appropriate titles 				
<i>I can:</i> <ul style="list-style-type: none"> build up sentences using new words create a paragraph about a happy life 				

OPTIONAL REVISION TASKS

Reading Comprehension and Writing

- 1 Read the UI box and explain the words in the italics. You can look them up in the dictionary if needed.

Useful Information

■ *Health Care in Azerbaijan*

Medicine in Azerbaijan *serves* for protecting health and *prosperity* of citizens of the Republic of Azerbaijan. Reforms in the sphere of medical *care* and direction of health care system are parts of a *global* strategic development programme of economic and social infrastructure. This programme is based on principles of *establishment* of high life democratic society with market economy Hospitals & Medical Centres in Azerbaijan. Now there are some medical clinics in Baku that have the comparable quality to those in Western countries.



■ *National Health Service in the UK*

The **British National Health Service** came into existence in 1948, to give completely free medical treatment of every kind to everyone. Since then, charges have been brought in for prescriptions. Children, pregnant women, old people and the poor don't pay some of these charges.

■ *National Health Service in the USA*

In the US the medical system is private. However, there are a number of government-sponsored programmes such as Medicare and Medicaid which provide health coverage for the elderly, the **infirm*** and the *unemployed*. Because costs are very high, the only way people can *benefit* from medical *treatment* is through insurance paid by the company or institution they work for.



- 2 Think and complete the table.

Words	Meaning	Translation	Sample
<i>insurance</i>			
<i>treatment</i>			
<i>establishment</i>			
<i>prosperity</i>			
<i>benefit</i>			
<i>comparable</i>			
<i>cure</i>			
<i>verdict</i>			
<i>global</i>			
<i>serve</i>			

**infirm* – not physically or mentally strong, especially through age or illness;
weak, unwell, sick

3 Read the newspaper article and complete the chart.

Homeopathy was invented in Germany about 200 years ago. Homeopathic doctors believe that the symptoms of an illness are signs that the body is trying to cure itself. To cure an illness, they give the patient something that produces the same symptoms in a healthy person. Before a substance is used as a homeopathic remedy, it is tested by giving small doses of it to a healthy person to see what symptoms develop. For example, onions cause your eyes and nose to produce water. To cure colds, therefore homeopathy doctors use an extract from onions. Sometimes, homeopathic doctors use dangerous poisons as medicines, but they **dilute** (*make liquid*) all these many thousands of times so that they are harmless.



Critics say that there is no scientific support for homeopathy, and that in many cases the illness would disappear naturally anyway. They also say it's possible that believing "a medicine will work" can help the mind to cure some simple illnesses. Homeopathy doctors, on the other hand, say that there is plenty of evidence that homeopathy works—and millions of people who take homeopathic remedies agree with them. Tests also have shown that animals can be cured with homeopathic medicine, and this, they say, proves that it cannot simply be because people believe in it.

Treatment	Country of origin	Age	What happens?	How does it work?
• <i>homeopathy</i>	•	•	•	•
•	•	•	•	•
• <i>other</i>	•	•	•	•

Homeopathy [həʊmɪ'ɒpəθi / hɒmɪ'ɒpəθi] – *a system of treating diseases or conditions using very small amounts of the substance that causes the disease or condition.*

4 Find True / False or DS sentences.

1. The medicines are diluted many thousands of times.
2. In many cases the illness will disappear naturally anyway.
3. Critics say that there is a lot of scientific support for homeopathy.
4. Tests say that animals also can be cured with homeopathic medicine.
5. The medicine produces the symptoms of the illness in a healthy person.
6. Hydrotherapy was invented about 300 years ago.

5 Project. Write a paragraph. "What will you do during summer holidays in order to take care of your health?"

Around Unit 7

1 Complete the table.

In the field of ...	What I learned	How I'll implement
<i>Listening</i>		
<i>Speaking</i>		
<i>Reading</i>		
<i>Writing</i>		
<i>Logical thinking</i>		
<i>Critical thinking</i>		
<i>Grammar section</i>		
<i>Other things</i>		

Vocabulary Map

2 Make a vocabulary map and write the words you learned around the unit in the box. You can add the meanings in your language.

Words	Pronunciation	Meaning/ Synonym	Opposite/ Antonym	Useful Phrases/ Expressions
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•

3 Think and sort out the words according to the parts of speech.

panic moist smooth digest out because if satisfying there
 allergy of tongue fingernail among reckon cash
 out medical junk which able pleasantly
 rough must healthy fizzy happily

Noun	Verb	Adjective	Adverb	Other
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•

4 Combine the expressions and translate them into your own language. Try to use them in sentences of your own.

1. to combine
2. to eat
3. to digest
4. to build
5. to drink
6. to walk
7. to raise

- a) food
- b) parsley
- c) natural juice
- d) in the open air
- e) muscles
- f) dairy products
- g) the level of zinc

5 Find and write the synonyms and antonyms of the given words.

*rough pale fast easy healthy fizzy junk wrong
poor different weak smooth insecure skin fit
fat unhealthy thin moist*

6 Fill in the gaps with the given words from the box.

- | | | | |
|--------------|---------------|-----------|---------------------|
| a) fizzy | b) low energy | c) pale | d) digestive system |
| e) junk food | f) weight | g) a diet | h) take action |

Sandra always ate well. One day, at college, she suddenly felt sick. She went to the doctor. The doctor asked her what she had eaten. Sandra answered that she had eaten fast or ... (1). And she liked drinking ...(2) drinks and eating chips and hamburgers nearly every day. Sandra put on ... (3), and her skin was awful. She had many spots and she looked really ...(4). Sandra was often weak, felt ill and had ...(5). The doctor said: "I'm not surprised, with all the food you eat and drink, it's a miracle you are well now. Your ...(6) must be really weak now. You should ...(7). Now you should really go on ...(8)".

7 Read and answer the questions.

1. How can you find out about people's health?
2. How can you tell how healthy someone is?
3. Who can help us to keep fit?
4. What are signs of food allergies?
5. How should a healthy tongue look?
6. Why are vegetables good for health?
7. What do you have to eat if your body needs zinc?
8. What do we have to do if we want to avoid such problems?
9. What will you do during your summer holidays in order to be healthy and fit?



READER

THE NEW FACE OF LONDON

With the arrival of the new millennium London's face has changed. From now on, the UK's capital is going to be an even more exciting place to visit.

The observation wheel erected on the bank of the River Thames is more than double the height of Big Ben! It's called the London Eye and on a clear day you'll be able to see 7 countries from its top! The wheel doesn't stop for passengers-instead they just walk in to the large egg-shaped glass capsules while it is in motion. A full trip takes 30 minutes.

The millennium Dome is probably the most ambitious of all millennium projects. It's the largest building of its kind in the world. It's over 50 metres high and over 300 metres in diameter. It's as high as Nelson's Column, could swallow 2 Wembley Stadiums, 3300 double-decker buses and still have some spare room!

The Dome was designed by the architect Richard Rogers, who created the Pompidou Centre in Paris. There are 14 exhibition zones in the Dome, and each of them has something to amaze and educate everyone who visits it. In home Planet zone, for example, you'll be able to go on a virtual trip through space.

The millenium Bridge is a thin blade of steel with wooden decking, connecting the Tate Gallery of Modern Art on Bankside with the steps of St Paul's Cathedral. It's the first pedestrian- only bridge to be built across the Thames for more than 100 years.



AMERICAN PRESS

Because of the great size of the USA, local newspapers are more important than national ones. Only the New York Times, the Chicago Tribune and the Wall Street Journal are read over a large part of the country. But there are other newspapers that have a wide interest and influence; they include the Washington Post, the popular Daily News, The Baltimore Sun, The Philadelphia Inquirer, the St Louis Post Dispatch and the San Francisco Examiner. Most US newspapers are controlled by large monopolists.



The US press plays an important part in the business of government; the press conference is an American invention.

In the 20th century newspapers have ranged from tabloids featuring pictures and sensational news to, “responsible journals”. Their pages are varied and include columns devoted to news, letters to the editor, business and finance, sports, entertainment, art, music, books, comics, fashions, food, society, television and radio. As the great newspaper chains and news agencies grew, America’s press lost its individualistic character; many features are common to newspapers all over the country, which therefore have a uniform appearance.

Although there are no separate Sunday papers as there are in Great Britain, US daily papers do have special Sunday editions. Many of these are remarkable in size.

The New York Times has the largest circulation of any newspaper in the US, selling more than two million copies each day.

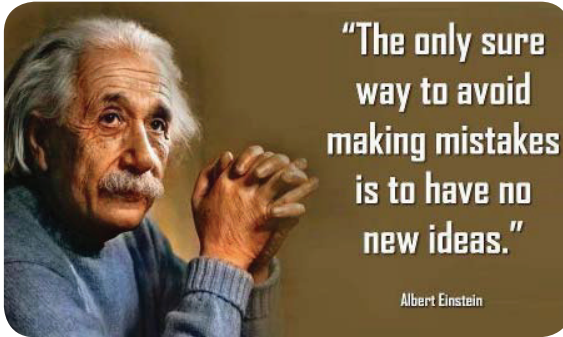
Aside from a few notable exceptions like the New York Times, the St Louis Post-Dispatch, the Washington Post, the press is daily filled with violence news. It is a river of morbidity, murder, divorce and gang fights. It’s a mélange of chintzy gossip columns, horoscopes, homemaking hints, advice to the lovelorn, comics, crossword puzzles and insane features like: “Are you happily married?” Take the following test.”

Almost every American newspaper carries comic strips, usually at least a page of them.

In contrast to daily newspapers, many magazines in the USA are national and even international. Those with the widest circulation are Time, Reader’s Digest, TV Guide, Woman’s Day, better Home and Gardens, Family Circle, the National Geographic Magazine and Ladies’ Home Journal.

ALBERT EINSTEIN

[,ælbət 'aɪnstain]



Albert Einstein is known all over the world as a brilliant theoretical physicist and the founder of the theory of relativity. He is perhaps the greatest scientist of the 20th century. Some of his ideas made possible the atomic bomb, as well as television and other inventions. He was born in 1879 in a small German town.

The Einstein family soon moved to Munich, where Albert went to school. Neither his parents, nor his school teachers thought much of his mental abilities. His uncle often joked: "Not everybody is born to become a professor". In 1895 Albert failed the entrance examination to a technical college in Zurich. A year later, however, he managed to pass the exam and entered the college. After graduating from the college, Einstein started to work at the Swiss Patent Office in Bern. In 1905 he wrote a short article in a science magazine. This was his "*Special Theory of Relativity*", which gave the world the most famous equation relating mass and energy ($E=mc^2$), the basis of atomic energy. Later, he became a professor in several European universities and in 1914 moved to Berlin as a member of the Prussian Academy of Sciences. After ten years of hard work he created his "General Theory Of Relativity". In 1921 Einstein received the Nobel Prize for Physics. A Jew, and a pacifist, he was attacked by the Nazis and when Hitler came to power in 1933 he decided to settle in the United States. In 1939 Albert Einstein wrote a letter to President Roosevelt, at the request of several prominent physicists, outlining the military potential of nuclear energy and the dangers of a Nazi lead in this field. His letter greatly influenced the decision to build an atomic bomb, though he took no part in the Manhattan Project. After the war he spoke out passionately against nuclear weapons and repression. Einstein died in 1955. The artificial element einsteinium has been named in his honour.

Questions:

- *Why is Einstein generally thought of as being the greatest scientist of the 20th century?*
- *What did his parents and relatives think of his mental abilities?*
- *Did he manage to pass his entrance exams at once?*
- *Where did Einstein work after graduating from the college?*
- *When did he create his "Special Theory of Relativity"?*
- *Why is it considered to be one of the greatest discoveries ever made?*
- *How long did it take him to form his "General Theory of Relativity"?*
- *What other outstanding physicists do you know?*

SOME FACTS ABOUT THE ENGLISH LANGUAGE

There were only 30.000 words in old English. Modern English has the largest vocabulary in the world-more than 600.000 words in it.

There are about 60.000 words in common use. About 450-500 words are added to the English vocabulary every year, 70 percent of the English vocabulary are loan words and only 30 percent of the words are native.

There are words from 120 languages in *English, including Russian*.

The most frequently used words in *written* English are: *the, of, and, to, a, in, that, is, I, it, for and as*. The most frequently used word in **conversation** is **I**.

The **commonest** letter is “e”.

More words begin with the letter “s” than any other.

The most **overworked** word in English is the word **set**. It has 126 verbal uses and 58 noun uses.

The newest letters added to the English alphabet are “j” and “v” which are of post Shakespearean use.

The largest English-language dictionary is the 20 volume Oxford English Dictionary, with 21.728 pages.

The commonest English name is Smith. There are about 80.000 people called Smith in England and Wales, and about 1,700,000 in the USA.



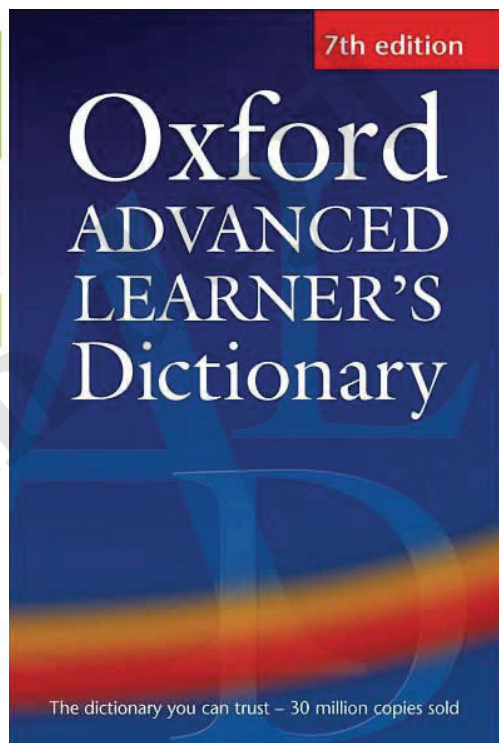
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GAME OF CHANCE

Are there any practical rules for healthy living? Very few. The formula for healthy life cannot be put into words- it can only be practised. Some people break the so called “health rule” every day and escape punishment and some look after their health and don’t live any longer in the end.

There are hardly any rules worth having, but there are some principles which will help to counteract the harmful genes.

These principles are: Love in childhood. Love from parents.

Another principle is-healthy nutrition with all elements in proper proportion.

Then comes control of environment-air, water and especially the new pollutants. Remember, too, the animals-they have a right to share in the health we want for ourselves.

Stresses are an essential part of being alive – but the art of life is to arrange that stress does not become strain. A healthy organism is extremely tough. It can with-stand overwork, fatigue, anxiety, microbes up to a certain point, of course.

A personal belief-the most important element in a healthy life is some belief in life.

Perhaps these health principles seem too theoretical, but they are golden rules which can stretch our powers and help us in our fight against harmful genes.



GRAMMAR REFERENCE

IRREGULAR VERBS

№	Infinitive	Past Simple	Past Participle
1	be ['bi:]	was, were [wɒz], [wɜ:]	been [bi:n]
2	beat [bi:t]	beat [bi:t]	beaten ['bi:tn]
3	become [bɪ 'kʌm]	became [bɪ 'keɪm]	become [bɪ 'kʌm]
4	begin [bɪ 'ɡɪn]	began [bɪ 'ɡæn]	begun [bɪ 'ɡʌn]
5	bend [bend]	bent [bent]	bent [bent]
6	bite [bait]	bit ['bit]	bitten ['bitn]
7	blow [blou]	blew [blu]	blown [bloun]
8	break [breɪk]	broke [brɒk]	broken ['brɒk(ə)n]
9	bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]
10	build [bɪld]	built [bɪlt]	built [bɪlt]
11	buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]
12	catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]
13	choose [tʃu:z]	chose [tʃəʊz]	chosen [tʃəʊz(ə)n]
14	come [kʌm]	came [keɪm]	come [kʌm]
15	cost [kɒst]	cost [kɒst]	cost [kɒst]
16	cut [kʌt]	cut [kʌt]	cut [kʌt]
17	deal (with) [di:l]	dealt [delt]	dealt [delt]
18	dig [dɪɡ]	dug [dʌɡ]	dug [dʌɡ]
19	do [du:]	did [dɪd]	done [dʌn]
20	draw [drɔ:]	drew [dru:]	drawn [drɔ:n]
21	drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]
22	drive [draɪv]	drove [draʊv]	driven ['drɪvən]
23	eat [i:t]	ate [eɪt, et]	eaten ['i:tn]

24	fall [fɔ:l]	fell [fel]	fallen ['fɔ:lən]
25	feel [fi:l]	felt [felt]	felt [felt]
26	fight [fart]	fought [fɔ:t]	fought [fɔ:t]
27	find [faɪnd]	found [faʊnd]	found [faʊnd]
28	fly [flaɪ]	flew [flu:]	flown [flaʊn]
29	forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒtn]
30	forgive [fər 'gɪv]	forgave [fər 'geɪv]	forgiven [fər 'gɪvən]
31	freeze [fri:z]	froze [frouz]	frozen ['frouzən]
32	get [get]	got [gɒt]	got [gɒt]
33	give [gɪv]	gave [geɪv]	given ['gɪv(ə)n]
34	go [gou]	went [went]	gone [gɒn]
35	grow [grou]	grew [gru:]	grown [groun]
36	hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]
37	have [hæv]	had [hæd]	had [hæd]
38	hear [hɪə]	heard [hɜ:d]	heard [hɜ:d]
39	hide [haɪd]	hid [hɪd]	hidden [hɪdn]
40	hit [hɪt]	hit [hɪt]	hit [hɪt]
41	hold [hould]	held [held]	held [held]
42	hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]
43	keep [ki:p]	kept [kept]	kept [kept]
44	know [nou]	knew [nju:]	known [noun]
45	lay [leɪ]	laid [leɪd]	laid [leɪd]
46	lead [li:d]	led [led]	led [led]

47	leave [li:v]	left [left]	left [left]
48	let [let]	let [let]	let [let]
49	lie [lai]	lay [lei]	lain [lein]
50	light [lait]	lit [lit]	lit [lit]
51	lose [lu:z]	lost [lɒst]	lost [lɒst]
52	make [merk]	made [meɪd]	made [meɪd]
53	mean [mi:n]	meant [ment]	meant [ment]
54	meet [mi:t]	met [met]	met [met]
55	pay [pei]	paid [peɪd]	paid [peɪd]
56	put [pʊt]	put [pʊt]	put [pʊt]
57	read [ri:d]	read [red]	read [red]
58	ride [raɪd]	rode [roud]	ridden ['rɪdn]
59	ring [rɪŋ]	rang [ræŋ]	rung [rʌŋ]
60	rise [raɪz]	rose [rouz]	risen ['rɪz(ə)n]
61	run [rʌn]	ran [ræn]	run [rʌn]
62	say [sei]	said [sed]	said [sed]
63	see [si:]	saw [sɔ:]	seen [si:n]
64	sell [sel]	sold [sould]	sold [sould]
65	send [send]	sent [sent]	sent [sent]
66	seek [si:k]	sought [sɔ:t]	sought [sɔ:t]
67	shake [ʃeɪk]	shook [ʃʊk]	shaken ['ʃeɪkən]
68	shine [ʃaɪn]	shone [ʃoun, ʃɒn]	shone [ʃoun, ʃɒn]
69	shoot [ʃu:t]	shot [ʃɒt]	shot [ʃɒt]

70	show [ʃou]	showed [ʃoud]	showed shown [ʃoun]
71	sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]
72	sink [sɪŋk]	sank [sæŋk]	sunk [sʌŋk]
73	sit [sɪt]	sat [sæt]	sat [sæt]
74	sleep [sli:p]	slept[slept]	slept[slept]
75	speak [spi:k]	spoke [spouk]	spoken ['spoukən]
76	spend [spend]	spent [spent]	spent [spent]
77	stand [stænd]	stood [stod]	stood [stod]
78	steal [sti:l]	stole [stoul]	stolen ['stoulən]
79	stick [stɪk]	stuck [stʌk]	stuck [stʌk]
80	strike [straɪk]	struck [strʌk]	struck, stricken [strʌk]
81	swear [sweə]	swore [swɔ:]	sworn [swɔ:n]
82	sweep [swi:p]	swept [swept]	swept [swept]
83	swim [swɪm]	swam [swæm]	swum [swʌm]
84	take [teɪk]	took [tʊk]	taken ['teɪkən]
85	teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]
86	tear [teə]	tore [tɔ:]	torn [tɔ:n]
87	tell [tel]	told [təuld]	told [təuld]
88	think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]
89	throw [θrəu]	threw [θru:]	thrown [θrəun]
90	understand [ʌndə'stænd]	understood [ʌndə 'stod]	understood [ʌndə 'stod]
91	wake [weɪk]	woke [wouk]	woken ['woukən]
92	wear [weə]	wore [wɔ:]	worn [wɔ:n]
93	win [wɪn]	won [wʌn]	won [wʌn]
94	write [raɪt]	wrote [rout]	written ['rɪtn]

Nouns

Simple	Derivative	Compound
mother	journalist	shop-assistant
school	actor	motherland
book	artist	mother tongue
land	speaker	airbus
shop	writer	countryside
country	worker	babysitter
air	gardener	airline
work	reader	stepmother
journal	development	teacher-trainer
garden	government	editor-in-chief
friend	dictation	mother-in-law
king	friendship	father-in-law
art	leadership	chairman
baby	kingdom	policeman
news	ruler	businessman
bus	lawyer	sportsman
	trainer	broadsheet
	freedom	newsstand
	happiness	network
	childhood	

Noun / Verb

Noun	Verb	Noun	Verb
help	to help	rest	to rest
answer	to answer	talk	to talk
watch	to watch	mind	to mind
trick	to trick	influence	to influence
value	to value	object	to object
risk	to risk	advice	to advise
paint	to paint	respect	to respect
colour	to colour		
debate	to debate		
plan	to plan		

Noun Forming Suffixes

Suffixes	Samples
-(i) ty	<i>reality, activity, cruelty</i>
-age	<i>package, carriage, marriage</i>
-al	<i>proposal, approval, disposal</i>
-an/-ian	<i>American, musician, politician</i>
-ance/ence	<i>attendance, importance, difference, reference</i>
-ancy/ency	<i>sufficiency, vacancy, efficiency, agency</i>
-ant/-ent	<i>student, servant, applicant</i>
-ary/-ery	<i>dictionary, slavery</i>
-ive	<i>relative, representative</i>
-dom	<i>kingdom, freedom, wisdom</i>
-ee	<i>referee, refugee, employee</i>
-er	<i>teacher, reader, leader, speaker</i>
-or/-ar	<i>beggar, compositor, creator, conductor</i>
-ese	<i>Japanese, Chinese</i>
-ess	<i>lioness, waitress, actress</i>
-hood	<i>childhood, neighbourhood, brotherhood</i>
-ics	<i>phonetics, linguistics</i>
-ing	<i>meeting, building, drawing</i>
-ion/-tion	<i>dictation, decoration, revision</i>
-ism	<i>journalism, heroism, realism</i>
-ist	<i>journalist, realist, novelist, artist</i>
-ment	<i>improvement, development, movement</i>
-ness	<i>happiness, darkness</i>
-ship	<i>friendship, leadership, championship</i>
-th	<i>strength, length, width, depth</i>
-ure	<i>pleasure, signature</i>
-y	<i>difficulty</i>

Adjective Forming Suffixes and Prefixes

Prefixes /Suffixes	Samples
anti-	<i>anti-war</i>
dis-	<i>disgraceful, dishonest</i>
il-	<i>illegal</i>
im-	<i>impolite, impossible</i>
in-	<i>indefinite, independent</i>
inter-	<i>international</i>
ir-	<i>irregular, irritable</i>
mis-	<i>mistrustful</i>
multi-	<i>multinational</i>
non	<i>non-fiction</i>
post-	<i>post war</i>
pre-	<i>pre war</i>
un-	<i>unkind, unpleasant</i>
-able/-ible	<i>comfortable, eatable, digestible</i>
-al/(-ial)	<i>formal, financial</i>
-an/-ian	<i>American, Russian</i>
-ant/-ent	<i>dependent, important</i>
-ed	<i>educated, tired</i>
-ese	<i>Japanese, Chinese</i>
-ful	<i>beautiful, wonderful, colourful, thankful</i>
-ic	<i>poetic, historic</i>
-ical	<i>historical, ethical, musical</i>
-ing	<i>interesting, charming</i>
-ish	<i>reddish, childish</i>
-ite	<i>favourite</i>
-ive/-ative	<i>talkative, active, attentive, attractive, impressive</i>
-less	<i>useless, helpless, windless</i>
-ly	<i>lovely, lively, friendly, lonely</i>
-ous	<i>prosperous, courageous</i>
-y	<i>cloudy, sunny, rainy, healthy</i>

Substantivised Adjectives

Adjectives	Nouns
poor	the poor
rich	the rich
old	the old
young	the young
homeless	the homeless
deaf	the deaf
blind	the blind
injured	the injured
disabled	the disabled
unemployed	the unemployed

These expressions are always plural in meaning.

Sample:

- *Jack is a **rich** man.*
- ***The rich** have no money problems.*
- *I have a **Chinese** friend.*
- ***The Chinese** have an interesting history.*

Compound Nouns

Compound nouns are formed by joining two or more words. Some short common compound nouns are written as one word: **bedroom, postman.**

A few are written with a hyphen: **t-shirt, make-up.**

But most are written as two words: **bus stop, mother tongue, etc.**

Noun+noun	Adjective+noun	Noun+Preposition+noun	Noun+verb	Verb+noun
toothpaste	whiteboard	mother-in-law	haircut	swimming-pool
headline	blackboard	father-in-law	sunshine	sewing machine
newspaper	half moon	brother-in-law	sunset	washing machine
bedroom	full moon	sister-in-law	sunrise	living room
homework		editor-in-chief	newsstand	waiting room
network			busstop	writing paper
film star				
hairstyle				
moonlight				
teachertrainer				
babysitter				
toothbrush				
toothache				
sunglasses				

Many/much/a lot of/plenty of

many (large quantities)	too many+ countable plural nouns (more than you need)	much (large quantities)	too much+ uncountables (more than you need)	a lot of/lots of (a large quantity)	plenty of (large quantities)
	to say “more than is good”		to say “more than is good”		as much as we need or more
few+ countable nouns	a few+ countable plurals (small quantities) (some, but not a lot)	little+ uncountable nouns	a little + uncountable (small quantities) some, but not a lot)	a lot of + countable/uncountable nouns	much+ uncountable nouns
• She has <i>few</i> close friends.	• I've got <i>a few</i> friends.	• There was <i>little</i> cheese in the fridge.	• We've made <i>a little</i> progress.	• I've got <i>a lot of</i> books. I've got <i>a lot of</i> time.	

too+adjective/ adverb (more than you need or want)	enough+noun	Adjective / Adverb +enough	very+ adjective/ adverb	quite+ adjective
<i>too fast</i> <i>too hot</i> <i>too difficult</i>	<i>enough time</i> <i>enough money</i> <i>enough energy</i>	<i>good enough</i> <i>well enough</i> <i>warm enough</i>	<i>very nice</i> <i>very large</i> <i>very fast</i>	<i>quite analytical</i> <i>quite right</i>
<ul style="list-style-type: none"> • Writing a poem is <i>too difficult</i> for me. • I can't catch what you are saying, you are speaking <i>too fast</i>. 	<ul style="list-style-type: none"> • There aren't <i>enough recycling bins</i>. • The man's got <i>enough money</i> to buy a car. 	<ul style="list-style-type: none"> • Your pronunciation is <i>good enough</i>. • The sitting room is <i>warm enough</i>. 	<ul style="list-style-type: none"> • I can learn it <i>very quickly</i>. 	<ul style="list-style-type: none"> • You're <i>quite right</i>. • I'm <i>quite good at</i> playing the piano.

The Definite Article

The with a singular countable noun or an adjective to talk about things in general	Without the in 1880 in 1960 in 2006	The with the most place names	The	Without the	Proper Names without the
• The <i>automobile has done worse since the economic crises.</i>	in the late 1880s in the 1960s in the beginning in the 20 th century	• The World Health Organization	in the UK in the USA in the Japanese city of Hiroshima	Hiroshima Nagasaki	McDonald's

The Definite Article with geographical names

The	The	Without the	The	Without the
Great Barrier Reef	Indian Atlantic Pacific	Europe Australia Canberra China New Zealand	Himalayas Caucasus Urals Canary Islands	Mount Everest or Everest Mount Savalan Lake Garda Bondi Beach
<i>We use "the" with the names of seas, oceans, rivers, lakes and deserts. The Pacific Ocean, the Black Sea, the Baykal, the Araz, the Sahara.</i>	<i>We don't use "the" with the names of the continents, countries or cities. But the Vatican.</i>	<i>We use "the" with the names of groups of islands, hills or mountain chains.</i>	<i>We don't use "the" with the names of lakes, beaches, or single hills and mountain peaks. Note: We should use either the word "lake" or "the". (Lake Baykal or The Baykal.)</i>	

Country/City	Nation	Language	The + language
• England/London • Azerbaijan/Baku	The English The Azerbaijanians	The English The Azerbaijani	• The English language • The Azerbaijani language
• London is the capital of England.	• The English speak English.	• The English is a worldwide language.	• We learn the English language at school.

Present Participle

Participle I or Present Participle is the Non - Finite Form of the Verb. It is formed by adding **-ing** to the Verb.

Sample: *to write-writing, to speak-speaking, to read-reading, to do-doing, to create-creating, to go-going focus - focusing to donate - donating, etc.*

1. We can use Participle I to give more information about a noun. They can be described as shortened relative clauses (*defining or non-defining*).

Sample:

There's a girl reading a book. (who is reading a book).

2. Clauses with a present participle replace an active verb.

The verb they replace can be in any tense.

Sample: *She lived in a flat belonging to her mother. (which belonged to her mother)*

Note: A) Present Participle phrase replacing a main clause: When two actions by the same subject occur simultaneously it is usually possible to express one of them by Present Participle. The Present Participle can be before or after the finite verb. **Sample:** *She entered the room. She was singing a song. She entered the room singing a song.*

B) When one action is immediately followed by another by the same subject the first action can often be expressed by Present Participle. The Present Participle should be placed first. **Sample:**

- *The man opened the envelope and took out the letter.*
- *Opening the envelope the man took out the letter.*

1. The basic verbs of sensation **see, hear, feel, smell, notice and watch** can be followed by object + Present Participle. **Sample:**

- *I saw the boy playing in the yard.*
- *Don't you hear the door knocking?*

The action in the Present Participle may be either complete or incomplete.

2. **see, hear, feel, notice and watch** can also be followed by object + **Bare Infinitive. (without "to")**

Sample: *I saw him leave the room.*

- *The infinitive implies that the action is complete.*

3. Comparison of the two forms.

Participle I is more generally useful as it can express both complete and incomplete actions. But the Infinitive is useful when we want to emphasize that the action is complete. It's also neater than the Participle I when there is a succession of actions. **Sample:**

- *I noticed her enter the room, put her bag on the table and sit on the sofa.*
- *I saw him enter the office, take out the document and photograph it.*

4. **Note:** In the Passive the full Infinitive is used after verbs of the senses.

Sample: *She was heard to say that the guests had been invited.*

COMPARE and REMEMBER!

Active	Passive	Relative Clause	Participle II
People design buildings.	Buildings are designed by people.	Buildings that are designed by people are charming.	Buildings designed by people are charming and attractive.
Samuel Fox invented a modern umbrella.	A modern umbrella was invented by Samuel Fox.	A modern umbrella that was invented by Samuel Fox protects people from heat and rain.	A modern umbrella invented by Samuel Fox protects people from heat and rain.

They contain either Present Participle (*-ing* form) or Past Participle (*-ed*). Clauses with a Past Participle replace a Passive Verb. The verb they replace can be in any tense.

The Past Participle/Participle II

Formation: The Past Participle of regular verbs is formed by adding **-ed** or **-d** to the infinitives. **Example:** work-worked, love-loved.

It's used:

1. As an adjective:

- **Stolen** money
- **Broken** glass
- **Blocked** roads
- **Built** house
- **Sent** letter
- **Painted** walls

2. The Past Participle can replace a subject+passive verb just as the Present Participle can replace subject+active verb. **Example:**

- *She enters. She is accompanied by her mother=She enters, accompanied by her mother.*

THE COMPLEX OBJECT

Subject	Verbs	Pronouns		Note:
	see hear watch feel notice	me you him her it us them (or a noun)	doing smth/ do smth	The basic verbs of sensation: <i>see, hear, feel, smell, notice, watch</i> can be followed by object+ Present Participle or Bare Infinitive.

Sample: • Mother didn't **hear** me **come in/coming in**.

- We **watched** the boys **run** across the garden, **open** a window and **enter** the house.

The Gerund

Gerund is the **-ing** form of a verb used as a noun. Gerund is used in the same ways as a noun, i.g. -as a subject or an object.

Gerund can be “*the subject*” of a sentence when an action is being considered in a general sense. Gerund can be “*the object*” of a sentence.

Gerund can be used as a complement of a verb.

Sample: 1. *Playing* tennis is fun.

(*Playing* is gerund and it's used as the subject of a sentence).

2. He enjoys *playing* tennis.

(*Playing* is gerund, it is used as the object of the verb “enjoy”).

3. Jane is interested in *playing* tennis.

(*Playing* is a gerund).

4. Her hobby is *playing* tennis.

(*Playing* is gerund as the complement of the verb).

We use the Gerund:

1) After some verbs:

hate, start, finish, begin, stop, continue, enjoy, mind, etc.

2) After the prepositions

3) After the possessives (Follow the tables given below).

The Gerund is used after:

Possessive pronoun+ing	Nouns in the possessive case+ing	Prep+ing	Verbs+ing	Verb+ prepositions +ing
my your his her our their Ann's Jane's Ted's	Ann's Jane's Ted's	after in on before at for	enjoy like mind hate need suggest remember	aim at apologize for care about believe in complain of concentrate on depend on ban from talk about think about/of succeed in worry about
• <i>His coming</i> to the party surprised all of us.	• <i>Jane's solving</i> the problem shows that she is a genius.	• <i>After leaving</i> school most students enter Universities.	• <i>I like taking</i> exams. • <i>She enjoys singing</i> a song.	• <i>She's aiming at becoming</i> a millionaire. • <i>The student apologised for being</i> late. • <i>Sister always complains of having</i> little time.

be+adjective +prep+ing		
to be accustomed to	to be jealous of	to be angry with
to be similar to	to be tired of	to be pleased with
to be afraid of	to be angry at	to be concerned about
to be ashamed of	to be clever at	to be terrified of
to be aware of	to be good at	to be proud of
to be capable of	to be bad at	to be famous for
to be fond of	to be guilty of	
<ul style="list-style-type: none"> • <i>My granny is clever at guessing people's ages.</i> • <i>I'm tired of doing the same things.</i> • <i>My brother is good at learning Maths.</i> 		

Verb + object + prep + ing	
accuse smb of	devote oneself to
apologize to smb for	forgive smb for (doing smth)
arrest smb for	involve smb in
blame smb for	thank smb for
charge smb with	warn smb about/against
<ul style="list-style-type: none"> • <i>My friend thanked me for lending him some money.</i> • <i>He was accused of being late.</i> • <i>The students were congratulated on passing the exams.</i> • <i>The police warned the people against going there.</i> 	

- ◆ They talked **about buying/selling** a new car/house.
- ◆ Henry thinks **of going** to (visiting) America in July.
- ◆ What do you plan **doing** this weekend?
- ◆ We're looking forward **to going** back to school.
- ◆ Please excuse me **for disturbing** you!
- ◆ Their father didn't forgive the sons **for telling** him a lie.
- ◆ Mother involved her daughter **in improving** her English.
- ◆ The boy apologized to the people **for keeping** them waiting.
- ◆ The teacher accused the boy **of breaking** the window.
- ◆ Jane is never tired **of playing** computer games.
- ◆ Tony is excellent **at keeping** in touch with his relatives.
- ◆ My brother is responsible **for designing** new cars.
- ◆ He is always interested **in working with** new technology.

If+Present Simple-Zero Conditional	Present Simple
<i>Conditional Clauses consist of two parts: the If-Clause (hypothesis) and the main Clause (result). When the If Clause comes before the main clause the two sentences are separated by a comma. We don't use a comma when the If Clause follows the main clause. We use Zero Conditional to talk about cause and effect when statement is generally true.</i>	
"If" is used for things that can happen "When" for definite things that always or normally happen	We use the Present Simple in both parts of the sentence.
<ul style="list-style-type: none"> • If we don't sleep enough, • When spring comes, • If the clouds become too heavy, • When winter comes, • If you hit ice, 	<p>we get a headache. it gets warmer. it rains. birds fly to hot countries. it melts.</p>

Conditional I

If+Present Simple	shall/will
When we talk about ... situations now or in the future we use Conditional 1	
We use the Simple Present in the If -Clause (even though the meaning is present or future)	Shall/will+Infinitive in the main clause. Or Imperative or Modals. <i>Samples:</i>
• If the level of the sea rises,	many islands will disappear.
• If you have a headache,	take an Aspirin.
• If you have a headache,	you can take an Aspirin.

Conditional II

If+Past Simple	would
When we talk about "unreal" and "imaginary" or "improbable", "unlikely" situations or events now or in the future we use Conditional 2. <i>(Imaginary Situation in the Present or the future, also used to give advice).</i>	
We use the Simple Past in the If -Clause (even though the meaning is present or future)	Would+bare Infinitive in the main clause. <i>Samples:</i>
<ul style="list-style-type: none"> • If I had a lot of time, • If I visited London, • If she had a computer, • If I went to Los Angeles, 	<p>I would travel. I would see Big Ben she would send us an email. (But she doesn't have one, so she won't send the email. -imaginary situation in the present.) I would visit the world famous Film Studios.</p>
In a more formal style we can use "were" instead of "was" after "If".	
<ul style="list-style-type: none"> • If I were there, • If I were you, 	<p>I would see many old places of interest. I would study harder.</p>
In unreal conditional sentences we can use "could" to mean would be able to.	
<ul style="list-style-type: none"> • If I had wings, • If trees had legs, 	<p>I could fly. they would run away.</p>

Modals

100% (It's a rule)	80% (It's not recommended)	0 % (It's not necessary, but you can if you want)	0 % (It's not necessary, but you can if you want)
mustn't	shouldn't	needn't	don't have to doesn't have to
• You mustn't smoke on the plane.	• We shouldn't go to bed so late	• You needn't force anybody to behave so.	• It's Sunday tomorrow. I don't have to get up early.

Expressions with:

to do	to make
<ul style="list-style-type: none"> • to do (<i>morning</i>) exercises • to do the cooking (<i>the cleaning, the shopping, the ironing, the reading, etc.</i>) • to do one's teeth (<i>hair</i>) • to do homework • to do house work • to do subject (<i>geography, P.T., etc.</i>) • to do one's best • to do well • to do a translation • to do the sights of a city (<i>a museum, a city</i>) • to do smb a favour • to do smb good (<i>harm, wrong</i>) • to do with something • to do an exam • to do a test 	<ul style="list-style-type: none"> • to make a mistake • to make dinner • to make money • to make a decision • to make a noise • to make progress • to make a fire • to make a bed • to make a fortune • to make a choice • to make an effort • to make friends • to make enemies • to make a law • to make a list • to make a note

Spelling Rules

e+d	double consonant+ed	consonant+y→ +i+ed	vowel + y + ed
like-liked hate-hated arrive-arrived love-loved	prefer+red stopped drop-dropped plan-planned rob-robbed	carry-carried study-studied cry-cried hurry-hurried tidy-tidied	play+ed stay+ed enjoy+ed

When verbs end in one stressed vowel between two consonants, we double the consonant and add+ing

double consonant +ing	+ing	y +ing	e →+ing	ie→y+ing	y+ing
swimming sitting hitting beginning winning forgetting	walking waiting speaking	cry-crying hurry-hurrying	make-making have-having write-writing drive-driving	lie-lying die-dying	playing staying buying

Idioms

An idiom - is a group of words with a meaning that is different from the individual words. Sometimes the meaning is easy to understand, sometimes it's difficult to understand from the individual words.

Sample: 1. My brother really **gets on my nerves**.

(he is very annoying, makes me angry)

2. She asked me **to keep an eye on** *(watch or look after)* the house while she is away.

3. The answer is **on the tip of my tongue**.

(I know it, but can't remember it at this moment.)

Some common idioms are used in everyday questions and replies.

1. A: Are you coming?

B: Yes, **hang on**. *(wait a minute)*

2. A: **What's up?** *(What's the matter!)*

B: Nothing.

3. A: I've forgotten to bring your book.

B: **Never mind!** *(It's Ok, no problem)*

4. A: Would you prefer to stay in?

B: **It's up to you!** *(It's your decision).*

5. A: I don't know which one to choose.

B: Well, **make up your mind**. *(make a decision)*

6. A: Can I borrow your pen?

B: Sure, **go ahead!** *(help yourself, take it, do it)*

Situation	Phrases	Possible replies
Greetings	How do you do? Hello! Hallo! Hi! Good morning! Good afternoon! Good evening!	How do you do? Hello! Hallo! Hi! Good morning! Good afternoon! Good evening!
Introduction	This is Mr. Smith May I introduce myself? Will you introduce me to...?	Glad to meet you! Pleased to meet you! How do you do, Mr. Smith? I'm glad to see you! Of course!
Meeting People	How are you? You look wonderful today! You don't look your best today!	Fine, thank you! I'm all right, thank you! Very well, thank you. I must say the same of you!
Parting	Good Bye! So long! See you later! See you on Monday! My best regards to your family!	Good Bye! I hope to see you again! See you soon! Thank you for your visit!
Attracting someone's attention	Excuse me ... ! Look here! I say!	Yes, what can I do for you? Yes, what is it?
Starting a Talk	By the way, ... Fortunately, ... Unfortunately, ... Frankly speaking ... It seems to me that ... To my mind ... In my opinion ... On the one hand ... On the other hand ... After all ... Well, the point is ... It's like this. I think that ...	
Discussing things	What do we do next? I'm looking forward to... . I'd rather ... I'd like ... I've changed my mind. I can't make up my mind. I no longer want to	

Proverbs/Sayings/Quotes/Idioms

1. No friend's a friend till he shall prove a friend.
2. The most I can do for my friend is simply to be his friend.
3. He will never have true friends who is afraid of making enemies.
4. Instead of loving your enemies, treat your friends a little better.
5. He has no friend who has many friends.
6. Friends are like melons. Shall I tell you why? To find one good, you must a hundred try.
7. A friend to all is a friend to none.
8. Love is blind; friendship closes its eyes.
9. Friendship is the sweetest form of love.
10. True friendship is a plant of slow growth.
11. Tell me what company you keep, and I'll tell you who you are.
12. A friend is a second self; another I.
13. What is a friend? A single soul dwelling in two bodies.
14. It's no use crying over spilt milk.
15. Look before you leap.
16. He who hesitates is lost.
17. Still waters run deep.
18. Don't count your chickens before they're hatched.
19. Don't cross your bridges before you come to them.
20. First come first served.
21. Absence makes the heart grow fonder.
22. Out of sight, out of mind.
23. Make hay while the sun shines.
24. Never say never.
25. Where there's a will there's a way.
26. There's no smoke without fire.

27. Better late than never.
28. Don't put the cart before the horse.
29. All that glitters is not gold.
30. You can't have your cake and eat it.
31. Experience is the best teacher.
32. Better safe than sorry.
33. When in Rome, do as the Romans do.
34. A bird in the hand is worth two in the bush.
35. No news is good news.
36. Live and let live.
37. Live and learn.
38. The more you have, the more you want.
39. Let sleeping dogs lie.
40. A hero dies, his fame remains.
41. There is no rose without a thorn.
42. Pearls are ill valued by hungry swine.
43. Still waters run deep.
44. Lost time is never found again.
45. Bad news travels fast.
46. Eat at pleasure, drink with measure!
47. Combine a visit with business.
48. Cut your coat according to your cloth.
49. Every dog is a lion at home!
50. Eyes are the mirror of the soul!
51. God helps those who help themselves.
52. Walls have ears.
53. What is done cannot be undone!
54. What is lost is lost!

VOCABULARY

Aa

abandon [ə'bændən] (*v*) leave, leave behind, put away, give over, stop, cease, quit, give up completely.

adapted [ə'dæptɪd] (*adj*) combined, modified, smth made suitable for a new situation.

adopt [ə'dɒpt] (*v*) accept, receive, start using a particular method or show a particular attitude towards sth/sb

affiliated [ə'fɪliətɪd] (*adj*) associated, related, integrated

affordable [ə'fɔ:dəbl] (*adj*) permissible, admissible, allowable, acceptable, inexpensive, reasonably priced.

aircraft ['ækrɑ:ft] (*n*) airplane, jet, helicopter, or other machine capable of flight.

alter ['ɔ:lteɪ] (*v*) change, vary, transform, make different.

ambassador [æm'bæsədə] (*n*) messenger, representative, a diplomat sent by a country as its official representative to a foreign country.

analytical [ˌænə'lɪtɪkəl] (*adj*) systematic, logical, using a logical method of thinking about sth in order to understand it, especially by looking at all the parts separately, relating to or using analysis and logical reasoning.

angelic [æn'dʒelɪk] (*adj*) divine, holy, innocent, relating to angels (*innocent*)

arouse [ə'raʊz] (*v*) call, produce, evoke or awaken someone from sleep, wake up.

assume [ə'sju:m] (*v*) **1.** guess, suppose, think, fancy, without proof. **2.** accept, manage.

attach [ə'tæʃ] (*v*) fasten or join one thing to another; syn: add, connect

attempt [ə'tempt] (*n*) effort, an act of trying to achieve something, typically one that is unsuccessful or not certain to succeed.

axe [æks] (*n*) a tool to chop, a tool with a wooden handle and a heavy metal blade used for chopping wood.

Bb

ban [bæn] **1.** (*n*) an official or legal prohibition. **2.** (*v*) prohibit, disallow, officially or legally prohibit/forbid sth.

bang [bæŋ] **1.** (*v*) hit, beat, knock, bump, or put down smth forcefully and noisily, typically in anger or in order to attract attention. **2.** (*n*) a sudden loud noise, bump.

barrier ['bæriə] (*n*) obstacle, dam, wall, like a fence that prevents people from moving forward.

betray [br'treɪ] (*v*) **1.** cheat, fool, expose a person/one's country/a group, danger by treacherously giving information to an enemy. **2.** hurt smb who trusts you.

broadcast ['brɔ:dkɑ:st] **1.** (*n*) show, production, telecast, a radio or television programme or transmission. **2.** (*v*) show, televise, telecast, transmit a program or some information by radio or television.

broaden ['brɔ:dn] (*v*) widen, expand, enlarge

bump (into) ['bʌmpɪntə] (*v*) hit, crash into, knock against, run into

brain tumor ['breɪn tju:mə] a swelling on a part of the body (*brain*), generally without inflammation

Cc

cable [ˈkeɪbl] (*n*) wire, power line, transmission line, typically used for construction.

calculate [ˈkælkjuleɪt] (*v*) **1.** mean, aim, design. **2.** suppose, believe.

3. estimate, count, determine the amount.

contain [kənˈteɪn] (*v*) keep, capture, carry, have or hold (*someone or something*) within.

chop off [tʃɒpɒf] (*v*) cut smth into pieces, cut off, remove sth by cutting it with a sharp tool.

chuckle [ˈtʃʌkl] (*n*) giggle, snicker, titter.

circumstance [ˈsə:kəmstəns] (*n*) **1.** case, moment, state, situation. **2.** a fact or condition connected with or relevant to an event or action

commercial [kəˈmɜ:ʃəl] (*adj*) trade, trading, business, private enterprise, sales concerned with or engaged in commerce.

condensed [kənˈdenst] (*adj*) impacted, pressed, thickened, compressed or concentrated.

confirm [kənˈfɜ:m] (*v*) approve, affirm, certify, ratify.

constitute [ˈkɒnstɪtju:t] (*v*) set up, found, institute, issue, publish, establish by law.

contribute [kənˈtrɪbjʊ:t] (*v*) help, aid, grant, support, donate.

contribute [kənˈtrɪbjʊ:t] (*v*) give, donate, hand out, present, provide, supply.

converse [kənˈvɜ:s] (*v*) talk, speak, chat, have a conversation with sb.

cookies [ˈkʊkɪz] (*n*) a packet of data sent by an internet server to a browser.

crease [kri:s] **1.** (*v*) wrinkle, get wrinkled. **2.** (*n*) wrinkle, a line or ridge produced on paper or cloth by folding, pressing, or crushing it.

credible [ˈkredəbl] (*adj*) trustworthy, reliable, faithful, probable, possible, believable/ believed, convincing.

criticize [ˈkrɪtɪsaɪz] (*v*) judge, attack, charge, find fault with, take aggressive action against sb/sth,

cross-cultural [ˈkrɒskʌltʃərəl] (*adj*) multicultural, involving or containing ideas from two or more different countries or cultures, of or relating to different cultures.

cruelty [ˈkruəltɪ] (*n*) behaviour that causes pain or suffering to others.

Dd

detect [dɪˈtekt] (*v*) find out, display, discover or identify the presence or existence of.

digest [dɪˈdʒest] **1.** (*n*) a substance or mixture obtained by digestion. **2.** (*v*) break down (*food*) in the alimentary canal into substances that can be absorbed and used by the body.

digestive [dɪˈdʒestɪv] **1.** (*adj*) of or relating to the process of digesting food.

2. (*n*) a food or medicine that aids or promotes the digestion of food.

diplomacy [dɪˈpləʊməsi] (*n*) **1.** statesmanship, discussion(s), talks, dialogue, international relations. **2.** the profession managing international relations, typically by a country's representatives abroad.

diplomat [ˈdɪpləmət] (*n*) an official representing a country abroad.

discrimination [dɪsˌkrɪmɪˈneɪʃən] (*n*) intolerance, unfairness.

dismiss [dɪsˈmɪs] (*v*) order or allow to leave, send away, release, part with.

distribute [dɪsˈtrɪbjʊ:t] (*v*) (*sth to/among sb/sth*) give things to a large number of people; share sth between a number of people.

dormitory ['dɔ:mitrɪ] (*n*) a sleeping quarters, bedchamber, a large bedroom for a number of people in a school or institution.

Ee

entertain [ˌentə'teɪn] (*v*) interest and amuse people, in order to please them.

entire [en'taɪə] (*adj*) complete, total, whole, with no part left out.

escape [ɪs'keɪp] (*v*) run away, get away from a place where you have been kept as a prisoner.

estuary [ˌestjuəri] (*n*) entry, river mouth, delta.

evolve [ɪ'vɒlv] (*v*) **1.** expand, develop gradually, grow, progress, advance, spread, change from a simple to a more complex form. **2.** give off (*gas or heat*).

expense [ɪks'pens] (*n*) cost, price, fee, payment, the money that you spend on sth, the cost required for sth; the money spent on sth.

Ff

fake [feɪk] (*adj*) false, invalid.

fascinating [ˈfæsɪneɪtɪŋ] (*adj*) charming, extremely interesting, glamorous, lovely.

fate [feɪt] **1.** (*n*) destiny, chance, luck, fortune. **2.** (*v*) be destined to happen, turn out, or act in a particular way.

fizzy [fɪzi] (*adj*) (*of a beverage*) containing bubbles of gas; sparkling, carbonated, gassy, bubbly.

flee [fli:] (*v*) (*fled, fled*) (*from sb/sth-to/into*) leave a person or place very quickly.

focus [ˈfəʊkəs] (*v*) (*on/upon smb/sth*) concentrate, pay particular attention to one particular subject, situation or person rather than another.

foe [fou] (*n*) an enemy

frown [fraʊn] **1.** (*n*) a facial expression or look characterized by furrowing. brows.

2. (*v*) make a face; furrow one's brow in an expression of displeasure.

Gg

gang [ˈgæŋ] (*n*) **1.** band, team, an organized group of criminals. **2.** a group of young people who spend a lot of time together and often cause trouble.

gear [gɪə] (*n*) machinery in a vehicle that turns engine power into movement.

gravity [ˈgrævɪti] (*n*) balance, attraction, fixation, heaviness.

grind [graɪnd] (*v*) mill, smash, rub or cause to rub together, reduce smth to small particles.

gross [grəʊs] (*adj*) thick, fat, stout, obese, overweight, big.

H h

harbour [ˈhɑ:bə] (*n*) port, dock, haven, marina; a place on the coast where vessels find shelter.

harm [hɑ:m] (*n*) damage or injury that is caused by a person or an event.

holy [ˈhəʊli] (*adj*) **1.** blessed, sacred, saint, connected with God or a particular religion **2.** good in a moral and religious way.

Ii

intrude (*on/into/upon*) [ɪn'tru:d] (*v*) **1.** to go or be somewhere where you are not wanted or are not supposed to be. **2.** put oneself deliberately into a place or situation where one is unwelcome or uninvited.

identity [aɪ'dentɪtɪ] (*n*) **1.** name, ID, identification, recognition, the fact of being who or what a person or a thing is. **2.** characteristics that distinguish people from others.

ignition [ɪg'niʃən] (*n*) the action of setting something on fire or starting to burn.

install [ɪn'stɔ:l] (*v*) put, set, place, locate.

interfere [ɪntə'fɪə] (*v*) get involved in and try to influence a situation that doesn't concern you, in a way that annoys other people.

investigate [ɪn'vestɪgeɪt] (*v*) look/examine into, explore, study, research, conduct an investigation.

irritable [ɪ'rɪt(ə)bl] (*adj*) moody, annoyed, nervous

issue ['ɪʃu:] **1.** (*n*) matter, matter in question, topic, problem, an important topic or problem for debate or discussion. **2.** (*v*) print, publish, give to print

Jj

jewellery ['dʒu:əlɪ] (*n*) precious stones, ornaments

jail ['dʒeɪl] (*v*) imprison, put in prison, send to prison; confine

Kk

kidney ['kɪdnɪ] (*n*) a pair of organs in the abdominal cavity excreting urine

Ll

laughter ['lɑ:ftə] (*n*) laughing, chuckling, giggling, tittering.

lawsuit ['lɔ:sju:t] (*n*) legal action, a claim or dispute brought to a court

lean ['li:n] (*v*) lean against, bend or move from an upright position.

lifetime ['laɪftaɪm] (*n*) the duration of life.

light bulb [laɪtbʌlb] (*n*) bulb, electric light, a glass bulb inserted into a lamp

Mm

magnificent [mæg'nɪfɪsnt] (*adj*) impressively beautiful, or extravagant, breathtaking, impressive, luxurious, elegant, splendid, spectacular, glorious.

major ['meɪdʒə] (*adj*) vital, great, considerable, utmost, prime, important, serious, or significant.

marsupial [mɑ:'sju:pjəl] **1.** (*adj*) pouched, relating to the marsupials. **2.** (*n*) a mammal of an order whose members are born incompletely developed and are typically carried in a pouch on the mother's belly.

mass [mæs] **1.** (*n*) majority, large/great number, typically large body of matter with no definite shape. **2.** (*adj*) universal, large-scale.

metaphor [ˈmetəfə] (*n*) trope, a word or a phrase used in an imaginative way.

miserable [ˈmɪzərəbl] (*adj*) very unhappy or uncomfortable, sad, depressed.

missionary [ˈmɪʃnəri] **1.** (*n*) ambassador, messenger, missionary. **2.** (*n*) a person sent on a religious mission/missionary work.

moist [məɪst] (*adj*) damp/dampish, humid, wet/wettish or slightly wet.

monarchy [ˈmɒnəki] (*n*) kingship, a form of government with a monarch at the head.

mosque [mɒsk] (*n*) a building in which Muslims worship, a Muslim place of worship.

motion [ˈməʊʃən] (*n*) **1.** the action or process of moving or being moved, movement, rise and fall, shifting, transit, course. **2.** a formal proposal, recommendation, suggestion.

mouthpiece [ˈmaʊθpi:s] (*n*) **1.** a person/a newspaper that informs the public about the opinions of a group of people **2.** speaker, agent, representative, a person or organization that speaks on behalf of an organization. **3.** a part of a telephone, a telephone receiver.

must [mʌst] (*n*) need, necessity, want.

myth [mɪθ] (*n*) **1.** folk tale, folk story, legend, fable, a story from ancient times

2. sth that many people believe, but that doesn't exist or is false.

Nn

nabat – (*n*) boiled sugar candy

nutrient [ˈnju:triənt] (*n*) food supply, a substance that provides nourishment essential for growth and the maintenance of life.

Oo

obese [əuˈbi:s] (*adj*) fat or overweight, stout, plump, oily, heavy.

obsess [əbˈses] (*v*) to completely fill your mind so that you cannot think of anything else.

offender [əˈfendə] **1.** (*n*) a person or thing that offends, does something wrong, or causes problems. **2.** (*n*) a person who commits an illegal act; an offender or a lawbreaker.

opportunity [ˌɒpəˈtju:nɪti] (*n*) chance, possibility, favourable time, a particular situation that makes it possible to do or achieve sth.

Pp

painkiller [ˈpeɪnˌkɪlə] (*n*) a drug or medicine for relieving pain, pain reliever.

partial [ˈpɑ:ʃəl] (*adj*) not complete, incomplete, limited, one-sided *Ant:* impartial.

patriotic [ˌpætriˈɒtɪk] (*adj*) nationalist, nationalistic, having or expressing devotion to and vigorous support for one's country.

persuade [pəˈsweɪd] (*v*) assure, convince someone to do smth through reasoning or argument.

promote [prəˈməʊt] (*v*) support, encourage, stimulate, advance or raise someone to a higher position or rank.

poison [ˈpɔɪzn] **1.** (*n*) a substance that causes death or harm. **2.** (*v*) harm or kill a person or an animal by giving them poison.

polyp [ˈpɒlɪp] (*n*) polypus, a small growth

pottery [ˈpɒtəri] (*n*) china, crockery, ceramics, stoneware, pots, dishes, etc. made of earthenware or baked clay.

poverty [ˈpɒvəti] (*n*) the state of being poor.

pray [preɪ] (*v*) **1.** speak to God, especially give thanks or ask for help; bend the knee, beg, worship. **2.** hope very much that smth will happen.

pregnant [ˈpregnənt] (*adj*) expecting/carrying a baby/a child.

proclaim [prəˈkleɪm] (*v*) declare, tell people about sth important officially.

prohibit [prəˈhɪbɪt] (*v*) forbid, sth/sb from doing sth, stop sth from being done or used especially by law.

proof [pruːf] (*n*) verification, information document, etc.; witness, evidence or argument establishing a fact that is true.

provide [prəˈvaɪd] (*v*) **1.** supply, give, grant, deliver, donate, contribute, make available for use. **2.** arrange, make adequate preparation for a possible event.

provincial [prəˈvɪnʃəl] (*adj*) of or concerning a province of a country or empire nonurban, rural, country; *syn:* regional, state, territorial, district.

put forward [put ˈfɔːwəd] (*v*) push, move out, pull out, propose, nominate.

Rr

race [reɪs] (*n*) a group of people who share the same language, history, culture.

rank [ræŋk] **1.** (*v*) give a rank, classify, categorize, rate, grade, group, catalog, organize, arrange. **2.** (*n*) row, line, column, procession.

record [rɪˈkɔːd] (*v*) register, write down, make notes, set down in writing for later reference, especially officially.

reef [riːf] **1.** (*n*) metal, coral, or sand just above or below the surface of the sea **2.** (*v*) take in one or more reefs of (*a sail*).

reign [reɪn] (*v*) rule over, lead, dominate, rule as a king or a queen.

relieve [rɪˈliːv] (*v*) **1.** remove or reduce an unpleasant feeling or pain. **2.** make a problem less serious. **3.** make sth less boring.

religion [rɪˈlɪdʒən] (*n*) faith, belief, worship, the belief in and worship of a superhuman controlling power; the belief in the existence of God.

remedy [ˈremɪdi] **1.** (*v*) put/set right, cure, relieve, amend. **2.** (*n*) cure, medication, treatment, a medicine for a disease or injury.

rigorous [ˈrɪɡərəs] (*adj*) **1.** severe, strict, extremely careful, done carefully. **2.** demanding that particular rules processes are strictly followed.

risk [rɪsk] (*v*) endanger, (*n*) a dangerous situation.

rule [ruːl] **1.** manage, control, conduct, drive, govern, lead, guide. **2.** reign, rule (*over*) the country.

Ss

sacred [ˈseɪkrɪd] (*adj*) holy, blessed, connected with God, a sacred image, shrine/temple.

scream [skriːm] **1.** (*v*) cry, give a loud high cry. **2.** (*n*) a loud high cry made by sb (*noise*).

shipbuilding [ˈʃɪpˌbɪldɪŋ] (*n*) boatbuilding

sickness [ˈsɪknɪs] (*n*) illness, disease.

siren ['saɪərən] (*n*) a device that makes a long loud sound as a signal or warning.

slow down ['sləudaun] (*v*) **1.** be slow, be late. **2.** delay, postpone

smash [smæʃ] (*v*) break sth violently.

smooth [smu:ð] (*adj*) plane, flat, unwrinkled, silky, having an even and regular surface or consistency.

snatch [snætʃ] (*v*) grab, take sth quickly and often rudely or roughly.

sophisticated [sə'fɪstɪkətɪd] (*adj*) **1.** complex, complicated **2.** precise, nice.

3. developed to a high degree of complexity of a machine/system/technique, advanced, modern, experienced.

spectacular [spek'tækjʊlə] **1.** (*adj*) striking, picturesque, eye-catching, breathtaking, impressive, dramatic, beautiful. **2.** (*n*) an event produced on a large scale and with striking effects.

spot [spɒt] (*n*) mark, dot, a small round mark, differing in color or texture from the surface around it.

spout [spaut] (*v*) speak a lot about sth, repeat sth in a boring way.

stimulate ['stɪmjuleɪt] (*v*) **1.** raise levels of physiological or nervous activity

2. encourage, excite **3.** afford, admit, appreciate.

stressful [stresfʊl] (*adj*) causing mental or emotional stress or anxiety and worry.

subculture [sʌbkʌltʃə] (*n*) **1.** the behaviour and beliefs of a particular group of people in society that are different from those of most people. **2.** a cultural group within a larger culture, often having beliefs or interests.

supersonic ['sju:pə'sɒnɪk] (*adj*) involving or denoting a speed greater than that of sound. ultrasonic, hypersonic, faster-than-sound.

surveillance [sə:'veɪləns] (*n*) the act of carefully watching a person suspected of a crime or a place where a crime may be committed.

swan [swɒn] (*n*) a large waterbird with a long flexible neck, short legs, webbed feet, a broad bill.

swap [swɒp] (*v*) give smth to smb and receive smth in exchange; change, vary, alter, exchange, barter, trade.

Tt

tag [tæg] (*n*) a label/sticker attached to someone or sth for the purpose of identification or to give other information; label, badge, sticker.

take risks – do sth even though you know that sth bad could happen as a result.

tendency ['tendənsɪ] (*n*) an interest in smth, possibility

tenor ['tenə] (*n*) sense, the general character, content or meaning of sth.

tense ['tens] (*adj*) intense, strained, uncomfortable, troubled

textile ['tekstaɪl] **1.** (*adj*) of or relating to fabric or weaving; the textile industry.

2. (*n*) fabric, cloth, material.

tolerant ['tɒlərənt] (*adj*) able to accept what other people say or do even if you don't agree with it, liberal, (*ant*: intolerant)

track [træk] (*v*) watch, look after, follow the course or of someone or smth, typically in order to find them or note their location at various points.

transistorize [trənz 'ɪstəraɪz] (*v*) design or make with transistors rather than vacuum tubes.

transmission [trænz'mɪʃən] guide, broadcasting, telecast

treasure ['treʒə] (*n*) a collection of valuable things, precious metals as gold, silver, all jewellery riches.

tremendous [tri'mendəs] (*adj*) huge, enormous, great, immense

trope [trəʊp] (*n*) a figurative or metaphorical use of a word or an expression; a word or phrase that is used in a way that is different from its usual meaning in order to create a particular mental image or effect.

trouble ['trʌbl] (*n*) **1.** problems or difficulty, inconvenience, worry **2.** a situation that is difficult or dangerous.

truck [trʌk] **1.** (*n*) lorry **2.** (*v*) convey by truck.

trunk [trʌŋk] (*n*) the main stem/body of a tree as distinct from its branches and roots.

twin [twɪn] (*v*) link, combine, join, couple, join two people or things closely together.

Uu

ultimate ['ʌltɪmɪt] (*adj*) final, concluding, resulting, being or happening at the end of a process.

unemployed ['ʌnɪm'plɔɪd] (*adj*) workless, jobless (*person*), out-of-work.

unemployment ['ʌnɪm'plɔɪmənt] (*n*) the state of being unemployed, the fact of a number of people not having a job/ without a job.

unique [ju:'ni:k] (*adj*) unlike anything else; distinct, special, wonderful, admirable, remarkable.

unitary ['jʊnɪtəri] (*adj*) a sort of unitary wholeness of or relating to a unit or units.

Vv

vaporetto [ˌvʌpə'retəʊ] (*n*) a canal boat, a motorboat used for public transportation in Venice.

victim ['vɪktɪm] (*n*) sacrifice, fatality, loss; a person harmed, injured, or killed as a result of an accident.

volunteer [vɒlən'tɪə] **1.** (*n*) a person who freely offers to take part in an enterprise or undertake a task. **2.** (*v*) freely offer to do smth.

Ww

widespread ['waɪdspred] (*adj*) universal, global, worldwide.

whistle ['wɪsl] (*v*) emit a clear, high-pitched sound by forcing breath through a small hole between one's lips or teeth.

Xx

X-ray(s) ['eks 'reɪ] (*n*) Ro(e)ntgen rays

Yy

yank [jæŋk] (*v*) pull sth/sb hard/quickly and suddenly.

Abbreviations

TB - Teacher's Book	C - Chemistry	GW - Group Work
SB - Student's Book	B - Biology	CW - Collective Work
Ss - Students	S - Science	UI - Useful Information
N.L. - Native Language	Inf. - Informatics	KWL - Know/Want to know/Learned
Maths - Mathematics	PT - Physical Training	HAF - Heydar Aliyev Foundation
H - History	M - Music	
GH - General History	IW - Individual Work	
Geog. - Geography	PW - Pair Work	

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ENGLISH 9

Ümumtəhsil məktəblərinin 9-cu sinfi üçün
"İngilis dili" (əsas xarici dil kimi)
fənni üzrə dərslik

Tərtibçi heyət:

Müəlliflər:

Xalidə Rüstəмова
Qızıtamam Quliyeva

Redaktoru

Nailə Bağirova

Bədii redaktoru

Ləsfət Talıbova

Texniki redaktoru

Jalə Kərimli

Dizayneri

Tural Səfiyev

Korrektoru

Billurə Ələkbərova

*Azərbaycan Respublikası Təhsil Nazirliyinin
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