

# ENGLISH

Student book



6



## Azərbaycan Respublikasının Dövlət Himni

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

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

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

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



**HEYDAR ALIYEV**  
**THE NATIONAL LEADER**  
**OF THE AZERBAIJANI NATION**



FARIDA HUSEYNOVA  
NAILA BAGHIROVA

## Student Book


# English as the main foreign language for the **6<sup>th</sup>** grades of general secondary schools

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Unit 1

A yellow rounded rectangular box containing the text 'SUMMER WAS FUN' in large, colorful, outlined letters.

SUMMER WAS FUN



**LESSON 1.** YOUR SUMMER HOLIDAYS

**LESSON 2.** YOUR OWN PAST

**LESSON 3.** IN THE MUSEUM

**LESSON 4.** MY BEST DAY OUT

## LESSON 1. YOUR SUMMER HOLIDAYS

You are going to:

- learn about summer activities
- use sentences in the Past Simple Tense
- use new expressions



## Speaking

Look at the picture and answer the questions.

- What summer activities do you know?
- How did you enjoy your summer holidays?

*Model: I enjoyed taking photos.*

## Vocabulary

## KEY WORDS

*to sunbathe    memory    to drive    to walk    to go    flight*  
*to make a friend*

## NEW EXPRESSIONS

*It was amazing!    That was much fun!    We had a great time.*




## 1. Express ideas on the topic.

«*Summer is a great time to enjoy and make memories with family and friends.*»

## Reading

## 2. Read and discuss «How did the children spend their holidays?»




*Hello! My name is Ramin and my cousin lives in London with his parents. This summer I spent my summer holidays in Scotland together with them. We went to Loch Ness and visited an old castle in Edinburgh. I hoped to see Monster Nessie, but I didn't.*

*My uncle likes walking so we walked through the Highlands. The weather was sunny and sometimes rainy.*




*My name is Lily. I live in New York, the USA. My mum and I live in a small house. Our holidays we spent in Canada. We stayed in a small hotel near Niagara Falls. It was amazing! We wore raincoats and a hat to see the falls. I met a boy called Andreas from Germany. He was really nice and he could speak English! We spent a lot of time together.*



*We are Thomas and Paul from Berlin, the capital of Germany.*

*We spent our holidays on Granny's farm in the country.*

*The weather was great this summer. We often helped Granny with the animals because there was a lot of work. For breakfast we had fresh milk. Sometimes we drove the tractor. That was a lot of fun! We had a great time with Grandma!*



*Dear friends! My name is David and I live in Manchester, England. This year my parents and I spent the summer in Spain. We took the plane to Spain and it was my first flight. We stayed in a big hotel on the beach. The weather was hot. I swam in the sea, built sandcastles and my parents sunbathed. Spain was fantastic!*



# Unit 1

## SUMMER WAS FUN

3. Match the halves and say whose words they are.

- |                                     |                                |
|-------------------------------------|--------------------------------|
| 1. We are from Berlin               | a. an old castle in Edinburgh. |
| 2. We stayed in a small hotel       | b. and built sandcastles.      |
| 3. I swam in the sea                | c. the capital of Germany.     |
| 4. We went to Loch Ness and visited | d. who lives in London.        |
| 5. We had fresh milk                | e. for breakfast.              |
| 6. I met a boy                      | f. near Niagara Falls.         |
| 7. I stayed with my cousin          | g. with my parents.            |
| 8. I spent summer in Spain          | h. from Germany.               |

### GRAMMAR SECRET

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

Affirmative	
I <i>was</i>	We <i>were</i>
You <i>were</i>	You <i>were</i>
He/She/It <i>was</i>	They <i>were</i>
<i>I was happy in summer.</i>	

Affirmative	
I <i>had</i>	We <i>had</i>
You <i>had</i>	You <i>had</i>
He/She/It <i>had</i>	They <i>had</i>
<i>I had a lot of fun.</i>	

Interrogative
<i>Was it interesting?</i>
<i>Where were you yesterday?</i>
<i>Did you have a good time?</i>

Negative
I was not ( <i>wasn't</i> ) happy.
They were not ( <i>weren't</i> ) tired.
I didn't have much time.

The Past Simple Tense is used:

to express completed action in the past

to express habits in the past

### Speaking

4. Discuss in pairs and answer the questions.

- Did you stay in your native town/village in the summer? If yes, how did you spend your days? If not, where did you go?
- What was the weather like during the summer?
- Did you travel by car, by plane or by train?
- Who did you travel with?
- How did you usually spend your mornings and evenings?

5. Talk on the chart. «Where were the children on weekdays?»

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

	Monday	Tuesday	Wednesday	Thursday	Friday
	the Zoo	the circus	the park	the party	the library
<i>Murad</i>	✓		✓		✓
<i>Lala</i>		✓		✓	✓
<i>Samad</i>	✓	✓		✓	
<i>Narmin</i>		✓	✓		✓

6. Match the pictures with the letters and answer the question «Are all these summer activities healthy?» Why?



- a) sleeping long
- b) watching TV
- c) go fishing
- d) sunbathing
- e) swimming

- f) camping outside
- g) drinking from rivers
- h) playing volleyball
- i) boating
- j) using computer

**Writing**

7. Write the verbs in the past form.

1. It (be) fun to play games.
2. (do) you go to the beach yesterday?
3. We (have) a good time at the camp.
4. Where (be) you this summer?
5. (be) the weather fine in summer?

8. Write about your summer holidays.

**Let us review**

1. Why are summer activities healthy?
2. What do you plan to do on your summer holidays?
3. What places are interesting for summer holidays?

## LESSON 2. YOUR OWN PAST

*You are going to:*

- speak about your summer holidays
- practise the Past Simple Tense
- develop writing skills using Internet



## Speaking

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

*Model: I made a lot of friends in summer.*

## Reading

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

**L:** Hi, Samad! I want to send a letter to my friend Jane, but I have some difficulties.

**S:** Hi, Lala! Do you have her email address?

**L:** Yes, I do. Last year we spent two weeks in the summer camp in London and made good friends.

**S:** OK! I can help you.

**L:** Thanks! That's great!

**S:** What are you going to write her about?

**L:** I want to write about my last days of summer holidays.



**1. What is this dialogue about?**

**2. How did Lala contact Jane?**

2. Read the dialogue again and choose *True* or *False*.

1. Lala wanted to send a present to Jane.
2. She spent two weeks with Jane in London.
3. Lala was going to write about her birthday.
4. Samad helped Lala to send her letter.

## Vocabulary

## KEY WORDS

*museum*

*difficulty*

*to watch*

*cool*

*contact*

*wish*

*movie*

*to share*

## NEW EXPRESSIONS

*It was fantastic!*

*That's great!*

*Best wishes*

**GRAMMAR SECRET**

Regular verbs	Irregular verbs
play+ed = played help+ed = helped visit+ed = visited want+ed=wanted	go – went      feed – fed buy – bought    send – sent spend – spent    write – wrote swim – swam
Did they send a letter?      Yes, they did. They sent a letter. Did they visit the museum?    No, they didn` t. They didn` t visit the museum.	
We form the past simple of regular verbs by adding <b>-ed</b> or <b>-d</b> . Irregular verbs form the past simple in some other ways (changing the root vowel, not changing at all or changing completely).	

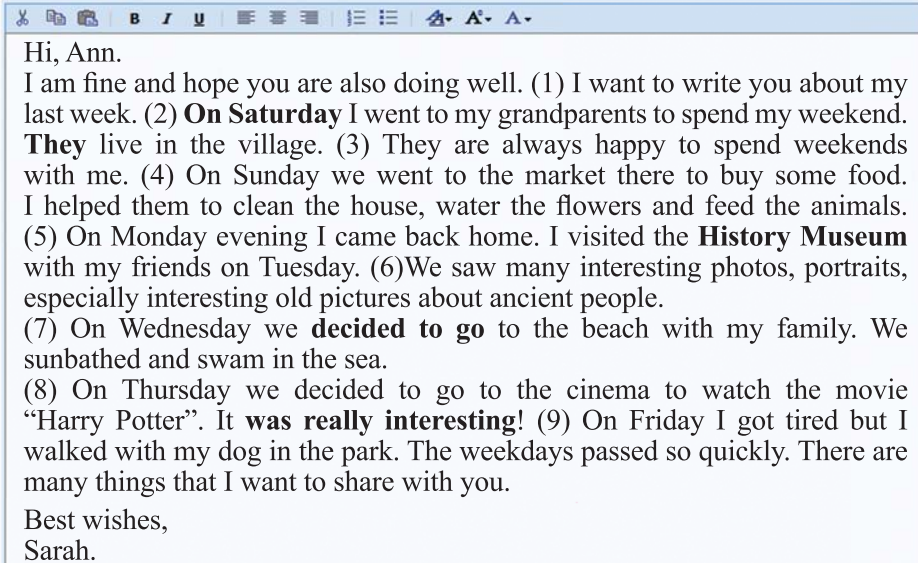
**Pronunciation**

3. Put the given verbs in the correct column

wish	dance	want	water	walk	visit	like
use	enjoy	help	look	play	stay	live
/ɪd/		/t/		/d/		
after /t/, /d/		after /k/, /s/, /f/, /p/, /tʃ/, /ʃ/		after other sounds		

4. Read Sarah’s email and put questions to the words in bold.

- Who ... ?
- What ... ?
- When ... ?
- Where ... ?
- How ...?



Hi, Ann.  
 I am fine and hope you are also doing well. (1) I want to write you about my last week. (2) **On Saturday** I went to my grandparents to spend my weekend. **They** live in the village. (3) They are always happy to spend weekends with me. (4) On Sunday we went to the market there to buy some food. I helped them to clean the house, water the flowers and feed the animals. (5) On Monday evening I came back home. I visited the **History Museum** with my friends on Tuesday. (6) We saw many interesting photos, portraits, especially interesting old pictures about ancient people. (7) On Wednesday we **decided to go** to the beach with my family. We sunbathed and swam in the sea. (8) On Thursday we decided to go to the cinema to watch the movie “Harry Potter”. It **was really interesting!** (9) On Friday I got tired but I walked with my dog in the park. The weekdays passed so quickly. There are many things that I want to share with you.  
 Best wishes,  
 Sarah.

# Unit 1

## SUMMER WAS FUN

5. Read the email. Match Sarah's information with these questions.

What did she do at the weekends?   
 What did Sarah see in the museum?   
 Why were her grandparents happy?   
 How did she spend her time on the beach?   
 Why did Sarah come back home on Monday?

How did she spend her time in the park?   
 How did she spend Sunday?   
 What movie did Sarah watch at the cinema?   
 What does she want to write about?  1



### Writing

6. Complete the sentences using the pictures.



1. I couldn't find you. I don't have your ... .
2. On holidays our history teacher took us to the ... .
3. Finish your letter with ... .
4. We went to the ... . The film was very ... .
5. I like to watch the ... «Home alone».



7. **CREATIVE WORK** Write an email to your friend about your summer holidays.

Then, ...

I think, ...

your friend's email

Best wishes, ...

I'm glad ...

Title:

Date:

### Let us review

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

## LESSON 3. IN THE MUSEUM

*You are going to:*

- learn ancient people`s life
- speak about cavemen
- use the Past Simple in dialogues



### Speaking

*Life was very dangerous for cavemen. Why?*

*It was very cold in winter.*

*A dangerous life  
for cavemen*

## Vocabulary

### KEY WORDS

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

### NEW EXPRESSION

*I think it was exciting.*

# Unit 1

## SUMMER WAS FUN

### REMEMBER

### Past Simple

Regular verbs		Irregular verbs	
hunt – hunted	live – lived	do – did	make – made
cover – covered	kill – killed	eat – ate	wear – wore
warm – warmed	roast – roasted	see – saw	put – put

### Reading

1. Read the dialogue and answer the questions.

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

**Tom:** Where did they live?

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

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

**Guide:** They covered their bodies with animal skins.

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

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

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

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



1. *What did the children learn in the museum?*

2. *Was the life of cavemen interesting or boring? Why?*

2. Use the verbs on the right in the past tense.

- The children ... to the museum.
- They ... cavemen.
- Cavemen ... thousands of years ago.
- They ... animals with spears.
- They ... their bodies with animals' skins.
- They ... a fire and ... meat.

*to make*  
*to cover*  
*to go*  
*to live*  
*to roast*  
*to see*  
*to hunt*

3. Choose True or False.

- Cavemen lived in houses.
- They were outside in groups.
- They hunted cows, sheep and horses.
- They used animals' skins to make clothes.
- Animal fat was for eating.
- They cooked their food on a cooker.



**Do you know that...**

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

It is interesting to know about the life of the cavemen. Was the life dangerous at that time? Why? Let's learn about it.

**Reading**

4. Complete the text with the verbs in brackets. Use the Past Simple.

**CAVEMEN**

Cavemen (live) more than two million years ago. They (hunt) mammoths, tigers, bears with spears in a big group. They never (stay) in one place for a long time. They (move) to new places to find food. The cavemen (use) stones to make a fire and (roast) animals' meat over it and (warm) themselves. They



also (burn) fires to protect themselves from wild animals. They (make) clothes from animals' skins. They also (discover) how to make simple tools from stones and wood. In some parts of the world, we can see pictures they (paint) on the walls of their caves. These pictures tell us how their lives (be).

5. Think and answer the questions.

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

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

# Unit 1

## SUMMER WAS FUN

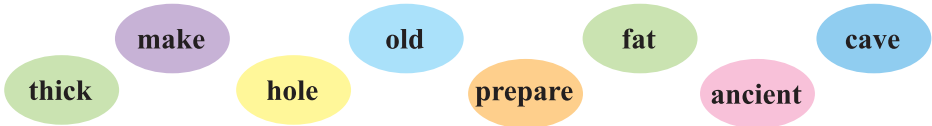
### Writing

6. Fill in with the given words.

1. A mammoth had a long ... and hair.
2. Cave is a big natural ... where cavemen live.
3. A cave man used stone for making a ... .
4. They used different animal ... to cover their bodies.
5. They killed animals with ... .
6. A cave man made a fire and ... meat over it.



7. Match the synonyms.

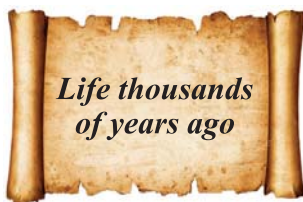


8. Write the description of the picture.



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

9. Make a poster "How is life different today?"



### Let us review

1. What was cavemen's life like?
2. Why was their life dangerous?
3. What other facts do you know about cavemen?

## LESSON 4. MY BEST DAY OUT

*You are going to:*

- identify outdoor activities
- practise using the Past Simple Tense
- develop the pronunciation skills



## Speaking

**Look at the picture and say.**

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

1. Complete the dialogue between Tom and Alice.

**T:** Did you have a ... on Sunday?

**A:** Oh, yes, we had a ... . We had a ... in the forest.

**T:** Were your ... at the picnic?

**A:** Yes, Fred and Ann ... , too.

**T:** Great. Tell me ... when you go to the forest.

*What are the friends talking about?*

next time  
friends  
fantastic time  
good time  
picnic  
went there

## Vocabulary

## KEY WORDS

*amusement    to be alone    prize    popcorn    to wear    honest*

## NEW EXPRESSIONS

*That was my best day out.*

*I enjoyed my day out.*

# Unit 1

## SUMMER WAS FUN

### GRAMMAR SECRET

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

Yes, she *did*.  
To the park.

### Reading

2. Read and match the pictures to the passages.



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

**Orkhan**

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

**Leyla**

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

**Aydan**

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

**Samad**

3. Discuss the passages and say: Who ...

... wore a red dress.

... went on the big wheel.

... played computer games.

... ate ice-creams.

... rode an elephant.

... got a small prize.

... was at the concert.

... ate popcorn.

4. Read and complete with the past form of the verbs.

visit watch have  
enjoy go  
have play go



Sunday 26th June

I had a nice day yesterday. In the morning, I ... to the park with Maria and Carlos. We ... badminton. Then, I ... my grandparents. It was my Granny's birthday, and we ... a cake, ice-cream. In the evening, we ... to the cinema and ... a film. I ... my day out a lot.



Writing

5. Write *Yes/No* questions according to the pictures.



6. Find antonyms.

small      wild      interesting      easy  
 boring      safety      large      long  
 difficult      short      domestic      danger

7. Write a short paragraph about your day out using the phrases in the boxes and put the verbs into the Simple Past.

on Saturday, last summer, last week, yesterday

to the forest, to the beach, to the mountains, at the cottage, in the house, in the tent

friends, my parents  
my cousin, my grandparents

clean, fresh, nice, great, cheap,  
noisy, quiet, old, new, modern

on foot, by car/by bus/  
by train, by bicycle

mushrooms, flowers, berries,  
nuts, tennis, ball, pets, shells

**Model:** *On Saturday I went to the forest on foot with my friends to pick mushrooms. The air was fresh and clean. ...*

### Let us review

1. How can you make your best day out?
2. What is the most enjoyable activity on your day out?
3. Who do you like to spend your day out with?

### REMEMBER AND FOLLOW!

1. Describe your summer holidays to your friends.
2. Walk out and spend more time in nature after classes.
3. Share your summer feelings with your friends.
4. Write a letter to your friend about returning back to school.
5. Make a poster about summer activities in the classroom.

## Unit 2

# FREE TIME



**LESSON 1.** I AM GOOD AT ...

**LESSON 2.** WHAT BOOKS DO YOU LIKE?

**LESSON 3.** HAVE A NICE HOLIDAY!

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

### LESSON 1. I AM GOOD AT ...

*You are going to:*

- learn your daily activities
- use the expression *to be good at ...*
- share your ideas

#### Speaking

1. How do you spend your free time?
2. What are you good at?



#### GRAMMAR SECRET

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

1. Complete the sentences using the given words and word combinations.

*Model: I like doing crosswords.*



## Vocabulary

#### KEY WORDS

<i>puzzle</i>	<i>to knit</i>	<i>to fight</i>	<i>to defend</i>	<i>quiet</i>
<i>folk</i>	<i>to take part</i>	<i>to do sums</i>	<i>to work hard</i>	

#### NEW EXPRESSIONS

*What are you good at?*

*I am good at ... .*

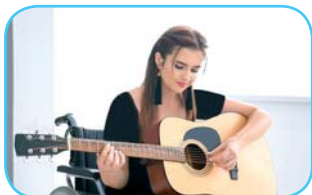


2. Express ideas on the quotation.

«Good, better, best.  
Never let it rest,

Until your good is better  
And your better is best.»  
(St. Jerome)

3. Look at the pictures and say what they are good at ...



1. Alice is good at ...



2. Chris is good at ...



3. Children are good at ...



4. Orkhan is good at ...



5. My granny is good at ...



6. They are good at ...

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

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



using a computer



doing sums



cooking



riding a bike



dancing



speaking English

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

## Unit 2

### FREE TIME

**Reading** 5. Read and answer the question «What are they good at?»

Hi! My name is Tom.  
I'm twelve years old.  
I live in Madrid.  
I like doing karate after school.  
I learn how to fight and defend myself. It's fun. On summer holidays, I go to the karate camp. Every year there is a karate competition in Madrid. Last year I took part in the competition and won a gold medal. The only problem with karate is that you work hard and you get tired!



Hi! My name is Maria.  
I'm eleven years old.  
I come from Rome.  
I draw pictures.  
I make greeting cards and posters for my friends.  
Sometimes I draw pictures about English stories after reading them. Drawing is fun. But I need an interesting topic to draw and a quiet place to work!



Hi! I'm Roberto.  
I'm eleven years old. I come from Brazil.  
I don't like sport very much, and I'm not very good at it.  
I like music. My hobby is playing the guitar and I play at concerts.  
The only problem is that my elder brother plays the guitar too, and we have only one guitar in our house. Last month a famous pop singer came to Brazil, and I went to the concert with my brother. It was cool!



Hi! My name is Nigar.  
I'm twelve years old and I live in Azerbaijan. I love dancing. It's my favourite hobby. I like ballet and folk dancing. I go dancing. At the end of the year, we had a show. Everybody enjoyed that show.  
There is no dancing studio near my house. So it takes me much time to go to a dancing class. That's my big problem.



6. **Pair work.** Make up a dialogue according to the text.

**Model:** **A:** What is your name?

**B:** Roberto.

**A:** Where are you from?...



Name  
Country  
Hobby/Good at  
Problem



Name  
Country  
Hobby/Good at  
Problem



Name  
Country  
Hobby/Good at  
Problem



Name  
Country  
Hobby/Good at  
Problem

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

**Model:** Tom is good at ..., but is not good at ... .

	climbing a tree	skipping	riding a bike	swimming	singing a song	playing the piano
Tom	✓		✓	✓		
Mary		✓		✓		✓
Bob	✓		✓	✓	✓	
Jane					✓	✓



**Writing**

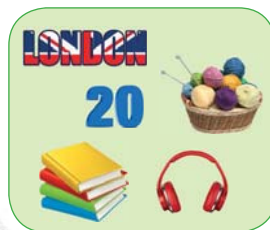
8. Match and write.

I can...	football.	She is good at...	gymnastics.
I like...	playing football.	She likes...	do gymnastics.
I'm good at...	play football.	She can...	doing gymnastics.

9. Make up a story about Jane.

**Write about**

- the country she is from
- her age
- her hobby
- her likes and dislikes



10. Match the halves and write about yourself.

playing  
drawing  
dancing  
doing  
making

Are you good at...?  
Yes, ...  
No, ...

food  
puzzles  
the violin  
pictures  
folk dance

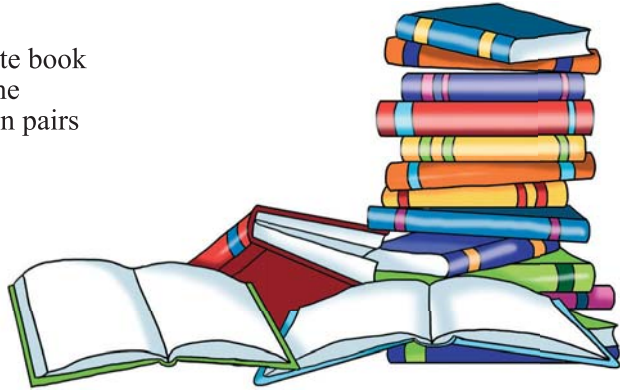
**Let us review**

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

## LESSON 2. WHAT BOOKS DO YOU LIKE?

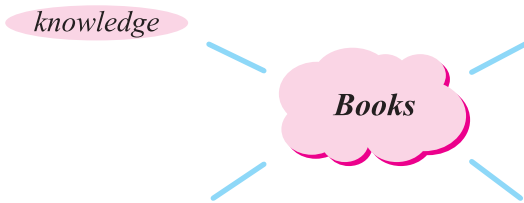
*You are going to:*

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



### Speaking

**Brainstorm your ideas:** Why are books so important?



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

**1.** Match and say «What do books teach us?»

<ol style="list-style-type: none"> <li>1. Books about famous people</li> <li>2. Fairy tales</li> <li>3. Poems</li> <li>4. Books on History</li> </ol>	teach us	<ol style="list-style-type: none"> <li>a) to love our country.</li> <li>b) to understand the beauty of nature.</li> <li>c) to understand what is right/wrong.</li> <li>d) to be hard-working.</li> </ol>
---	----------	--

**Model:** *Poems teach us to understand the beauty of nature.*

## Vocabulary

### KEY WORDS

*fairy-tale    adventure    novel    detective    to mark    soul*  
*selfish    to print    sweetly    to allow*

Reading

Let's learn the kinds of books:

- a comic book* – (comics), a magazine for children containing stories told mainly in pictures.
- a fairy-tale* – a story about fairies, magic, etc. usually for children.
- a poem* – a piece of creative writing in verse.
- a novel* – a story in prose (historical, romantic).
- a detective* – a story of investigating and solving crimes.
- an adventure story* – a story full of excitement or danger.

2. Read and explain the proverb.

BOOKS IN OUR LIFE

We can't live without books! Books are our friends throughout our life. They give us knowledge and good mind. In ancient times people wrote books by hand. Then printing came into our life. Now there are different kinds of books in the shops. But it is impossible to buy all books. That is why we borrow books from libraries. Many people can read books on the Internet.

When you have difficulties, books can help you to solve them. They help to form our characters and make us think.

There is a proverb about books: «*A room without books is a body without a soul*».

3. Prepare some interview questions:

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

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

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

*(last book/buy)* .....

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

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

4. Talk about the books.

Books	Title	Author	Characters
Adventure	Novel	Fairy tales	Comics
		Poetry	Detective

**Model:** Book: *Adventure*

Title: «*The Adventures of Tom Sawyer*»

Author: *Mark Twain*

Characters: *Tom and Aunt Polly*

## GRAMMAR SECRET

Degrees of Adjectives		
Positive	Comparative	Superlative
<i>one syllable</i> <i>cold</i>	<i>-er</i> colder	(the) <i>-est</i> (the) coldest
<i>two-syllable adj. ending in -er/ -y/ -le/ -ow</i> <i>funny</i>	<i>-er</i> funnier	(the) <i>-est</i> (the) funniest
<i>other two-syllable adj.</i> <i>helpful</i>	<i>more</i> <i>more</i> helpful	(the) <i>most</i> (the) <i>most</i> helpful
<i>three or more syllables</i> <i>interesting</i>	<i>more</i> <i>more</i> interesting	(the) <i>most</i> (the) <i>most</i> interesting

### Writing

5. Compare and write using the correct degree of adjectives.

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

6. Look at the pictures of the books and write the kinds of them.

**Model:** «*Sleeping Beauty*» is a fairy-tale – D.



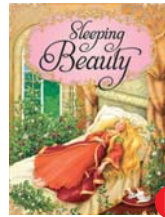
A



B



C



D



E

7. Match the halves.

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



### Book Care Rules

- Never mark or write on books.
- Keep books away from food and drinks.
- Keep books in a special place at home.
- Return library books in time.

## Reading

8. Express ideas on the quotation.

«Happiness depends on ourselves» (Aristotle)

9. Read and discuss the main idea of the story.

## THE SELFISH GIANT\*



Oscar Wilde  
(1854-1900)

**A)** Every afternoon children went to play in the Giant's garden. It was a large lovely garden, with soft green grass, beautiful flowers and trees. The birds sat in the trees and sang so sweetly that children stopped their games and listened to them. «How happy we are here!» children cried.

**B)** All this time the Giant wasn't in his castle. He went to visit his friend. After the seven years were over, he decided to return back. When he saw the children playing in the garden, he cried in an angry voice, «What are you doing in my garden?». Children were afraid of him and ran away.

**C)** «My own garden is my own garden. I don't allow anybody to play in it.»

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



**D)** Then the Spring came and there were flowers and birds everywhere. Only in the garden of the selfish Giant it was still Winter. «I can't understand why the Spring is so late», said the selfish Giant. But the Spring never came, nor the Summer. The Autumn gave fruit to every garden, but it was always Winter in the Giant's garden. ...



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

Children's fear

Lovely garden

Winter garden

Giant's anger

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

## Unit 2

### FREE TIME

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



12. Discuss with your partner.

*What is this text about?  
What was the Giant's garden like?  
When did the children go to the Giant's garden?  
Who saw the children in the garden?  
Why was it always Winter in Giant's garden?*



### Writing

13. Think and write in your notebook:

*Describe the garden*

*The Selfish Giant and the children*

*Your own garden*

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

### Let us review

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



**LESSON 3. HAVE A NICE HOLIDAY!**

*You are going to:*

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



**Speaking**

*Why do we celebrate holidays?*

*presents*

*Holidays*

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



**Vocabulary**

**KEY WORDS**

*invitation    envelope    official    local    religious    to fast*  
*pastry    to raise    solidarity    to pray    to sacrifice    mosque*

**NEW EXPRESSIONS**

*Have a nice holiday!*

*Hope you`re having a good holiday!*

## GRAMMAR SECRET

## Ordinal Numerals

Ordinal numerals show the order of persons and things.

Ordinal numerals with the exception of the first three (one – (the) *first*, two – (the) *second*, three – (the) *third*) are formed from cardinal numerals by adding the suffix *-th* and generally are used with a definite article (four – (the) *fourth*, ... , ten – (the) *tenth*, ... , *etc.*).

## Reading

1. Read the dialogue between Mike and Alice and fill in the gaps.

**M:** What are you doing, Alice? Hope you're having a good holiday!

**A:** I'm making ... for our balloon party. I made some yesterday. Have a look. Do you like them?

**M:** Yes, I do. How do you make them?

**A:** I take coloured paper and I cut the card in the ... .  
Then I write an invitation ... .

**M:** It is interesting! How can I help you?

**A:** OK! You can write the invitations and put them into the ... .

*shape of a balloon  
on the card  
envelopes  
invitation cards*

2. Read the passages and say the meanings of the words and expressions in bold.

## NEW YEAR'S DAY

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

– The same to you!



## REPUBLIC DAY IN AZERBAIJAN

The 28th of May is the Republic day. On this day Azerbaijani people **decorate** the cities with the national flag of free and democratic Azerbaijan. Azerbaijan people enjoy the day in the streets. People raise the **national flag** in the capital city Baku. In the evening people watch wonderful fireworks in the sky.

## FLAG DAY

We celebrate Flag Day on November 9th. Flag Day is a national holiday in Azerbaijan and it is one of the official **non-working** days. You can watch concerts, see different historical films on TV.



### DECEMBER 31ST – SOLIDARITY DAY OF THE WORLD AZERBAIJANIS!

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



### RAMADAN (EID AL-FITR)



Ramadan is one of the Islamic holidays in the world. Muslims fast from early morning till evening. They don't eat or drink during the daylight hours. They break their fast after sunset. People spend hours **praying in the mosques**, visit old people and help poor families. Ramadan lasts a month.

### SACRIFICE HOLIDAY (EID AL-ADHA)

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



### NOVRUZ HOLIDAY



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

### POMEGRANATE FESTIVAL

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



### 3. Answer the questions and discuss.

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

### 4. Say which is ...

- |                        |                     |
|------------------------|---------------------|
| 1. a religious holiday | 2. a main holiday   |
| 3. a national holiday  | 4. a local festival |

## Unit 2

### FREE TIME

Some adjectives have irregular forms for the degrees of comparison.

Degrees of Adjectives		
Positive	Comparative	Superlative
Good	<i>Better</i>	(the) <i>Best</i>
Bad	<i>Worse</i>	(the) <i>Worst</i>
Much /many	<i>More</i>	(the) <i>Most</i>
Little	<i>Less</i>	(the) <i>Least</i>

### Writing

5. Fill in the chart with the adjectives from exercise 2.

- ous	-al	-ful	-ic
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6. Correct the mistakes.

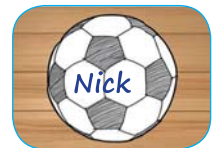
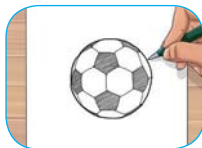
1. People see off the New Year and welcome the old year.
2. The Azerbaijani celebrate Republic Day on October,18.
3. Solidarity means to raise flags in the streets.
4. Fasting is to have breakfast in the daylight hours.
5. Sacrifice holiday is a local holiday.
6. All regions celebrate Pomegranate Holiday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

7. Fill in the right form of the adjectives.

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

8. Describe the steps of doing the badges for a football party.

1. The first step is ... .
2. The second step is ... .
3. The third step is ... .



9. Make a poster about your favourite holiday.

### Let us review

1. What other national holidays do you know?
2. What holidays are main holidays?
3. Which holidays don't have fixed dates?

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

*You are going to:*

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



### Speaking

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

*parties*

*Holidays*

## Vocabulary

### KEY WORDS

*to sew*

*to blow up*

*to wrap*

*bonfire*

*to take off*

*to carve*

*horror*

*innovative mind*

### NEW EXPRESSIONS

*It is cool!*

*Let's play ... with our friends.*

## Unit 2

### FREE TIME

#### Reading

1. Read and give the meanings of the words and expressions in bold.



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

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

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



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

A **Football birthday party** for boys is popular in Great Britain. Boys love football. If a boy has a favourite football team, the party decorations are of team's colours: plates, cups, napkins, flags, balloons. In warm weather guests are outside and play some **rounds of football**. If the party is indoors, there are a lot of indoor games.



\***polio** ['pɒliəʊ] it is an infectious disease

## Speaking

## Say:

why you like to go to the parties;  
 what fun you have at the parties;  
 why children like the fancy dress parties.

## 2. Complete the dialogue between Mike and Ann.

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

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

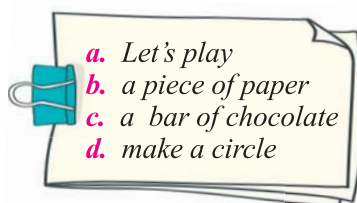
**M:** How do you play it?

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

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

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

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



## Pronunciation

Listen and find the words which have /æ/ sound.

happy listen every hand enter fast pat grade flat  
 save make cave happen badge warm add taste card



## Writing

## 3. Match the halves.

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

## 4. Use the necessary words from the box.

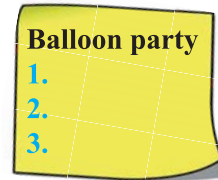
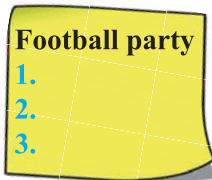
... pumpkins	... bonfires
... cakes	... balloons
... stories	... cards
... decorations	... costumes



5. Choose the odd one out.

1. market, holiday, decoration, balloon
2. interesting, readable, funny, lovely
3. enjoy, love, blow, like
4. little, major, small, big

6. Write three main things according to the holidays.



7. **CREATIVE WORK** Make a poster about your dream party.



### Let us review

1. What is your most favourite party? Why?
2. What is your least interesting party? Why?
3. How would you like to celebrate your birthday party?

### REMEMBER AND FOLLOW!

1. Plan your free time on your timetable.
2. Take one day out with your family.
3. Read interesting books and take care of them.
4. Get more information from books.
5. Learn about children's parties in Great Britain.
6. Write letters and messages to your friends.



## Unit 3

# LEARNING ENGLISH



**LESSON 1.** THE BEST WAY TO LEARN ENGLISH

**LESSON 2.** YOUR LANGUAGE RECORD

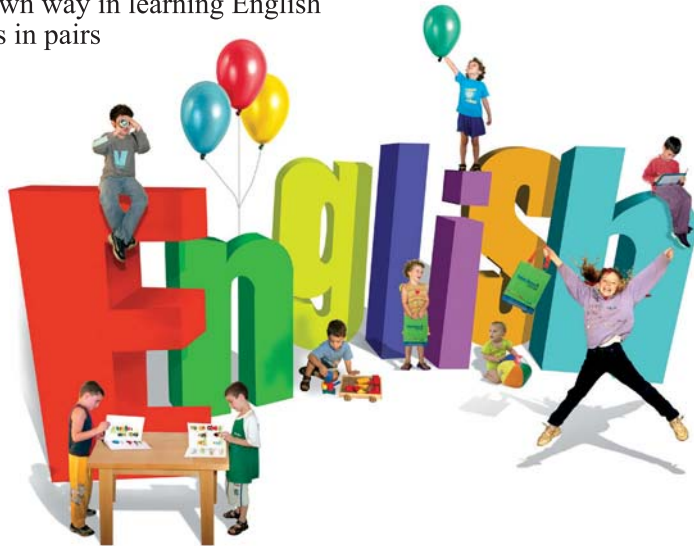
**LESSON 3.** YOU SHOULD ...

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

**LESSON 1. THE BEST WAY TO LEARN ENGLISH**

*You are going to:*

- identify the problems in learning English
- choose your own way in learning English
- share the ideas in pairs



**Brainstorm your ideas: Why do you study English?**

*to speak English*

*I study English*

**Speaking**

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

**Vocabulary**

**KEY WORDS**

*to follow language*      *nowadays abroad*      *to think to stick*      *dictionary*      *foreign*

**NEW EXPRESSIONS**

*I think...*      *I don't think ...*      *Look up in the dictionary.*

**REMEMBER**

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

**1.** Express your ideas on the quotation.

«*With languages, you are at home anywhere*» (Edward De Waal)

**Reading****Do you know that...**

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

**Why do people learn English nowadays?****2.** Read the dialogue between Helen and Ann and answer the questions.

H: Hi, Ann! What are you doing here?

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

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

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

H: You are right! I also wrote words on pieces of paper and stuck them in my bedroom last year. But now I listen to dialogues, short stories and do tasks on a computer.

A: Isn't it difficult to describe pictures in English and use words in dialogues and topics?

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



**Why is Ann interested in the English language?**

**What are the difficulties in learning English?**

**3.** Complete and say.

1. Ann is preparing ... .

2. She wants to listen... .

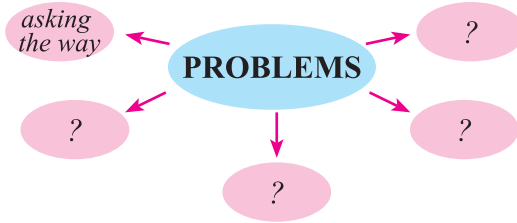
3. Last year Ann ... .

4. Last year Helen ... .

5. It isn't difficult ....

6. It is enjoyable ... .

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



5. Read the story and explain what problem the Frenchman had.

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



**A Frenchman's problem was ...**

- a) mushroom      b) language      c) umbrella

6. Mark the sentences True or False.

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

### Pronunciation

#### TONGUE TWISTER

*Roofs of mushrooms  
rarely mush too much.*



Speaking

7. Describe the useful tips for learning English.



1. Watching ... .



2. Listening ... .



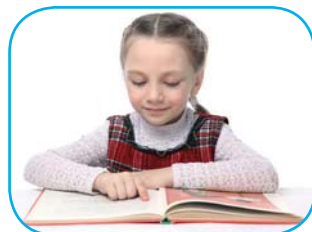
3. Having ... .



4. Talking ... .



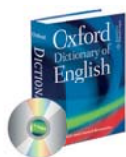
5. Discussing ... .



6. Reading ... .

8. Say how you learn English.

*Model: We learn English using a dictionary.*



## Unit 3

### LEARNING ENGLISH

#### Pronunciation

Find the words that don't go with the sounds.

/eɪ/ wait make teach date

/eə/ pair fairy parents carry

/aʊ/ cloud boast round without

/oʊ/ hole coat store moment



#### Writing

9. Write a short paragraph about the best way of learning English.

*How often do you ...*

... use a dictionary?

... watch films in English?

... listen to songs in English?

... talk to your English friends?

... read English stories?



#### Everyday expressions.

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

10. Think of questions and complete the sentences using the expressions.



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

#### Let us review

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

**LESSON 2. YOUR LANGUAGE RECORD**

*You are going to:*

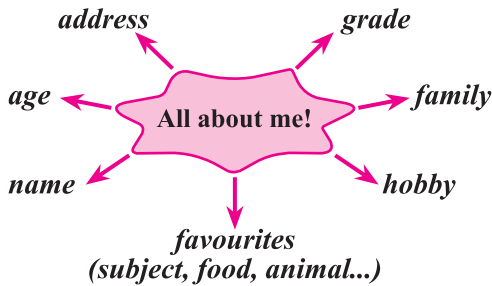
- learn about borrowed words in English
- use English in speech
- use Reflexive Pronouns



**Speaking**

1. How do you develop your language record?
2. What is the importance of talking to people?

1. Introduce yourself according to the model below.



**Vocabulary**

**KEY WORDS**

<i>machine</i>	<i>to burn</i>	<i>railway</i>	<i>suggestion</i>	<i>road</i>
<i>cotton</i>	<i>permission</i>	<i>to borrow</i>		

**NEW EXPRESSIONS**

<i>Let me introduce myself.</i>	<i>Excuse me ...</i>	<i>Can you tell me ... ?</i>
<i>How can I go to the ...?</i>		

**Do you know that...**

... we can add new words to the vocabulary of the language by many ways. One of them is borrowing words from other languages.

**Reading**

2. Read and pronounce the borrowed words with appropriate stress. Are these words the same in your language?

**LET'S LEARN DIFFERENT WORDS IN ENGLISH!**

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

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

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

3. Read and give your opinions according to the questions.

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

**Speaking**

4. Describe the pictures using the borrowed words.



She is playing ... .



There are three fish in the ... .



We can make chips from ... .



The boy is eating ... .



**REMEMBER:**

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

5. Practise the functions and act these models out.

**Making a suggestion**

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

**Giving advice**

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

**Asking for permission**

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

6. Put the sentences in the correct order to make up a dialogue.

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

**A**

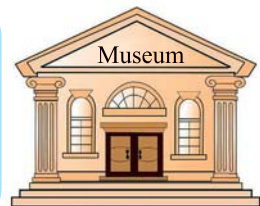


- Thank you very much.
- Is it far from here?
- Go down this road, then take the second street on the left.
- Oh, no. It's just five minutes' walk.
- Excuse me. How can I get to the railway station?

**B**

- How may I help you?
- Of course. Walk along the street and on the left there is the museum.
- Excuse me. I think I'm lost.
- Thanks a lot.
- Can you tell me the way to the History Museum?

**C**



## GRAMMAR SECRET

## Reflexive Pronouns

<i>myself</i>	<i>ourselves</i>
<i>yourself</i>	<i>yourselves</i>
<i>herself / himself / itself</i>	<i>themselves</i>



## Writing

7. Complete the sentences using Reflexive pronouns.

- |                                     |   |
|-------------------------------------|---|
| 1. I do my homework <b>myself</b> . | 6. We must clean the room ... .                             |
| 2. You must make your bed ... .     | 7. Children, you must write your story ...                  |
| 3. She cooked the cake ... .        | 8. They planted the trees ... .                             |
| 4. He cut ... with a knife.         | 9. Be careful. Don't burn ... .                             |
| 5. The dog carried the bone ... .   | 10. Tom and Sam! When you ride your bikes, look after ... . |

8. Match the halves to make sentences (Asking directions).

- |                       |                             |
|-----------------------|-----------------------------|
| 1. Excuse me. How ... | a. a bus stop?              |
| 2. Is it far ...      | b. on the map, please.      |
| 3. Show it to me ...  | c. can I get to the centre? |
| 4. Is there ...       | d. from here?               |

9. Write about yourself filling in the gaps.



## Introduce yourself

- *Hi, my name's ... .*
- *I'm from ... (country).*
- *I live in ... (town/city).*
- *I'm in the ... grade.*
- *There are ... students in our class.*
- *I study ... , ... , ... .*
- *I'm good at ... , ... .*
- *I learn English using ... .*
- *My favourite sport is ... .*
- *My favourite food is ... .*

## Let us review

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

LESSON 3. YOU SHOULD ...

*You are going to:*

- use «should» in sentences
- prepare some school rules
- make up short stories



Speaking

**Brainstorm your ideas:** What should you do at your English classes?

learning words

English classes

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

GRAMMAR SECRET

**Modal Verb «Should» (should + V)**

Modal verb «Should» is used to:

- give advice or make recommendations
- talk about obligation

I/You/ We/They He/She/it	} <b>should + V</b>	<b>Affirmative</b>	<b>Interrogative</b>	<b>Negative</b>
		He <i>should</i> go to bed. We <i>should</i> read much.	<i>Should</i> he copy the text? <i>Should</i> we use this book?	No, he <i>shouldn't</i> . No, we <i>shouldn't</i> .

*You should go to Spain. It is a fantastic country!*  
*She is ill. She should take this medicine.*  
*We should finish this work today.*

Vocabulary

KEY WORDS

*exam*    *to explain*    *to pay attention*    *to grow up*    *to understand*  
*founder*

# Unit 3

## LEARNING ENGLISH

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



Almas meets foreigners.  
She should ... .



Bob takes a test in English.  
He should ... .



Tom needs a job.  
He should ... .

2. Practise the conversation between Aygun and Vugar. Put **should** or **shouldn't**.

A: Hi, Vugar! Do you know school rules?

V: Yes, of course! We have a poster on school rules in our classroom.

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

V: There are: we ... be late for the lesson, we ... be polite, help each other and so on.  
What about your classroom rules?

A: No, we don't have a poster. We ... make it with our friends. Can you help me?

V: With great pleasure. Let's start. You ... take paper and some crayons!

3. Complete and discuss.

A

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



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

B

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



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

C

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



We should say ...  
when we leave.



# Unit 3

## LEARNING ENGLISH

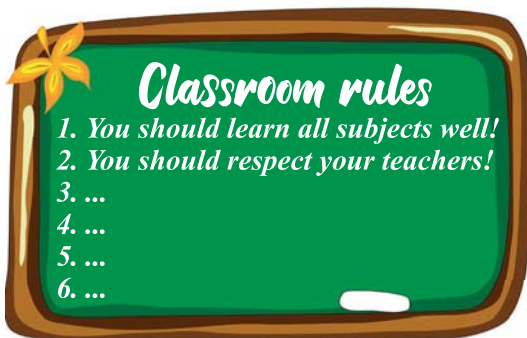


### Writing

#### 8. Match and write.

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

#### 9. CREATIVE WORK Design classroom rules using *should/shouldn't*.



#### Let us review

1. What classroom rules do you know?
2. Should you follow the school rules? Why?
3. What shouldn't you do at the lesson? Why?

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

*You are going to:*

- learn about interesting places of London
- use Common/Proper Nouns
- introduce your travel plan



### Speaking

*Interesting places*

*Facts about  
London*

1. What famous places do you know in London?
2. How do you talk to English people?

1. Read the conversation between Nigar and Kamran and complete it.

- N:** What do you think, is it interesting to meet ... ?  
**K:** Yes it is. I think you can easily learn English visiting ... and talking to people.  
**N:** You are right! I also want to travel to London. But how can I ... to them?  
**K:** First, greet them, ... and ask about weather, their food, places of interest.  
**N:** Thank you for your help!

*introduce yourself  
start talking  
some places  
English people*

2. Answer the questions on the dialogue.

1. What is Nigar's wish?
2. How can she talk to English people?

## Vocabulary

### KEY WORDS

*treasure  
to rename*

*to divide  
to strike*

*inside*

*point*

*view*

## GRAMMAR SECRET

Common nouns	Proper nouns
name the <b>class of persons</b> ( <i>a man</i> ), <b>things</b> ( <i>a book</i> ), <b>collectives</b> ( <i>a family</i> ), <b>materials</b> ( <i>iron</i> ) or <b>abstract notions</b> ( <i>kindness</i> )	individual <b>names of persons</b> ( <i>Tom, Leyla</i> ), <b>places</b> ( <i>London</i> ), <b>the names of months/weekdays</b> ( <i>May, Sunday</i> ), <b>names of ships, hotels, clubs</b> , etc.

## Reading

3. Read the passages and define **Common/Proper nouns**.

Big Ben, the big clock tower (now **Elizabeth Tower**), is the symbol of London. The **clock** strikes hours. It has 13.5 ton weight. The tower is officially known as Elizabeth Tower. It was renamed in 2012 to celebrate the **Diamond Jubilee** of Elizabeth II.

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



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

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



\*a **black raven** [blæk 'reivən] – a large bird with shiny feathers





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

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



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

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



Speaking

4. Discuss the information and fill in the chart.

**Model:** You can see the State Crown in the Tower of London.

Monuments	Big Ben	Trafalgar square	Buckingham palace	The Tower of London	London Eye
Crown					
Nelson's column					
Big clock					
Queen's place					
Wheel					

## Unit 3

### LEARNING ENGLISH

#### Pronunciation

5. Pronounce the words with the appropriate stress.

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



#### Writing

6. What do these numbers stand for in the text?

a) 338

b) 775

c) 2800

d) 135

e) 244

f) 13.5

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

7. Match the halves of the proverbs and write correctly.

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

#### Let us review

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

### REMEMBER AND FOLLOW!

1. Greet your partner in English, and introduce yourself.
2. Then ask about the weather.
3. Learn English words describing pictures.
4. Watch English cartoons and films.
5. Write e-cards in English to your friends.
6. Read interesting stories and use vocabulary.

## Unit 4

# TV IN OUR LIFE



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

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

**LESSON 3.** A FRIEND OR AN ENEMY?

**LESSON 4.** NEW YEAR CELEBRATIONS ON TV

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

*You are going to:*

- learn about TV programmes
- use *Prefer + verb + ing*
- prepare a TV guide

#### Speaking

What is the role of TV in our life?



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

1. Express ideas on the topic.

*«TV is an entertainment in your living room.»*

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

sometimes    films    never    programmes    super    favourite    watch

I ... TV every evening. I often watch cartoons. My ... cartoon is “Frozen”.  
 I love sports ... . They are ... ! I like films, too. I ... watch action films. I hate horror ... .  
 I ... watch them.

## Vocabulary

### KEY WORDS

adventure    to prefer    entertainment    channel    lazy  
 mind    programme    useful    intellectual

### NEW EXPRESSIONS

*How nice!*                      *I prefer watching ... .*                      *What’s on today?*

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



- |  |   |                                 |                                    |
|--|---|---------------------------------|------------------------------------|
| Cartoon Network <input type="checkbox"/> | Just for laugh <input type="checkbox"/> | League <input type="checkbox"/> | Classics <input type="checkbox"/>  |
| Everyday News <input type="checkbox"/>   | Movie hit ... <input type="checkbox"/>  | Quiz <input type="checkbox"/>   | Discovery <input type="checkbox"/> |

4. Read and pronounce the words in bold.  
Choose countable and uncountable nouns from the text.

TV IN OUR LIFE

Television is one of the most useful **entertainments** of the 21st century. We use cable TV with many channels at home and get much **information** around the world. Many years ago there were not many **channels** on TV. People watched films and **special** concerts at the cinemas and theatres. But today we sit at home in front of TV and can watch different films, concerts, funny shows, cartoons, music and sport programmes.

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

5. Read and complete. What programmes do your family members prefer watching on TV?

- a) cooking programmes   b) cartoons   c) news and sport programmes   d) movies



GRAMMAR SECRET

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

*Model: My father prefers watching...*

# Unit 4

## TV IN OUR LIFE

### 6. Match the answers to the questions.

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. What kind of TV programmes do you prefer to watch?</li> <li>2. Do you watch TV while eating breakfast, lunch or dinner?</li> <li>3. How many channels do you prefer watching?</li> <li>4. Why is it good to watch English channels?</li> <li>5. Is watching TV too much bad for you?</li> <li>6. Can you live without TV?</li> </ol> | <ol style="list-style-type: none"> <li>a) I prefer 4 or 5!</li> <li>b) Yes, we get tired and lazy.</li> <li>c) Because it is good for my speaking.</li> <li>d) No, I can't. It is boring!</li> <li>e) Quiz, music, films!</li> <li>f) No, we don't. There is no TV set in the kitchen.</li> </ol> |
|--|---|

1	2	3	4	5	6
e					

### Writing

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

	Programmes	TV channels	
18:00	«Everyday news»	News	«CNN news» «Harry Potter» «Who wants to be a millionaire!» «Animal planet» «Top 10» «Sport news» «Life style» «Our kitchen» «Ice age»
18:30			
19:00			
19:30			
20:00			
20:30			
21:00			
21:30			

**Discovery, Movies, Intellectual show, Music, Cartoon, News, Sport, Cooking, Health**

### 8. Write a short notice about your favourite TV programme.

*My favourite TV programme is...*

#### Let us review

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

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

*You are going to:*

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



### Speaking

1. What TV channels are interesting for you? Why?
2. What do you learn from TV programmes?

### Reading

1. Put the sentences in the dialogue in the correct order.

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

a	b	c	d	e	f
				1	

## Vocabulary

### KEY WORDS

*action*      *brain*      *documentary*      *to waste*      *lonely*      *to present*  
*newspaper*      *TV guide*      *western*      *TV series*      *remote control*

# Unit 4

## TV IN OUR LIFE

### GRAMMAR SECRET

... *to be going to do smth*

I **am going to** ...

You **are going to** ...

He

She

It

} **is going to** ...

We **are going to** ...

You **are going to** ...

They **are going to** ...

I **am going to** travel to Paris next month.

Look at the dark clouds in the sky! It **is going to** rain.

She **is going to** become a doctor.

We **are going to** plant trees tomorrow.

They **are going to** have a party next week.

### 2. Complete the sentences using *to be going to*.

1. I like singing. I ... be a singer.
2. His birthday is soon. He ... organize a party.
3. She did her lessons. She ... watch TV.
4. We like flowers. We ... plant a lot in our garden.
5. They are in London. They ... visit Buckingham Palace.
6. You are good at drawing. ... take part at the exhibition?

### 3. Read the dialogue between Ali and Nigar and answer the questions.

N: Hi, Ali! How many hours do you watch TV every day?

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

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

A: I watch it for information and entertainment.

N: Do you watch TV series too?

A: I **don't have enough time** to watch series and I think it is a waste of time.

N: Which is your favourite TV programme?

A: I like to watch **intellectual programmes**.

It develops our brain. I think, TV programmes should be **informative and enjoyable**.

N: Don't you watch any other channels?

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

N: What is your opinion about cartoon films?

A: Cartoons develop our psychology.

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

### 4. Make up sentences with the expressions in bold in exercise 3.





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

### My Favourite TV Programme

My sister Sandy likes to watch TV series. She always watches them. Her favourite film is “Little Women“. I never watch film series. I think they are very boring.

I like detective films best. They are exciting because there’s a lot of action. I never watch TV in the morning.

Mum likes music programmes. The pop group she likes best is the Jonas Brothers. I sometimes watch “Hits of the Week“ with her. My Dad likes to watch documentary, especially history of countries. I like them too.

My elder brother Tommy only watches news. He says it’s very interesting. He doesn’t like other programmes. My younger brother, Kevin, loves westerns. He thinks Native Americans, cowboys and horses are wonderful.



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

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

1. game 2. comedy 3. a chat show 4. documentary

- a) Did you see the first episode of the new ..... on TV last night?  
The actors were very good, and the story was very interesting and very funny.
- b) Did you watch the ..... about the history of India?
- c) It’s a fantastic ..... . If you answer ten questions correctly, you can win a million pounds.
- d) Did you see Tom Cruise on TV last night? He gave an interview on ..... .

7. Choose the right answer and complete the sentences.

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

# Unit 4

## TV IN OUR LIFE



### Writing

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

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

9. **CREATIVE WORK** Write a TV Guide using information given in the chart.

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

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



a.m. - ante meridiem (Latin)	p.m. - post meridiem (Latin)
from 12 o'clock at night till 12 o'clock in the afternoon	from 12 o'clock in the afternoon till 12 o'clock at night

### Let us review

1. What programme is your favourite one?
2. What types of TV programmes do you know?
3. When do you usually watch TV?

## LESSON 3. A FRIEND OR AN ENEMY?

*You are going to:*

- learn rules of watching TV
- improve speaking skills
- share your ideas in pairs



### Speaking

1. Why is it good/bad to watch all TV programmes?
2. Do you ever get tired of watching TV? Why?

1. Read Charles's and Betty's stories and give your opinions.



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

**Charles, 11 years old**



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

**Betty, 12 years old**

## Vocabulary

### KEY WORDS

*to improve*

*to create*

*to be busy*

*screen*

*voyage*

### NEW EXPRESSION

*My favorite programme is ...*

## Reading

2. Read the text to find out “What is W. Disney famous for?”

## Walt Disney's World



I think you know the name of Walt Disney. He created a lot of cartoons and many films. His name is very famous not only in America, but also all over the world.

Walt Disney was born in Chicago on December 5th, 1901. When he grew up, he began to draw pictures and create cartoons.

One day he had an idea to make a mouse the main character of the cartoons. He called him Mickey. Mickey became very popular. Then came other characters: Donald Duck, Pluto and many more. Disney's main characters are always clever.

He created a special animal world full of optimism and success. His stories always end happily.

One day Disney had an idea to create a special place – a land for children and their parents to have fun together. So he built Disneyland in California. It is a place for children of all ages. Millions of people come there every year to meet all the Disney characters.

At Disneyland children can have a voyage on a boat, take a trip to the mountains, travel to the stars or just sit in the sun and eat ice-cream.



## Speaking

3. Talk about your favourite W. Disney's cartoon/movie.

1. What is the name of cartoon/movie?
2. What is it about?
3. What is the name/names of the main character/characters?
4. Why do you like this cartoon/movie?



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

### Nature on TV



1. I prefer watching different animals on TV.

### Nature in life



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



### Writing

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

5. **Project work.** Describe your busy and lazy time after school.

#### It is good to watch TV much

1. *We get much information.*
- 2.
- 3.
- 4.
- 5.
- 6.

#### It is not good to watch TV much

1. *We get tired and lazy.*
- 2.
- 3.
- 4.
- 5.
- 6.

### Let us review

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

## LESSON 4. NEW YEAR CELEBRATIONS ON TV

*You are going to:*

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



## Speaking

What New Year celebrations on TV do you know?

1. Read and give the meaning of the words/expressions in bold.



Each year, millions of people from many countries watch the New Year's Eve Ball in Times Square, New York. Thousands of **people gather around** the Tower and wait for hours for the



famous **Ball-lowering ceremony**. At 11:59 p.m. the Ball begins its lowering as millions of voices unite to **countdown** the final seconds of the old year and celebrate the beginning of a new year full of hopes and dreams.

The Ball is a **sphere**, 12 feet\* in **diameter**, and **weighs** nearly 12 pounds\*. **It's illuminated** by 32,256 lights.

The lowering of the Ball becomes the world's symbolic welcome to the New Year.

## Vocabulary

## KEY WORDS

*to punish*    *thief*    *to leave*    *to rob*    *to get back*    *wise*  
*to arrest*    *resolution*    *positive*    *to realise*    *to decide*    *to happen*

\* Foot – 30.48 cm.

\* Pound – 454 gm.

## Reading

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

## HOME ALONE

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



3. Answer the questions and discuss.

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

4. Put questions to the answers.

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

## Pronunciation

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

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

6. Read and discuss: New Year in Great Britain.



7. What New Year resolutions do you have?

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

## New Year's RESOLUTIONS

*Study more at school!*

*Have healthy food!*

*Be kind to my sister!*

*Read more books!*

8. Match the halves.

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



9. Read and interview your partner.  
How do the British people celebrate the New Year?

The New Year Eve is a day to celebrate the end of old year and the beginning of a new year. To celebrate the New Year's Eve many British young people go to night clubs, but older people prefer smaller house parties, usually with a family.

Television is very popular on the New Year Eve with millions of the British watching the celebrations.

There are wonderful fireworks in the night sky display on London's South Bank. Many British see the New Year as time for a fresh start and make the New Year's Resolutions.

There is a tradition of counting down to midnight and people hug and kiss each other and wish each other a "Happy New Year!".



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

I prefer ...

Channel:

Programme:

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



*Santa Claus show*

*Circus show*

*News*

*Movies*

*Concert*



*No, never.*

*Yes, often.*

*Yes, sometimes.*

*Rarely.*

*Certainly!*

## Unit 4

### TV IN OUR LIFE



#### Writing

12. Find a synonym and write.



13. Open these words and write.



14. Make a poster of your New Year resolutions.

<i>What resolutions are you going to plan for the New Year?</i>		
Resolutions	At school	At home

#### Let us review

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

### REMEMBER AND FOLLOW!

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

## Unit 5

# COUNTRIES AND PEOPLE



**LESSON 1.** THE WORLD AROUND US

**LESSON 2.** THERE IS A COUNTRY ...

**LESSON 3.** DIFFERENT COUNTRIES –  
DIFFERENT TRADITIONS

**LESSON 4.** THE BRITISH WAY OF LIFE

## LESSON 1. THE WORLD AROUND US

*You are going to:*

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



## Speaking

*What countries and nationalities are there around the world?*

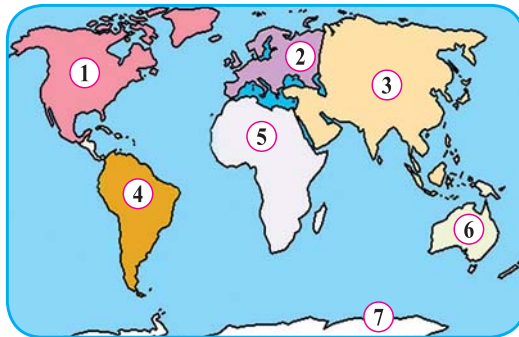


1. What is your country and nationality?
2. What languages do you usually speak?

## Reading

1. Read the passage and find continents on the map.

*Model: Number 1 is North America.*



The planet we live on is the Earth. There are seven continents on our planet. The continents are: Europe, Asia, Africa, Australia, Antarctica, North America and South America.

The continents are very large. There are usually many countries on each continent. People of different nationalities live in these countries. Each country has its national flag, anthem, traditions, customs and cuisine.

## Vocabulary

## KEY WORDS

*territory anthem eight-pointed star emblem area cuisine population*

## 2. Read and fill in the gaps.



## 3. Read and act the dialogue out filling in the gaps.

**Fred:** Wow! What a fantastic car!

**Nicole:** Is it Italian?

**Fred:** No, it isn't. That car is from ... . It's ...

**Nicole:** Look! Those are my neighbours. What are they doing here?  
They are Juan and Amparo. They're from ... . They are ...


**Fred:** Oh! And you? What nationality are you?


**Nicole:** I'm from ... .

**Fred:** So, you are ...

**Nicole:** Where are you from, Fred?

**Fred:** Guess!

**Nicole:** You're from the ... .

**Fred:** No, I'm not. I'm from ... . I am ...

**Nicole:** Well, well...another British tourist!

## Unit 5

### COUNTRIES AND PEOPLE

#### 4. Read and introduce yourself and your country in this way.

Let me introduce myself. My name is Alex. I'm Canadian. I'm from Canada.

Canada is a country in North America. There are two official languages in Canada: English and French.

My country is famous for its symbol of a maple leaf on the flag.

The most popular winter sport is ice hockey and another popular one is football.

Canada has wonderful nature full of volcanoes, hills, forests, lakes, etc.

I love my country and I'm proud of it!



#### 5. Read the poem and discuss «We love our homeland».



*Samad Vurgun*  
1906-1956



### AZERBAIJAN

*Samad Vurgun*

Men know that you are mine by birth:  
My nest, my refuge and my hearth,  
Sever soul and body? Death but can,  
O Azerbaijan, my Azerbaijan!

As mother to me, as child to you-  
Such is the bond we ever knew:  
I'd come back wherever I flew,  
For you are my people, you - my nest,  
My native birthplace ever blest.

*Translated by Gladys Evans*

### KEY WORDS

sever [sevə] – divide by cutting  
hearth [hɑ:θ] – home  
bond [bɒnd] – connection  
blest [blest] – sacred, holy  
refuge [refju:dʒ] – shelter

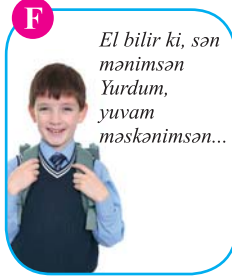


Writing

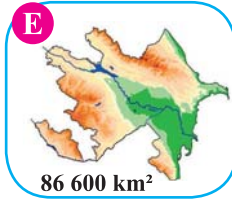
6. Complete the sentences using the pictures.



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



*El bilir ki, sən  
mənimsən  
Yurdum,  
yuvam  
məkənimdən...*



86 600 km<sup>2</sup>

- 10 000 000 - ten million
- 86 600 km<sup>2</sup> - eighty six thousand and six hundred square kilometers.

7. Write about yourself.

Imagine that you`re at an international conference.  
Say: your name, nationality, country and language you speak.

**Model:** *My name is Lee. I`m from China. I`m Chinese. My language is Chinese.*

Let us review

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

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

*You are going to:*

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



## Speaking

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

1. Express ideas on the topic.

*«Every man has two countries: his own and the world.»*

## Vocabulary

## KEY WORDS

*kimono*

*desert*

*complex*

*team*

*band*

*through*

*island*

## NEW EXPRESSIONS

*What an interesting country!*

*Travelling is cool!*

## Reading

2. Read and answer the question «What are these countries famous for?»

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



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

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



## Italy

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



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



## Brazil

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



## Japan

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



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

# Unit 5

## COUNTRIES AND PEOPLE

### Speaking

#### 3. Think and discuss.

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

#### 4. Match the halves.

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

*a) a group of islands in Asia. It is ... (Japan).*

2. People ride camels ...

**b) fish and rice.**

3. Most tourists ...

**c) Pyramid of Giza Complex and the Great Sphinx.**

4. This country is popular for its ...

**d) make trips to this country and love its pizza.**

5. There is an ancient ...

**e) Luciano Pavarotti, an opera singer.**

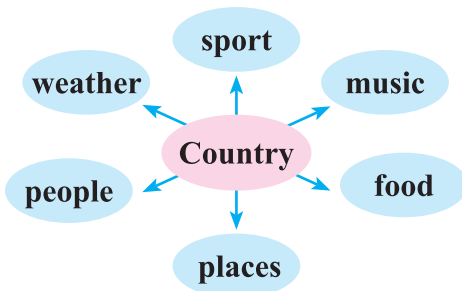
6. They love to listen to ...

**f) through deserts.**

7. These people's favourite food is ...

**g) tasty coffee and football.**

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



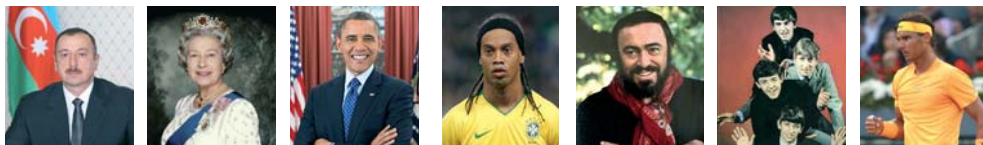
#### 6. Look and answer the question «Where are these souvenirs from?»





## Writing

7. Fill in the gaps.



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

8. Write the letters in the correct order.

1. ahnic
4. nadaac

2. psina
5. myanreg

3. zlrab
6. tygep

9. Write all the greetings of the nationalities according to the poem.

**Model:** «Guten Tag!» It's a greeting in German.

*Merhaba!*

*Salut!*

*Ciao!*

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



*Привет!*

*Salam!*

*Guten Tag!*

## Let us review

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

## Unit 5

### COUNTRIES AND PEOPLE

#### LESSON 3. DIFFERENT COUNTRIES – DIFFERENT TRADITIONS

*You are going to:*

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



#### Speaking

What do you learn from traditions?

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

#### Reading

1. Read the dialogue between Bob and Mike and answer the questions.

**B:** Is it interesting to celebrate holidays in another country?

**M:** Certainly, it is! That's a good chance!

You meet many people, taste new food and have fun.

**B:** What about festivals and contests?

**M:** It is a good question. You learn about music, sport and food of the country.

**B:** I think so! We learn a lot about the country's life.

**M:** You are right! We learn different values from different traditions.

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

2. Choose *True* or *False*.

1. It isn't interesting to celebrate holidays in other countries.
2. You learn more about the country's life.
3. We meet new people, taste new food, learn about music.

## Vocabulary

#### KEY WORDS

*value*

*ability*

*bravery*

*patriotism*

*performance*

*elderly*

*to defend*

*blind*

*to cross*

*hospitality*

#### NEW EXPRESSION

*That's a good chance!*

## GRAMMAR SECRET

- ism	- ship	- ness	- ity	- ry
heroism patriotism	friendship leadership	happiness kindness	hospitality ability	bravery discovery

## 3. Read the passage and answer the question.

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



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

Why is it important to follow traditions?

## 4. Make up questions and answer them.

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

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

*kindness, patriotism, happiness, bravery.*



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

## 6. Read and explain the meanings of the words in bold.

**Carnival**

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

**Chinese Lantern\* Festival**

During this **spring festival**, people visit each other. They give different gifts on this day. People have fun on this festival. Children go out into streets with **paper lanterns** and guess riddles on the lanterns. Lanterns are often in the shape of animals. People watch lions or dragons dancing. A typical food is **tangyuan\***. They make it from rice balls with **sweet fillings**.

**British Maypole Dancing**

Some English villages still have a maypole dancing on the first Sunday of May. In old England May Day was a holiday. It was a day of celebration of summer's beginning. People decorated houses and streets with branches of trees and flowers. Maypole dancers performed a traditional circle dance around the **wooden pole** decorated with flowers and **ribbons**.

\***Tangyuan** [tang'yuan] – Chinese food

\* **lantern** ['læntən] – a decorative casing for a light

\* **riddle** – syn. puzzle

## 7. Say True or False...

1. Rio De Janeiro is a place of Carnival holidays.
2. Chinese people have fun in Lantern festival.
3. People decorated houses and streets with flowers.
4. Carnival means to eat a lot of meat.
5. Maypole is tall iron pole decorated with flowers.
6. Brazilian people make tangyuan.



## Writing

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

**Model: Flash Mob!**

Join us and have fun!

We invite all!

Begins: at 7 p.m.

Address: Baku, National Park

## 9. Find opposites.

happy

unknown

bitter

far

sad

different

international

near

same

national

popular

sweet

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

**Model: We have a lot of ...**

On music festival ...

Young people like ...

They have ...

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

## Let us review

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

## LESSON 4. THE BRITISH WAY OF LIFE

*You are going to:*

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



## Speaking

Why is it important to follow traditions?

## Reading

1. Read and name the differences between the British and your country's ways of life.

If we compare the British way of life with life in other countries, we can see that they differ.

In Britain traditions play a more important role in the life of people than in other countries.

In England, if you don't repeat the phrase "It's a nice day today, isn't it?" many times a day people are surprised and think that you are dull.

In some countries people like cats or don't like them, but in England cats are very special animals. Everyone loves them and takes care of them.

People often try to show off their knowledge and often quote Latin writers. But in England people don't like doing it.

People around the world have good food. In England people have good table manners.

## Vocabulary

## KEY WORDS

*to be polite  
manner*

*to stare  
public*

*to behave  
to be proud of*

*to shake  
strong*

*to quote*

## NEW EXPRESSIONS

*With great pleasure!*

*I am so sorry!*

*Don't worry!*



2. Read and fill in *should* or *shouldn't*.

## Table Manners

1. You ... sit up straight.
2. You ... put your elbows on the table.
3. You ... eat with your fingers.
4. You ... lick your fingers.
5. You ... talk with mouth full.
6. You ... put your dirty knife, spoon and fork on your table.
7. You ... say "Thank you" after the meal.

3. What about the Azerbaijani table manners?  
Say a few words about them.

## 4. Read and say what is polite or impolite to do.

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

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

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

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

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

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

**Smile.** A smiling face is a welcoming face.

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

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

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

## 5. How do British people behave in public?



6. Read and find out the difference or similarity between the British and our traditions.

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

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



### THE BRITISH TRADITIONS:

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

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



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

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



7. Answer the questions.

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

## 8. Choose the odd one out.

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

## 9. Read the riddles and guess.

## “What country is it?”

- A** What is shaped like a boot,  
What has the best spaghetti,  
What is famous for its capital,  
What starts with an I and ends with a y.
- B** I'm a country in Great Britain  
Where you might drink a nice cup of tea  
My capital is called London  
That's home of the Royal Family.
- C** This is an Asian country  
Whose capital is Tokyo  
They have a red and white flag  
And some wear a kimono.



## Writing

## 10. Write an interview with David Beckham using WH- questions.

Football as a game was born in England. There are over 40 000 football clubs in England. Football is English culture. There are a lot of famous English football players. One of them is David Beckham.



My name is David Beckham. I was born in England, May 2nd, 1975. I am a famous English football player. My wife's name is Victoria. She was a member of band Spice Girls. I have three sons and a daughter. I played in Manchester United and Real Madrid.

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

## Unit 5

### COUNTRIES AND PEOPLE

11. Make up your own dialogue using the expressions.

**A:** Can I have tea?

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

**A:** With milk, please!



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

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

**A:** With great pleasure!

**A:** Excuse my being late. May I come in?

**B:** Yes, you may. Better late than never, but better never late.

**A:** I'm very sorry.



12. Make a poster of your country's traditions and famous people.

### Let us review

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

### REMEMBER AND FOLLOW!

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

## Unit 6

# HOW TO BE KIND



**LESSON 1. AN IMPORTANT LESSON**

**LESSON 2. WHAT IS CHARITY?**

**LESSON 3. HEROES NEVER DIE!**

**LESSON 4. HELP HUNGRY CHILDREN!**

## LESSON 1. AN IMPORTANT LESSON

*You are going to:*

- learn to be helpful
- enrich the vocabulary
- use new expressions

## Speaking

*What do you do for people in need?*



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

1. Express ideas on the proverb.

*«Actions speak louder than words.»*

## Vocabulary

## KEY WORDS

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

## NEW EXPRESSIONS

*What do you think about (doing) ... ?*

*You are welcome!*

## Reading

2. Read the dialogue between Lala and Kamran and answer the questions.

**L:** Hi, Kamran! What do you think about playing a Lottery game?

**K:** Hi, Lala! It is a good idea!

**L:** You know, there is a Lottery Game on TV today! It is for donating sick people. Have you got a lottery?

**K:** No, I haven't. But I would like to take part in it.

**L:** Let's go to the post-office and buy it!

**K:** Sorry, I don't have enough money.

**L:** Don't worry! I can lend you some.

**K:** Thank you so much!

**L:** You're welcome!



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

3. Choose *True* or *False*.

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

4. Read the scrambled paragraphs and put them in order.

AN IMPORTANT LESSON

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



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

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



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

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

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

1.	2.	3.	4.	5.	6.
D					

*Model: The first paragraph is D.*

## Unit 6

### HOW TO BE KIND

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

1. Mrs Hanley was Jill`s granny.
2. But one day Jill didn`t see her in her garden.
3. Jill always had time to find out what happened to her.
4. Jill`s mother found Mrs Hanley in bed seriously ill.



#### Writing

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

1. ... ? Old Mrs Hanley was Jill`s neighbour.
2. ... ? Yes, she did. She lived alone after her husband died.
3. ... ? Because Mrs Hanley was seriously ill.
4. ... ? Jill never had time to find her. There was always something to do.
5. ... ? Jill`s mother worried and found her in bed seriously ill.
6. ... ? Yes, they did. Jill`s parents looked after her and she got better.



#### 7. Match and complete.

- |                           |                                   |
|---------------------------|-----------------------------------|
| 1. Our mums and dads ...  | a) takes sick people to hospital. |
| 2. Teachers help us ...   | b) to put out the fire.           |
| 3. Doctors help us ...    | c) us to follow rules.            |
| 4. An ambulance man ...   | d) help us to grow.               |
| 5. Policemen help ...     | e) to study better.               |
| 6. A fireman helps us ... | f) when we are sick.              |

#### 8. Describe the picture.

How is the boy helping a blind man?  
I see ...  
The boy ...  
The man is ...  
There is ...



#### Let us review

1. What is interesting in this lesson?
2. How are you helpful to people?
3. What kind of people need help?



## LESSON 2. WHAT IS CHARITY?

### You are going to:

- learn about charity and kind people
- improve reading and writing skills
- use Compound Nouns

### Speaking

What charitable activities do you know?

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



### Do you know that...

... the 5th of September is the **International Day of Charity**. The aim of this day is to support charitable actions all over the world:

**volunteering** – spending your free time to help others;

**donating** – sharing your things with others;

**fundraising** – collecting money to help people in need.

1. Express ideas on the topic.

*«Better to give than to take.»*

2. Read and make up WH questions according to the passage.

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

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



## Vocabulary

### KEY WORDS

shoemaker

stonemason

wealth

charity

to die

noble

disabled

to be lucky

generous

oil

mill

pipeline

factory

# Unit 6

## HOW TO BE KIND

3. Express your own opinion. How do you help children in need?

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

4. Say antonyms of these words.

kind

selfish

impolite

hardworking

clever

brave

### GRAMMAR SECRET

#### Compound Nouns

Stone + mason	Stonemason
Shoe + maker	Shoemaker
Oil + field	Oilfield
Pipe + line	Pipeline
Fire + man	Fireman

5. Find the meanings of these pictures.

a) an oilfield    b) a shoemaker    c) gush    d) wealth



This person makes boots.  
He is ... .



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



It produces much oil.  
It is ... .



This is a sudden running.  
It is ... .

## Reading

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

## THE NOBLE MAN



*Haji Zeynalabdin Taghiyev*  
1838–1924

Haji Zeynalabdin Taghiyev was born in 1838 in Baku. His father was a shoemaker and Zeynalabdin began to work since childhood to help his family. He was a hardworking boy. At the age of 15, he worked as a stonemason and at the age of 18 – a builder. In 1873 H.Z.Taghiyev bought a piece of land and was lucky when the oil started to gush. The son of a poor shoemaker became a millionaire. He was a very generous person, did many useful and noble things. He built the road between the city and his oilfield in Bibi-Heybat, a water pipeline from Quba to Baku, a textile factory, a mill, etc., and also spent much money on education and art. In 1883 Taghiyev built the first Drama Theatre in Baku, a school for Muslim girls, sent

talented young people to study in Russia and European universities. Today people remember H.Z.Taghiyev not only for his great wealth, but how he spent it. Taghiyev died on September 1, 1924.



*Muslim School for girls*



*Drama Theatre*



*Old Bibi-Heybat road*

## REMEMBER

Years: 1825 - eighteen twenty five

1900 - nineteen hundred

7. Match the halves.

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

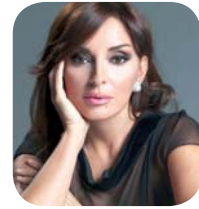
8. Read the dates: 1838, 1873, 1883, 1924

## Unit 6

### HOW TO BE KIND

#### Do you know that...

...the first vice-president and the first Lady of Azerbaijan Mehriban Aliyeva created H.Aliyev Foundation for charity. Her charitable activities are:



*building new schools*



*visiting disabled children*



*helping sick children*



*meeting with wounded soldiers*

#### 9. Complete and discuss.

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



#### Writing

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

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

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

#### 11. Choose and write compound nouns.

friendship  
basketball  
examination  
bathroom  
amusement  
knowledge  
solidarity

fireplace  
adventure  
difficulty  
balcony  
schoolboy  
dictionary  
bookcase

sportsman  
charity  
seaman  
permission  
discovery  
timetable  
documentary

#### Let us review

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

## LESSON 3. HEROES NEVER DIE!

*You are going to:*

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



### Speaking

*What do you think about heroism?*

1. Look at the pictures and discuss. How did they become heroes?



*Babek*



*Jeanne d'Arc*



*King Arthur*



*Shakh Ismayil  
Khatai*

2. Answer the questions.

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

3. Express ideas on the English proverb.

«*A Hero is a man who does what he can*» (Romain Rolland)

## Vocabulary

### KEY WORDS

<i>advisor</i>	<i>servant</i>	<i>punishment</i>	<i>to obey</i>	<i>to chain</i>
<i>to suffer</i>	<i>to overcome</i>	<i>to forget</i>	<i>to promise</i>	<i>heroism</i>

### NEW EXPRESSIONS

*Heroes never die!*                      *We shall overcome!*

# Unit 6

## HOW TO BE KIND

### GRAMMAR SECRET

#### Future Simple Tense

Affirmative form	Interrogative form	Negative form
I <b>will</b> go You <b>will</b> go He } <b>will</b> go She } It }	We <b>will</b> go You <b>will</b> go They <b>will</b> go <b>Will</b> we come next week? <b>Will</b> they write the test tomorrow? <b>Shall</b> we go to the cinema? (suggestion) <b>Shall</b> I get you a cup of tea? (offer)	No, we <b>will not /won't</b> . No, they <b>will not /won't</b> .

Future Simple Tense is used for action which will happen in the future (will+V) (tomorrow, the day after tomorrow, next day/week/month/year, in two days/weeks) **Will** is used for all persons singular and plural. **Shall** can be used with **I** or **We** in questions, suggestions and offers.

#### Pronunciation

4. Pronounce the characters' names in the story with correct stress.

Zeus [zju:s]

Prometheus [prə'mi:θiəs]

Hermes ['hɜ:mi:z]

#### Reading

5. Read the text and match the headings to the paragraphs.



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



**B.** One day Zeus sent Hermes\* to follow Prometheus and watch what he did. When he returned, he said, «Oh, king of the Gods, he promised to bring people a wonderful gift.» «What is it?» asked Zeus.

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

**C.** But Prometheus didn't obey and gave fire to people. So people could warm themselves and were very happy. Zeus was angry and gave a cruel punishment to him. He ordered to chain Prometheus to a rock. His sufferings were great. «Oh, sky and winds! What wrong did I do? I gave people the gift of fire. It will serve them forever. I knew about the punishment and I shall stand it.»

1. His heroism

2. Their problem

3. Zeus and Prometheus's friendship

\*Hermes - an Olympian god in Greek religion and mythology, the son of Zeus

6. Choose and match.

- A. ... followed his wise advice.
- B. ... always left early for the Earth.
- C. ... promised to bring fire to the people on the Earth.
- D. ... sent his messenger to follow him.
- E. ... didn't obey and gave fire to people.
- F. ... got angry and chained him to a rock.

*Zeus*

- 1. ...
- 2. ...
- 3. ...



*Prometheus*

- 1. ...
- 2. ...
- 3. ...



7. Read and find the meaning of the expressions in bold.



**HEROES TODAY**

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

8. Complete with your own opinions.

*Birthplace:* He is from ... .

*Character:* He was ... .

*His heroism:* He fought against ...

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

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

**Remember**

- ment	-ing	-er (or)
to punish – <i>punishment</i> to develop – <i>development</i>	to feel – <i>feeling</i> to suffer – <i>suffering</i> to build – <i>building</i>	to build – <i>builder</i> to advise – <i>advisor</i>

## Unit 6

### HOW TO BE KIND

9. Sing a song. Answer the questions.

#### WE SHALL OVERCOME!

Charles Albert Tindley.

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



1. What does «We shall overcome» mean?
2. Why did the poet of this song use the **Future Simple** tense form?



#### Writing

10. Complete the sentences using the Future Simple Tense.

1. We ... a big Victory Museum about our soldiers' bravery soon.
2. Countries ... wars and all people ... in peace.
3. We ... an essay about Mubarak Ibrahimov's heroism tomorrow.
4. The students ... a lot of trees for creating Peace Garden.
5. We ... never ... our national heroes.

*to write  
to plant  
to forget  
to open  
to stop  
to live*

11. **Project work.** Write your own peace poem according to the example.



**P**eople will unite around the world  
**E**nd all the wars and conflicts  
**A**ll citizens will help each other  
**C**ountries will shake hands  
**E**veryone will live in peace!

#### Let us review

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



## LESSON 4. HELP HUNGRY CHILDREN!

**You are going to:**

- describe hungry children`s life
- define your own ways in helping them
- improve the new vocabulary in speech

**Speaking****How do you help hungry people?**

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

1. Express ideas on the proverb.

«*Better to do well than to say well.*»

2. Read the dialogue and put questions to the words in bold.

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

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

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

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

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

**Kate:** Let`s search the internet about this project!

**Vocabulary****KEY WORDS**

<i>hunger</i>	<i>to be hungry</i>	<i>displaced</i>	<i>earthquake</i>	<i>flood</i>
<i>shelter</i>	<i>to add</i>	<i>to be curious</i>	<i>ingredient</i>	

**NEW EXPRESSIONS**

*That was terrible!*

*That sounds great!*

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



### Reading

4. Read the poem and say what charity is.

### Charity

The more you give  
The more you get,  
The more you laugh,  
The less you fret,

The more you love,  
The more you'll find  
That life is good,  
And friends are kind.

*(Helen Steiner Rice)*

5. Read the words in bold with appropriate stress.

### PEOPLE IN NEED

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

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



6. Match the halves. How can we help people in need?



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

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

7. Read the text and divide it into three paragraphs: introduction, main part, conclusion. Then answer the questions below.

### STONE SOUP



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



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

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

8. Choose *True* or *False*.

1. The travellers were hungry and came to the village.
2. The villagers shared their food with travellers.
3. The travellers didn't want any food.
4. They put a stone into the pot and poured water.
5. The villagers were curious what they wanted to do.
6. The travellers made soup only with a stone.
7. The villagers gave them some vegetables.
8. The travellers eat soup themselves.

### Pronunciation

### TONGUE TWISTER

*A good cook could  
cook as many cookies  
as a good cook who  
could cook cookies.*



## Unit 6

### HOW TO BE KIND

#### Writing

#### 9. Complete Narmin's letter to her friend.

Dear Sarah,

Tomorrow we are going to present the project for donating children in Syria. We are going to collect ..., ..., ..., ... . You need to buy some products: ..., ..., ..., and drinks: ..., ..., ... . My friend Ali will bring toys, ... , ... , ... . Then other students will donate with some cookies, ... , ... , ... .

I hope you will support our idea.

Best wishes,  
Narmin



#### 10. Write your own ideas.

Do you think that charities should only help people and not animals or environment?

Disabled people People in need	Dogs and cats	Environment

#### 11. Make a poster: *Our help to people in need.*

#### Let us review

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

### REMEMBER AND FOLLOW!

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

## Unit 7

# HEALTH IS WEALTH



**LESSON 1.** THE FOOD YOU EAT

**LESSON 2.** FOOD PYRAMID

**LESSON 3.** EAT WELL – STAY HEALTHY

**LESSON 4.** CAN YOU COOK?

LESSON 1. THE FOOD YOU EAT

You are going to:

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

Speaking

What do you know about healthy food?



- Express ideas on the topic.  
*«Eat lightly, breathe deeply, live happily.»*

- Read the dialogue and put in order.

- Yes, orange juice, please.
- That's 8.50 AZN.
- I'd like some fish and chips, please.
- How much do all cost?
- Hello. What would you like to eat?
- Here you are.
- Can I pour you some juice?
- Thank you.



1	2	3	4	5	6	7	8
e							

- Answer the questions.

- Where does this dialogue take place?
- What does the man order?
- How does the waiter serve?
- How much does the meal cost?

Vocabulary

KEY WORDS

to cost      tangerine      grain      toast      cereal      packet  
can      slice      loaf      bar      carton      to breathe

NEW EXPRESSIONS

*What would you like to eat?*      *Here you are.*

**Do you know that...****... food is for good luck!**

Some Chinese people eat tangerines.

Tangerines are round.

Round food ends and begins again like years.



4. Look at the pictures, match and discuss: Food means...



- a. health
- b. tradition
- c. beauty
- d. culture

**Model:** Food means culture. You should follow the table manners. Picture 3.

**Reading**

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

**MEALS IN BRITAIN**

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

6. Find out what they eat between ...

7 a.m. and 9 a.m.

12 a.m. and 2 p.m.

6 p.m. and 8 p.m.

### GRAMMAR SECRET

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

### 7. Complete and discuss.



1. English people have ... for ... .
2. They like to have ... for ... .
3. They usually have ... for ... .
4. They enjoy having ... for ... .



### Writing

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

1. A loaf of b \_\_\_\_\_ .
2. A can of j \_\_\_\_\_ .
3. A slice of m \_\_\_\_\_ .
4. A cup of c \_\_\_\_\_ .
5. A packet of t \_\_\_\_\_ .
6. A box of s \_\_\_\_\_ .
7. A carton of m \_\_\_\_\_ .
8. A bar of c \_\_\_\_\_ .



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

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

### Let us review

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



## LESSON 2. FOOD PYRAMID

**You are going to:**

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

**Speaking**

What do you know about a Food Pyramid?

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



1. Read the dialogue between Sam and Lucy and answer the questions.

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

L: It is a Food Pyramid chart.

S: Could you please tell me about it?

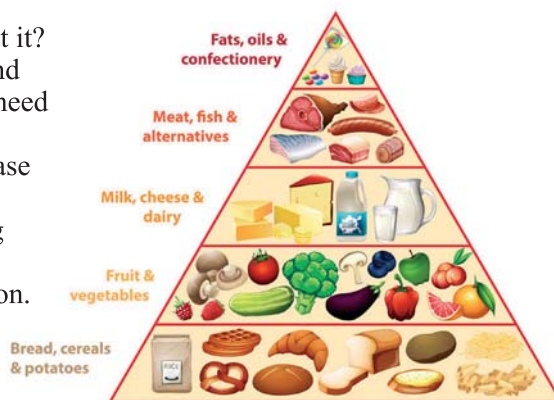
L: It contains five food groups and shows how much of each we need to have for a healthy diet.

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

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

S: Thank you for good information.

L: You are welcome!



1. What is a Food Pyramid for?
2. What should we eat more?
3. What should we eat less?

**Vocabulary****KEY WORDS**

*actually*    *nutrition*    *bone*    *blood pressure*    *disease*    *cancer*  
*poultry*    *to contain*    *to increase*    *illness*    *immune*

**NEW EXPRESSION**

*Thanks for good information.*

### Reading

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

*Model: What fruit increases Vitamin C?*

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

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

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

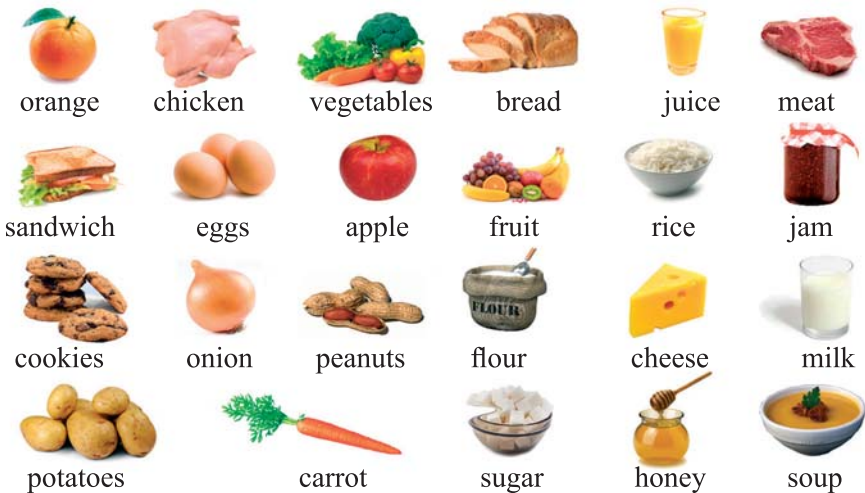
**Vitamin D** is good for blood pressure, cancer and other diseases. It keeps your bones strong. You can find it in eggs, fish, egg-plants, milk, yogurt and broccoli.

**Vitamin E** may keep you away from heart disease. It limits fat. It is in cucumbers, egg-plants, garlic, corn and apples.



3. Look at the pictures and say what vitamins are in these types of food.

*Model: An orange has vitamin C. It develops our immune system.*



4. Choose the correct line of plural nouns.

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

## Speaking

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



*should/ shouldn't have ...*

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



6. Use countable and uncountable nouns.

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

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



## Writing

7. Fill in *much* or *many*.

- How ... sandwiches would you like?
- How ... jam do you need?
- How ... tea do you drink for dinner?
- How ... eggs are there in the box?
- How ... yogurt have you got?
- How ... rolls would you like?



8. Fill in *and* or *not*.

- Eat noodles, rice ... some vegetables.
- Eat some meat, ... hamburgers.
- Have some milk ... yogurt for breakfast.
- Drink juice, water, milk, ... coke.
- Eat some fruit, ... sweets or ice-cream.

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

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

## Let us review

- What is the best way of keeping a diet?
- What bad eating habits do you know?
- How do you keep your body healthy?

## LESSON 3. EAT WELL – STAY HEALTHY

**You are going to:**

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

**Speaking**

How should we keep our health?

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



## 1. Match and describe food ...

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



A



B



C



D

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

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

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

A lot of ...

A little ...

A few ...

**Vocabulary****KEY WORDS***to try**frozen**bitter**portion**salty**spicy**sour**crisps**to reduce**rye***NEW EXPRESSIONS***What a tasty cake it is!**It is delicious!*

**Do you know that...**

... **Kensington Diet** is the English people's diet programme. It is not only used in Britain, but in many other countries as well. According to Kensington Diet you should follow:

**Don't mix fruit:** apples, apricots, bananas, cherries, citrus fruit.

**Don't mix fruit:** grapes, kiwis, mangoes, papayas.

**Don't mix** protein (meat, fish, chicken) with sugary food.

**Good mix:** fish, meat, poultry, cheese, eggs, milk, yogurt should mix with fruit and vegetable salad.

**Grains:** wheat, rye, rice, spaghetti, macaroni should mix with cheese, beans. Potatoes, corn, beans, nuts, should mix with butter, vegetable, fish and olive oil.

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

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

*(Fred, 10 years old)*

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



*(Andrew, 12 years old)*



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

*(Daniel, 11 years old)*

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



*(Nicolle, 11 years old)*

# Unit 7

## HEALTH IS WEALTH

### Speaking

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

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

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

Fred menu 1-  Andrew menu 2-  Daniel menu 3 -  Nicolle menu 4 -



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

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

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

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



### Writing

#### 6. Write the verbs in the right place.

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

*to change  
to reduce  
to drink  
to get  
to raise  
to eat*

#### 7. Design a healthy menu for breakfast, lunch, dinner.

### Let us review

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

## LESSON 4. CAN YOU COOK?

**You are going to:**

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

**Speaking**

What kitchen activities do you know?

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



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

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



2. Fill in the gaps participating in the dialogue.

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

**A:** Can you help me to make ... ?

**B:** Yes, I can. What can I do first?

**A:** You can wash ... and dry them a little !

**B:** Is there any ... ?

**A:** Yes, there is. But you can take ... . It is easy to cut with it.

**B:** What kind of salad will it be?

**A:** It will be vegetable salad. You will cut some ... , potatoes, ... , cabbage, some ... and add a little salt.

**B:** You can add a little olive oil, too.

**A:** That will be great!

**Vocabulary****KEY WORDS**

*to pour*  
*orphan*

*to boil*

*dish*

*to taste*

*to mix*

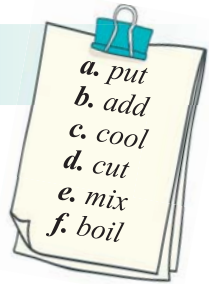
*grater*

**NEW EXPRESSION**

*That will be great!*

3. Read the instructions for making egg salad.  
Fill in the gaps with the verbs from the box.

First, (1)... 4 eggs and (2)... them. Then, (3)... one onion and 8 tomatoes. (4) ... the eggs, onions and tomatoes in a bowl. Finally, (5) ... some mayonnaise and salt to your taste and (6) ... everything carefully.



4. Choose and say.

You are going to buy something to eat. What will you choose? Why?

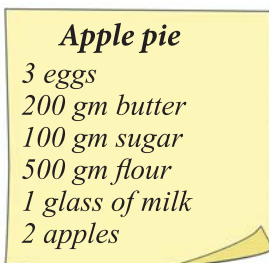


5. Match and say.

- |                  |                                 |
|------------------|---------------------------------|
| 1. Chocolate ... | a) is made from fruit.          |
| 2. Crisps ...    | b) is made from milk and sugar. |
| 3. Juice ...     | c) are made from potatoes.      |
| 4. Ice-cream ... | d) is made from cocoa beans.    |

6. Say the recipe using *few* or *little*.  
Why can't Jane make a pie?

**Model:** Jane can't make a pie because she has little sugar.





## Pronunciation



## TONGUE TWISTER

Betty bought butter  
but the butter was bitter, so  
Betty bought better butter to  
make the bitter butter better.

## Reading

## 7. Complete and say.

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

## 8. Read and fill in the gaps.



Leyla is a 6th grade student. She should ... Novruz party for ... children with her friends. They want to bake a big cake with a picture of Azerbaijan flag on it. Her mother will help them to ... this cake. Leyla makes ... cream for the flag. The other students will bring some ..., fruit, some butter and eggs. They will visit the children's house «Umid Yeri» to make them feel happy. They make a poster for them, too. It means: «*We have a big home: Azerbaijan!*»



## 9. Put questions to the missing words.

**Model:** *What did Leyla prepare on Novruz holiday?*

- Leyla prepared ... on Novruz holiday.
- They wanted to prepare a cake with ... .
- They wanted to visit ... .
- Leyla's friends used ... for this cake.
- The poster means ... .



## 10. What do you want to prepare for Novruz holiday?

Names of food	Ingredients	How to make
---------------	-------------	-------------

## Unit 7

## HEALTH IS WEALTH



### Writing

11. Write your answers to Lily's questions.

**Lily:** Hello! How are you?

**You:** ...

**Lily:** I'm fine. It's time for lunch.

**You:** ... ?

**Lily:** I have an apple, a sandwich and juice.  
What do you have?

**You:** ...

**Lily:** How many meals do you have every day?

**You:** ...

**Lily:** I usually have three meals a day, too.  
Oh, look! It's time to eat. Bye!

**You:** ...



12. Correct the mistakes.

1. How much oranges did you eat?
2. There is a lot of spoons and forks on the table.
3. I don't have some ice-cream in the fridge.
4. Both of my sons likes unhealthy food.
5. You shouldn't to cook too much soup.

13. **CREATIVE WORK** Make up a chart about your mealtime and choose your food for breakfast, lunch, dinner and supper.

### Let us review

1. How good are you at cooking?
2. What dish is difficult for you to cook? Why?
3. How do you make fruit salad?

### REMEMBER AND FOLLOW!

1. When you go on a diet, you should drink a lot of water.
2. You should follow the doctor's advice.
3. You shouldn't eat many sweets.
4. You shouldn't drink coffee before going to bed.
5. You should eat fish three times a week.
6. You should drink milk and eat cheese.
7. You should eat more fruit.

## Unit 8

# ECOLOGY AND MAN



**LESSON 1.** THE WEATHER FORECAST

**LESSON 2.** THE WEATHER IN ENGLAND

**LESSON 3.** ENVIRONMENT

**LESSON 4.** WHAT CAN WE DO?

LESSON 1. THE WEATHER FORECAST

You are going to:

- get new knowledge about the weather forecast
- explain the weather forecast on a thermometer
- prepare a story about your country`s weather

Speaking

How do we forecast the weather?

1. What is the weather forecast?
2. Why is the weather forecast important?



REMEMBER

It's 20 degrees above 0. It's hot.



It's 20 degrees below 0. It's cold.



1. Look at the pictures and describe what the weather is like.

Model: The forecast says the temperature will be ... below/above and it will be ...

- 1) +2      3) +32  
2) +10      4) -2



Reading

2. Read the dialogue and fill in the gaps using the words in the box.

A: Look! It is going to rain.

B: Yes, you are right! The sky is cloudy and it is dropping a little!

A: But I didn't take my ... !

B: Never mind! We'll stand under one umbrella!

A: Let's hurry! We'll ... !

B: But it is so nice ... in rainy weather!

A: I want to know where rain comes from?

B: From the ... , exactly!

A: But how does the rain ... into the sky?

B: Let's learn about it!



Vocabulary

KEY WORDS

temperature      thermometer      above      below      forecast  
drop      frosty      to expect      ecology      steam      thunder

NEW EXPRESSIONS

It is going to rain.

Never mind!

**GRAMMAR SECRET**

**HOMOPHONE**

Some words sound the same, mean different things and have different spelling.

**there/their      where/wear      weather/whether (if)      flour/flower**

3. Read the passage and answer the question.

It isn't easy to forecast the weather. We don't always know what weather to expect. There is daily weather forecast on TV and on the radio. All day and night weathermen collect information about weather. It helps them to understand what the weather will be like for the next days.

*Is the weather forecast important for people?*

4. Read the passages and choose the correct homophone - word.  
Answer the questions below.



Think about your bathroom. There is hot water in your bath. Steam goes up from the hot water. The steam makes small clouds in the bathroom. These warm clouds come to the cold walls and windows, and then we **see/sea** small drops of water on the walls and windows.

The water in the oceans is warm when the **son/sun** shines on it. Some water goes up into the sky and makes clouds. The wind carries the clouds. Then the clouds **meet/meat** cold air in the sky, and we see drops of water. The drops of water are rain.



The rain falls and runs into rivers. Rivers run into oceans. And the water from oceans makes clouds and more **rain/rein**. Water moves from oceans to clouds. Then it becomes rain and drops into rivers and oceans.

*Where do clouds come from?  
How does the water get into the sky?*

5. Choose the correct answer and discuss.

1. Rain ... (*always, sometimes, never*) comes from the blue sky.
2. Hot water makes ... (*rain, steam, wind*) in the bathroom.
3. Steam goes up from ... (*cold water, clouds, hot water*).
4. A cloud moves ... (*with the wind, from cold oceans, from the sun*).
5. Clouds meet cold air in the sky and we see ... (*rainbow, drops, thunder*).
6. We must ... (*walk outside, take an umbrella, put on a hat*) on rainy days.

# Unit 8

## ECOLOGY AND MAN

6. What temperature do the thermometers show?

- |                              |          |          |
|------------------------------|----------|----------|
| 1. "It's very hot today."    | a. 30 °C | b. 13°C  |
| 2. "It's very cold outside." | a. 15 °C | b. -15°C |
| 3. "It's a nice warm day."   | a. 20 °C | b. 35 °C |
| 4. "It's snowing."           | a. -5 °C | b. 5°C   |
| 5. "What a big snowstorm!"   | a. 10 °C | b. -10°C |



### Writing

7. Choose opposites and write.

- same   cloudy   frosty   changeable   above
- warm   sunny   below   hot   cool

8. Look at the map and write weather forecast information in Europe.



It is ... in Great Britain.

It is ... in Germany.

It is ... in France.

It is ... in Spain.

It is ... in Portugal.

It is ... in Italy.

It is ... in Sweden.

### Let us review

1. What kind of weather do you like?
2. Why is the weather forecast important for us?
3. What do you usually do on a rainy day?

## LESSON 2. THE WEATHER IN ENGLAND

**You are going to:**

- be familiar with the climate in England
- develop your reading skills
- discuss your country's weather on a map

**Speaking**

How do you talk about the weather in England?

1. What do you know about the climate of England?
2. What is the best season in England?



1. Speak about the weather in London on each day of the last week.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

1. What was the weather like in London?
  2. Name one day when it was chilly.
  3. How many days were rainy? Name them.
  4. What kind of weather does the city have most often?
2. Look at the pictures and match them to the sentences.

1. It is ..... Tom hears a sound of thunder and sees a lightning.
2. It's ... . Tom is walking in the park.
3. It's ... . Tom is playing on the beach.
4. It is ... . Tom's father can't drive a car.
5. It's ... . Tom and Helen can't go walking.
6. It's ... . Tom's parents go out and they have one umbrella.



### Vocabulary

**KEY WORDS**

climate      to freeze      pleasant      changeable      chilly  
 awful      shower      stormy      snowy      foggy

**NEW EXPRESSIONS**

*It's wet and foggy.*      *It's cool and windy.*      *It's hot and stuffy.*

## 3. Express ideas on the topic.

«*Sunny thoughts make the whole day brighter.*»

## Reading

## 4. Read and say the meanings of the words and expressions in bold.

The weather in England is very changeable. It changes so often that it is difficult **to forecast**. When people meet each other, the weather is a good **topic for conversation**.

British springs are cool because the winds blow from the Atlantic Ocean. In spring **sunshine and showers** follow each other.

The temperature grows, the sky becomes blue, and the sun grows warmer. Everything **is full of new life** again. The days grow longer and warmer, the ground, covered with green grass, looks pleasant. It's the best time to visit England.

Summer is the hottest season in England. The days are long, and the nights are short and warm. It's time for holidays, when people go to the seaside for **sunbathing and swimming**.

Autumn is a season of winds and beautiful sunsets. The leaves turn yellow and red and fall to the ground.

In winter it rains and sometimes it snows. It isn't so cold and there is not much snow in winter. The rivers in England never **freeze**, that's why children there go skating very seldom.



## 5. Put questions to the missing words.

1. The weather is ... in England. (How?)
2. ... is time for holidays in England. (When?)
3. Spring months are the best time to visit... . (What?)
4. The ... turns yellow in autumn. (What?)

## 6. Match the halves.

- |                                 |                                 |
|---------------------------------|---------------------------------|
| 1. The climate of England is    | a) in March and April.          |
| 2. Summer season                | b) for conversation is weather. |
| 3. In winter it rains           | c) as showers each day.         |
| 4. In England temperature rises | d) and sometimes it snows.      |
| 5. It often rains               | e) changeable and not the same. |
| 6. In England a good topic      | f) is known as sunbathing.      |



Pronunciation

TONGUE TWISTER

*Whether the weather is warm,  
whether the weather is hot,  
we have to put up with weather;  
whether we like it or not.*



Writing

7. Write compound nouns joining the words together.

sun weather rain fall  
snow man shine storm

8. Complete the letter using the correct tense form.

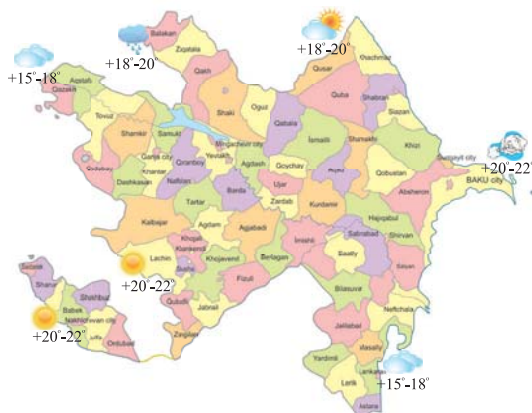
Dear William,

It ... (be) the sixth day here in London. The weather ... (be) awful. It ... (rain) and the wind ... (blow) now. It ... (be) cold and foggy, as typical English weather. I ... (not/see) much. I ... (be) at National Gallery on Friday. I also .... (visit) Madame Tussaud's Museum last Saturday, but I ... (not/see) Big Ben. We ... (go) there next Friday. Just now I ... (do) nothing. My family .... (watch ) TV and my brother ... (sleep).

Please write to me.

Love, Amy

9. Look at the weather map and write. What will the weather be like in regions the next week?



Let us review

1. What sunny countries in the world do you know?
2. What cold countries in the world do you know?
3. When do you prefer travelling?

## LESSON 3. ENVIRONMENT

*You are going to:*

- learn about the environment
- enrich vocabulary in speech
- solve some environmental problems

## Speaking

How to keep our environment clean?



## Reading

1. Read the dialogue between Kate and Tom and answer the questions.

**K:** Why do you throw our newspapers into the bin, Tom?

**T:** Why not, Kate?

**K:** We must recycle them, so we'll save trees.

**T:** That's true. But where can we leave them?

**K:** I don't know, but we are studying the environment at school.

**T:** Then you ask your teacher, I am sure she'll tell you where to leave them.

**K:** O.K. I'll ask her.



1. What will happen if they recycle newspapers?

2. Is Kate right not to leave them in the bin?

## REMEMBER

## Singular Nouns

*water, air, smoke, gas, fire, traffic, pollution, paper*

## Vocabulary

## KEY WORDS

*to waste*

*environment*

*wildlife*

*to reduce*

*to recycle*

*to reuse*

*to protect*

*litter*

*to disappear*

*to survive*

*alive*

**GRAMMAR SECRET**

**Modal Verb «Must» (must+V)**

Modal Verb «Must» is used to express: prohibition, obligation, necessity.

I must tidy my room. (obligation)

You mustn't eat in class. (prohibition)

It's raining. I must take my umbrella. (necessity)

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

Environment is everything that is around us. The air we breathe, the land on which we stand or walk, the water we drink are all parts of the environment. It is very important to keep our environment clean. Clean air and clean water are important for our health. All people should know **R3** to keep the environment clean.

**Reuse**  
to use (something) again  
in a different way

**Reduce**  
to become a smaller size

**Recycle**  
to make something new  
from the old one

**3. Match the words to the pictures. What should we recycle, reduce and reuse? a) litter b) cans c) metal d) paper e) plastic f) glass**



**4. Think and talk. What can we reduce/recycle/reuse?**

- a) newspapers
- b) plastic
- c) metal
- d) litter

- e) glass
- f) sending smoke
- g) cutting trees
- h) driving cars

- i) bottles
- j) cans
- k) cardboard

**5. Complete the following sentences with the words from the box.**

recycle paper, drive a car, cut trees, waste water, keep the city clean, throw litter, kill animals, keep water clean

*We must...*

*We mustn't...*

6. Read the paragraph “Mother Earth’s Letter” and use the verbs in the correct tense form.



I’m your Mother Earth and I would like to say some words to you, people.

First, I want to thank all people. You (to try) to take care of my health. But I must say that I’m still very angry. Many of you don’t respect me and (to throw) litters in the streets and parks in different ways: waste and litter (to be) everywhere. Some people (to kill) so many animals and (to cut) down so many trees.

Wildlife is now in danger. If you don’t stop all this, life (to be) in danger. So please don’t forget that I (to be) your only home and you must protect me!

7. Read the poem and discuss how we can help the Earth.

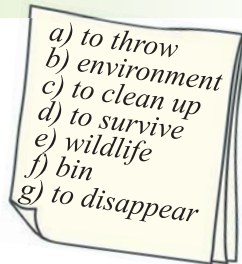
Don’t let the Earth down!  
Do not destroy the ground.  
Don’t let the Earth die.  
Help her to survive.



### Writing

8. Match the definitions to the words in the box.

1. The world around us -
2. To make a place fresh -
3. The animals and birds place -
4. It is a place to leave litters -
5. To stay alive from danger -
6. To take it away from a house -
7. Animals and birds leave their places -



9. Fill in *must* or *mustn't*.

1. You ... stop when the traffic lights are red.
2. You ... pick flowers from the flowerbeds.
3. You cross the road. You ... be attentive.
4. You ... play on the road.
5. You ... wear a uniform to school.
6. You ... drop litter.

### Let us review

1. Why do people recycle newspapers?
2. What can we do to protect forests?
3. What environmental projects do you know?

## LESSON 4. WHAT CAN WE DO?

**You are going to:**

- get new knowledge on pollution
- improve reading-speaking skills
- prepare a project: «Take care of the environment».

**Speaking**

1. What kinds of pollution do you know?
2. What can you do to save the Planet?



1. Look at the pictures and say what happens in nature.



**Reading**

2. Read the passage and choose countable and uncountable nouns.

### AIR POLLUTION

Nowadays there are some serious environmental problems. They are: air pollution, water pollution, destruction of nature. Animals, birds and all wildlife are in danger. Most people use cars today. So, there are a lot of traffic jams in cities and cars send much smoke into the air.

Some people cut trees and build new houses, factories to make money. Factories send a lot of smoke into air. The markets throw litters in the streets in plastic bags. But they must put paper, cans, bottles and glasses into special containers. All litters make carbon gas and pollute air. It makes people sick. Many villagers cut trees in the forests and make fireplaces for heating homes. That is why many animals can't find food and leave their homes. Now they are disappearing.

We should find solutions to all these problems.

## Vocabulary

**KEY WORDS**

*to pollute    pollution    safety    to destroy    destruction    to affect*  
*surface    container    traffic jam    to prevent    solution*

## 3. Make up the questions and answer them.

1. do/people/cut/why/trees?
2. the/people/pollute/how/air/do ?
3. leave/animals/their/why/do/homes?

## 4. Find the new words from the text.



a) p . . . . . n

1. It is something that makes water, air or land dirty.
2. All trees and flowers fall down.
3. This is a special bin for paper, cans and glass.
4. There are oceans, seas, forests on it.



b) d . . . . . n



c) s . . . . . e



d) c . . . . . r

## 5. Read the passage and say what we do for keeping water clean.

Water covers over 75% of the Earth's surface. It is very important for people and the environment. Only a small percentage of water is drinkable and fresh. The water in the sea and oceans is dangerous. Factories produce waste and pour it into rivers, lakes and seas. Water pollution affects drinking water, rivers, lakes and oceans all over the world. Polluted water kills sea animals. Fish die in polluted water. We must make filters to have clean water.

## Pronunciation

## 6. Practise the words with the sounds [k], [ʃ], [i:]. Choose the odd one out.

- [k] *chemical carbon plastic reduce traffic recycle*  
 [ʃ] *destruction pollution solution ocean nature special*  
 [i:] *litter clean sea street leave keep*

Reading

7. Choose the correct answers.

1. What is water pollution?
  2. How is water polluted?
  3. What can we do to clean water?
- a. We can prevent water pollution using filters.
  - b. Pollution of drinking water, rivers, lakes, and oceans.
  - c. Factories pour waste into rivers.

8. Fill in the gaps.

- A:** We had an ecology class yesterday. We discussed different ... problems.
- B:** No wonder. They are the most ... problems these days.
- A:** I think people understand they should ... the environment.
- B:** Do they really understand that? Because factories ... air, rivers, seas, oceans.
- A:** Let`s ... for the best.



9. Read the problems and find the solutions to them.

Problems	Solving ways
1. We are hunting animals.	1. We must keep animals in safety.
2. We are cutting down our forests.	2.
3. We are polluting our air and water.	3.

10. Think and complete. We *should/shouldn't* ...

- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| 1. ... waste water and electricity.  | 5. ... recycle paper.                |
| 2. ... recycle metal cans and glass. | 6. ... use cars.                     |
| 3. ... throw litter in the streets.  | 7. ... send smoke into the air.      |
| 4. ... keep the air clean            | 8. ... turn off the water and light. |

11. Fill in *save/reduce/recycle/reuse*.

1. ... water. Turn off the taps when you are not using them.
2. ... boxes and plastic bottles.
3. ... packaging. Don`t buy disposable\* bottles or boxes. Buy refills\*.
4. ... the amount of unnecessary things that we produce.

\*used only once

\*a container used to fill again



## Writing

12. Put the sentences in the correct order. Make up a paragraph.

- We can recycle plastic, glass, paper.
- We cut down trees, pollute air and water.
- Our planet Earth is in danger.
- Animals leave their places.
- We mustn't pollute air and kill animals.
- But what can we do to save the Earth?

**Model:** *The first sentences is C.*

a	b	c	d	e	f
		1			

13. Write answers to the questions.

- How was the environment 100 years ago?
- What things cause pollution nowadays?
- What kinds of energy are useful?
- Is it possible to live without plastic products?
- Why is recycling important?
- What can we do today to help the environment?

14. **Project work:** «Take care of the Environment».

*«Take care of the Environment».*

## Let us review

- How does air pollution affect people?
- What can you do to stop pollution?
- What must we do to keep water safe?

## REMEMBER AND FOLLOW!

- Turn off the light when you leave a room.
- Put paper, glass, metal into the right container.
- Use a glass instead of a plastic cup.
- Turn off the water when you brush your teeth.
- Recycle instead of throwing away.
- Use a filter in the kitchen for drinking water.
- Plant trees and flowers around your house and school.
- Use public transport.



## Unit 9

# SPACE AND TRAVELLING



**LESSON 1.** DO YOU KNOW PLANETS?

**LESSON 2.** SPACE FLIGHTS

**LESSON 3.** ARE YOU FOND OF TRAVELLING?

**LESSON 4.** HOW CAN YOU TRAVEL?

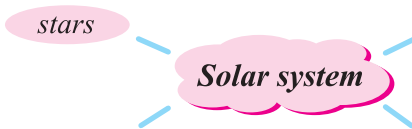
## LESSON 1. DO YOU KNOW PLANETS?

*You are going to:*

- learn about planets and the Solar System
- compare planets developing speaking skills
- discuss in pairs and groups

**Speaking**

What is there in the Solar System?



1. What is the Solar System?
2. How many planets are there in the Solar System?

**Pronunciation**

1. Pronounce the names of the planets correctly.

Mercury ['mɜ:kjʊrɪ]

Venus ['vi:nəs]

Earth [ɜ:θ]

Jupiter ['dʒu:pɪtə]

Uranus [jə'reɪnəs]

Saturn ['sætɜ:n]

Mars [mɑ:z]

Neptune ['neɪptju:n]

Pluto [plu:təʊ]

**Reading**

2. Read the names of planets with the correct stress.

**PLANETS**

Here are nine planets that we know.  
Round and round the Sun they go.  
Mercury, Venus, Earth, and Mars,  
These are the planets near our star.

Jupiter, Saturn, Uranus, too.  
Neptune, Pluto we can't see you.  
These are the nine planets that we know.  
Round and round the Sun they go.

**Vocabulary****KEY WORDS**

*Solar System*

*Mercury*

*Venus*

*Earth*

*Mars*

*Jupiter*

*Saturn*

*Uranus*

*Neptune*

*Pluto*

**Do you know that...****...the planets go around the Sun in Orbit**

Mercury - 88 days	Jupiter - 4 332 days
Venus - 224 days	Saturn - 10 760 days
Earth - 365 days	Uranus - 30 700 days
Mars - 687 days	Neptune - 60 200 days
Pluto - 90 600 days	

**3. Read the text and answer the questions below.****THE SOLAR SYSTEM FAMILY**

We call the planets and the Sun the Solar System. Our Solar System is made up of nine planets. They are: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto. All of the planets are around the Sun. The Sun isn't a planet. It is a star.

The first planet, next to the Sun, is Mercury. Venus is the second planet from the Sun and it twinkles as « a morning star ». The Earth is the third planet.

We live on the planet Earth. Its age is 4.5 billion years. It is between Venus and Mars. Jupiter is the biggest planet. Saturn, Neptune and Uranus are all bigger than the Earth, but Venus, Mars (the red planet), Mercury and Pluto are smaller planets than the Earth. On the Earth there is air and water for people, animals and plants.

Saturn is special for its beautiful rings. The other planets in our Solar System don't have air and water. But Neptune has strong winds. Pluto is one of the small planets. At night you can see a lot of stars in the sky. Stars are large balls in outer space that give light. It takes a long time for light to come from stars to the Earth.

1. What is the Solar System?
2. How many planets are there in the Solar System?
3. Are all the planets of the same sizes?
4. Is the Sun a planet?

**4. Think and match.**

- |                |   |
|----------------|---|
| 1. Mercury ... | a) ... has strong winds.                  |
| 2. Venus ...   | b) ... is a red planet.                   |
| 3. Earth ...   | c) ... is the smallest planet.            |
| 4. Jupiter ... | d) ... has a beautiful ring.              |
| 5. Uranus...   | e) ... is between Venus and Mars.         |
| 6. Saturn ...  | f) ... is next to the Sun.                |
| 7. Mars ...    | g) ... is bigger than the Earth.          |
| 8. Neptune ... | h) ... is the second planet from the Sun. |
| 9. Pluto ...   | i) ... is the biggest planet.             |

## 5. Put questions to the answers.

1. ... ? We call the planets and the Sun the Solar System.
2. ... ? There are nine planets in the Solar System.
3. ... ? No, it is not. The Sun is a star.
4. ... ? Saturn has got a ring.
5. ... ? It is 4.5 billion years old.



## Writing

## 6. Match the endings and write.

**A characteristic of the Earth:**

The Earth is ...

The Earth is smaller than ...

The Earth is bigger than ...

The Earth has ...

The Earth's age is ...

a) air, water, plants and animals

b) 4.5 billion years old

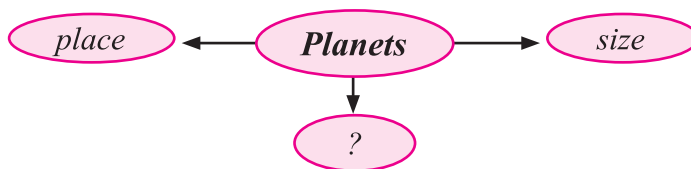
c) between Mars and Venus

d) Jupiter, Saturn, Neptune and Uranus

e) Pluto

## 7. Write descriptions of the planets on a model.

**Model:** *Mercury is the first planet next to the Sun. It's not a big one. It goes around the Sun in orbit for 88 days.*



## 8. Quiz.

1. What is the name for all the planets around the Sun, together?
2. How many planets are there in the Solar System?
3. What is the name of the third planet from the Sun?
4. How old is the Earth?
5. What planets in the Solar System are smaller than the Earth, and what are their names?
6. What planets in the Solar System are bigger than the Earth, and what are their names?

**Let us review**

1. What do you know about the planets?
2. Are all planets of the same size?
3. How can you describe the Earth?

## LESSON 2. SPACE FLIGHTS

**You are going to:**

- learn new words about Space Flights
- improve reading-speaking skills
- write about the future life

**Speaking**

1. What do you know about space flights?
2. What astronomic objects do you know?



1. Match the words to the pictures.

A Meteor      B Alien      C Planet      D Satellite      E Astronaut      F Star      G Rocket  
 Star      Alien      Planet  
 Astronaut      Rocket      Meteor      Satellite

2. Find out the answers.

1. It is a falling star in the space. You can see it as a light. It is ... .
2. It twinkles all nights in the sky. It is ... .
3. It is a thing from another world. It is ... .
4. This is a person who can travel into space. It is ... .
5. It is an astronomic object around the Sun in space. It is ... .
6. It is an object placed into orbit by people. It is ... .
7. It is a spaceship and has engine. It is ... .

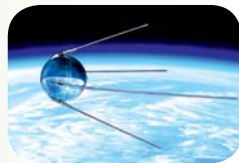
**Vocabulary****KEY WORDS***meteor**satellite**alien**rocket**engine**spaceship**to orbit**to connect*

## Reading

3. Read the passages and answer the questions below.

## SPACE FLIGHTS

People always looked up into the night sky and dreamed about space. In the second half of the 20th century their dreams became true. On October 4, 1957 the first satellite *Sputnik 1* went into space. Then there was the first flight of a man into space.



On April 12, 1961 the first man was sent into space on a rocket Vostok 1. It was the beginning of a new era in man's history – the era of man's flight to other worlds. Yuri Gagarin was the first pilot – cosmonaut. He stayed in space for 108 minutes.

On June 16, 1963 Valentina Tereshkova was the first woman cosmonaut in the world. She orbited the Earth 48 times under three days. She went on a Vostok-6 and spent three days above the Earth.



Buzz Aldrin and Neil Armstrong, American astronauts, were the first men to land and walk on the Moon. They went to space on July 20, 1969 in the rocket «Apollo».

1. What was the first thing sent into space?
2. Who was the first man sent into space?
3. How long did V. Tereshkova spend in space?
4. What country sent the first men to the moon?

4. Get an interview from the cosmonauts. Put questions to the given answers.

... ? 1961.

... ? Vostok 1.

... ? 108 minutes.

... ? 1969.

... ? No, there isn't.

... ? We walked on it.

... ? 1963.

... ? To be the first is not easy.

... ? 48 times under 3 days.

## Speaking

## 5. Read the passage and answer the question.

Satellites are an important part of our lives. For example, the information for weather forecasts is sent by satellites. They are also used to connect our phone calls, for computer connections and the internet. Many of our TV programmes come to us through them. Pilots sometimes use a satellite to help them to find their location.

*Azerspace 1* is Azerbaijan's first satellite in space. It was sent to orbit on February 7, 2013.

*What do people use satellites for?*



## 6. Choose and complete the sentences.



It is a ... .  
He can ... ,  
but he can't ... .  
(run, move)



It is a ... .  
It can ... ,  
but it can't ... .  
(land, start)



It is an ... .  
It can ... ,  
but it can't ... .  
(speak, walk)



It is a ... .  
It can ... ,  
but it can't ... .  
(twinkle, fly)

## 7. Read the passage and express your ideas on it.

Is there life on the other planets? So the scientists sent radio messages into space and built big telescopes. They can learn more about the stars and planets with the help of these telescopes.



## Unit 9

## SPACE AND TRAVELLING

**Do you know that...**

... UFO - Unknown Flying Object



### Writing

8. Imagine you are travelling in Space. Write what you can see on the Earth.



What else can you see?  
What can you hear?  
Is it nice or horrible in space?  
Is it exciting?



9. Write the description of the picture: What will life be like on our planet in a hundred years?



1. What will a school be like?
2. What will children learn?
3. How will people live?
4. What will people eat and drink?
5. What transport will be there?
6. What sports will people do?

10. Quiz.

1. What was the name of the first man in space?
2. Who was the first woman in space?
3. Where did the first astronauts fly?
4. What was the name of the first rocket?
5. Who was the first person to walk on the Moon?

### Let us review

1. What is interesting in this lesson?
2. Would you like to travel into Space? Why?
3. What would you do if you met some aliens?



## LESSON 3. ARE YOU FOND OF TRAVELLING?

*You are going to:*

- learn reasons for travelling
- make up a dialogue about travelling
- share new ideas in pairs

## Speaking

Why do people travel?

*to visit new places*

**People travel**



1. What parts of our country did you visit?
2. What places of interest did you see there?

1. Express ideas on the topic.

*«To travel is to live.»*

2. Say what you need for travelling and add your items.



## Vocabulary

## KEY WORDS

*passport to book trip guidebook swimsuit postcard*  
*impossible attractive suitcase wonder*

## NEW EXPRESSION:

*Have a nice trip!*

## 3. Put the sentences in the correct order.

- I don't know yet. We are just discussing our plans. And where are you going?
- Have a nice trip!
- To Italy. We will spend ten days there.
- Yes, in a big hotel near the sea. We are busy now. We are leaving on Friday.
- Where are you and Ben going for your holiday?
- Are you staying at a hotel?

**Model:** *The first sentence is E.*

a	b	c	d	e	f
				1	

## Reading

## 4. Read the letter and say the meaning of the words and expressions in bold.

**This is a letter from Britain to friends.**

Hi, friends!

I am spending a **wonderful time** here. I see many tourists in the National Gallery, Victoria and Albert Museum every day. We go sightseeing by **two-storeyed red buses**. The Science Museum and Natural History Museum are attractive for any visitor to London! Before

I wanted to visit every part of Britain. But now I know that **it is impossible**. I only visited the National Gallery, London Eye and Hyde Park yesterday. It was very interesting there.

You know, children under 14 travel free on city buses at all time. Restaurants are **expensive**, but we can find **cheap** food for children.

I'm **coming back** on Sunday.

Yours, Orkhan.

## 5. Find the missing words.

- Tourists like to visit ... in London.
- Orkhan visited ... and ... in London.
- The most attractive places are ... and ... .
- The buses are ... for children under ... .
- ... are very expensive for children.

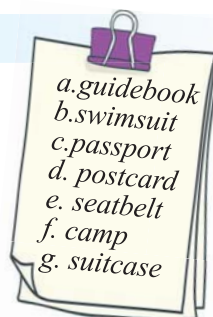
## 6. Put questions.

- ...? Yes, there was a red bus.
- ...? No, there weren't many people.
- ...? Yes, there was good atmosphere.
- ...? No, there wasn't an empty seat.
- ...? Yes, there were many cheap tickets.
- ...? No, there weren't many policemen.



## 7. Fill in the gaps.

1. Don't forget to take your (1) ... to the beach.
2. The children stayed in a (2) ... at the weekend.
3. You should take your (3) ... when you visit old cities.
4. I always fasten (4) ... before driving a car.
5. I sent my friend a (5)... of the city where I stayed.
6. You should pack your (6) ... when you start.
7. You must take your (7)... before going to the airport.



## 8. Choose the correct line of compound nouns.

1. guidebook, attractive, swimsuit, package
2. passport, postcard, suitcase, cameraman
3. policeman, driver, seatbelt, sunglasses
4. fireman, traveller, seaside, notebooks



## Writing

9. Make up sentences, using the following verbs: **learn, enjoy, visit, see.**

- When we travel, we...
- ... a lot of interesting places.
  - ... places full of wonders.
  - ... more about people's traditions.
  - ... beautiful nature.
  - ... lots of interesting things.

10. Write down all the things you must do before going on holiday.  
*What did you do? What will you do?*

to plan the holiday  
to buy tickets  
to buy souvenirs  
to take the camera  
to pack things  
to book the hotel  
to check the passport

## Let us review

1. When do you like travelling?
2. What do you need for travelling?
3. Who do you like travelling with?

LESSON 4. HOW CAN YOU TRAVEL?

*You are going to:*

- identify different transportation for travelling
- increase vocabulary knowledge
- write a letter about your travel

Speaking

What should we know while travelling?

1. What ways of travelling would you like?
2. What travelling rules do you know?



1. Match the pictures with the sentences and say.



**Model:** 1. *It is very cheap to travel by bus – D.*

2. It takes 2 or 3 days to travel by ...
3. It takes a very long time to travel by ...
4. It is very fast to travel by ...
5. People can travel in deserts ...
6. It takes 3-4 hours or a day to travel by...



2. Make sentences about different ways of travelling.

Trains	are	cheaper	than ...
Planes		faster	
Ships		more interesting	
Helicopters		more comfortable	
Boats		the fastest	
Cars		the cheapest	
Buses		the most comfortable	
Bikes		the most interesting	
			of all.

Vocabulary

KEY WORDS

<i>to check</i>	<i>direction</i>	<i>to lose</i>	<i>opposite</i>
<i>enough</i>	<i>comfortable</i>	<i>countryside</i>	<i>loud</i>

## Reading

3. Read the pages from Ann's diary and put questions to the words in bold.

*Friday, August 8.*

I'm in Italy. I came with my family by car. We are staying at a **hotel**. Our hotel is next to the supermarket, opposite the cinema. Now we are going to the café to have dinner. I like **Italian food**, especially pizza.

*Saturday, August 16.*

I'm on the ship now. We are going to Spain. The weather is fine. The sea is so **beautiful**. I like to look at the waves. I see **dolphins**. They are swimming not far from the ship. It is fantastic to watch them.

*Monday, August 25.*

I'm in London, the capital of Great Britain. We want to stay here for five days. We are going to visit **Buckingham Palace** and ride on London Eye, a big wheel in the centre of the city. It is so cool! We followed all **travelling rules** and learned many useful things.

4. Read the traveller's rules and match the numbers to the letters.

1. You should take a map
2. You shouldn't listen to loud music
3. You mustn't throw litter out of the train window
4. You mustn't stand when the bus is moving
5. You shouldn't drink water from a river
6. You should send cards to your parents

- a) ... because you can fall down.
- b) ... because they will be happy.
- c) ... because you can get a stomachache.
- d) ... because some people want to sleep.
- e) ... because you can lose your way.
- f) ... because the countryside will be dirty.



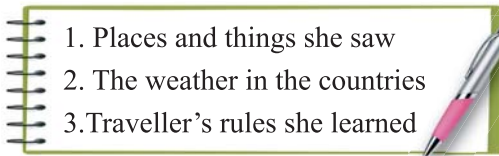
## 5. Choose True or False.

1. Ann was in Italy in June.
2. The hotel is next to the supermarket.
3. She went to Spain by plane.
4. Ann doesn't like pizza.
5. Then she went to London Eye on August 24th.
6. Ann saw dolphins in the sea.



## Writing

## 6. Write about Ann's diary in the past tense.



August 8

August 16

August 25



## 7. Write about the best time of the year to travel and why.



## Let us review

1. What traveller's rules should you know?
2. Which transportation is better for travelling?
3. What things were interesting in this lesson?

## REMEMBER AND FOLLOW!

- 1) Learn about the planets and the Sun.
- 2) Try to protect the Earth.
- 3) Get more information about Space.
- 4) Choose the best place for travelling.
- 5) Take travelling items and have fun.
- 6) Follow road directions and be careful.

## Unit 10

# OUR WONDERFUL WORLD



**LESSON 1.** AROUND THE WORLD

**LESSON 2.** WHAT IS WILDLIFE?

**LESSON 3.** ANIMALS' PLANET

**LESSON 4.** NATURE OF MY COUNTRY

LESSON 1. AROUND THE WORLD

**You are going to:**

- get new information about the world
- develop speaking skills
- share ideas reading passages

**Speaking**

What makes the world wonderful?

mountains

Wonderful world



1. Let's talk. Choose the correct ending.

Where would you like **to go/ to be**? Why?

- |                                   |                                     |
|-----------------------------------|-------------------------------------|
| 1. ... to go to London Zoo ...    | a) to get fresh air and see rivers. |
| 2. ... to be in the mountains ... | b) to listen to the birds singing.  |
| 3. ... to be in the park ...      | c) to see wild animals.             |
| 4. ... to go to the forest ...    | d) to have a good picnic.           |



2. Tell about these animals. Where do these animals live?



penguin



lizard



monkey



snake



whale



eagle



octopus



camel

**Vocabulary**

**KEY WORDS**

seaweeds

jungle

strange

deep

lizard

tortoise

sharp

to treat

octopus

tropical



Reading

3. Group the words in bold according to the parts of speech.

**Oceans and seas.**

The world **around us** is full of wonders: oceans, seas, forests, mountains, rivers and lakes. There are **four** oceans and a lot of seas in the **world**. The oceans are: the Atlantic, the Pacific, the Indian and the Arctic. The seas are: the Black Sea, the Caspian Sea, the Red Sea and so on. Half of oceans and seas are **salty**. Different **strange** fish, whales, sharks and animals such as a tortoise and an octopus live **deep** in the water. **Seaweeds** look like beautiful gardens.



**Deserts**

They are the **driest** places in the world. It is very **hot** in the daytime but very cold **at** night. Camels and snakes live in the **deserts**. The Sahara is the **biggest** desert in the world. It is in Africa.



**Jungles**

Jungles are **tropical** places. The weather is hot and **wet** there all year round. Lions, tigers, monkeys, giraffes **live** in jungles. The biggest **jungle** is in South America.



**Mountains**

There are mountains on every **continent**. Snow usually **covers** the tops of the mountains. So, plants can't grow **there**. Everest, the highest **mountain of** the world, is in Asia. **You** can see eagles in the mountains.



nouns	verbs	adjectives	adverbs	pronouns	numerals	prepositions

4. Complete the questions to the answers.

1. How are ... ?

They are salty and deep.

2. What kind of ... ?

Camels and snakes live in the deserts.

3. What is the ... ?

The weather is hot and wet there.

4. Why can't plants... ?

It is very cold high up on them.

# Unit 10 OUR WONDERFUL WORLD

## GRAMMAR SECRET

Adjectives	Adverbs (-ly)
a <b>quick</b> animal	run <b>quickly</b>
a <b>fast</b> train	jump <b>fast</b>
a <b>slow</b> tortoise	walk <b>slowly</b>
a <b>good</b> dolphin	swim <b>well</b>

A tortoise is a slow animal.  
It walks **slowly**.  
A monkey is a quick animal.  
It climbs trees **quickly**.  
A penguin is a **good** swimmer.  
It swims very **well**.  
A tiger is a **fast** animal.  
It runs **fast**.

5. Choose what these animals can or can't do.

1. Monkeys can ... , but they can't ... .
2. Whales can ... , but they can't ... .
3. Camels can't ... , but they can ... .
4. An eagle can ... , but it can't ... .
5. Giraffes can't ... , but they can ... .
6. A tortoise can ... , but it can't ... .



6. Guess the riddles. «*What am I?*»

**A** I've got a tail. I've got big teeth and whiskers. I'm brown and yellow.

**B** I've got a long body. I've got small eyes and sharp teeth. I'm green and dangerous.



## Writing

7. Complete the sentences.



1. A tortoise is a slow animal. It walks ... .



3. A fox is a fast animal. It runs ... .



2. A hare is a quick animal. It runs ... .



4. A dolphin is a good mammal. It swims ... .

8. **CREATIVE WORK** Make a poster «Wonderful World».

## Let us review

1. What wonderful places do you know?
2. Where would you like to see animals?
3. How should we treat animals?

## LESSON 2. WHAT IS WILDLIFE?

### You are going to:

- find types of animals in the world
- use words and expressions in speech
- read Mowgli's life developing vocabulary

### Speaking

1. What do you know about wildlife?
2. What dangerous animals do you know?

### Reading

1. Read and choose the plural and singular nouns.



#### Mammals

Mammals live in hot and cold countries. They have hair or fur. Their blood is warm. They give birth to babies. They feed their babies with milk. They live on land and have four legs. Mammals have different sizes. They eat meat, plants and insects.



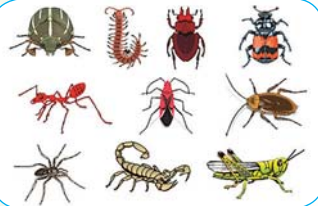
#### Reptiles

Snakes, turtles, crocodiles are reptiles. They have poisons and they are dangerous and don't have legs, but four limbs. Reptiles lay eggs and live in holes in dry land, rivers and seas. They can't fly and eat insects, meat, plants. A reptile's blood is cold.



#### Insects

Insects are everywhere. They don't have bones. Some of them have wings and can fly. Some insects do harm to people, but some don't. Flies or termites are not good insects. But butterflies, bees are good insects. Bees make honey from flowers for us.



## Vocabulary

### KEY WORDS

<i>mammals</i>	<i>reptile</i>	<i>to lay</i>	<i>fur</i>	<i>to give a birth</i>	<i>limb</i>
<i>poison</i>	<i>ladybird</i>	<i>to repeat</i>	<i>hole</i>	<i>bee</i>	<i>termite</i>

2. Read the text and write the verbs in the correct tense form.

### THE JUNGLE BOOK: MOWGLI'S STORY (1998)



**Rudyard Kipling**  
1865-1912

Everybody ... *(to love)* Disney's film «Jungle Book» by Rudyard Kipling. He is an English short-story writer. This book is about Mowgli's adventures in the jungle. He ... *(to spend)* his childhood in the jungle with a wolf family. They ... *(to protect)* Mowgli from tiger Shere Khan. His friends were wise old panther Bagheera, the bear Baloo. It's a very interesting story how a boy ... *(to become)* a man in the jungle. Even after meeting people, Mowgli ... *(to decide)* to stay away from them and live with his friends in the jungle.



3. Answer the questions.

1. What is the «Jungle Book» about?
2. Where did Mowgli live?
3. Who were his friends?
4. Where did Mowgli decide to live?



4. Find the incorrect sentence.

1. It is good to live with animals.
2. Don't go to the jungle alone. It is dangerous.
3. You can take cows, horses to the jungle.
4. You can learn how to become a man in Mowgli's story.

5. Put the words in the right order and answer the questions.

1. animals/mammals/what/are?
2. do/know/insects/what/you/about?
3. they/mammals/why/are?
4. are/dangerous/why/reptiles?



Writing

6. Choose the right answer and write the descriptions of the picture.  
When do you see a ladybird?

Ladybirds are (reptiles/insects).  
They have 6 (wings/legs).  
They have wings to (fly/walk).  
Their body shape is (round/square).



7. Match two halves of the definitions.

Mammals are animals that ...	a) live in water. Their blood is cold.
Reptiles are animals that ...	b) have got many legs. Most of them have got wings and can fly.
Birds are animals that ...	c) give milk to their babies. Their blood is warm.
Fish are animals that ...	d) lay eggs. Most of them can fly. Their blood is warm.
Insects are animals that ...	e) have got cold blood. They lay eggs and their skin is thick.

8. Look at the pictures and write the information according to the model.



**Model:** *The tiger is a mammal. It gives a birth. It has 4 legs.  
It eats meat and lives in the forest.*

Let us review

1. What is the most interesting in this lesson?
2. What is the most difficult in this lesson?
3. How do you treat animals?

LESSON 3. ANIMALS' PLANET

You are going to:

- learn about animals' planet
- describe animals' actions in speech
- express new ideas in pairs



Speaking

1. What animals do you know in the world?
2. What famous wildlife parks do you know?

1. Look at the map and say where these animals are from.



2. Talk on a chart. *Model: The bear can walk, but can't fly.*

	Climb	Fly	Jump	Run	Swim	Walk
bear	✓					✓
zebra				✓		✓
kangaroo			✓			✓
tiger	✓		✓	✓	✓	✓
crocodile					✓	✓
pigeon		✓				✓
dolphin		✓	✓			
tortoise						✓
monkey	✓		✓	✓		✓

Vocabulary

KEY WORDS

cage      to be careful      gills      sparrow      swallow      owl  
 feather      lung      pigeon      pretty      oxygen      nest

**Do you know that...**

... birds can fly 14 thousand kilometers over the sky every year.

**Reading****3. Read and say the meanings of the words in bold.**

All birds have **feathers**. They have a **beak**, two **wings** and two **legs**. They breathe with their **lungs**. They can be domestic or wild. Birds lay eggs, too. You can see swallows, sparrows, pigeons and other birds in the parks and gardens.

**4. Complete the sentences.**

1. This bird is a symbol of peace. It lives on the roof. It is ... .
2. This bird likes to repeat what you said. It is ... .
3. This bird likes to be in the trees in all seasons. It is small. It is ... .
4. It comes only in spring and makes nests in the balconies. It is ... .
5. It has big eyes and strange sounds. It has 3 letters. It is ... .



parrot



sparrow



pigeon



owl



swallow

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

- |                           |                         |
|---------------------------|-------------------------|
| a) Birds have four wings. | d) Birds have lungs.    |
| b) Birds have hair.       | e) Birds have two legs. |
| c) Birds come from eggs.  | f) They fly in the sky. |

**6. What other interesting places do you know?**

St. James Park is in London. It is a Royal park. There are beautiful pelicans in this Park. People have a good time with pelicans in this park. You can see many other pretty birds there, too.

**7. Arrange and answer the questions.**

- |                             |                                      |
|-----------------------------|--------------------------------------|
| 1. have/birds/what/got?     | 4. spring/what/is/messenger/bird/a?  |
| 2. they/live/where/do?      | 5. pigeons/where/live/do?            |
| 3. bird/eyes/big/which/has? | 6. words/bird/which/likes/to repeat? |

## 8. Read and fill in the gaps and give your ideas to the questions.

**H:** Hi, Linda! What do you know about Safari Park?

**L:** Hi, Helen! I don't have any idea of it!

**H:** You know all animals are not in ... (1) there.

**L:** But how can we go there? Isn't it ... (2)?

**H:** No, it isn't. You can only drive there by car and never keep windows open.

**L:** What a nice ... (3)! How nice to see animals free. Are they friendly?

**H:** Yes, they are, but you should be ... (4)!

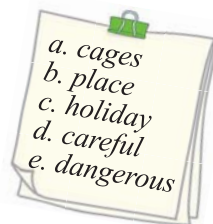
You will see big giraffes, zebras, tigers, elephants there!

**L:** Let's visit there on ... (5)!

**H:** That is a good idea!

1. What are the girls talking about?

2. How do animals live in Safari Park?



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

Fish live in water. Their **blood** is cold and they have bones and **gills**. They eat plants and worms. All fish **have vitamin E**. It is good for our eyes and brain. Eat more fish! You will have a good mind!

Many people think that dolphins and whales are fish. But they are **mammals**. Their blood is warm. They feed their babies with milk and **breathe with lungs**.



## Writing

## 10. Fill in the gaps and write.

Fish live in ... and breathe using ... . Water goes through ... and they take ... from the water. Most fish ... by moving their ... left and right.

11. **Project work.** Make a poster about wildlife.

## Let us review

1. What can you say about nature and wildlife?
2. What facts are interesting for you?
3. What is your favourite animal? Why?



## LESSON 4. NATURE OF MY COUNTRY

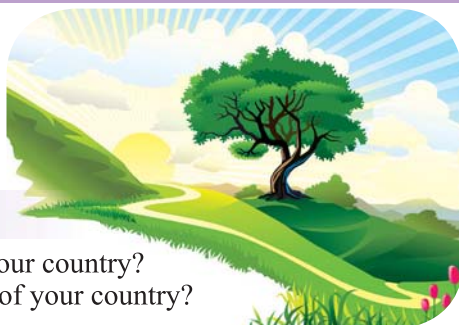
**You are going to:**

- talk about a wonderful world
- use new words in speech
- share ideas in pairs

**Speaking**

What wonders are there in Azerbaijan?

1. What wonderful places do you know in your country?
2. What do you know about flora and fauna of your country?



1. Listen to the song and find the names of places you hear.

**What a Wonderful World!** (Louis Armstrong)



I see trees of green, red roses too  
I see them bloom for me and you  
And I think to myself what a wonderful world.



I see skies of blue and clouds of white  
The bright blessed day, the dark sacred night  
And I think to myself what a wonderful world.



The colours of the rainbow so pretty in the sky  
Are also on the faces of people going by  
I see friends shaking hands saying how do you do  
They're really saying I love you.



I hear babies crying, I watch them grow  
They'll learn much more than I'll never know  
And I think to myself what a wonderful world  
Yes, I think to myself what a wonderful world.



1. What do you see in the world?
2. Why is the world wonderful?

**Model:** I see green trees, the blue sky, ...

2. Match the halves.

- |            |            |
|------------|------------|
| Blue ...   | a) day     |
| White ...  | b) rose    |
| Green ...  | c) rainbow |
| Red ...    | d) sky     |
| Bright ... | e) cloud   |
| Pretty...  | f) tree    |

### Vocabulary

**KEY WORDS**

- |                 |              |                 |                  |                |                |
|-----------------|--------------|-----------------|------------------|----------------|----------------|
| <i>flora</i>    | <i>fauna</i> | <i>rare</i>     | <i>waterfall</i> | <i>seal</i>    | <i>gazelle</i> |
| <i>creature</i> | <i>shore</i> | <i>sturgeon</i> | <i>caviar</i>    | <i>leopard</i> |                |

3. Look at the pictures and add your opinions completing the sentences.



Besh Barmag



Goy-Gol



Waterfall



Deer



Gazelle



Seal

1. Azerbaijan`s flora is rich in its ... .
2. Azerbaijan`s fauna is rich in its ... .
3. There are ... animals in Red Book\*.

### Reading

4. Read and group the words according to Common and Proper nouns.

#### Flora and fauna in Azerbaijan

Azerbaijan is situated on the shore of the Caspian Sea. It is a sunny country in the Caucasus.

The nature of Azerbaijan is very beautiful. You can see deserts, woods, mountains, rivers and lakes there. The rivers Kur and Araz, Goy-Gol Lake, the Caucasian mountains, a lot of green forests decorate Azerbaijan`s map. Azerbaijan`s flora is as bright and colourful as a carpet. Azerbaijan`s fauna is rich in: gazelles, wolves, foxes, ducks, deer, hares, bears and leopards.

There are rare animals and their names are in the *Red Book*.



5. Match and complete.

- |                            |                      |
|----------------------------|----------------------|
| 1. Azerbaijan has ...      | a) the Red Book.     |
| 2. The flora means ...     | b) an animal world.  |
| 3. Fauna is ...            | c) a warm climate.   |
| 4. Rare animals are in ... | d) beautiful nature. |

\***Red Book** – it is an official state document about the status of rare and endangered wild animals and wild plant species in the territory of the Republic of Azerbaijan

## 6. What is the sturgeon famous for?

A sturgeon is a type of fish. It doesn't have any bones. There are 7 types of the sturgeon in the Caspian Sea. Its length can reach 5 metres. Nowadays sturgeons are in danger because of water pollution. We must take care of them. They are famous for their eggs called caviar.

7. Choose *True* or *False*.

1. A sturgeon is a type of fish.
2. It has bones.
3. There are 9 types of the sturgeon.
4. Its length can reach 5 metres.
5. The sturgeon is not in danger of extinction.
6. The sturgeon is famous for its eggs.

## 8. Find the correct pairs of homophones.

desert

I

cost

eye

wood

sheep

sea

ship

dessert

see

coast

hear

meet

son

here

would

sun

meat

**Writing**

## 9. Write the rules for keeping nature safe.

We must ...



We mustn't ...

**Let us review**

1. What wonders do you know in your country?
2. Why do we need to look after animals?
3. How must we keep our fauna and flora safe?

**REMEMBER AND FOLLOW!**

1. Learn more about wonderful places of the world.
2. Take care of animals, they are beauty of the Earth.
3. Nature gives us health, oxygen and life.
4. Keep nature clean for yourself.
5. Don't hunt «Red Book» animals.
6. Make a travelling plan for summer holidays.

# GRAMMAR REFERENCE

## COUNTABLE AND UNCOUNTABLE NOUNS

Countables are nouns that can be counted.

In the singular they may be used with the indefinite and definite articles and in the plural with the definite article and *many* and *few*:

*an apple; the apples; many apples; few apples*

Uncountables are nouns that can't be counted.

They are not used with the indefinite article and usually are not used in the plural.

They may be used with the definite article and *much* and *little*: *food; much food; little food*

## COMPOUND NOUNS

*Compound nouns* are built from two or more stems. The main types:

- a) noun + noun (*appletree*)
- b) adjective + noun (*blackboard*)
- c) verb + noun (*dining-room*)

## COMMON/PROPER NOUNS

*Common nouns* are names of any individual of a class of persons or things.

There are different groups of *Common nouns*:

- class nouns* (e.g. man, dog, book),
- collective nouns* (e.g. family, team),
- material nouns* (e.g. iron, cotton),
- abstract nouns* (e.g. kindness, bravery),
- concrete nouns* (e.g. artist, pilot).

*Proper nouns* may be personal names (Mary, Nigar, Tom), geographical names (Baku, London), the names of months and days of the week (June, Monday), names of ships, hotels, clubs, etc.

## ADJECTIVES (degrees of comparison)

Most of adjectives have degrees of comparison: *the comparative degree* and *the superlative degree*.

Some adjectives have irregular forms of degrees of comparison:

- good – better – (the) best*
- bad – worse – (the) worst*
- many/much – more – (the) most*
- little – less – (the) least*
- old* < *older – (the) oldest*
- elder – (the) eldest*

When two objects are equal we use *as ... as* for comparison.

Tom is *as* tall *as* Dick.

## REFLEXIVE PRONOUNS

Reflexive pronouns indicate that the action performed by the doer, passes back to him.

I	– <i>myself</i>	we	– <i>ourselves</i>
you	– <i>yourself</i>	you	– <i>yourselves</i>
he	– <i>himself</i>	they	– <i>themselves</i>
she	– <i>herself</i>		
it	– <i>itself</i>		

## CARDINAL NUMERALS

Cardinal numerals indicate exact number and are used for counting. Such as 21, 37, 43, etc. are composite: *twenty-one, thirty-seven, forty-three. Hundred, thousand, million* may be used with articles (*a hundred, a thousand, a million*).

They do not take -s, when used after other numerals.  
250 – *two hundred and fifty*;

## ORDINAL NUMERALS

Ordinal numerals show the order of persons and things in a series. They are formed by adding suffix: **-th** to the cardinal numerals.

4<sup>th</sup> – *fourth*; 6<sup>th</sup> – *sixth*; 11<sup>th</sup> – *eleventh*; 20<sup>th</sup> – *twentieth*.

But some ordinal numerals are formed by the root changing of cardinal numerals: one (1) – *first* (1<sup>st</sup>); two (2) – **second** (2<sup>nd</sup>); three (3) – **third** (3<sup>rd</sup>)

## MODAL VERB «MUST»

The modal verb «*must*» expresses:

- |  |  |
|--|--|
| a) obligation, necessity:<br>He must earn. So he must work.<br>Must I go there tomorrow? | b) a command or a prohibition:<br>You must come to see your granny.<br>You mustn't talk at the lesson. |
|--|--|

## MODAL VERB «SHOULD»

The modal verb «*should*» expresses:

- obligation: Promises *should* never be broken.
- advisability: You *should* be more careful.

## THE ADVERB

An adverb shows how the action happens. Most adverbs are formed by *-ly* from adjectives.

slow - *slowly*; quick - *quickly*; simple - *simply*

Exceptions to the rule are **good - well** and **fast - fast**

He swims *well*; They run *fast*.

## TO BE GOOD AT + NOUN or VERB + ing

I *am good at* ...                      We *are good at* ...  
You *are good at* ...                      You *are good at* ...  
He/She/It *is good at* ...              They *are good at* ...

## HOMOPHONES

Homophones are words that are pronounced identically, but they have different meanings and have different spelling as well.

to – two              sun – son              meet – meat              weak – week              our – hour  
be – bee              for – four              I – eye              tale – tail              hear – here

## THE PAST SIMPLE

If we say exactly when an action happened in the past, we use the Past Simple (*yesterday, ... ago, last ...*, in *2003*, etc.).

The Past Simple is formed by adding – *ed* or – *d* to the end of the verb – *regular* verbs, or by changing the root vowel, or in some other ways – *irregular* verbs.

to play – *played*                      to run – ran  
to work – *worked*                      to buy – *bought*

The interrogative and the negative forms are formed by the auxiliary verb «*did*» and the notional verb.

*Did* you work?                      Yes, I *did*. /No, I *didn't*.  
She *didn't* write.

## TO BE GOING TO ...

... denotes an action which is expected to take place in the nearest future.

I *am going to* ...                      We *are going to* ...  
You *are going to* ...                      You *are going to* ...  
He/She/It *is going to* ...              They *are going to* ...

## THE FUTURE SIMPLE

The Future Simple is used to denote a future action. This tense is formed by means of the auxiliary verb “*will*” and the notional verb.

I *will*                      We *will*  
You *will*                      + V                      You *will*                      +V  
He/She/It *will*                      They *will*

Interrogative form :

*Will* I                      *Will* we  
*Will* you                      + V?                      *Will* you                      +V?  
*Will* he/she/it                      *Will* they

Negative form:

I *won't*                      We *won't*  
You *won't*                      +V                      You *won't*                      +V  
He/She/It *won't*                      They *won't*

# VOCABULARY

## A

ability (n) /ə'bilɪti/	- a skill, power or talent
abroad (adv.) /ə'brɔ:d/	- in a foreign country or countries
action (n) /'ækʃən/	- activity, force, or energy: a man of action
actually (adv.) /'æktʃʊəli/	- as an actual fact; really
add (v) /æd/	- to include or to join
adventure (n) /əd'ventʃə/	- a risk, an unusual experience
adviser (n) /əd'vaɪzə/	- a person who advises
affect (v) /ə'fekt/	- to have an influence on or effect
alien (n) /'eɪliən/	- a person from a foreign country or nation
alive (adj.) /ə'laɪv/	- having life; living
alone (adv.) /ə'ləʊn/	- being without anyone or anything else
amusement (n) /ə'mju:zmənt/	- something that amuses, entertains, or pleases
anthem (n) /'ænthəm/	- a song, as of praise, devotion, or patriotism
area (n) /'eəriə/	- a geographical region, a flat space
arrest (v) /ə'rest/	- to catch and hold
astronomic (adj.) /æstrə'nomɪk/	- relating or belonging to the science of astronomy
attractive (adj.) /ə'træktɪv/	- beautiful, pleasing, pretty, fair, having the power to attract
awful (adj.) /'ɔ:fl/	- very bad

## B

badge (n) /bædʒ/	- an emblem as an award or honor
band (n) /bænd/	- a group of people
bar (n) /bɑ:/	- an oblong piece of any solid material
bee (n) /bi:/	- an insect of numerous winged, hairy-bodied
behave (v) /bi'heɪv/	- to act or function in a specified or usual way
below (adv.)	- lower, downstairs
bitter (adj.) /'bɪtə/	- having a taste that is sharp and unpleasant
blind (adj.) /blaɪnd/	- sightless, difficult to see
blood (n) /blʌd/	- the red fluid that circulates through the heart, arteries
blow up (v) /bləʊ ʌp/	- to move along or be carried by the wind
boating (n) /'bɔ:tiŋ/	- travelling by boat
boil (v) /bɔɪl/	- to reach the highest heating point
bone (n) /bəʊn/	- the body or skeleton
bonfire (n) /bɒnfaiə/	- a large open-air fire
book (v) /bʊk/	- to arrange for a room or tickets in advance; reserve
borrow (v) /'bɒrəʊ/	- to take and use smth that belongs to smb else
brain (n) /breɪn/	- intellectual ability; intellect
bravery (n) /'breɪ və ri/	- being brave; courage
breathe (v) /bri:ð/	- to take in oxygen from and give out carbon
busy (adj.) /'bɪzi/	- actively or fully engaged; occupied

## C

cage (n) /keɪdʒ/	- a box having some openwork
camp (n) /kæmp/	- a place as a tent, or shelter
can (n) /kæn/	- a container, especially for liquids
cancer (n) /'kænsə/	- a disease
careful (adj.) /'keəfʊl/	- attentive, keeping protection
carton (n) /'kɑ:tən/	- a box made from cardboard or paper

carve (v) /kɑ:v/	- to divide into pieces by cutting; slice
castle (n) /'kɑ:sl/	- a group of buildings with thick walls
cave (n) /'keɪv/	- a hollow in the earth, into a hill, mountain
caviar (n) /'kævɪ,ɑ:/	- the roe of fish eaten esp. as an appetizer
cereal (n) /'sɪəriəl/	- a plant as wheat, rye, oats, or corn
chain (n) /tʃeɪn/	- a series of metal rings passing through one another
changeable (adj.) /'tʃeɪn dʒə bəl/	- able to change or be changed
channel (n) /'tʃænəl/	- a band of radio broadcasting of a television signal
charity (n) /'tʃærɪti/	- giving help, money, food, etc, to those in need
check (v) /tʃek/	- to control, to test
chilly (adj.) /'tʃɪl i/	- cool or cold enough
cinema (n) /'sɪnɪmə/	- a film theater
circus (n) /'sɜ:kəs/	- a large public show or entertainment
climate (n) /'klaɪmɪt/	- the general or average weather conditions
complex (adj.) /'kɒmpleks/	- consisting of two or more units
connect (v) /kə'nekt/	- to bring together
contact (n) /'kɒn tækt/	- the act or state of being in communication
contain (v) /kən'teɪn/	- include within its volume or area
container (n) /kən'teɪnə/	- a trash bin
cool (adj.) /ku:l/	- less warm
cost (v) /kɒst/	- to have as a price
cotton (n) /'kɒt n/	- a soft, white, downy substance to the seeds of plants
countryside (n) /'kʌn tri,sɑɪd/	- a particular area of a country, esp. a rural section
create (v) /kri:'eɪt/	- to produce, to make
creature (n) /'kri:tʃə/	- a living being, especially an animal
crisps (n) /krɪsp/	- potato chips
cross (v) /krɒs/	- a movement from one place to another
crown (n) /kraʊn/	- an ornamental headdress denoting sovereignty
cuisine (n) /kwi'zin/	- a style or manner of cooking
curious (adj.) /'kyʊəriəs/	- eager to learn or know
cut (v) /kʌt/	- to separate from a main body into pieces

## D

decide (v) /dɪ'saɪd/	- to solve, to come to a conclusion
deep (adj.) /di:p/	- far, distant down from a surface
defend (v) /dɪ'fend/	- to protect (a person, place, etc) from harm or danger
destroy (v) /dɪ'strɔɪ/	- to spoil, to put an end
destruction (n) /dɪs'trʌkʃən/	- the act of destroying
detective (n) /dɪ'tektɪv/	- a police officer or a private investigator
dictionary (n) /'dɪkʃənəri/	- an alphabetical list of words with their meanings
die (v) /daɪ/	- to lose or stop force, strength, or activity
different (adj.) /'dɪfərənt/	- not the same as smb/smith
difficulty (n) /'dɪfɪkəlti/	- the state or quality of being difficult
direction (n) /dɪ'rekʃən/	- a point that person or thing looks towards
disabled (adj.) /dɪ'seɪbəld/	- unable to use one's body properly
disappear (v) /dɪsə'pɪə/	- to become no longer visible
discover (v) /dɪ'skʌvə/	- to find or learn about smth. for the first time
disease (n) /dɪ'zi:z/	- illness of body or plant caused by infection
dish (n) /dɪʃ/	- food prepared in a particular way as part of a meal
displaced (adj.) /dɪs'pleɪst/	- removed from the usual or correct place
divide (v) /dɪ'vaɪd/	- to separate
donate (v) /dəʊ'neɪt/	- to make a gift for a good cause, esp. to a charity
drop (n) (v) /drɒp/	- a small round mass of liquid; (v) to fall by accident



## E

Earth (n) /ɜ:θ/	- the planet on which we live
earthquake (n) /'ɜrθ,kweɪk/	- a sudden violent movement of the earth's surface
ecology (n) /i'kɒlədʒi/	- the relation of plants and living creatures to each other
eight-pointed (adj.) /eɪt'pɔɪntɪd/	- having eight sharp ends
elderly (adj.) /'eldəli/	- rather old
emblem (n) /'embləm/	- an object that represents smth
engine (n) /'endʒɪn/	- a machine with moving parts
enough (adj.) /i'nʌf/	- as many or as much of smth as necessary
entertainment (n) /'entə'teɪnmənt/	- the process of being entertained
environment (n) /m'veaɪrənmənt/	- natural conditions in which people, animals plants live
exam (n) /ɪg'zæm/	- a formal test of smb's knowledge
exciting (adj.) /ɪk'saɪ tɪŋ/	- causing great interest
expect (v) /ɪk'spekt/	- to think or believe that smth will happen
explain (v) /ɪk'spleɪn/	- to make smth plain or clear
extinction (n) /ɪk'stɪŋk ʃən/	- being on the point of disappearing

## F

fairy-tale (n) /'feəri teɪl/	- a story that is not true
fauna (n) /'fəʊnə/	- all the animals
feather (n) /'feðə/	- light parts that cover a bird's body
fight (v) /faɪt/	- to struggle against smb/smth using physical force
fit (adj.) /fɪt/	- in good health
fireworks (n) /'faɪə,wɜ:ks/	- colored lights, smoke, and noise for amusement
flight (n) /flaɪt/	- a process of flying through the air or space
flood (n) /flʌd/	- a large quantity of water covering an area
flora (n) /'flɔərə/	- all the plants
flow (v) /fləʊ/	- to move freely and continuously
follow (v) /'fɒləʊ/	- to go after smb/smth else in space, time or order
forecast (v) /'fɔ:kɑ:st/	- to say in advance what will happen
foreign (adj.) /'fɔrɪn/	- from a country other than one's own
forget (v) /fə'ɡet/	- to lose the memory of smth
freeze (v) /fri:z/	- to change smth from liquid to solid
frequently (adv.) /'fri:kwəntli/	- often
frosty (adj.) /'frɒsti/	- cold with frost
frozen (adj.) /'frəʊzn/	- very cold
fur (n) /fɜ:/	- soft thick hair covering the animals' bodies

## G

gazelle (n) /gə'zel/	- a small graceful antelope
generous (adj.) /'dʒenərəs/	- ready to give freely
get back (v) /get bæk/	- to return
get on smb's nerves (v) /nɜ:vz/	- to annoy
ghost (n) /gəʊst/	- the spirit of a dead person
gills (n) /gɪlz/	- the openings on the sides of a fish's head through which it breathes
give a birth (v) /grɪv ə bæ:θ/	- to produce or create a child, plant, livings.
go fishing (v) /gəʊ 'fɪʃɪŋ/	- to go to catch a fish
grain (n) /ɡreɪn/	- the small hard seeds of food plants
grater (n) /'ɡreɪtə /	- a device with a rough surface for grating food
grow up (v) /grəʊ ʌp/	- to reach the stage of full development
guidebook (n) /ɡaɪdbʊk/	- a book for travelers or tourists

## H

happen (v) /'hæpən/	- to take place
heroism (n) /'heroism/	- brave and noble conduct
healthy (adj.) /'helθi/	- to be physically strong
history (n) /'hɪstəri/	- the study of past events
hole (n) /həʊl/	- a hollow place in a surface
honest (n) /'ɒnɪst/	- telling the truth; not lying
horror (n) /'hɒr-ər/	- a feeling of fear
hospitality (n) /'hɒspɪ'tælɪti/	- friendly treatment of guests or strangers
hunger (n) /'hʌŋgə/	- a strong desire for food
hungry (n) /'hʌŋgri/	- wanting to eat
hunt (v) /hʌnt/	- an act of hunting wild animals
husband (n) /'hʌzbənd/	- a man to whom a woman is married

## I

illness (n) /'ɪlnɪs/	- the state of being ill; lack of health
immune (adj.) /ɪ'mju:n/	- not harmed by a disease or an illness
important (adj.) /ɪm'pɔ:tənt/	- of great value or concern
impossible (adj.) /ɪm'pɒsəbl/	- not possible; cannot be done
increase (v) /ɪn'kri:s/	- to make smth greater in number, quantity, size
ingredient (n) /ɪn'gri:djənt/	- a combination of food for making a particular dish
innovative (adj.) /ɪ'nəʊveɪtɪv/	- having new ideas, new techniques
inside (adv.) /ɪn'saɪd/	- in the inner part, side or surface of smth
intellectual (adj.) /ɪntrɪ'lektʃʊəl/	- having excellent mental abilities
invitation (n) /,ɪnvɪ'teɪʃən/	- the act of inviting
island (n) /'aɪlənd/	- a piece of land surrounded by water

## J

job (n) /dʒɒb/	- a particular piece of work; a task
join (v) /dʒɔɪn/	- to fasten one thing to another
jungle (n) /'dʒʌŋgl/	- an area of land in a tropical country
Jupiter (n) /'dʒu:pɪtə/	- the largest planet of the solar system

## K

kimono (n) /kɪ'məʊnəʊ/	- traditional Japanese garment
knit (n) /nɪt/	- to join firmly or closely together
knowledge (n) /'nɒlɪdʒ/	- the facts, feelings, or experiences known by a person

## L

ladybird (n) /'leɪdɪ,bɜ:d/	- a small flying insect red with black spots
language (n) /'læŋgwɪdʒ/	- words used by humans to express their thoughts
lay (v) /leɪ/	- to place smth in a certain position
lazy (adj.) /'leɪzi/	- showing a lack of effort or energy
leave (v) /li:v/	- to go away
lend (v) /lend/	- to allow the use of smth and return
leopard (n) /'lepəd/	- a wild mammal, such as a big cat, panther, lion.
litter (n) /'lɪtə/	- small pieces of rubbish
lizard (n) /'lɪzəd/	- a reptile with four short legs and a long tail
loaf (n) /ləʊf/	- bread shaped and baked in one piece
lonely (adj.) /'ləʊnli/	- without friends or companions

loud (adj.) /laʊd/  
lung (n) /lʌŋ/

- producing much noise
- either of two breathing organs in the chest

## M

machine (n) /mə'ʃi:n/  
major (n) /'meɪdʒə/  
make a friend /meɪk ə 'frend/  
mammal (n) /'mæməl/

- an apparatus with several moving parts
- important or more important
- to become friendly with somebody
- animals that give birth to babies and feed them on milk
- a large hairy type of elephant, now extinct
- a way in which smth is done or happen
- to make a mark on smth to indicate ownership
- the planet of solar system next to the Earth
- an owner of something
- a large sweet fruit with hard skin
- power of keeping facts in mind
- the planet nearest to the Sun
- a small piece of matter from outer space
- a word, figure, sum, etc that is not correct
- to combine one thing with another
- means of payment, coins and paper notes
- that can be moved
- a film
- a building in which objects are displayed

mammoth (n) /'mæməθ/  
manner (n) /'mæənə/  
mark (v) /mɑ:k/  
Mars (n) /mɑ:z/  
master (n) /'mɑ:stə/  
melon (n) /'melən/  
memory (n) /'meməri/  
Mercury (n) /'mɜ:kjʊəri/  
meteor (n) /'mi:tɪə/  
mistake (n) /mɪ'steɪk/  
mix (v) /mɪks/  
money (n) /'mʌni/  
movable (adj.) /'mu:vəbəl/  
movie (n) /'mu:vi/  
museum (n) /mju:'ziəm/

## N

neighbour (n) /'neɪbə/  
Neptune (n) /'neɪptju:n/  
nest (n) /nest/  
newspaper (n) /'nju:s,peɪpə/  
noble (adj.) /'nəʊbəl/  
novel (n) /'nɒvəl/  
nowadays (adv.) /'naʊə,deɪz/  
nutrition (n) /nju:'trɪʃən/

- a person living next to or near another
- a planet of solar system
- a place made by a bird for laying its eggs
- a printed daily or weekly publication with news
- having a high social rank
- a story in prose, long enough to fill a complete book
- at the present time
- the process of providing and receiving food for health and growth

## O

obey (v) /ə'beɪ/  
octopus (n) /'ɒktəpəs/  
official (adj.) /ə'fɪʃəl/  
oil (n) /ɔɪl/  
opposite (adv.) /'ɒpəzɪt/  
orbit (n) /'ɔ:bit/  
orphan /ɔ:fn/  
overcome (v) /,əʊvə'kʌm/  
owl (n) /aʊl/  
oxygen (n) /'ɒksɪdʒən/

- to do what one is told or required to do by smb
- sea animal with eight long tentacles
- relating to a position of authority or trust
- thick liquid that do not mix with water
- having position on the other side of smb/smth
- a path followed by a planet round another body
- a child who lost one or both parents by death
- to succeed in dealing with or controlling something
- a bird with large round eyes
- a chemical element necessary for life on Earth

## P

packet (n) /'pækɪt/  
pumpkin (n) /'pʌmpkɪn/  
passport (n) /'pɑ:spɔ:t/

- a small paper or cardboard container
- a very large round fruit with thick skin and many seeds
- an official document issued by the government

pastry (n) /'peɪstrɪ/  
patriotism (n) /'pætriə,tɪzəm/  
pay attention (v) /peɪ ə'tenʃən/  
performance (n) /pə'fɔ:məns/  
permission (n) /pə'mɪʃən/  
pick (v) /pɪk/  
pigeon (n) /'pɪdʒɪn/  
Pluto (n) /'plu:təʊ/  
point (n) (v) /pɔɪnt/

poison (n) /'pɔɪzən/  
polite (adj.) /pə'laɪt/  
popular (adj.) /'pɒpjələ/  
pollute (v) /pə'lu:t/  
pollution (n) /pə'lu:ʃən/  
popcorn (n) /'pɒp,kɔ:n/  
population (n) /,pɒpjə'leɪʃən/  
portion (n) /'pɔ:ʃən/  
positive (adj.) /'pɒzɪtɪv/  
postcard (n) /'pəʊst,kɑ:d/  
poultry (n) /'pəʊltrɪ/  
pour (v) /pɔ:/  
pray (v) /preɪ/  
prefer (n) /prɪ'fɜ:/  
present (n) /'prezənt/  
pressure (n) /'preʃə/  
pretty (adj.) /'prɪtɪ/  
prevent (v) /prɪ'vent/  
print (n) /prɪnt/  
prize (n) /praɪz/  
programme (n) /'prəʊgræm/  
promise (v) /'prɒmɪs/  
protect (v) /prə'tekt/  
public (adj.) /'pʌblɪk/  
punish (v) /'pʌnɪʃ/

punishment (n) /'pʌnɪʃmənt/  
puzzle (n) /'pʌzəl/

- a mixture of flour, fat and water which is baked
- love of one's country and willingness to defend it
- to listen and try to understand
- an act of performing a play
- the action of allowing somebody to do something
- to choose smb/smth from a group of people or things
- a large bird usually grey and white in colour
- the planet that is furthest from the Sun
- (n) a narrow, usually sharp end of something
- (v) to show a direction
- a substance causing death or harm
- to have good manners
- liked, admired or enjoyed by many people
- to make something dirty or no longer pure
- the process of polluting
- seeds of maize heated so that they burst
- people who live in an area, a city, a country, etc.
- an amount of food suitable for or served to one person
- having a constructive intention or attitude towards smth.
- a card for sending messages by post without envelope
- birds kept for eating or for their eggs
- to flow, especially downwards
- to offer thanks, make requests to God
- to choose something rather than something else
- a thing given to somebody as a gift
- the force of smth pressing continuously on smth
- pleasing and attractive
- to stop smb doing smth or to stop smth happening
- letters, words, numbers appearing in printed form
- an award given to winner
- a film, play, etc that is on television
- to give a hope, to make a declaration
- to defend, to keep safe
- open or known to people in general
- to make smb suffer, by sending to prison or by making to pay money
- the action of punishing smb or being punished
- a thing that is difficult to understand or answer

## Q

quiet (adj.) /'kwaɪət/  
quote (v) /'kwəʊt/

- with very little or no noise
- repeat words used by another

## R

railway (n) /'reɪl,weɪ/  
raise (v) /reɪz/  
rare (adj.) /rɛə/  
realize (v) /'ri:ə,laɪz/  
record (v) /rɪ'kɔ:d/  
recycle (v) /ri:'saɪkəl/

- a track with rails on which trains run
- to lift or move smth to a higher level
- being one of only a few that exist
- to begin to understand smth
- to register, to write
- to treat things that have already been used for reusing again

reduce (v) /rɪ'dju:s/	- to make smth smaller in size, quantity, degree, price, etc.
religious (adj.) /rɪ'lɪdʒəs/	- believing in and practicing a religion
remote control (n) /rɪ'məʊt kən'trəʊl/	- control of a machine or device from a distance
repeat (v) /rɪ'pi:t/	- to say or write smth more than once
reptile (n) /'reɪptɪl/	- class of coldblooded animals that lay eggs
resolution (n) /,rezə'lu:ʃən/	- a firm decision to do or not to do smth
resource (n) /rɪ'zɔ:s/	- a supply or source of aid or support;
reuse (n) /ri:'ju:z/	- to use smth again
road (n) /rəʊd/	- a way between places
roast (adj.) /rəʊst/	- to dry smth and turn it brown using intense heat
rob (n) /rɒb/	- to steal something from somewhere
rocket (n) /'rɒkɪt/	- a device that is driven through the air
rye (n) /raɪ/	- a plant grown for its grain used for making flour

## S

sacrifice (v) /'sæk rə,faɪs/	- the action of giving up smth for the sake of smth
safety (n) /'seɪftɪ/	- the state of not being dangerous
salty (adj.) /'sɔ:ltɪ/	- containing or tasting of salt
satellite (n) /'sætə laɪt/	- device that is sent into space and moves round a planet
Saturn (n) /'sætəz:n/	- the large planet with rings
save (v) /seɪv/	- to rescue from harm, danger, or loss
screen (n) /skri:n/	- blank surface, esp. on a TV set or part of computer
seal (n) /si:l/	- an animal that lives near and in the sea and eats fish
seaweed (n) /'si:,wi:d/	- plants growing in the sea or on rocks at the edge of the sea
seem (v) /si:m/	- to give the impression of being or doing smth
selfish (adj.) /'selfɪʃ/	- thinking first of one's own interest
series (n) /'sɪəri:z/	- a number of things, events, etc of a similar kind
seriously (adv.) /'sɪəriəsli/	- in a serious way
servant (n) /'sɜ:vənt/	- a person who works for others for wages
serve (v) /sɜ:v/	- to work or perform duties for a company, the armed forces, etc.
sew (v) /səʊ/	- to make a dress with a needle and thread
shake (v) /ʃeɪk/	- to move with quick movements from side to side /up and down
share (v) /ʃeə/	- to give a share of smth to others
sharp (adj.) /ʃɑ:p/	- having a fine edge or point
shelter (n) /'ʃeltə/	- a structure built to give protection
shoemaker (n) /'ʃu:,meɪkə/	- a person whose job is making or repairing shoes/boots
shore (n) /ʃɔ:/	- the land along of the sea
shower (n) /'ʃaʊə/	- a short period of rain or snow
shuttle (n) /'ʃʌtəl/	- an aircraft, a bus
silly (adj.) /'sɪli/	- not showing thought or understanding ; foolish
sincerely (adv.) /sɪn'sɪəli/	- being sincere, honest
sick (adj.) /sɪk/	- being physically or mentally ill
skin (n) /skɪn/	- the outer covering of the body of a person or an animal
slice (n) /slaɪs/	- a thin wide flat piece cut off an item of food
smell (v) /smel/	- to notice smth by using the nose
Solar System (n) /'səʊlə sistəm/	- the Sun and all the planets
Solidarity (n) /,sɒli'dærɪti/	- support resulting from shared interests, feelings, etc.
solution (n) /sə'lu:ʃən/	- a way of solving a problem
solve (v) /sɒlv/	- to find an answer to a problem

soul (n) /səʊl/	- the spiritual part of a person
sour (adj.) /'saʊə/	- having a sharp taste, like that of a lemon
souvenir (n) /,su:və'niə/	- a thing taken, bought or received as a gift
spacecraft (n) /'speɪs,kra:ft/	- a vehicle for travelling in space
sparrow (n) /'spærəʊ/	- a small bird common in many parts of the world
spear (n) /spiə/	- a weapon with a metal point used for hunting
spend (n) /spɛnd/	- 1) to pass time, 2) to give or pay money for goods;
spicy (adj.) /'spai:si/	- flavoured with spice
stare (v) /steə/	- to look for a long time at smb/smth
steam (n) /sti:m/	- the hot gas that water changes into when it boils
stick (v) /stɪk/	- to be joined/fixed
stomach (n) /'stʌmək/	- an organ of the body like a bag, into which food passes
stone (n) /stəʊn/	- a hard solid mineral substance that is not metallic
stonemason (n) /'stəʊn,meɪsən/	- a person who cuts and prepares stone, builds with stones
strange (adj.) /streɪndʒ/	- unusual; difficult to understand
strong (adj.) /strɒŋ/	- physically powerful or healthy
sturgeon (n) /'stɜ:dʒən/	- a large fish found in rivers
suffer (v) /'sʌfə/	- to feel pain, discomfort, sorrow
suggestion (n) /sə'dʒestʃən/	- the action of suggesting smth
suitcase (n) /'su:t,keɪs/	- a case with flat sides and a handle, used for carrying things
sunbathe (v) /'sʌn,beɪð/	- to sit or lie in the sun to make one's skin go brown
sum (do sums) (v) /sʌm/	- calculating numbers
surface (n) /'sɜ:fis/	- the outside part of smth
survive (v) /sə'vaɪv/	- to continue to live or exist
swallow (v) /'swɒləʊ/	- to allow food or drink to go down the throat
swimsuit (n) /'swɪm,su:t/	- a garment worn for swimming

## T

take care of (v) /teɪk keə/	- to be careful or watchful
take off (v)	- to remove an item of clothing from one's body
take part (v)	- to be involved in smth
tangerine (v) /,tændʒə'ri:n/	- a small sweet orange with a loose skin
taste (n) /teɪst/	- the sense by which a flavor is recognized
team (n) /ti:m/	- a group of players forming one side in games
temperature (n) /'tɛmpərɪtʃə/	- the degree of heat or cold in a body, room, country, etc
tent (n) /tent/	- a shelter made of canvas
termite (n) /'tɜ:maɪt/	- a small insect like an ant found in tropical areas
territory (n) /'terɪtəri/	- land under the control of a country or ruler
thermometer (n) /θə'mɒmɪtə/	- an instrument for measuring temperature
thief (n) /θi:f/	- a person who steals
think (v) /θɪŋk/	- to form connected ideas
through (adv.) /θru:/	- going to a destination without stopping in a local area
throw (v) /θrəʊ/	- to send smth through the air with some force
thunder (n) /'θʌndə/	- the loud noise that follows a flash of lightning
tired (adj.) /'taɪəd/	- feeling that one would like to sleep or rest
toast (n) /təʊst/	- sliced bread browned on both side by heating
topic (n) /'tɒpɪk/	- a subject of a discussion, a talk, an essay, etc
tortoise (n) /'tɔ:təs/	- a reptile with hard shell that moves slowly
touch (v) /tʌtʃ/	- to be close together that there is no space between
traffic jam (n) /'træfɪk dʒæm/	- a long line of vehicles that can't move or move slowly
treasure (n) /'treʒə/	- gold, silver, jewels, etc
treat (v) /tri:t/	- behave in a certain way towards smb/smth

trip (n) /trɪp/	- a short journey for pleasure or a particular purpose
tropical (adj.) /'trɒpɪkəl/	- found in the tropics
try (v) /traɪ/	- to make an attempt or effort
turn (v) /tɜ:n/	- changing state, direction
TV guide (n) /trɪ'vi: gaɪd/	- information about a programme on TV

## U

understand (v) /,ʌndə'stænd/	- to know the meaning of words, a language
Uranus (n) /jʊ'reɪnəs/	- the planet of solar system
use (v) /ju:z/	- to do smth with smth
useful (adj.) /'ju:sfəl/	- that can be used for a practical purpose

## V

value (n) /'vælju:/	- the quality of being useful or important
Venus (n) /'vi:nəs/	- the planet of solar system
view (n) /vjʊ:/	- the ability to see smth or to be seen from a particular place

## W

warm (adj.) /wɔ:m/	- between cool and hot
waste (v) /weɪst/	- to use more of smth than is necessary
watch (v) /wɒtʃ/	- to look at smb/smth with attention
waterfall (n) /'wɔ:tə,fɔ:l/	- a stream or river that falls from a height over rocks
watermelon (n) /'wɔ:tə,melən/	- a large melon with juicy red flesh and black seeds
wave (v) /weɪv/	- to move freely and loosely
wealth (n) /weɪlθ/	- a large amount of money, property, etc
wear (v) /weə/	- to have on the body
western (adj.) /'westən/	- situated in the west
wheel (n) /wi:l/	- a circular object that turns around a rod at its centre
widespread (adj.) /'waɪd,spreɪd/	- found or distributed over a large area
wildlife (n) /'waɪld,lɑɪf/	- wild animals and birds
wise (adj.) /waɪz/	- clever, smart
wish (v) /wɪʃ/	- to say that one hopes smb will have smth
witch (n) /wɪtʃ/	- a woman thought to have evil magic powers
wonder (v) /'wʌndə/	- a feeling of surprise and admiration
work hard (v) /wɜ:k hɑ:d/	- to work with energy and care
workshop (n) /'wɜ:k,ʃɒp/	- a place in which machines are made or repaired
worry (v) /'wʌrɪ/	- to be anxious about smb/smth
wrap (v) /ræp/	- to cover completely in paper or plastic

## IRREGULAR VERBS

Infinitive	Past Simple	Past Participle
be /bi:/	was /wɔz/ were /wə:/	been /bi:n/
begin /bɪˈɡɪn/	began /bɪˈɡæn/	begun /bɪˈɡʌn/
break /breɪk/	broke /brəʊk/	broken /ˈbrəʊkən/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/
build /bɪld/	built /bɪlt/	built /bɪlt/
burn /bɜ:n/	burnt /bɜ:nt/	burnt /bɜ:nt/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/
choose /tʃu:z/	chose /tʃəʊz/	chosen /ˈtʃəʊzn/
come /kʌm/	came /keɪm/	come /kʌm/
cost /kɒst/	cost /kɒst/	cost /kɒst/
cut /kʌt/	cut /kʌt/	cut /kʌt/
do /du:/	did /dɪd/	done /dʌn/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /drəʊv/	driven /ˈdrɪvn/
eat /i:t/	ate /et/	eaten /ˈi:tn/
fall /fɔ:l/	fell /fel/	fallen /ˈfɔ:ln/
feed /fi:d/	fed /fed/	fed /fed/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/
find /faɪnd/	found /faʊnd/	found /faʊnd/
forecast /ˈfɔ:kɑ:st/	forecast /fɔ:kɑ:st/	forecast /fɔ:kɑ:st/
forget /fɔˈɡet/	forgot /fɔˈɡɒt/	forgotten /fɔˈɡɒtn/
get /ɡet/	got /ɡɒt/	got /ɡɒt/
give /ɡɪv/	gave /geɪv/	given /ˈɡɪvn/
go /ɡəʊ/	went /went/	gone /ɡɒn/
have /hæv/	had /hæd/	had /hæd/
keep /ki:p/	kept /kept/	kept /kept/
know /nəʊ/	knew /nju:/	known /nəʊn/
learn /lə:n/	learnt /lə:nt/	learnt /lə:nt/
leave /li:v/	left /left/	left /left/
let /let/	let /let/	let /let/
lose /lu:z/	lost /lɒst/	lost /lɒst/
make /meɪk/	made /meɪd/	made /meɪd/
mean /mi:n/	meant /ment/	meant /ment/
meet /mi:t/	met /met/	met /met/
put /put/	put /put/	put /put/



## IRREGULAR VERBS

Infinitive	Past Simple	Past Participle
read /ri:d/	read /red/	read /red/
ride /raɪd/	rode /roud/	ridden /ˈrɪdn/
rise /raɪz/	rose /rouz/	risen /ˈrɪzn/
say /seɪ/	said /sed/	said /sed/
see /si:/	saw /sɔ:/	seen /si:n/
send /send/	sent /sent/	sent /sent/
shake /ʃeɪk/	shook /ʃuk/	shaken /ˈʃeɪk(ə)n/
shine /ʃaɪn/	shone /ʃɔn/	shone /ʃɔn/
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sit /sɪt/	sat /sæt/	sat /sæt/
sleep /sli:p/	slept /slept/	slept /slept/
smell /smel/	smelt /smelt/	smelt /smelt/
speak /spi:k/	spoke /spouk/	spoken /ˈspoukən/
spend /spend/	spent /spent/	spent /spent/
swim /swɪm/	swam /swæm/	swum /swʌm/
take /teɪk/	took /tuk/	taken /ˈteɪkən/
teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
throw /θrəu/	threw /θru:/	thrown /θroun/
understand /,ʌndə'stænd/	understood /,ʌndə'stud/	understood /,ʌndə'stud/
wear /weə/	wore /wɔ:/	worn /wɔrn/
write /raɪt/	wrote /rou/	written /ˈrɪtn/

# BURAXILIŞ MƏLUMATI

## ENGLISH 6

*Ümumi təhsil müəssisələrinin 6-cı sinifləri üçün  
İngilis dili (əsas xarici dil kimi) fənni üzrə*

## DƏRSLİK

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**Azərbaycan Respublikası Təhsil Nazirliyinin qrif nömrəsi: 2021-042**

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# PULSUZ



## Əziz məktəbli!

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İnanırıq ki, siz də bu dərsliyə məhəbbətlə yanaşacaq, onu zədələnmələrdən qoruyacaq, təmiz və səliqəli saxlayacaqsınız ki, növbəti dərs ilində digər məktəbli yoldaşınız ondan sizin kimi rahat istifadə edə bilsin.

Sizə təhsildə uğurlar arzulayırıq!

