

Student Book

# ENGLISH



as the main  
foreign language

# 7



# 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 qadiriz!  
Üçrəngli bayrağınla məsud yaşa!

Minlərlə can qurban oldu,  
Sinən hər bə meydan oldu!  
Hüququndan keçən əsgər,  
Hərə bir qəhrəman oldu!

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

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



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



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*Student book*

# English

*as the main foreign language for the 7<sup>th</sup> grades  
of general secondary schools*

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We thank you for the cooperation.



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For more practice, scan the QR codes.

# Reading

## UNIT 1

# SCHOOLS AROUND THE WORLD

1 Discuss the questions with a partner.

- What do you like about your school?
- What changes would you like to see in your school?

2 Read the article and match the paragraphs (A-D) to the pictures (1-5). One picture is extra.

**a local person**

*a person who lives in a specific country, city or town you are talking about*

**the government**

*the group of people who rule the country*

**to take a nap**

*have a short sleep*

**flood**

*flowing of water onto land more than its normal limits*

### A Fen from China

I live in a small village called Miao in China. In the past, there were no school buildings in my village. So, in 1984, the local people started a school in a cave because they didn't have any money to build a school. There were only eight teachers and 186 students then.

The students spent about six hours daily to travel to and from the school. The government closed the school after 23 years because the villagers were not happy about it.



### B Andrew from the USA

I study at the West Philadelphia School of the Future. In my school, we do not use any books. Instead, we use computers. There is a smartboard in each classroom. In 2006, my school welcomed its first students. In the beginning, it wasn't easy for teachers and students because they didn't know how to use computers and smartboards. But now we don't have these problems anymore. Most of the students in our school study hard and get high grades in mathematics and reading.



### C Nick from the USA

My school, my rules! Yes, Brooklyn Free School is just great! There are no rules. There are no tests, homework, or grades. We make the school rules ourselves. We can choose any class we want. We can play, walk around, or just take a nap during the lessons.





We often watch and discuss TV shows. A student can call a meeting and discuss his or her ideas with the whole school. The school director wants every student to find his or her own way.

**D Binita from Bangladesh**

Millions of people in my country have no clean water or electricity because we often have floods in my country. Because of the floods, many students cannot attend schools. To solve this problem, people built boat schools. The boat schools have computers, internet access and a small library. These schools are open when there are floods in the country. The boat schools pick students up from riversides. When the class is over, the boats return the students their homes.



**3) Read the text again. Match the sentences to the paragraphs in Task 2. One sentence is extra.**

- |   |  |
|---|--|
| <p><b>1.</b> Most students at this school are good at two subjects.</p> <p><b>2.</b> Students at this school can do everything they want.</p> <p><b>3.</b> Students at this school take tests every week.</p> | <p><b>4.</b> Students at these schools don't go to schools, but the schools come to them.</p> <p><b>5.</b> Students do not study at this school anymore.</p> |
|---|--|

**4) Find the synonyms of these expressions in the text.**

- |   |  |
|---|--|
| <p><b>1.</b> organise a meeting (Paragraph C)</p> <p><b>2.</b> go to school (Paragraph D)</p> | <p><b>3.</b> take students (Paragraph D)</p> |
|---|--|

**5) Discuss the questions with a partner.**

- What problems do you think children in the schools you read about have?
- Which school wouldn't you like to study at? Why?

# Vocabulary

1 Read, listen and repeat.



1. annoying

making sb  
feel a little  
angry

2. terrifying

very scary

3. freezing

very cold

4. enormous

very big

5. fascinating

very  
interesting

6. delighted

very  
pleased

7. exhausted

very  
tired

8. incredible

very difficult  
to believe

2 Complete the sentences with the words from Task 1. Answers may vary.

0. You shouldn't talk when others are talking. It's annoying.
1. Using computers instead of books is really ★★ ★.
2. An idea of a classroom on a boat sounds ★★ ★.
3. Do you also feel ★★ ★ after a long day of school?
4. Our teacher was so ★★ ★ because we won the first place award in the race.
5. Remember to wear your warm jacket and hat. It's ★★ ★ outside.
6. The new school building was ★★ ★. It was hard to find the way to our classroom in the first week.
7. We could hear the wolves in the forest at night. That was really ★★ ★ and we couldn't sleep.

3 Listen to four people describing the place where they are. Match the people to the kind of place they are in. One is extra.



Speaker 1	a) enormous
Speaker 2	b) incredible
Speaker 3	c) freezing
Speaker 4	d) annoying
	e) terrifying

**4** Talk to your partner about the schools below. Use the lesson vocabulary.

- Would you like to study there? Why or why not?

**1** The Brightest Elementary School, Sweden



*They turned corridors into libraries.*

**2** Gari Chapidze's Playschool, Rustavi, Georgia



*They turned an old airplane into a classroom for local students.*

**3** City Montessori school, Lucknow, India



*52,000 students study at this school and it has 1,050 classrooms.*

**4** The 'Koninklijk Atheneum' school in Zottegem, Belgium



*The students and teachers enjoy their break time with a slide.*

**5** Walk and talk to three classmates about the things that are...



# Grammar A

1 Read the conversation between Megan and Elan and answer the question.

- What is the conversation mainly about?
- a) Megan's summer trip
- b) Megan's photos
- c) Megan's forest school



**Megan:** Elan, why do you look so bored? Let me show you the photos from my last school.

**Elan:** Wow! What a different classroom it is! Did you have classes outside?

**Megan:** Yes, we did! It was a school in the forest.

**Elan:** A school in the forest? I am confused now. It sounds exciting and a little frightening!

**Megan:** Why frightening?

**Elan:** Aren't there any bears or wolves in the forest?

**Megan:** You are so funny, my friend. There were not any wolves or bears and we had lessons outside only in summer. We all felt so relaxed in the fresh air! The school building was in the forest and we had lessons inside the building. Have a look! I will show you the photos of the classrooms.

**Elan:** It's really interesting. Let me look.



## GRAMMAR TARGET

### Adjectives ending in

-ed and -ing

To describe how people feel

To describe a situation, thing or a person that causes the feelings

#### Notes:

worry → worried → worrying

terrify → terrified → terrifying

2 Complete the table with the correct forms of adjectives. You can find some of them in Task 1.

Verb	Adjectives ending in -ed	Adjectives ending in -ing
0. interest	interested	interesting
1. excite	excited	★★★
2. surprise	surprised	★★★
3. shock	shocked	★★★

4. frighten	frightened	★★★
5. annoy	★★★	annoying
6. bore	★★★	boring
7. relax	★★★	relaxing
8. confuse	★★★	confusing
9. worry	worried	★★★
10. terrify	★★★	terrifying



**3** Listen to four people and choose the correct option.

1. This person feels *bored/worried/surprised*.
2. The situation is *relaxing/frightening/annoying*.
3. This person is *excited/terrified/bored*.
4. The film is *frightening/relaxing/interesting*.

**4** Choose the correct adjectives.

0. I don't want to go to bed now. This film is so *interested/interesting*.
1. I don't understand this game. The rules are very *confusing/confused*.
2. I remember I was so *tired/tiring* after our first match.
3. This news is so *excited/exciting*!
4. I want to change this book. It's so *bored/boring*.
5. The baby heard the noise and got *frightened/frightening*.

**5** Complete the sentences with the correct adjective form of the verbs in brackets.

0. All students were shocked when they heard the news. (shock)
1. Kate and Jane are so ★★★ to meet their new English teacher. (excite)
2. It rained all day long and we couldn't go out. It was so ★★★. (bore)
3. Why are you so ★★★? Your project won because it was the best! (surprise)
4. Ben never holds the door for the person behind him. It is so ★★★. (annoy)
5. Mum is ★★★ about you. Why are you so late? (worry)

**6** Choose five adjectives from the table in Task 2. Write five questions and interview your partner.

What makes you feel frightened?

Scary films make me feel frightened.

I think math is the most interesting subject.

What is the most interesting subject?



# Grammar B

1 Read the conversation between Nick and his grandfather and complete the sentence. Choose a, b or c.

- They are mainly talking about ★★★.
- a) the problems of elderly people
- b) Nick's plans
- c) grandpa's dream



**Nick:** Did you have a dream in your childhood?

**Grandpa:** Yes, of course I did. I always wanted to study at university, but you know I couldn't because I had a big family to take care of.

**Nick:** I think it is never too late to realise your dream.

**Grandpa:** I am too old to become a student now.

**Nick:** There is a university for elderly people called University of the Third Age. You can study there.

**Grandpa:** That sounds interesting, but I don't think I am young enough to learn new skills. Don't you think I am too tired to study for exams?

**Nick:** Come on, grandpa. I know you are brave enough to start a new chapter in your life.



## GRAMMAR TARGET

**Too + Adjective + Infinitive**

*(has a negative meaning)*

more than needed to do sth

I am **too old to become** a student now.

**Adjective + Enough + Infinitive**

as much as needed to do sth

I don't think I am **young enough to learn** new skills.

2 Read the conversation in Task 1 again and find other examples with **too** and **enough**.

Too + adjective + infinitive

★★★

Enough + adjective + infinitive

★★★

**3** Complete the sentences with **too** or **enough**.

0. We cannot buy this car. It's too expensive to buy.
1. We need to take a taxi to their house. It's ★★★ far to walk.
2. Are you tall ★★★ to reach that shelf?
3. He isn't fast ★★★ to win the race.
4. Jim is ★★★ young to drive a car.
5. The music is ★★★ loud to relax. Please, turn the radio off.
6. Mark isn't tall ★★★ to play basketball.

**4** Use the words in brackets and **too** or **enough** to complete the sentences.

0. I don't want this tea. It's too cold to drink. (cold)
1. Help your brother. He is ★★★ to continue the game. (frightened)
2. They were ★★★ to understand politics easily. (old)
3. The questions were ★★★ to solve. I asked the teacher for help. (difficult)
4. The film was ★★★ to watch till the end. (boring)
5. My friend Jane is ★★★ to win the race. (strong)
6. Our new neighbour is ★★★ to become friends with. (impolite)

**5** Complete the sentences with your own ideas using infinitives.

0. The girl was too young to drive a car.
1. The joke was funny enough ★★★.
2. Mrs Brown is too sick ★★★.
3. This math problem is easy enough ★★★.
4. This room is too noisy ★★★.
5. They are brave enough ★★★.
6. You shouldn't be too worried ★★★.

**6** Look at the pictures of elderly and young people at university. Use **too** and **enough** and talk about the differences and similarities between studying at young and old ages.



# Listening

1 Look at the picture of Agora school in the Netherlands and discuss the questions below.

- What do you think is special about this school?
- Would you like to study at this school? Why or why not?



2 Listen to a talk about Agora school and answer the question. Choose a, b or c.



What makes this school special?

- a) Its unique learning system
- b) Its rich daily menu
- c) Its big number of students

3 Listen again and complete the sentences.



1. The school started in ★★★.
2. The number of students at Agora is ★★★.
3. Age groups at Agora are from 12 to ★★★.
4. The students make ★★★ in the morning.
5. During quiet time, students ★★★ or ★★★.



4) Look at the pictures of the students from Agora school. What do you think they are doing in each picture?



5) Discuss the questions with a partner.

What is your ideal school like?

What do the students do there?

What makes your school special?

# Writing

## Writing Tips!

Use **and** to connect two ideas/sentences. *My school is big and beautiful. The school trip was fascinating and everyone was pleased.*

Use **but** to show contrast. Put a comma before **but**. *I go to school, but my sister doesn't.*

Use **because** to explain why we do something. *I am happy because all my grades are good.*

Use **so** to show a result. Put a comma before **so** if you are connecting two sentences. *I studied well, so all my grades are good.*

**And** joins two or more similar things in affirmative sentences. *I like math and English.*

**Or** connects two or more similar things in negative sentences. *There are no tests, homework, or grades at our school.*

**Or** connects two or more choices or alternatives. *I would like to study at a university in Italy, Canada, or England (I can go to all three places. I'll choose one.)*

### 1 Complete the sentences with **so, and, or, but** and **because**.

- At our English lessons, we often watch videos **and** discuss them.
- People in my village didn't have money to build a school, ★★★ they used a cave as a school.
- At the beginning of the year, it was difficult for the students to use smartboards, ★★★ now all of them can work on the smartboard.
- The school director was delighted ★★★ we won the first place award in the math Olympiad.
- Are there any boat ★★★ cave schools in your country?

### 2 Choose the correct option.

- We use ★★★ at the beginning of the story.  
a) after that                      b) finally                      c) first
- We use ★★★ at the end of the story.  
a) then                                b) finally                      c) first

3. We don't put a comma after ★★★.

a) luckily

b) then

c) after that

4. We use ★★★ to show that something happened unexpectedly.

a) fortunately

b) finally

c) suddenly

5. We use ★★★ to show that some bad things happened.

a) luckily

b) finally

c) unfortunately

3) Complete the sentences with *first, unluckily, then, fortunately* and *after that*.

A group of foreign students visited our school yesterday. It was a task for my class to guide them in the school. 0) First, we showed them the school and visited different classes. 1) ★★★ we had lunch together in the canteen. 2) ★★★ we attended a PE lesson and played volleyball together. 3) ★★★, one of our classmates hurt his leg. The doctor examined his leg and said everything was OK. 4) ★★★, he could walk and was with us till the end of the day. It was a fun day.



4) Complete the sentences with these words.

A fact

An opinion

1. ★★★ is a true statement. We can test and prove it.

2. ★★★ is what a person thinks or feels about something. It is not 100% true or false.

**NOTE:** We use *I think, I believe, I feel, In my opinion* when we write our opinions. It is good to give a reason and an example when we write our opinions.

**Example:**

I believe that it is difficult for teachers to work at boat schools because they are small and sometimes dangerous.

In my opinion, all schools should have buildings.

5) Write your opinions about the topics below. Use *I think, I believe, I feel* and *In my opinion*.

An ideal school

Learning at an old age

Doing homework

A good student

# Story Time

## *Meet the Author: Patricia Polacco*

*Patricia Polacco is a famous American author and illustrator of children's books.*

*She was born in Michigan, the USA in 1944. Patricia Polacco wrote and illustrated her first book at the age of 41. Her books are popular around the world. She has a lot of awards for her books.*



## THANK YOU, MR FALKER

BY PATRICIA POLACCO

### PART 1

Trisha, the little girl in the family, grew up loving books. Her mother read to her every night. Her brother brought his books home from school and read them to Trisha. She often visited her grandparents and they also read interesting stories to her.

At the age of 5, she went to kindergarten. Most of all, she wanted to read. Some of the kids in her class began to read. But not Trisha.

Still, she loved being there because she could draw. The other kids enjoyed looking at her drawings.

“In the first grade, you’ll learn to read,” her brother said.

In the first grade, Trisha sat in a circle with the other kids. The other kids could read the letters and then the words. But Trisha saw only circles on the pages. She couldn’t read. Sometimes her teacher moved on to the next person and sometimes she helped her with every single word. Months passed. Everyone in Trisha’s class could read well, but Trisha couldn’t. She began to feel “different”. She began to feel stupid.

Reading was very difficult for Trisha. And numbers were the hardest thing of all to read. She never added anything right.

Then, one day, her mother got a job in another city. First, the little girl didn't want to go there. Then she said to herself, "The teachers and kids in my new school don't know how stupid I am. So, I can have a better life there."

She, her mother and brother moved across the country. It took them five days to get to a new place.

But at the new school it was the same. She tried to read, but she couldn't. "The cah, cah...cat...rrrr, rrr...ran." She was reading like a baby in the third grade!

She was also very bad at math. She gave the wrong number every time.

"Hey, stupid!" a boy shouted on the playground, "Why are you so stupid?" Other kids stood near him and laughed. Trisha felt very bad and started crying.

Trisha didn't want to go to school. "I have a sore throat," she often said to her mother. Or, "I have a stomachache." She dreamed more and more and she drew more and more.

Trisha started the fifth grade. There was a new teacher called Mr Falker. He was tall and elegant.

Once Mr Falker saw Trisha's painting. He said, "This is brilliant! Do you know how talented you are?"

The next day Trisha stood up and read. The kids began to laugh loudly. Mr Falker said, "Stop! Are all of you so perfect that you can look at another person and find a mistake?"

That was the last day anyone laughed at Trisha. Now only Eric made fun of her. Trisha didn't know why. He waited for her by the door of the classroom and pulled her hair. Trisha was afraid of him and always felt scared and alone.

*To be  
continued...*

1 Look at the pictures and put them in the right order.



2 Answer the questions.

1. What was hard for Trisha at school?
2. What did Trisha see on the pages?
3. How did Trisha feel about herself?
4. Why didn't she want to go to school?
5. Why did the children stop laughing at Trisha?

3 Talk to your partner. What do you think will happen next?

# TIME TO WATCH



## Asking for permission

1 Look at the picture and discuss the questions.

- Where are Shams and Katelyn?
- What do you think they are talking about?



2 Watch the video and complete the sentences.

1. Katelyn needs a pen because she wants to ★★★.
2. Shams advises Katelyn not to open the window because ★★★.
3. They drink water outside because they don't want to ★★★.

3 Watch the video again and complete the sentences.

1. I'm sorry to ★★★ you, but could I borrow your pen?
2. I'm sorry, but you'd ★★★ not.
3. Feel ★★★ to turn it on.

4 Answer the questions.

- a) What other expressions in the video mean the same as **Can I...?**
- b) Someone asks for permission to do something. What expression in the video can you use to say that they shouldn't do it?
- c) Which expressions in the video can you use to give permission to someone to do something?

5 Role-play the situation.



STUDENT A

You are a new student in a class. Ask for your classmate's permission to use his/her things.



STUDENT B

You have a new classmate. Answer his/her questions.



# Review

## 1) Choose the correct option.

0. Many students in Bangladesh couldn't attend schools because of floods/  
clouds.
1. Students in Brooklyn Free School can make/take a nap during school hours.
2. All of the travellers felt enormous/exhausted after a very long trip to the mountains.
3. What a freezing/fascinating view it is! I would like to visit this place one day!
4. I cannot believe there are cave schools in the world. That's delighted/  
incredible!
5. The sound was so loud and terrifying/fascinating. We were really scared.

## 2) Use the correct form of the adjectives to complete the sentences.

excited  
exciting

frightened  
frightening

bored  
boring

confused  
confusing

annoyed  
annoying

relaxed  
relaxing

0. Leyla was so excited to see her best friend again after eleven years!
1. Don't wear that mask to the party. You look ★★ ★.
2. There was nothing interesting about that show. We all were so ★★ ★.
3. I couldn't hear the speaker and felt ★★ ★ because the children were very loud.
4. Can you please explain this question again? It's very ★★ ★.
5. Trisha could finally feel ★★ ★ because she started to read with Mr Falker.



**3** Use the correct adjective forms of the words in brackets to complete the sentences.

0. Are you interested in the drawing club? (interest)
1. The news was **★★★**! We couldn't believe our ears. (shock)
2. My grandpa was so **★★★** to see all of his grandchildren on the farm. (surprise)
3. I don't want to live here. This place looks so **★★★**. (terrify)
4. Stop making that noise! It is **★★★**. (annoy)
5. We were all **★★★** because Tim was very late. (worry)

**4** Complete the sentences with **too** or **enough**.

0. She is clever enough to pass the test.
1. You are **★★★** sleepy to watch the film.
2. They often take the school bus because it's **★★★** far to walk.
3. The meat is fresh **★★★** to cook for dinner.
4. Your drawing is good **★★★** to win the award.
5. My little sister is **★★★** frightened to see the dentist today.

**5** Complete the sentences with your own words.

1. These books are interesting enough **★★★**.
2. It's too freezing outside **★★★**.
3. This place is too terrifying **★★★**.
4. You should be brave enough **★★★**.
5. These questions are too confusing **★★★**.
6. Mrs Green is tall enough **★★★**.



Find the mistakes.

**Vocabulary**

1. It's enormous outside. Wear your warmest jacket.
2. I cannot stay in this house. It looks delighted!
3. Make a nap before your long trip.
4. All our answers were correct and our teacher felt freezing.

**Grammar**

1. We didn't know you were in the country. I felt so surprising.
2. They asked for another room because that one wasn't enough comfortable.
3. Stop and wait for your turn! It's so annoyed!
4. You are young too to attend a university.

**Spelling**

1. Grandma was worryied about his future.
2. This film is to boring to watch with friends.
3. What a fasinating place to visit this summer!
4. Nick felt exhausted after today's match.

# Reading

## UNIT 2

# A WORLD OF TECHNOLOGY

- 1) Read the statement. Do you agree or disagree?
  - It is never too early to start changing the world.
- 2) Look at the pictures of the young people in Task 3 and discuss the questions.
  - Do you know them? Who are they?
  - What do you think they did to help people?
- 3) Read the article and choose the best title.
  - a) The greatest inventions of the 21<sup>st</sup> century
  - b) Two great school projects
  - c) Young people with great ideas

**to pay for the studies**  
give money to study

**to build a windmill**  
make a machine that gets electricity from the wind

**to water the farm**  
pour water onto plants

**to power lamps**  
give energy to lamps



### A

William Kamkwamba was born in Malawi in Africa in 1987. There were seven children in his family. His parents were farmers and, like many people in Malawi, they grew maize 🌽.

William enjoyed helping his father on the farm after classes.

In 2001, the maize didn't grow and people in Malawi became very **poor**. They couldn't find any food. William stopped going to school because his family couldn't pay for his studies.

William loved studying very much, so he went to the library and read books there. He liked science and enjoyed reading the book called *Using Energy*. The book was in English and it was not easy to understand it. Luckily, there were pictures of different energy sources and they helped William a lot. William's house didn't have electricity, so he decided to build a windmill. He made a windmill and started getting electricity from it.

Now William's family had electricity. He decided to make the second windmill, but this time bigger and better than the first one. With the energy he got from the second windmill, he could water his father's maize farm.

William could help the people in Malawi. He often travels abroad and **shares** his story with young people all over the world.

**B**

Reyhan Jamalova was born in 2002 in Azerbaijan. She got high grades in her lessons and her parents were very proud of her. She loved her science classes and studied very hard. On the weekends, she often watched TV programmes about science and discussed them with her father.

She liked watching rain and often thought, “Every raindrop has energy. Can people get electricity from **raindrops**?”

Fifteen-year-old Reyhan and her father started preparing a device. They used the energy from rain and powered some lamps with the new device. They called the device Rainergy. Reyhan thought about people in poor countries. These people had a lot of rain and with the Rainergy they could get electricity and have better lives.

In 2017, Reyhan entered her invention into a European competition for new **green** technology ideas – Climate Launchpad. She was the youngest person in the competition and *Rainergy* won a **prize**.

Reyhan is in the list of thirty young inventors. Now she is working on Rainergy and wants to make it better. She wants people all over the world to get cheap and green electricity.



**Adapted from:** *Kidstory, 50 children and young people who shook up the world*

**4** Read the article again and answer the questions. Who...

- |  |  |
|--|--|
| 1. liked helping one of his/her parents?           | 5. thought about people in other countries?      |
| 2. studied very well at school?                    |  |
| 3. talked to one of his/her parents about science? | 6. helped his/her family with his/her invention? |
| 4. couldn't go to school because of a problem?     | 7. often visits other countries?                 |

**5** Look at the words in bold in the article and match them to their definitions.

1. drops of water coming from the sky
2. winners get it at the end of the competition
3. connected with the environment or its protection
4. having very little money
5. to tell other people about your ideas and feelings

**6** Discuss the questions with a partner.

- What do Reyhan and William have in common?
- What problems do the people in poor countries have?
- What kind of inventions can make their life easier?

**to have in common**

- to share the same interests or have similar characteristics

# Vocabulary

## 1) Read, listen and repeat.



### 1. important

**Important** things have a big effect on people's lives.

### 2. unimportant

**Unimportant** things do not have a big effect on people's lives.

### 3. possible

A **possible** thing can happen.

### 4. impossible

An **impossible** thing cannot happen.

### 5. user-friendly

It is easy to use **user-friendly** devices.

### 6. useful

**Useful** things help you do or get what you want.

### 7. useless

**Useless** things do not help you do or get what you want.

### 8. strange

**Strange** things are unusual and surprising.

## 2) Choose the correct option.

0. In the past, for many people, girls' education was *user-friendly/unimportant/strange*.
1. We heard *strange/useful/possible* noises and we didn't know what to do.
2. The website is very *user-friendly/useless/unimportant*. It is easy to use it.
3. I don't need this information. It is very *possible/useless/user-friendly*.
4. This device is very *useless/impossible/useful*. It helps me a lot.
5. I am sorry I should go now. I have an *unimportant/impossible/important* meeting.
6. I can't finish the project by Friday - it's just not *possible/strange/user-friendly*.
7. It is *useless/user-friendly/impossible!* I don't believe you.

## 3) Listen to the people talking in different situations and choose the correct option.



1. The meeting is ★★★.  
a) interesting  
b) impossible  
c) important



2. His friend's advice was ★★★.

- a) useless
- b) useful
- c) unimportant



3. Their meeting is ★★★.

- a) unimportant
- b) impossible
- c) useful



4. The mobile application is not ★★★.

- a) user-friendly
- b) useful
- c) interesting



4) Complete the sentences with your own ideas.

0. The book was useful because it was about my favourite writer's life.

1. It was an important day because ★★★.

2. The website wasn't user-friendly because ★★★.

3. Heavy rain made it impossible to ★★★.

4. The book was useless because ★★★.

5. The day was strange because ★★★.

5) Write about

- a possible hobby you can do.
- important subjects for you.
- useful and useless things in your room.
- your favourite device.

6) Ask and answer the questions about your answers in Task 5.



STUDENT A

Look at page 133.



STUDENT B

Look at page 134.

# Grammar A

1 Read the forum comments on the unusual inventions made by children and match them to the pictures.

1. I think it is great to have it. You put the toothpaste inside the toothbrush and push the button. I am sure people will be happy to use it because they are in a hurry these days.

2. Do you think it is easy to ride it with your family? For my family, it wasn't easy. Last summer we bought one and imagine what happened. I fell and all my family fell after me. My advice: Don't buy it because it is difficult to turn it.

3. After school, I was usually hungry. I got home, washed my hands and went to the kitchen. Sometimes the meals were hot and it was impossible to eat them. I am happy to have this great thing.

4. My brother likes playing spy games and I bought one for him. He can see everything behind him. But there is a problem. It is difficult to carry it because it is heavy.



a) **Glasswards**  
An invention by Alex Dickens  
Luke Dideera, age 11



b) **Tooth-O-Matic**  
An invention by Henry Hughes, age 12



c) **Family scooter**  
An invention by Wendy Ridley, age 9



d) **Food cooler**  
An invention by Amelia Liddle, age 6



## GRAMMAR TARGET

### Adjectives and infinitives

We use **adjectives** + **to infinitives** to express feelings or reactions.

It is **difficult** **to carry** it.

The most common adjectives are: *difficult, easy, hard, impossible, nice, possible, right, wrong, strange, great.*

It is **great to have** it.

It is **possible to invent** new devices.

It is **not easy to ride** it.

**2** Read the text in Task 1 again and find more examples of adjectives + to infinitives.

**3** Change the sentences using an infinitive after the adjective.

**0.** Inventing a new device is difficult.

It is difficult to invent a new device.

**1.** Riding a family scooter is not easy.

**2.** Eating hot meals is impossible.

**3.** Wearing glasses is strange.

**4.** Having a food cooler at home is nice.

**5.** Using a lot of toothpaste everyday is wrong.

**6.** Making a new invention is possible.

**7.** Seeing how people use your invention is interesting.

**4** Complete the sentences to make them true for you. Then compare your answers with a partner.

**1.** In my opinion, it is important to ★★★.

**2.** I think it is interesting to ★★★.

**3.** I believe it is possible to ★★★.

**4.** I am sure it is impossible to ★★★.

**5.** I think it is wrong to ★★★.

**6.** In my opinion, it is not important to ★★★.

**5** Talk to your partner and answer the questions.

- Would you like to invent something? If yes, what would you like to invent?
- Will it be easy or difficult? Why?

# Grammar B

- 1 Read the conversation between Sam and his grandfather and complete the sentence. Choose a, b or c.

Sam is interested in the history of ★★★.

- a) books
- b) trains
- c) airplanes



**Sam:** Grandpa, what was life before airplanes like?

**Grandpa:** About 120 years ago, there weren't any planes. People used to travel on foot. They used to ride horses or camels to get to faraway places. Some people took trains or ships. They used to spend weeks and even months on roads. So, most people didn't travel much in the past.

**Sam:** Please tell me more about the invention of airplanes.

**Grandpa:** In my childhood, I wanted to become a pilot. I used to read books about airplanes. I am still keeping one book about their invention. Let's go. I want to give it to you.



## GRAMMAR TARGET

### used to

We use **used to** + **infinitive** to talk about a past situation that is no longer true. *People used to travel on foot.* Do not pronounce **d** in **used to**.

For negative, we use **didn't use to**. *I didn't use to work on the computer.*

Use **did** to ask about past habits. *Did you use to ride horses?*

- 2 Read the sentence from the conversation in Task 1 and choose the correct option.

Sam's grandfather, "*In my childhood, I used to read books about airplanes.*"

- a) He still reads books about airplanes.
- b) He doesn't read books about airplanes any more.
- c) He never read books about airplanes in the past.



3 Listen to Sam's grandfather and complete the sentences.



In his childhood, he used to 1) ★★★, but now he drives a car. Many years ago, he used to 2) ★★★. But now he reads the news on the 3) ★★★.

4 Complete the sentences with **used to** or **didn't use to** and a verb below.

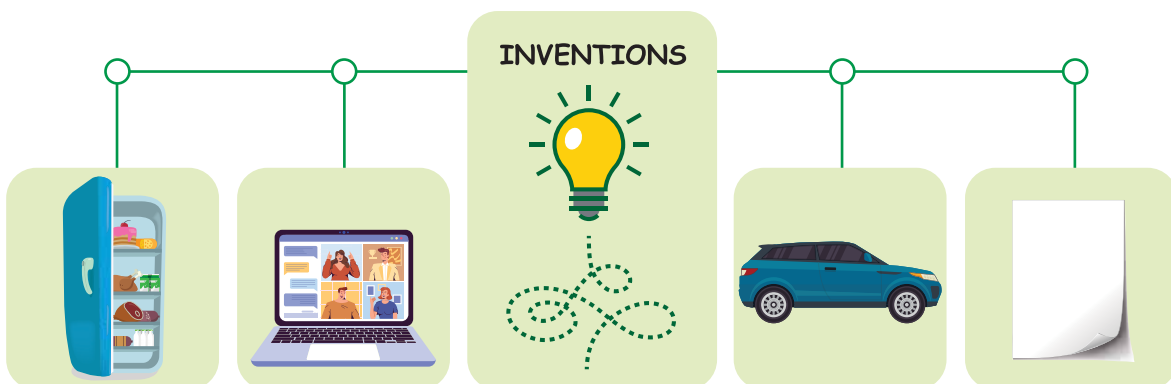


0. Did you use to play volleyball in your childhood?
1. My uncle ★★★ his car a lot, but he doesn't use it anymore these days.
2. Did you ★★★ many bad dreams in your childhood?
3. I ★★★ to other countries. I first went abroad last year.
4. Bob ★★★ a lot of ice cream. He doesn't like it any more.
5. The teacher ★★★ a lot of homework last year.
6. They ★★★ orange juice in their childhood. They didn't like it.

5 Complete the sentences. Answers may vary.

1. Before the invention of electricity, people used to ★★★.
2. Before the invention of the mobile phone, people used to ★★★.
3. Before the invention of email, people used to ★★★.
4. Before the invention of books, people used to ★★★.

6 Talk to your partner about what people **used to do** and **didn't use to do** before these inventions. Then compare your answers with a different pair.



# Listening

## 1) Discuss the questions with a partner.

- Do you know any famous inventors?
- What did they invent? Are their inventions useful today?



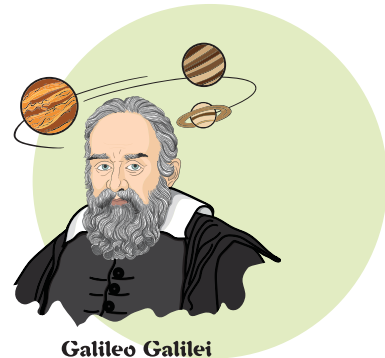
Alexander Graham Bell



Marie Curie



Thomas Alva Edison



Galileo Galilei

## 2) Listen to an interview with Tural Khudiyev, a young Azerbaijani scientist and complete the sentence.



The interviewer does NOT ask a question about ★★★.

- a) his childhood
- b) his present work
- c) his friends in the USA



## 3) Listen to the interview again and complete the notes below.

1. His favourite free time activities:  
a) ★★★ and b) ★★★
2. His favourite subject at school: ★★★
3. The year of the invention: ★★★
4. With the help of the invention, we can  
a) store ★★★;  
b) find and control ★★★.
5. He wants young people in Azerbaijan to have ★★★.

**4** Listen and complete the notes about the inventions made by children.



**1.** Earmuffs/Chester Greenwood

- Became an inventor in ★★★.
- Had a ★★★ 10 years later.



**2.** Swim fins/Benjamin Franklin

- Born on January 17 in ★★★.
- Became an inventor at the age of ★★★.



**3.** Toy trucks/Robert Patch

- Became an inventor at the age of ★★★.
- Made a toy truck from a ★★★ and bottle caps.



**4.** Christmas lights/Albert Sadacca

- Became an inventor at the age of ★★★.
- Before this invention, people used ★★★.

**5** Look at the inventions in Task 4 and discuss the questions with a partner.

*Why do you think...*

- Chester Greenwood invented earmuffs?
- Benjamin Franklin invented swim fins?
- Robert Patch invented toy trucks?
- Albert Sadacca invented Christmas lights?

**6** Discuss the questions about the inventions in Task 4 with a partner.

- Which invention is the most useful? Why?
- Which invention is the least useful? Why?

# Writing

## Writing Tips!

**A paragraph** – is a group of sentences about one topic. It has **a topic sentence**, **body sentences** and **a closing sentence**.

**It is important to know!**

*In a paragraph*

- all sentences should be about the main idea of the paragraph.
- the first word in each sentence should start in a capital letter.
- each sentence ends with one of these: a full stop (.), a question mark (?) or an exclamation mark (!).

Topic sentence

I think it is great to have a Tooth-O-Matic.

Body sentences

It is very easy to use it. You put the toothpaste inside the toothbrush and push the button.

Closing sentence

I think people will be happy to use it because they are in a hurry these days.



**1** Read the paragraph. Put full stops and capitalise the first letter in each sentence.

in 1996, 11-year-old Richie Stachowski went on a trip to Hawaii with his family they liked spending time underwater Stachowski wished to talk to his family members underwater, but of course he couldn't it gave Stachowski an idea to invent a new device he tried a lot and finally, invented a Water Talkie with the help of this device, swimmers can talk underwater later with the help of his mom, Stachowski started a company, Short Stack LLC in 1999, at age 14, he sold his company to Wild Planet Toys



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

Which topic connects this group of sentences?

- a) screen reader
- b) a user-friendly website
- c) soft colours
- d) site developers

It is well-designed and you can find everything very easily.

I think all site developers should make their sites easy to use for all people.

This website [www.signpost.az](http://www.signpost.az) is very user-friendly.

So, blind people can use the site.

Also, colours are soft and don't tire your eyes.

But there is one thing that I like most about the site - it has a screen reader function.

**3** A. Read the sentences in Task 2 again and put them in the correct order.  
B. Categorise the sentences according to the table below.

Topic sentence \* \* \*

Body sentences \* \* \*

Closing sentence \* \* \*

**4** Write 3-4 sentences about each topic.

*What is your favourite device?*

1. What do you use it for?
2. Why do you like this device?

*What did people do before the invention of emails?*

1. How did they use to send their messages?
2. Was it difficult to send messages in that way?

# Story Time



## THANK YOU, MR FALKER


BY PATRICIA POLACCO

### PART 2

Trisha was really happy only during Mr Falker's classes. After classes, Eric made fun of her and often called her "Stupid!" or "Ugly!"

And Trisha began to believe him.

During break times, Trisha often hid under the stairs. In that dark place, she felt safer.

Once Eric followed her to her secret place. "Are you a mole ?" he laughed. "Stupid! You are stupid," he shouted. Trisha was frightened. Suddenly, she heard footsteps. It was Mr Falker.

He took Eric to the office. Ten minutes later, he came back and said, "Don't worry about that boy anymore."

One day, Mr Falker asked her to stay after school. "Let's play a game! I'll shout out letters and you'll write them on the board."

"A," he shouted. She wrote A. "Eight," he shouted. She wrote 8. He shouted out many, many letters and numbers. Then he walked up behind her, and together they looked at the board. It was a mess. She wanted to run away.

"You poor baby," he said. "Do you think you are stupid?"

“But, little one, don’t you understand you don’t see letters or numbers the way other people do?” He smiled at her. Then he stood up and cleaned the board. “We’re going to change all that, girl. You’re going to read! I promise you that.”

Every day after school, she met with Mr Falker and Miss Plessy, a reading teacher. They did a lot of things she didn’t even understand! At first, she made circles in sand, and then she wrote big circles on the blackboard. They wrote letters on the board and Trisha shouted them out loud. Other days, she worked with wooden blocks and built words. Letters, letters, letters. Words, words, words.

Now she could read words but not sentences.

Three months later, Mr Falker put a book in front of her. He asked Trisha to read a paragraph.

Slowly, she read a sentence. Then another, and another. And finally, she read a paragraph. Mr Falker and Miss Plessy had tears in their eyes.

She started loving school. I know because that little girl was me, Patricia Polacco.

I saw Mr Falker again some thirty years later at a party. I walked up to him and introduced myself. He hugged me and asked about my job. I answered. “I make books for children. Thank you, Mr Falker. Thank you!”

*THE END*

1 Look at the pictures and put them in the right order.

A



B



C



D



E



F



2 Answer the questions.

1. Why did Trisha hide under the stairs?
2. What do you think happened to Eric in Mr Falker's office?
3. Why couldn't Trisha read?
4. Why did Trisha's teachers cry?
5. Whose life is this story about?

3 Talk to your partner. What lesson did you learn from the story?



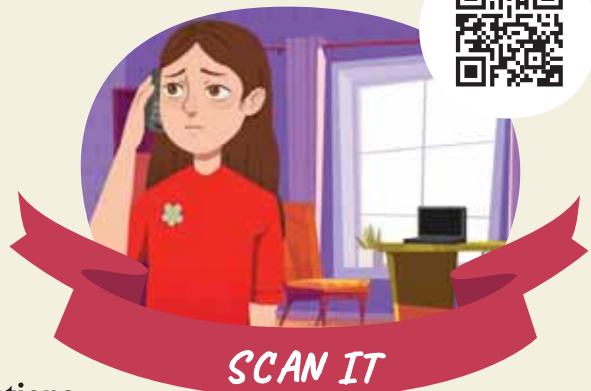
# TIME TO WATCH



## Expressing anxiety

1 Look at the picture and discuss the questions.

- How does Katelyn feel?
- What do you think happened?



2 Watch the video and answer the questions.

1. Why was Katelyn worried?
2. Why was Daniel late?
3. What was wrong with Katelyn's computer?

3 Watch the video again and complete the sentences with the words below.

worried    alright    calm    panic    thank    wrong

0. What's wrong with you Katelyn?

1. "Don't ★★★ Katelyn. I'll help you," said Daniel.
2. Daniel was late and Katelyn felt ★★★.
3. "★★★ down, Katelyn," Shams said.
4. Shams looked at Katelyn and said, "I know everything is ★★★."
5. ★★★ God Daniel isn't in danger.

4 Answer the questions.

1. What other expression in the video means the same as *What's wrong*?
2. What expressions in the video mean the same as *Don't worry*?
3. What word in the video means the same as *worried*?

5 Role-play the situation.



STUDENT A

You are at the bus station. You are waiting for your friend Tim. You are worried about him because he is too late. Call one of his parents and talk to him/her.



STUDENT B

You are Tim's mother/father. You know why Tim is late. Speak to his friend and calm him/her down.



# Review

## 1) Choose the correct option.

0. His advice was very *useless/useful/important*. It didn't help me at all.
1. January 27 is a very *useless/unimportant/important* day for me. I got a gold medal that day.
2. Today many websites are *user-friendly/impossible/possible*. Everyone can use them easily.
3. We are completely different people. Our friendship is *possible/impossible/unimportant*.
4. You can find a lot of *impossible/useful/unimportant* information in this book. Take it home and read it.
5. It is *unimportant/impossible/possible*. It can't be Jack. Jack is in England now.
6. I need to go because I have an *important/impossible/unimportant* meeting.

## 2) Change the sentences using an infinitive after the adjective.

- |   |  |
|---|--|
| 0. Reading a story book is interesting.<br><u>It is interesting to read a story book.</u> | 4. Using different books at the lesson<br>is possible. |
| 1. Riding a horse is difficult.   | 5. Eating a lot of hamburgers is not<br>good.          |
| 2. Travelling without friends is boring.  | 6. Making friends is useful.                           |
| 3. Coming to the lessons on time is<br>important.   |  |

## 3) Complete the sentences with **used to** + a suitable verb.

0. Sarah used to have very long hair many years ago, but now her hair is very short.
1. Jason ★★★ a lot, but he is on a diet now.
2. Sarah ★★★ a bicycle, but last year she bought a car.
3. My grandparents ★★★ in the village. They moved to the city two years ago.
4. My uncle ★★★ as a waiter in a restaurant. He doesn't work there any more.
5. Nelly ★★★ her classmates very often. Now they don't meet at all.
6. I ★★★ cartoons in my childhood. I don't like them anymore.

## 4) Complete the sentences. Use the words from the box.

did (x2)

didn't (x2)

-used to-

to

used

0. My brother used to listen to the radio a lot, but he doesn't like it anymore.
1. I ★★★ use to like country life, but now I want to live there.
2. What sports ★★★ you use to do in your childhood?
3. These days I run a lot. I ★★★ use to run before.

4. ★★★ you use to play football in your childhood?
5. Anar ★★★ to work as a waiter, but now he is a hotel manager.
6. Andrew used ★★★ watch football matches at the stadium. He doesn't like it anymore.

5) Compare what Omar said 15 years ago and what he says today. Write about what he used to do and didn't use to do 15 years ago.

### 15 years ago

*I never drank coffee.*

*I didn't play chess.*

*I ate a lot of ice cream.*

*I had a parrot.*

*I wore glasses.*

*I didn't do sport.*



### Today

*I drink coffee a lot.*

*I often play chess.*

*I don't eat ice cream anymore.*

*I don't have a parrot.*

*I don't wear glasses anymore.*

*I often do sport.*



### Find the mistakes.

#### Vocabulary

1. Your help was useless. You saved my life.
2. I am sorry I need to go now. I have an impossible meeting in 5 minutes.
3. This device is useless. You can use it easily.
4. Heavy snow made it possible to walk easily.

#### Grammar

1. It is important wear warm clothes in winter.
2. It is impossible carrying that heavy bag.
3. Rebecca didn't used to play the guitar in her childhood.
4. What do you used to do 20 years ago?

#### Spelling

1. This plan is animportant.
2. We heard strenge voices in the forest.
3. There is a lot of usefull information in this book.
4. There are a lot of use-friendly websites.

# Reading

## UNIT 3 WHAT A TALENT!

1) Walk around and talk to your classmates.



**unique**

*unusual or special*

**exhibition**

*a public show of art or other things*

**waking hours**

*the hours when you don't sleep and are awake*

**extraordinary**

*very unusual, special or strange*

2) Read the first paragraph of the text and find the wrong statement. Choose a, b or c.

- a) Everyone is talented in a different way.
- b) Not every person knows what they are good at.
- c) It is good to discover your abilities as a child.

We all have talents within us of different types and degrees. Some people discover their abilities at an early age, but others learn about their abilities later. Some people never discover their abilities at all. Here are 3 people with extraordinary abilities.

### Lee Hadwin

The world knows **Lee Hadwin** as a Sleep Artist. He draws pictures in his sleep. During his waking hours, he isn't as creative as he is in his sleep. This makes him a unique artist. In his early drawings, he didn't use any bright colours like red or green, but later he started to use them as well. In 2007, he showed his works in a small exhibition. It was one of the most memorable events in his life because everything started to change after that day.



### Scott Flansburg

**Scott Flansburg** is a human calculator. He holds the Guinness World Record for "the fastest calculation". He first discovered his ability at the age of 9. His teacher asked him

to calculate some numbers and he did it very fast. He developed his ability and later, even published some books – *Math Magic* and *Math Magic For Your Kids*.



**Derec Paravicini**



**Derec Paravicini** can't read or write or know his left from right. But he can play the piano very well. This blind musician is like a memory machine. He listens to music and copies it to his memory. Once he memorised a full piano concert with 11,000 notes just by listening. He says he is never nervous in concerts because he knows he can do it.

**3** Read the text again. Find and correct the wrong statements. (There are 4 wrong statements.)

**Lee Hadwin**

- a. He can draw beautiful pictures both in his sleep and waking hours.
- b. All his drawings are colourful.
- c. The exhibition played an important role in his life.

**Scott Flansburg**

- a. He holds the Guinness World Record because he can calculate with the calculator very fast.
- b. He wrote math books for young learners.

**Derec Paravicini**

- a. He plays piano concerts from his memory.
- b. He is not sure about his abilities as a musician.

**4** Find the right forms of the words in the text and fill in the table.

	Verb	Noun	Adjective
1	★★★	calculator/★★★	✗
2	draw	★★★	✗
3	★★★	memory	★★★

**5** Complete the sentences with the correct forms of the words from Task 4.

1. Our math teacher is great. She teaches us the secrets of fast ★★★ without using a ★★★.
2. In 2012, I was in the final concert of Eurovision. It was a very ★★★ day for me.
3. This artist uses only a pencil and ★★★ animal pictures. His ★★★ are very realistic.
4. She has got a very good ★★★. She can ★★★ long poems very easily.
5. Please, ★★★ and tell me how much you spent yesterday.

**6** Write 5–6 sentences about a person with an extraordinary ability.

# Vocabulary

## 1 Read, listen and repeat.



### 1. give up

to stop trying to do something usually because it is too difficult

### 2. work on sth

to spend time on something and make it better

### 3. look forward to (doing) sth

to feel happy because something good is going to happen soon

### 4. make it

to be very successful

### 5. put sth off

to decide to do something at a later time

### 6. find out (sth)

to get information about something or to learn a fact or piece of information for the first time

### 7. believe in sb

to be sure that someone can do something very well

### 8. take up sth

to begin to do something

## 2 Complete the gaps with the phrases from Task 1.

0. Visit the website and find out more information about the painter.
1. Do it now. Don't ★★ it ★★ for tomorrow. Tomorrow we are going to have guests.
2. You play well, but it is not enough to win the competition. You should also ★★ yourself.
3. Sometimes I feel bored, so I want to ★★ a new activity.
4. Try as hard as you can. Successful people never ★★.
5. You cannot calculate anything without a calculator. You need to ★★ calculating without calculators.
6. I ★★ listening to my sister in the concert. It is going to be a very big moment for our family.
7. Ilham Zakiyev proved that everyone can ★★. They just need to work hard and be happy with their success.

## 3 Read the conversation between Julia and her uncle. Complete the sentences with the phrases below.

believe in

give up

put off

looking forward to

make it

find out

I'm 0. looking forward to my exhibition. I always thank my uncle for all my success because he often said, "Don't stop drawing!" I still remember one of my conversations with him.

**Uncle:** Success doesn't come by itself. You should work hard to get it.

**Julia:** But how?

**Uncle:** First, you need to **1. ★★★** what you are good at.

**Julia:** I know that I am good at drawing pictures. But sometimes my pictures aren't good enough.

**Uncle:** It is good that you **2. ★★★** yourself. But it is not enough. You should try hard. Sometimes your pictures cannot be as good as you wish. But you shouldn't stop and do it over and over again. They will get better each time you try.

**Julia:** Yes, you are right, uncle. I sometimes get tired and repeat my favourite phrase – "I'll do this later". So, I just **3. ★★★** working on myself.

**Uncle:** Never **4. ★★★!** It is the key to success. I am sure you can **5. ★★★!**



My first exhibition, "Everything is possible", is on December 28, at the National Art Gallery, Big Hall. See you there!

**4) Listen and match the speakers to the sentences. One sentence is extra.**



<b>Speaker 1</b>	a) This person needs to work on something.
<b>Speaker 2</b>	b) This person doesn't want to give up.
<b>Speaker 3</b>	c) This person is looking forward to something.
<b>Speaker 4</b>	d) This person doesn't believe in himself/herself.
	e) This person puts everything off.

**5) Complete the sentences with your own words.**

1. It is important to believe in your abilities because ★★★.
2. I want to ★★★ I am sure I can make it.
3. I gave up ★★★ because it was difficult.
4. I never put off ★★★.

**6) Talk to your partner. Speak about something you**

1. always put off doing.
2. never give up doing.
3. want to find out.
4. should work on.
5. want to take up.
6. look forward to seeing.

# Grammar A

- 1 Read the text about Celine and choose the correct options that can complete the statement.



**desire** - a strong feeling that you want sth

It was raining heavily and I was watching TV in my room. Suddenly, I heard a loud noise. I felt a pain in my left ear. Then everything went black. I opened my eyes in the hospital room. The clock on the wall showed 20:00. My family members and best friends were there. My little sister was crying. My parents were talking to the doctor. My friends were sitting next to my bed and my granny was holding my hand.

I didn't understand anything at first. Then the doctor explained everything to me. After that, they examined and sent me home.

After a while, I started to listen to violin music. I couldn't play any musical instruments and I never liked listening to music. But now I cannot stop myself from listening to violin music.

One day I was at a party and a boy was playing the violin. I suddenly felt the desire to play it. He was polite and gave his violin to me. Just imagine! I played the violin. How it could be true!

After that party, I even started composing music. Doctors examined my brain for a long time. They found out that I have Savant Syndrome. There are a lot of people in the world with this syndrome. Some can draw perfect pictures, some are great at math and some others can learn languages very easily.

## In the text we can find information about

1. the TV programmes she liked watching.
2. the effect of the noise.
3. who was in the hospital with her.
4. who invited her to the party.
5. how she first started to play the violin.
6. how easily she learned languages.



### GRAMMAR TARGET

#### Past Continuous

✓	I/He/She/It	was	watching TV.
	We/You/They	were	
✗	I/He/She/It	was not/wasn't	sitting.
	We/You/They	were not/weren't	



?	Was	I/he/she/it	travelling?
	Were	we/you/they	
	How/Where	were	

**Notes!**

We use Past Continuous Tense form to

**a)** describe how something happened in the past. (to “set the scene” in stories.)

**b)** show that something was happening at some point in the past.

**2)** Look at the underlined verbs in Task 1 and match them to **a** or **b** in Notes.

**3)** Complete the sentences with was or were.

**0.** It was 7 o'clock in the morning. Izel **2.** Samir and Gunel **★ ★ ★** walking in the park.

**1.** I **★ ★ ★** cleaning my room at 2 o'clock yesterday. **3.** What **★ ★ ★** you doing at that time? **4.** Why **★ ★ ★** she crying?

**4)** Look at the photos and describe what people were doing. Use Past Continuous.



**0.** sister/read a book/garden  
My sister was reading a book in the garden.



**1.** Kate/her son/plant a tree



**2.** grandmother/bake a cake/kitchen



**3.** John/uncle/play chess



**4.** granddad/work/garden



**5.** aunt/have/an online meeting

**5)** Write questions asking for the underlined information.

**0.** I was having dinner with my family yesterday. Who were you having dinner with?

**1.** My friends were planting trees in the park.

**2.** Alex was flying to Turkey with his friends.

**3.** Kamran and Jeyla were going to the exhibition.

**4.** My sister was singing a song at 3 o'clock yesterday.

**6)** Write 4 questions in Past Continuous to ask your partner.

# Grammar B

## 1) Read the text and write the names.

from Maryam to Leyla

Today it is my best friend Leyla's birthday. I always give handmade presents to my friends on their birthdays. Yesterday evening I decided to knit a doll for Leyla. First, I knitted the legs. Then my brother Nariman joined me. While I was knitting the arms, he was filling the legs with cotton. At the same time, my mom was knitting a dress for the doll. We all were working when dad entered the room with a big box. First, I didn't know what it was for. Then I understood that it was a present box. Nariman finished filling all the body parts with cotton and then helped me knit the hair of the doll. While we were knitting the hair, dad was decorating the box. Finally, the doll was ready. Mom put the doll in the box. She was closing the box with a ribbon when Nariman stopped her.



to knit

He gave mom a birthday card and asked her to put it into the box, too. I was very happy. Thanks to my family, I prepared a very beautiful present for Leyla.



ribbon

1. It is ★★★'s birthday today.
2. ★★★ filled the legs of the doll with cotton.
3. ★★★ worked with cotton.
4. ★★★ brought a box.
5. ★★★ closed the box with a ribbon.
6. ★★★ brought a card.



### GRAMMAR TARGET

#### Past Continuous time clause with **when** and **while**

a)	<i>dependent clause/Past Continuous</i>	<i>main clause/Past Continuous</i>
To describe parallel actions	While I was knitting the arms, Nariman was filling the legs with cotton.	
	 Both actions happen at the same time.	
b)	<i>main clause/Past Continuous</i> <i>started earlier/longer action</i>	<i>dependent clause/Past Simple</i> <i>shorter action/interrupts the longer action</i>
To describe interrupted actions	We all were working when dad entered the room with a box.	
	<i>dependent clause/ Past Continuous</i> <i>started earlier/longer action</i>	<i>main clause/Past Simple</i> <i>shorter action/interrupts the longer action.</i>
	While/When we were working, dad entered the room with a box.	

#### Notes!

We can write **when** and **while** clause at the beginning or in the middle of the sentence. If we write them at the beginning, we put commas before the main clause.

**Example:** *While* I was watching TV, Andy was sleeping./Andy was sleeping *while* I was watching TV.

We use only **when** to present a shorter action.  
 We use both **when** and **while** to present a longer action.

**2) Read the text again. Find examples of a time clause**

- a) with parallel actions in the main and dependent clauses.
- b) which shows one action interrupted the other.

**3) Complete the sentences with **when** or **while**. Sometimes both are possible.**

- 0. **When** mom was frying fish, she burnt her hand.
- 1. ★★★ I was roller skating, my friends were riding their bicycles.
- 2. I was still playing the piano ★★★ everybody started clapping.
- 3. Elnur hurt his leg ★★★ he was playing football.
- 4. Ulvi and Kamil were waiting at the bus stop ★★★ the rain started.

**4) Listen to the recording and find the people.**



- |        |      |      |        |        |         |        |       |       |
|--------|------|------|--------|--------|---------|--------|-------|-------|
| Robert | Alex | Kody | Freddy | Celine | Akinary | Shelly | Peter | Leyla |
|--------|------|------|--------|--------|---------|--------|-------|-------|



**5) Ask and answer the questions.**

What were you doing

- when President Ilham Aliyev announced that Shusha was free?
- at 11 o'clock yesterday?
- at your friend's birthday party?

**6) Make up a story about a funny event. Use Past Simple and Past Continuous.**

# Listening

1 Discuss the questions with a partner.

- Do you like visiting museums? Why or why not?
- Which famous Azerbaijani artists do you know?
- How can an artist become very famous?
- What makes these carpets special?



2 Listen to the conversation between Alina and Kamil and answer the question. Choose a, b or c.



- Which picture isn't about the conversation?



3 Listen to the conversation again. Are the sentences True or False?

1. Alina and Kamil are in the Carpet Museum now.
2. Alina was asking Faig Ahmad questions in the museum.
3. Faig Ahmad showed his works in different countries.
4. In his presentation, Kamil is going to talk about Faig Ahmad's exhibitions.
5. Alina took a photo with Faig Ahmad in the museum.

4 Look at the pictures and with the help of the key words write sentences about the children.



KIRA

0. knit/colourful/bags  
Kira can knit  
colourful bags.



TIM

1. sand art/create/in  
the glass



FARIDA

2. design/fruit and  
vegetables/shape of  
animals



VUSAL

3. make/toy/wood



5 Ask and answer the questions.

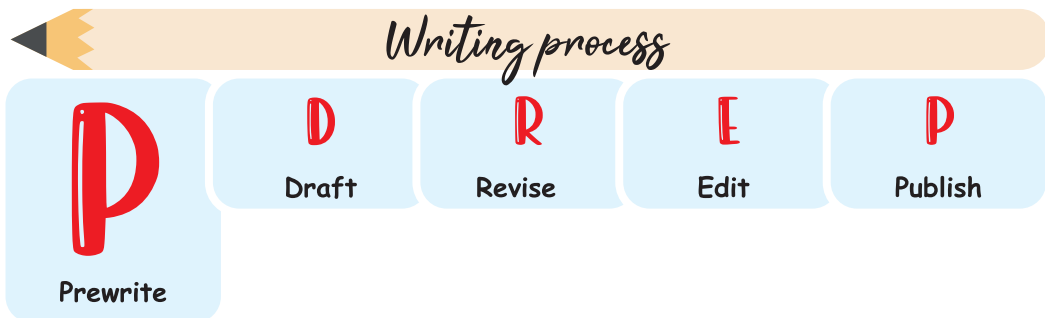
- What are you good at?
- Is there anything you want to learn? What is it?
- Is there anything you cannot learn?

6 Prepare a group presentation about a famous Azerbaijani artist.

# Writing

## Writing Tips!

When we write, we follow some steps.



Step 1

### Brainstorm

Think of as many ideas as you can and write them down. (You can make a word web.)  
Don't worry about grammar or spelling mistakes.

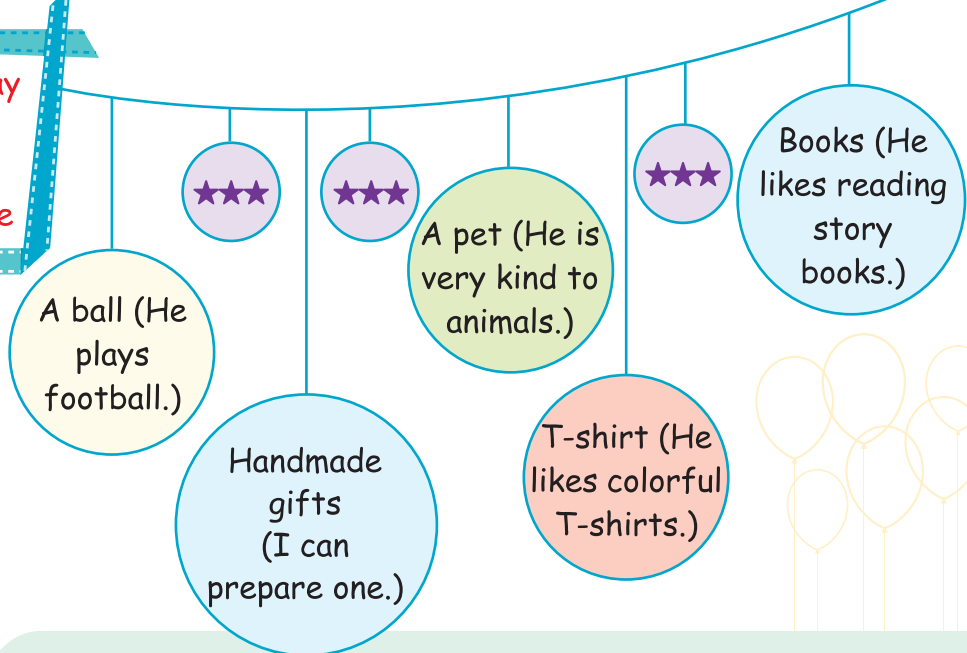
### Outline

Organise your ideas.  
Decide what goes in the topic, body and closing sentences.

1 Look at the word map and add your ideas to it.



A birthday present for my classmate



2 Complete the sentences about the ideas in Task 1 with your own words.

0. I can't buy a pet because I don't know what pet he likes most.

1. Buying a ball isn't a good idea because ★★★.

2. He has a lot of ★★★, so ★★★.

3. I don't know his size, so ★★★.

3 Look at the example of an outline and complete the sentences with your own words.

*Example:*

**Topic sentence:** What thing is the best gift?

**Body:**  
– books, why?  
– handmade gifts, why?

**Closing:** my final decision

1. I should buy ★★★.

2. Handmade gifts are also perfect because ★★★.

3. I will choose ★★★ because ★★★.



4 A. Follow the instructions. Brainstorm your ideas about the question. Make a word map.

What is your favourite free time activity?



B. Look at the sample of the outline in Task 3 and outline what you brainstormed about your free time activity.

5 Write your answers to the questions.

1. Can books be good birthday presents? Why or why not?

2. Can pets be good birthday presents? Why or why not?

# Story Time

## Meet the Author: Trudy Ludwig


Trudy Ludwig is famous around the world as a speaker and author of numerous children's books. Her books teach children to connect with others in kinder and more caring ways. She has got many awards for her books.



## BETTER THAN YOU BY TRUDY LUDWIG PART 1

My neighbour Jake always says that he is better than me at everything.

Don't get me wrong. Jake is great at everything he does – especially sports. Me? Not so much. I know I'm good at writing stories and playing the guitar, but when it comes to basketball, I should practise it a lot.

Jake first annoyed me when I was trying to learn how to do a layup . I had a dream. I wanted to play basketball like an NBA star, so I trained a lot. When I could finally do a layup, I got very excited. I ran to Jake's house to show him.

“Hey, Tyler! What's up?” asked Jake.

“Look! I can do a layup!”

After I showed him the move, he took the basketball and said, “Yeah, well, I am sure you can't do this... .” Then Jake did a perfect throw.

He couldn't just say, “Great job, Tyler!”

“Who am I kidding?” I thought. “I'll never be great at basketball. Why should I try it?”



Last Tuesday morning, I was showing Sharise my new music player when Jake entered the room.

“What’s that?” he asked.

“Tyler’s music player,” answered Sharise.

Then he started talking about all the great things his music player could do that mine couldn’t.

Today we had a math test. Math is the hardest subject for me. My hands get all sweaty when I try to solve math problems. Do you want to know what was worse than taking that test? Just imagine. The teacher asked Jake to check my test paper.

“Tyler, I don’t believe you got some of these problems wrong,” he said. “This test was so easy. I think I am five times smarter than you in math.”

I don’t understand why teachers ask kids to check each other’s tests. It isn’t right.

Stupid test.

Stupid me.

When I came back home from school, I threw down my backpack and went to my bedroom.

“Hey, Tyler,” called Iggy from downstairs. “Uncle Kevin is here.”

*To be  
continued...*

1 Read the story and put the pictures in the correct order.



2 Complete the notes below with the information from the story.

1. TWO things that Jake can do well are a) ★★★ and b) ★★★.
2. TWO things that Tyler can do well are a) ★★★ and b) ★★★.
3. Tyler's dream was ★★★.
4. Tyler thinks teachers shouldn't ★★★.
5. Tyler felt ★★★ when he couldn't do the math test well.

3 Discuss the questions with a partner.

- Who had the problem – Tyler or Jake?
- What do you do when you are not good at something?
- What do you think is going to happen next?

# TIME TO WATCH



## Inviting

1 Discuss the questions with a partner.

- Do you like going to concerts? Why or why not?
- When did you last go to a concert? Did you like it? Why or why not?



2 Watch the video and complete the sentences.

1. The concert is on ★★★.
2. It begins at ★★★ o'clock.
3. Daniel can't come to the concert because he is going to ★★★.
4. Yahya remembers his ★★★ when he hears *Sari Gelin*.

3 Watch the video again and complete the sentences.

1. Would you ★★★ to come to a concert?
2. That's so ★★★.
3. Do you ★★★ coming?
4. I'd like to come, ★★★ I have a plan.

4 Answer the questions.

1. What expressions in the video can you use when you want to invite someone to somewhere?
2. What expression can you use when you can't accept someone's invitation for some reason?
3. What expression can you use when you accept someone's invitation?

5 Role-play the situation.



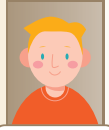
STUDENT A

You have a birthday party on Sunday. Invite Students B and C to the party.



STUDENT B

Get information about the party. Do not accept the invitation and politely explain the reason.



STUDENT C

Get more information about the party and accept the invitation.

# Review

## 1) Complete the sentences with the words in the box.

make it	give up	believe in	looking forward to	put off	working on	take up	<del>find out</del>
---------	---------	------------	--------------------	---------	------------	---------	---------------------

0. She never stops learning and always wants to find out new facts about science. That makes her a great scientist.
1. Next week I am giving a concert in Baku Crystal Hall. I am ★★★ playing in that big concert hall.
2. I am sure I will be a champion one day. Nothing can stop me! I will never ★★★.
3. Never ★★★ your tasks till tomorrow. Tomorrow will bring new tasks.
4. I never get bored because I always ★★★ new hobbies.
5. Amir was always successful in his exhibitions. I am sure he will ★★★ this time as well.
6. I learned new drawing techniques from my teacher yesterday. I am now ★★★ those techniques.
7. The secret of this music band is simple. They ★★★ themselves. They know they can sing very well.

## 2) Choose the correct option.

0. Lee Hadwin cannot create his art in his waking/awake hours.
1. With the help of these computer programmes, I can calculate/calculator big numbers very easily.
2. The last day of the camp was memorize/memorable for me.
3. My art teacher has interesting draws/drawings. She will show them in the school exhibition.

## 3) Complete the sentences with the Past Simple or Past Continuous forms of the verbs.

0. I was drinking my morning coffee when Ulkar entered the room with her dog.
1. Last week I ★★★ (visit) my grandfather.
2. Nazrin ★★★ (play chess) at 3 o'clock yesterday.
3. I ★★★ (fall) into the pool while I ★★★ (run) from a dog.
4. In 2004, Kamal ★★★ (have) his first concert.
5. How ★★★ you ★★★ (feel) when Ell and Nikki ★★★ (win) the Eurovision Song Contest?
6. Which regions ★★★ you ★★★ (visit) last summer?

4) Look at the photos and the key words. Write sentences using **when** and **while**.

0		 to fall down/to ski The boy fell down while he was skiing.
1		 to sleep/to knock
2		 to drive/to write
3		 to surf/to attack



Find the mistakes.

**Vocabulary**

1. He never stops trying because he doesn't like working on.
2. Jamal wants to put off tennis. There is a new tennis club at their school.
3. Success doesn't come easily. Continue doing until you look it!
4. I am making forward to the start of the competition.

**Grammar**

1. It rained when the accident happened.
2. I was knitting a doll while my mom baked a cake.
3. All students listened to their teachers when the director entered the room.
4. What did you do at 2 o'clock yesterday?

**Spelling**

1. My dad taught me to bilieve in myself.
2. I was cuting my doll's hair when Anar came home.
3. Wayl I was doing my home task, Tim was watching his favourite show.
4. In summer, I am planning to take upp golf.

# Reading

## UNIT 4 TRAVEL

1 Discuss the questions with a partner.

- Do you like reading travel blogs? Why or why not?
- Do you know any travel bloggers? Who are they?

2 Read the interview with William Bakker, a young travel blogger and match the questions to the paragraphs. There is one extra question.

**to increase**

*to become big in number*

**to interact**

*to talk with other people*

**to ignore**

*to pay no attention*

**to inspire**

*to make (someone) want to do sth*

- a) What is your best trip?
- b) What do you always carry with you?
- c) What's on your travel to-do list?
- d) How often do you travel?
- e) Who are your followers?
- f) Who is William Bakker?
- g) Are the comments always positive?

1

I am 16 years old, from the Netherlands. In my childhood, I wanted to travel the world as a pilot and now, thanks to my blog, I travel around the world. I have 33,700 followers on Instagram.

2

They are from different age groups. Their number increases every day. When I started my blog, I was only 13 years old. I decided to post in English because I wanted to reach the **whole** world, not just my home country. It was difficult in the beginning, but I'm glad I made it. Now I can interact with so many different people through my blog.

3

Of course, not. When you are active on social media, there will always be some people who do not like you. In the beginning, it was hard, but now I don't really care what others are saying about me. My travels make me strong enough to ignore the negativity around me. I just want to inspire others with my lifestyle.

4

I always take my favourite suitcase. I like travelling in **oversized** sweaters and never leave the house without my mobile phone, phone charger, laptop, camera, a pair of sunglasses and a few watches.

5

It's between New York and Dubai because both cities have one thing in common: they are unlike any other city in the whole world. Marrakech was one of my most **recent** trips and is one of my newest favourites.

6

It is full with the names of places I would like to go. It includes Cuba, Tokyo, Santorini, Palm Springs, LA and Miami.



**3** Read the text again. Are the sentences **True** or **False**?

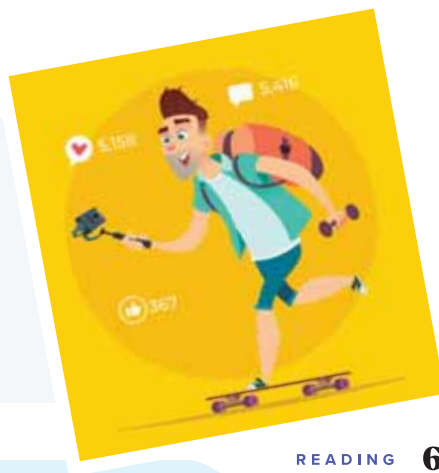
1. His dream was to become a pilot.
2. The number of his followers is getting more and more.
3. All his followers are from his country.
4. He always thinks about the negative comments from his followers.

**4** Match the definitions to the bold words in the text.

1. larger than usual size
2. all of something
3. happening in the very near past

**5** Discuss the questions with a partner.

- What kind of lifestyle do you think travel bloggers have?
- Would you like to have your own blog? Why or why not?



# Vocabulary

## 1) Read, listen and repeat.



### 1. travel agency

a company that helps with travel preparations

### 2. organise a tour

prepare a visit to a place

### 3. tour guide

a person who gives information about places of interest

### 4. go on a cruise

visit a number of places by a ship or boat

### 5. destination

the place where someone is going

### 6. luggage

the bags that you put your things in and take with you when travelling

### 7. single ticket

a ticket to travel only to your destination, but not back

### 8. return ticket

a ticket to travel to your destination and back

## 2) Complete the sentences with the words or phrases from Task 1.

0. I am not planning to come back here again. Please book a single ticket for me.
1. I often travel with a lot of ★★★.
2. When will you arrive at your last ★★★?
3. We would like to ★★★ because we enjoy the sea view.
4. I need to be back here on the tenth of June. Can you book a ★★★ for me, please?
5. We would like to see the sightseeing of the city. I will ask the travel agent to ★★★ for us.
6. The ★★★ gave a lot of interesting information about the history of Azerbaijan.
7. Please wait for me at the ★★★. Let's book the tickets together.

## 3) Listen to a conversation in a travel agency and complete the notes.



1. Got a ★★★ ticket.
2. Paid extra \$ ★★★ at the airport.
3. Holiday destination: ★★★
4. The hotel room didn't have a(n) ★★★.
5. The hotel food was ★★★.
6. Mrs Harmer wants ★★★.
7. Her contact number: ★★★.

**to complain**  
share unhappy feelings about sth



4) A. Match the halves.

- 0. book *g*
- 1. pack
- 2. go
- 3. visit
- 4. arrive
- 5. ask for
- 6. organise

- a) a tour guide
- b) a travel agency
- c) a tour
- d) at a destination
- e) on a cruise
- f) luggage
- g) a return ticket

B. Complete the sentences with the phrases from Task 4A. You may need to change the verb forms.

- 0. We booked a return ticket because we had an important meeting in our country that week.
- 1. We **★★★★** because we wanted someone to show all the places of interest.
- 2. She **★★★★** into the boot of the car.
- 3. She wanted to see the ocean, so she saved all her money to **★★★★**.
- 4. I **★★★★** because I wanted to book a flight to Italy.
- 5. We were exhausted when we **★★★★** after two days.
- 6. They asked the travel agent to **★★★★** for them.



5) Role-play the situation.



**STUDENT A**

You are back from a summer holiday. You are not happy about your holiday. Talk to the travel agent and complain about their service.



**STUDENT B**

You are a travel agent. Talk to the angry customer and ask about the details of the holiday.



# Grammar A

- 1 Read the conversation between Nadir and Steve and answer the question. Choose a, b or c.

What is the conversation mainly about?

- a) A new hotel
- b) A holiday plan
- c) A trip with friends



**Steve:** Hi! Where were you? I didn't see you during the holiday.

**Nadir:** Hi, Steve! I wasn't in Baku during the holiday.

**Steve:** Did you travel abroad or within Azerbaijan?

**Nadir:** I travelled within Azerbaijan.

**Steve:** Did you travel with your friends or with your family?

**Nadir:** I was with my friends.

**Steve:** Did you stay in a hotel or in a hostel?

**Nadir:** We stayed in a new hotel.

**Steve:** Was it warm or cold in the regions?

**Nadir:** In the daytime, it was warm, but at night it was freezing. We had a lot of fun together. We went hiking and climbed a mountain.

**Steve:** I believe it was fun. I'd like to join you next time. Do you have any plans for the winter break? Are you going to stay in Baku or travel?

**Nadir:** We are planning to go to the southern part of Azerbaijan. You can also join us. I am sure you will like it.

**Steve:** With great pleasure.



## GRAMMAR TARGET

### Alternative Questions

- start with the 

auxiliary verb	am/is/are	was/were	will
modal verb	do/does	did	should
- have the connecting word **or**;
- contain two or more answer options to choose from.

**Did** you travel abroad **or** within Azerbaijan?

**Was** it warm **or** cold?

- 2 Read the conversation in Task 1 again and find other examples of alternative questions.













**3) Put the words in the correct order to make alternative questions.**

0. coffee/?/you/like/tea/or/Do                      Do you like tea or coffee?  
1. or/plane/Tim/travel/car/by/Does/by/often?  
2. play/Did/or/football/the children/basketball?  
3. than/you/older/your/younger/Is/sister/or?  
4. or/countries/Do/usually/they/warm/cold/visit?  
5. the children/two/ago/days/or/Were/yesterday/at the cinema?  
6. grandparents/to live/Did/use/in a city/ in a village/your/or?

**4) Make alternative questions to the following sentences.**

0. My sister eats eggs or cereal for breakfast.  
Does your sister eat eggs or cereal for breakfast?  
1. We will stay in a hotel or at our friend's house.  
2. There were enormous mountains or green forests on our way.  
3. The travellers used suitcases or backpacks to carry their things.  
4. My friends are planning to have a picnic on Saturday or Sunday.  
5. Tourists usually buy Azerbaijani carpets or scarves.  
6. The best time to travel to Moscow is winter or spring.

**5) Ask and answer alternative questions about your last holiday and next holiday plans.**

<p><b>1</b></p>  <p>or</p> 	<p><b>2</b></p>  <p>or</p> 	<p><b>3</b></p>  <p>or</p> 
<p><b>4</b></p>  <p>or</p> 	<p><b>5</b></p>  <p>or</p> 	<p><b>6</b></p>  <p>or</p> 

# Grammar B

1 Read Jamila's email to Jessica and complete the sentence. Choose a, b or c.

Jamila and Jessica ★★★.

- a) like cold weather
- b) are planning a holiday
- c) were on holiday together

New message

← → ↻

To Jessica

Subject My holiday


Dear Jessica,

We had a great holiday! It was fascinating, wasn't it? We spent a lot of time in the mountains, didn't we? We didn't feel bored at all, did we? I am sure we'll never forget those days. The weather was cold, wasn't it? We were lucky to have warm clothes. I took some photos and I am sending them to you. You also took some photos, didn't you? Please send them to me when you have time.

Write to me soon!

Best,  
Jamila

Send



## GRAMMAR TARGET

### Tag questions

A tag question is a short question added to the end of a sentence.

We use tag questions to say "Is that right?" or "Do you agree?".

When the sentence is **affirmative**, we use a **negative tag** question.

*The weather **was** cold, **wasn't it?***

When the sentence is **negative**, we use an **affirmative tag** question.

*We **didn't feel** bored at all, **did we?***

Ask a general question first to find the right **auxiliary verb** for your tag question:

We spent a lot of time in the mountains, ★★★?

**Did** we spend a lot of time in the mountains?

We spent a lot of time in the mountains, **didn't we?**

Use short negative contractions in tag questions:

isn't, aren't, wasn't, weren't, don't, doesn't, didn't, can't, won't

2) Read the email in Task 1 again and find other examples of tag questions.

3) Listen and complete the sentences. Then decide if the questions mean "Is that right?" or "Do you agree?" 

1. Ben was the winner of ★★★ last year, wasn't he?
2. You cannot travel there by ★★★, can you?
3. The ★★★ isn't interesting enough, is it?
4. Mr Barry and his class will go ★★★ next month, won't they?
5. This ★★★ looks terrifying, doesn't it?
6. The ★★★ is too boring to watch, isn't it?

4) Choose the correct option to complete the questions.

0. They are late for the match, are they/aren't they?
1. Leyla works hard, does she/doesn't she?
2. Mr Burton and his family went hiking last year, didn't they/did they?
3. This football match will be exciting enough, will it/won't it?
4. It isn't raining now, isn't it/is it?
5. The travellers were exhausted after the long walk, weren't they/were they?
6. You cannot take a nap during the show, can you/can't you?

5) Match the halves.

0. You did your homework, – f

1. Bella and her sister speak four languages, ★★★
2. Farid was in the park yesterday evening, ★★★
3. Marie's son always visits her, ★★★
4. This cake tastes delicious enough, ★★★
5. The passengers were excited to hear the news, ★★★
6. Your cousins don't come to your party every year, ★★★
7. Jim won't join us tomorrow, ★★★
8. Steve doesn't live in Azerbaijan, ★★★

- a) do they?
- b) does he?
- c) weren't they?
- d) don't they?
- e) will he?
- f) didn't you?
- g) doesn't it?
- h) wasn't he?
- i) doesn't he?

6) Write tag questions to ask your partner about his/her last holiday and next holiday plans. Then ask and answer the questions with your partner.

# Listening

1 Discuss the questions with a partner.

- Do tourists like visiting Azerbaijan? Why or why not?
- What do you think they like most in Azerbaijan?
- What can Azerbaijani people do to have more tourists?

2 Listen to a talk and answer the question. Choose a, b or c.



What is the talk mainly about?

- a) A visit to the regions of Azerbaijan
- b) A local travel blogger
- c) A blogger's family

3 Listen again and answer the questions. Choose a, b or c.



*Hi! I'm Aida  
from Azerbaijan.  
Welcome to  
Azerbaijan's  
Friendliest Travel  
Community!*

EXPLORE  
AZERBAIJAN WITH

*ME*

LATEST BLOG POSTS



1. When Aida started blogging, she ★★★.

- a) was an English teacher at school
- b) was studying at school
- c) was taking English classes

3. What does Aida say about her blog?

- a) Her posts never get many likes.
- b) She only shares photos in her blog.
- c) One of her recent posts got a lot of likes.

2. When Aida was a child, ★★★.

- a) her family often went abroad
- b) her father made a lot of money
- c) her family travelled within Azerbaijan

4. In the future, Aida is planning ★★★.

- a) to write her own travel book
- b) to start her own business
- c) to change her blog's name

4) You want to create a blog about Azerbaijan. Talk to your partner about what kind of blog you would like to have. Discuss the ideas below.



The food



The history



The culture



The nature

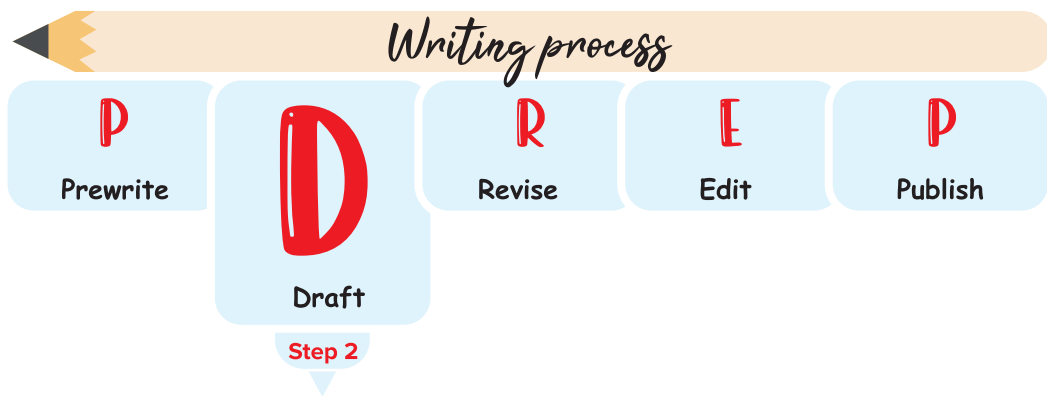
5) Discuss the questions with a partner.

- What do you think tourists should know about Azerbaijan before their visits?
- What are the three most important words or sentences they should learn in Azerbaijani?
- What do you think they shouldn't do in Azerbaijan?

# Writing

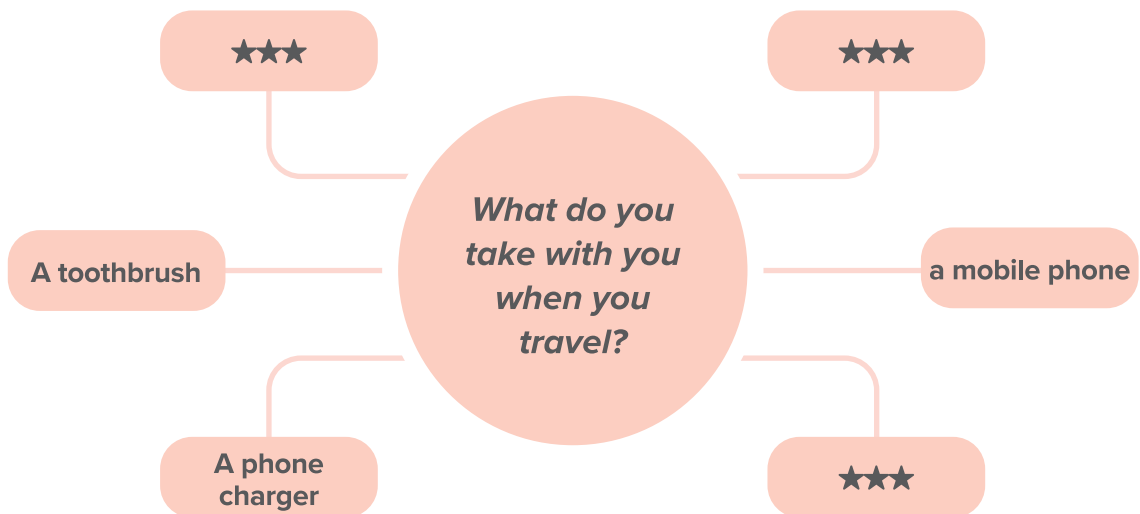
## Writing Tips!

When we write, we follow some steps.



- Use your notes from brainstorming and outlining steps.
- Turn your ideas into sentences and your sentences into a paragraph.
- Just write. Don't worry about mistakes.
- Include main ideas and details.
- Leave some space after each line. It will make editing easier.

1 Look at the word web and add your own ideas in the gaps.



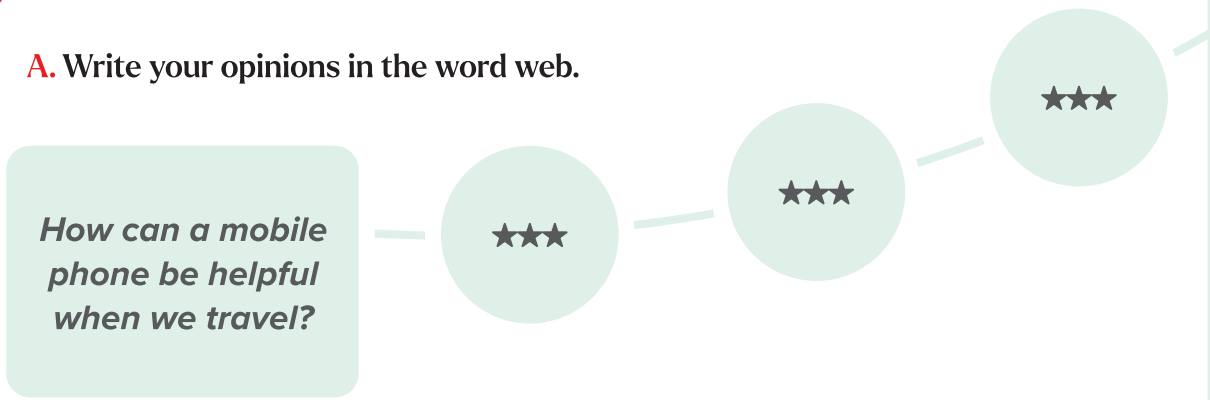


**2) Complete the sentences with your own ideas.**

1. The most important thing is ★★. I cannot ★★ without it.
2. It is important to take ★★ because ★★.
3. It is not important to take ★★ because ★★.
4. You can find ★★ in the hotels, so there is no need to take it.
5. I don't think ★★ is useful.

**3) Follow the instructions.**

**A. Write your opinions in the word web.**



**B. Outline your plan.**

- Topic sentence:** A mobile phone is the most important thing to take abroad.
- Body:** ★★
- Closing:** ★★

**C. Now write your first draft.**





# BETTER THAN YOU

## BY TRUDY LUDWIG

### PART 2

When I didn't go say hi to Uncle Kevin, he came upstairs.

"Why are you sitting here alone, Tyler?" he asked.

I didn't say anything and just kept throwing basketball up in the air.

"You know, Tyler, I think you need to play the guitar right now. I am sure it will help," he told me.

We went out to the garden and I started playing the guitar. Uncle Kevin was right. It helped me feel better. But it still didn't solve my problem with Jake.

After a while, Uncle Kevin asked, "How was your day at school?"

"It wasn't easy," I answered. "My friend Jake is so annoying. I know he is better than me at many things. I feel like a loser when I'm around him."


"Is Jake like this around your other friends, too?" he asked.

I thought about it for a minute. Once Carlos told Oscar that he didn't like Jake at all because he always annoyed him.

"He thinks he is better than us," said Carlos to Oscar.


"Yes, he is really annoying!" agreed Oscar.

So, it wasn't only me that Jake treated this way. The other kids found him annoying, too.

I shared this with Uncle Kevin, and he told me that people like Jake are like the pufferfish . They puff up their bodies to make themselves bigger than they actually are.

“When a kid acts like a pufferfish, he takes up so much space that he can also push away friends.”

Uncle Kevin suddenly stood up and shouted, “Make way for Pufferfish Man!” He started running after me.

After Uncle Kevin left, I rode my bike to the schoolyard. When I got there, Jake and Niko, this new kid on my street, were throwing a Frisbee. 

“Hey, can I play, too?” I asked.

“Sure,” they both said.

I threw the Frisbee.

“Nice!” said Niko.

“Thanks,” I answered.

And then Jake did what he does best. He puffed up.

“That’s nothing,” he said. “Look what I can do.”

When it was Niko’s turn, he did an amazing throw.

“Wow! That was amazing!” I told Niko.

“Thanks. I can teach you how to do it.”

“Really?”

“Sure... and you can teach me how you did your throw.”

Then Niko looked at Jake and said, “I can show you, too.”

“Well, I know all the cool throws I need to know,” said Jake and walked away.

I ran up to him and said, “Don’t go, Jake, don’t go. Niko plays Frisbee better than we do and it is OK. Let’s just play and enjoy it.”

“No, I am not playing anymore. Are you coming?”

I looked at Jake and then at Niko. “No, thanks. I am going to stay here with Niko.”

Jake said something slowly and went home.

Niko and I taught each other different throws. I learned that Niko had a guitar but didn’t know how to play it. “I’ll teach you how to play it,” I said to Niko.

You know what? I have a feeling that Niko and I are going to be really good friends.

*The End*

1) Read the story and put the pictures in the correct order.



2) Answer the questions.

1. What helped Tyler feel better?
2. Did Jake treat others the same way he treated Tyler?
3. Why did Uncle Kevin say that Jake was like a pufferfish?
4. What did Niko and Tyler have in common?

3) Think of another ending for this story and share it with a partner.

4) Make a list of your strengths and weaknesses. Then discuss the questions with your partner.

- How can I become better at my weaknesses?
- How can I become even stronger at my strengths?

# TIME TO WATCH



## Giving thanks

1 Look at the picture and discuss the questions.

- What special day are they celebrating?
- Why do you think Yahya is happy?



2 Watch the video and match the presents to the children.

- |            |           |
|------------|-----------|
| 1. Katelyn | a) a book |
| 2. Shams   | b) a ball |
| 3. Daniel  | c) a cup  |

3 Watch the video again and complete the sentences.

- |                                      |  |
|--------------------------------------|--|
| 1. Thank you ★★★ for the lovely cup. | 3. You're welcome. It's my ★★★.          |
| 2. Not at ★★★.                       | 4. Thanks a lot ★★★ giving me this book. |

4 What expressions in the video can you use when someone is thanking you for something?

- a) ★★★
- b) ★★★
- c) ★★★



5 Role-play the situation.



It's your best friend's birthday. You have several presents for him/her. Congratulate your friend and give him/her the presents.



It's your birthday. Thank your friend for his/her presents. Open them and make comments about each present.



# Review


1 Complete the sentences with the words/phrases from the box.

travel agency    tour guide    destination    a cruise    luggage    a single ticket

0. The flight company says each passenger can have 23 kilos of luggage.
1. Would you like to fly or do you prefer going on ★★?
2. I am not sure about my return date, so I will book ★★.
3. This is the best ★★ in the city. They organise the best tours.
4. Your last ★★ was Canada, wasn't it?
5. You should ask for a ★★ to learn about the history of this fascinating place.

2 The travel agent needs to ask some questions to organise a tour for Jake and Megan. Use the options below to make alternative questions.

0. Would you like to travel in winter or in summer?



1. one country/  
more countries

2. one week/  
two weeks

3. a single  
ticket/ a return  
ticket

4. by plane/  
go on a cruise

5. a hotel room/  
a cottage

0. winter/  
summer

**3) Choose the correct option to complete the sentences.**

0. They went abroad last week, *didn't they/weren't they?*
1. You can book a hotel room for us, *can't you/can you?*
2. James was in the same flight with you, *was he/wasn't he?*
3. You want a return ticket, *do you/don't you?*
4. His uncle and cousins are going on a cruise this weekend, *isn't he/aren't they?*
5. Romania will not be your last destination, *will it/won't it?*
6. Mrs Green stayed there for three weeks, *didn't she/doesn't she?*

**4) Complete the sentences with tag questions.**

0. Your brother plays football very well, *doesn't he?*
1. You are from New Zealand, *★★★?*
2. Travelling by train is cheaper than travelling by plane, *★★★?*
3. You got a single ticket to Italy, *★★★?*
4. Farid and his cousins weren't in the travel agency, *★★★?*
5. The tour guide will talk about the history of the country in English, *★★★?*
6. Laman cannot join us on a tour, *★★★?*

**5) Make three alternative and three tag questions to ask about your partner's last travel and future travel plans.**



**Find the mistakes.**

**Vocabulary**

1. *We had a single ticket. So, we travelled to Moscow and back with that ticket.*
2. *We met our friends at the travel agent.*
3. *We'd like to have a travel guide.*
4. *I went to a cruise by myself.*

**Grammar**

1. *You were here before, were you?*
2. *Bella can play football or basketball?*
3. *Jim booked the tickets, doesn't he?*
4. *You want coffee or tea?*

**Spelling**

1. *Leyla was so excited to go on her first cruse.*
2. *Serbia was our last destinate.*
3. *I always travel with a lot of lugage.*
4. *Will you book your tickets at the travel agency?*

1) Discuss the questions with a partner.

- Is it important to have friends? Why or why not?
- Do you have a close friend? Who is he/she?

2) Read the article and choose the best title.

- a) What my best friend likes
- b) How our friendship started
- c) Why I love my best friend so much

**to promise**

*to tell sb that you will do or not do sth*

**to punish**

*to make someone suffer because they did sth wrong*

**to whisper**

*to speak to sb close to you quietly*

### Latifa and Khalida

I was a four-year-old little girl then. My father took me to the kindergarten and promised to stay outside.

It was the first day of kindergarten. Everyone was crying. I sat at the second desk and started crying, too.

I was crying loudly and looking at everyone. Suddenly, I saw a girl called Khalida at the last desk. She wasn't crying.

The next day, everyone stopped crying, but I didn't stop. I cried for a month. Finally, the teacher got angry and changed my seat. I sat next to Khalida. She took a little doll out of her bag and gave it to me. We started playing with the doll and I stopped crying.

Now we are twelve years old. Our friendship grew along with us. Khalida moved to another city last year and changed her school, but it didn't end our friendship. We often call each other and love talking about our classes.

Last week, Khalida came to my city and we spent a good time together. She joined my guests at my birthday party and sang a *Happy Birthday* song while I was cutting my birthday cake. I am happy to have a friend like her.



**Latifa** **Khalida**



## Elay and Ayan

Elay and I were in the same class from the first grade to the sixth grade. I was the most hardworking student and he was the noisiest of all.

One day, Elay made a lot of noise and our teacher wanted to punish him. She asked him to sit with me – the most hardworking student in the class. Elay and I didn't like each other from the start. He often made me angry – took my lunch, drew on my notebooks, poured juice on my bag and pushed me during breaks.

One day, he broke my favourite pen and I shouted at him. The teacher took us to the director's room. After the meeting with the director, we were back in class. We didn't look at each other that day.

That month it was his birthday and he brought a chocolate cake to class. Everyone took a slice of cake. I also wanted to try but then decided not to do it because it was Elay's cake.

Suddenly, he came to me and whispered in my ear, "I saved these 2 slices for you." Now he is my best friend. We spend a lot of time together. We both want to become doctors one day.



Elay Ayan

### 3) Read the article again and write the names *Khalida, Latifa, Elay* or *Ayan*.

1. ★★★ was the only quiet student in the beginning.
2. ★★★ didn't calm down for a month.
3. ★★★ studied very well.
4. ★★★ made his/her classmate angry.
5. ★★★ lives in a new place.
6. ★★★ shared a birthday cake with his/her friend.

### 4) Complete the sentences with the words/phrases from the article.

1. Khalida was sitting at ★★★.
2. Latifa stopped crying after Khalida gave her ★★★
3. Khalida and Latifa enjoy ★★★.
4. The teacher changed Elay's seat because she wanted to ★★★.
5. On his birthday, Elay gave ★★★ to Ayan.

### 5) Test yourself about your best friend. Answer the questions.

1. When did you first meet him/her?
2. What year/month/day was it?
3. How old was he/she when you first met?
4. What was he/she wearing that day?
5. Who spoke first? What did you/he/she say first?

### 6) Talk to your partner about the day when you first met your best friend.

# Vocabulary

1 Read, listen and repeat.



1. confident

**Confident** people believe in their ability and success.

2. generous

**Generous** people are ready to give their money or spend their time to help others.

3. optimistic

**Optimistic** people always think positively.

4. serious

**Serious** people are usually calm and don't laugh very often.

5. reliable

You can trust **reliable** people.

6. honest

**Honest** people always tell the truth.

7. patient

**Patient** people can wait for a long time without becoming angry.

8. fun-loving

**Fun-loving** people enjoy telling jokes and funny stories.

2 Choose the correct option.



0. She is **serious/reliable/optimistic**.



1. He is **confident/serious/fun-loving**.



2. She is **optimistic/generous/patient**.



3. She is **confident/generous/reliable**.



4. He is **confident/honest/patient**.



5. He is **honest/generous/serious**.

3 Listen to 5 people talking about their friends and match them to the kind of friends they have. There is one extra option.



Speaker 1		
Speaker 2	a) optimistic	d) generous
Speaker 3	b) patient	e) fun-loving
Speaker 4	c) serious	f) reliable
Speaker 5		

4 Complete the conversations with the words from Task 1.

0

What's Nick like?

He is sure of himself. He is a confident person.

1

What's Sarah like?

She believes everything will be great in the future. She is very **★★★★**.

2

What's Alex like?

He's nice, but he is very **★★★★**. He doesn't laugh much.

3

What's Kate like?

She is a nice person, but she can't keep secrets. She isn't **★★★★**.

4

What's Akio like?

I like him a lot. He never tells lies. He is **★★★★**.

5

What's Julia like?

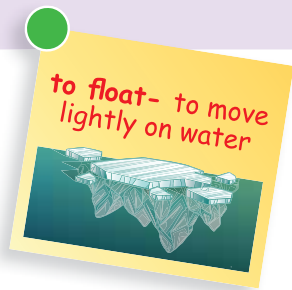
She is a great person. She always helps the poor. She gives them money and food. She is **★★★★**.

5 Think about your best friend. What is he/she like? Tell your partner about him/her.

# Grammar A

1 Read the conversation between two friends and answer the question. Choose a, b or c. What are they mainly talking about?

- a) Emily's favourite lesson
- b) Murad's favourite school subject
- c) The best school subject



**Emily:** Murad, why do you love Chemistry classes most of all?

**Murad:** Chemistry lessons help me understand how everyday things work. For example, if you cut an onion, it makes you cry. But did you know this happens because of a chemical reaction? There is sulphur in onions and it turns to sulphuric acid in your eyes. If you cut the onion under water, the sulphur reacts with the water and not your eyes.



**Emily:** That sounds interesting.

**Murad:** I'll give another example of Chemistry in our life. If you put ice into a glass of water, the ice floats. This is so because the density of the ice is lighter than the water.

**Emily:** Let's take our seats. The Chemistry class starts now.



## GRAMMAR TARGET

### Zero Conditional

#### If + Present Simple, Present Simple.

You use **if** or **when** with the Present Simple followed by the Present Simple in the main clause to talk about facts and things which are generally true. We call it the **Zero Conditional**.

If-clause	Main clause
If (When) + Present Simple If you <b>cut</b> an onion, When you <b>cut</b> an onion,	Present Simple it <b>makes</b> you cry. it <b>makes</b> you cry.

**Pay attention to the punctuation.**

*If it rains, I always take my umbrella.*

*I always take my umbrella if it rains.*

2 Read the conversation in Task 1 again and find other examples of the Zero Conditional.

**3) Match the halves.**

0. If you mix water and electricity, **b**
1. If you heat ice,
2. If it is too cold,
3. If babies are hungry,
4. If people eat too much,
5. If you mix oxygen and hydrogen,
6. If snakes are scared,

- a) they cry.
- b) you get a shock.
- c) they bite.
- d) they get fat.
- e) it melts.
- f) you get water.
- g) rivers freeze.

**4) Complete the sentences with the verbs in the correct forms.**

break    (not) go    boil    die    put    get    ~~go~~

0. We never go skiing if it is hot.
1. If you mix red and green, you ★★★ brown.
2. If you drop a glass on the floor, it ★★★ becomes ice.
3. Water ★★★ if you heat it to 100 °C.
4. Plants ★★★ if they don't get enough water.
5. If you ★★★ water in the freezer, it
6. I ★★★ to school if I am sick.

**5) Complete the sentences with your own words.**

1. My friend is always angry if I ★★★★★.
2. I am always happy if my friend ★★★★★.
3. My friend doesn't go to school if he/she ★★★★★.
4. I always help my friend if he/she ★★★★★.
5. My friend calls me if he/she ★★★★★.
6. I don't speak to my friend if he/she ★★★★★.



**6) Complete the questions with the correct form of the verbs in brackets. Then discuss the questions with a partner.**

1. What subject ★★★ (your friend/prefer) studying if he has free time?
2. What ★★★ (your friend/like) doing if the weather is nice?
3. What do you do if you ★★★ (be) not ready for the lesson?
4. How ★★★ (you/feel) if you make a lot of mistakes in the test?
5. What do you do if your friend ★★★ (have) problems?
6. What do you do if your best friend ★★★ (feel) upset?
7. How do you feel if you ★★★ (not see) your best friend for many days?

# Grammar B

- 1 Read Jessica's email to Leyla and answer the question. Choose a, b or c.

Why is Jessica writing this email to Leyla?

- a) She wants to invite her to a party.
- b) She wants to tell her about her friends.
- c) She wants to become friends with her.



New message

← → ↻ ☆ ☰

To Leyla

Subject

Dear Leyla,  
Hope you are doing well.  
Do you remember me? We met at Nick's birthday party last week. I want to become friends with you. You know I am living in Baku now and I don't have any friends here. Nick says you are a fun-loving person. If we become friends, we'll have a lot of fun together. Nick also says you love watching comedy films. I like them, too. If we become friends, we'll watch them together at the cinema. If I have free time tomorrow, I'll write again.  
Please write back to me.  
Best,  
Jessica

📎 🖼️ 😊 🔍 Send



## GRAMMAR TARGET

### First Conditional

We use **the First Conditional** to talk about something which is possible to happen in the future.

If-clause	Main clause
If + Present Simple If we become friends,	Future will we will have a lot of fun together.

**Pay attention to the punctuation.**

If I go there tomorrow, I will meet my friends.  
I will meet my friends if I go there tomorrow.

2) Read the conversation in Task 1 again and find other examples of the First Conditional.

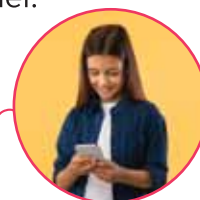
3) Listen to the telephone conversation between Leyla and Jessica and complete the sentences.



1) If they become friends, they will study or ★★★ together.

2) If Leyla studies math with Jessica, she ★★★.

3) Jessica will call Leyla if she ★★★.



4) Match the two parts of each sentence and make them into one sentence using **if**. Put **if** at the beginning or in the middle.

0. *If I see Nick, I'll ask him to call you.*

0. I see Nick f

1. you are honest

2. you are lucky

3. I will not water the trees

4. we study hard

5. they are late

6. we will put on our coats

a) you will win the game

b) their teacher will be angry

c) you will never tell lies

d) we will do well in our exams

e) the weather is cold

f) I'll ask him to call you

g) it rains tomorrow

5) Make a chain story in groups.

**Student 1**

If my friend moves to another country, I will miss him.



**Student 2**

If I miss him, I will often call him.



**Student 3**

If I often call him, ... .

Use one of the chain story starters below.

- If you are an honest friend, ★★★.
- If my friend stops talking with me, ★★★.
- If I have a reliable friend, ★★★.
- If I become friends with a famous person, ★★★.

# Listening

1 Discuss the questions with a partner.

- Why do people need friends?
- What can happen if a person has no friends?

2 Listen to a song and complete the sentence. Choose a, b or c.



The song is about ★★★ friends.

- a) online
- b) true
- c) old

3 Listen again and complete the gaps.



Oh-oh-oh

If you ever find yourself stuck in the middle of the 1) ★★★,

I'll sail the world to find you.

If you ever find yourself lost in the 2) ★★★ and you can't see,

I'll be the light to guide you.

Find out what we're made of

When we are called to help our friends in 3) ★★★

You can count on me like 1, 2, 3

I'll be there

And I know when I need it

I can count on you like 4, 3, 2

And you'll be there

'Cause that's what friends are supposed to do, oh yeah

Ooh-ooh-ooh-ooh-ooh

Ooh-ooh-ooh-ooh-ooh

Ooh, yeah, yeah

If you're tossing and you're turning

And you just can't fall asleep

I'll sing a 4) ★★★ beside you

And if you ever forget how much you really mean to me

Every day I will remind you, oh

You'll always have my shoulder when you 5) ★★★

I'll never let go

Never say goodbye

You know...

You can count on me, 'cause I can count on you.





4) Look at the underlined words in the song. Match them to their definitions. One definition is extra.

- a) not remember to do something
- b) believe that someone will help you
- c) travel on water
- d) help somebody remember something
- e) not able to move
- f) show somebody the way to a place
- g) move from side to side or back and forth

5) Work in groups and complete the lines from the song with your own ideas about friends.

- 1) If you ever find yourself stuck in the middle of the ★★★★★, I'll ★★★★★.
- 2) If you ever find yourself lost in the ★★★★★, I'll ★★★★★.
- 3) If you ever forget how much ★★★★★, I'll ★★★★★.
- 4) If you ever ★★★★★, I'll ★★★★★.

6) Listen and sing the song. Use the sentences you wrote in Task 5. 😊  TRACK 26



# Writing

## Writing Tips!

When we write, we follow some steps.



Think about what to change or develop in your writing to make it better.

Use this letter guide while revising your writing:

### DARE

**D** Delete unnecessary information.

**A** Add more important details or linking words such as **but, and, so**.

**R** Rearrange text to make it logical and effective.

**E** Exchange words for clearer or stronger ones.

This is the last step of the writing process.

Use this letter guide while editing your writing: **CUPS**

**C** Capitalization

**U** sage

**P** unctuation

**S** pelling

## 1 Rewrite the sentences by replacing the underlined words with better ones.

0. Don't say the words very slowly. I cannot hear you well.

– Don't whisper. I cannot hear you well.

1. My friend's name is Julia. She is good. You can always trust her.

2. Emin doesn't like speaking about funny things. He is very serious.

3. This song is about friends on the Internet.

## 2 Read the sentences and add one of the words in the box to the sentences. There is one extra word.

so

when

but

will

enough

0. I feel sad my cat is ill. – I feel sad when my cat is ill.

1. If I go to the party today, I talk to him about our plans.

2. Jamal is fun-loving, Karim is serious.

3. She is a generous person, she will help you with great pleasure.

**3** Read the topic sentences and choose the sentences that support them.

**1**

I have 3 friends.

**0.** A

**1.** ★★★

**2.** ★★★

**3.** ★★★

**2**

It is important to have reliable friends.

**1.** ★★★

**2.** ★★★

**3.** ★★★

- A.** They are my classmates.
- B.** You have a better time with such people.
- C.** All of them study very well.
- D.** You can tell them your secrets.
- E.** If you have such friends, you feel safe because you can always trust them.
- F.** We always go to the park when the weather is nice.
- G.** I like spending time with them.

**4** Edit the text. Use the letter guide **CUPS**.

My friend Kevin is a very generous person. He is always ready to help people. He helps all his classmates with their home tasks. He is also very patient. When he explains something to us, he never gets angry. All our classmates love him. It is important to have good friends around us.



**5** Follow all the writing steps and write about your best friend.

Brainstorm

Outline

Write your first draft

Revise and edit

**Meet the Author: Jacqueline Woodson**

*Jacqueline Woodson is a popular author of children's books. When she was a child, she used to say she wanted to become a teacher, lawyer or hairdresser. When she grew up, she understood that writing made her the happiest. She wanted to write about*



*friendship and all of the kind things she couldn't find in most books that she read as a child. Her favourite subject at school was English because she loved writing lessons. She always read the same books again and again because she enjoyed them.*

# Story Time



## EACH KINDNESS BY JACQUELINE WOODSON

### PART 1

That winter snow fell on everything and turned the world a brilliant white. One morning, the classroom door opened and the principal came in. She came with a girl and said to us, "This is Maya." Maya looked down at the floor. I think I heard her whisper, "Hello."

We all stared at her. Her coat was open and her clothes looked old. Her shoes were spring shoes.

Our teacher Mr Albert said, "Say good morning to our new student." But most of us were silent.

The only empty seat was next to me. Our teacher asked Maya to sit there. And on that first day, Maya turned to me and smiled. But I didn't smile back. I moved my chair, myself, and my books a little farther away from her. When she looked at me, I turned to the window and looked out at the snow.

And every day after that, when Maya came into the school, I looked away and didn't smile back.

My best friends that year were Kendra and Sophie. At lunchtime, we walked around the school yard. We enjoyed whispering secrets into each other's ears. One day, while we were walking in the school yard, Maya came over to us. She held open her hand to show us a small red ball. It was her birthday present.

Maya played a game against herself because we didn't want to play with her.

That afternoon, when we got back into the classroom, Maya whispered to me, "Guess who the new Jacks Champion of the World is."

Behind me, Andrew whispered, "Chloe has got a new friend. Chloe has got a new friend."

"She's not my friend," I whispered back.

The weeks passed. Every day, we whispered about Maya, laughed at her clothes, shoes and the strange food she brought for lunch.

We said no when she wanted to play with us.

*To be  
continued...*

1) Read the story and put the pictures in the correct order.



2) Answer the questions.

1. What was the weather like on Maya's first day at school?
2. How did Maya feel on the first day?
3. What didn't the children like about Maya?
4. Why did Maya show a small ball to the girls?
5. What did Chloe and her friends love doing?

3) Discuss the questions with a partner.

- Who do you think had a problem? Maya or her new classmates? Why?
- What do you think is going to happen in the next part of the story?

# TIME TO WATCH



## Offering help

1 Look at the picture and discuss the questions.

- Why do you think Yahya is in Daniel's house?
- What are they doing?



2 Watch the video and complete the sentences.

1. It took Yahya ★★★ to get to Daniel's house.
2. Daniel asked Yahya to ★★★.
3. Katelyn finished packing ★★★ in the bedroom.
4. Shams decided to ★★★.

3 Watch the video again and complete the sentences.

1. Would you like a hand ★★★ those bags?
2. Is there ★★★ I can do?
3. I'll make myself ★★★ by making some tea.
4. That would be ★★★.

4 Answer the questions.

- a) What other expressions in the video mean the same as **Can I help you?**
- b) What expressions in the video can you use when someone offers to help you?
- c) What expressions in the video did they use to thank someone for their help?

5 Role-play the situation.



STUDENT A

You are a teacher. You decided to clean the classroom after the lessons. Ask student B to help you.



STUDENT B

You are a student. Do what your teacher wants you to do and ask what else you can do.



# Review

## 1) Match the words to the situations.

0. confident **g**
1. fun-loving
2. generous
3. optimistic
4. serious
5. reliable
6. honest
7. patient

- a) Her favourite sentence is "All the best things are on the way."
- b) Yesterday I told him a joke and he didn't laugh. In fact, he never laughs at any jokes.
- c) She is a great person. Yesterday she gave all her money to a homeless person.
- d) When I am with her, we have a great time. She makes me laugh a lot.
- e) He is my role model because he never tells lies.
- f) I am always late for meetings. He always waits for me and never gets angry.
- g) He is sure about his skills and he believes in himself.
- h) She knows all my secrets and never tells them to anyone.

## 2) Complete the questions using the Zero Conditional. Then answer the questions.

0. What happens if you eat (eat) a lot of chocolate?

*If I eat a lot of chocolate, I have a toothache.*

1. What happens if you ★★★ (not walk) much?
2. What happens if you ★★★ (not/go) to school for a week?
3. What happens if you ★★★ (forget) your friend's birthday?
4. What happens if you ★★★ (not/come) home on time?
5. What happens if you ★★★ (be) late for school?

## 3) Complete the questions using the First Conditional. Then answer the questions.

0. If you are bored tomorrow, what will you do (you/do)?

*If I am bored tomorrow, I will buy a book to read.*

1. What will you do if you ★★★ (have) a lot of homework for tomorrow?
2. What ★★★ (you/do) if you can't sleep tonight?
3. What film ★★★ (you/watch) if you have free time tonight?
4. What will you do if you ★★★ (win) a prize next month?
5. If you ★★★ (be) tired after today's classes, what will you do?

## 4) Complete the sentences. Use the Zero or First Conditional.

0. If I am sad, I talk (talk) with my best friend.
1. If it snows this winter, I ★★★ (make) a snowman.
2. If you don't put ice cream in the freezer, it ★★★ (melt).
3. If I stay at home tonight, I ★★★ (watch) a film.



4. If I don't study well, my teacher ★★★ (get) sad.
5. If I meet him this week, I ★★★ (be) happy.

**5) Complete the sentences using the First Conditional.**



1. If the weather is hot today, ★★★.
2. If we ride our bicycles, ★★★.
3. If we are cold, ★★★.
4. If my friends are hungry, ★★★.
5. If we get tired, ★★★.
6. If one of the bicycles breaks, ★★★.
7. The day will be great if ★★★.



**Find the mistakes.**

**Vocabulary**

1. Reliable people enjoy telling jokes.
2. Generous people think positively about the future.
3. Honest people can wait for others for a long time and never get angry.
4. Fun-loving people will never share your secret with others.

**Grammar**

1. If you will be late, I will be angry.
2. I will put on a coat, if it snows.
3. If the students make noise, teachers angry.
4. Babies are hungry, they cry.

**Spelling**

1. My uncle is very serios. He never smiles.
2. Please be patint! Don't get angry so quickly.
3. My sister is an optimistik person.
4. Be confidend and believe in yourself!

### 1) Discuss the questions.

- What aspects of modern life do you like? Why?
- What aspects of modern life don't you like? Why?
- Do you like virtual reality games? Why or why not?

#### virtual

*Virtual things don't exist in the real world. You do virtual things with the help of computer technology.*

#### fitting rooms

*In fitting rooms you try new clothes on.*

#### space

*Space is an empty area.*

#### futuristic things

*Futuristic things are very modern and they seem to come from the future.*

#### traffic jam

*In a traffic jam there are a lot of cars on the road and they move very slowly.*

#### car parks

*Car parks are special areas for parking cars.*

### 2) Read the text and answer the question.

What is the text mainly about?

- a) Transport in the future
- b) The appearance of future buildings
- c) The future of farming in cities
- d) Futuristic life in one city
- e) The future of shopping centres

It is 2050. My city looks very different from what it is now. It is like a big forest with modern buildings. They look like green blocks from outside. If you go inside, all the rooms have perfect views. If you are bored, with just one click you can change the view. It all happens thanks to an app. The views are so realistic that no one can believe they are virtual. If you prefer the original view, no problem, just turn the app off and enjoy the original view.

In this city, there aren't any traffic jams anymore. People don't drive cars because robots fly them in the air. Car parks are also in the air. This gives people a lot of space on the streets. As a result, there are a lot of forests, parks and green areas in the city. People don't use cars for shorter distances. They use bikes in their everyday lives.

The streets of the city have special walls. If you want to buy food, you scan the code of the supermarket, choose the food and the time, and then food arrives at your door. Clothing shops have virtual fitting rooms. An app takes a photo of you and then it



helps you to choose the right clothes. It is very easy and fun. You sit and look at a virtual you trying on different clothes.

Now there are a lot of robots in all places. Don't worry, people still have jobs. They work less but earn more. They also have more time for leisure activities. If you think they spend most of their time on the Internet, you will get surprised: They spend most of their time with their families and friends. It is surprising, but this aspect isn't very futuristic because, in past times, people always spent time like this. People also started growing their own food in my city. On special farmlands, they grow all kinds of vegetables, plants and trees. You can see beautiful flowers there as well. The view, the smell, the fresh air, the people and the life itself are just wonderful. What a perfect city!



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

1. There are trees inside homes.
2. One can have different views of the outside world from their homes.
3. In this city, people fly cars.
4. Car parks take a lot of space in the air.
5. Robots help you try on new clothes.
6. People have more time for their family and friends.
7. People grow fruit and vegetables on the farmlands closer to their homes.

**TIPS!**

The statement is **Not Given** if you cannot find any information about it in the text.

**4) Complete the sentences with the words from the text.**

Robots do a lot of jobs in different places, so people work **1) ★★★**. This gives them the chance to have **2) ★★★** for their favourite activities.

It is hard to believe, but in my future city, people eat only organic food. They grow their own food on the farmlands. They also grow **3) ★★★**, so the city looks colorful and smells perfect.

**5) Discuss the questions with a partner.**

- Can you live in such a city?
- What aspects of life in this city attract you most?
- What aspects don't look futuristic?

**6) Complete the sentences with your own words.**

1. In my future city, buildings are ★★★.
2. We don't go to the supermarkets because ★★★.
3. I spend most of my time ★★★.
4. I don't like ★★★ in my future city.

# Vocabulary

## 1) Read, listen and repeat.



### 1. science fiction

**Science fiction** (sci-fi) movies are about imaginary future events and characters.

### 2. adventure films

**Adventure films** are about unusual, exciting or dangerous activities in exotic places.

### 3. mystery movies

In **mystery movies**, there is a problem and main characters try to solve that problem.

### 4. documentaries

**Documentaries** are about real people, places and events.

### 5. special effects

**Special effects** aren't real, but they look real in the movies.

### 6. reviews

In **reviews**, we write our opinions about the movies.

### 7. film critic

A **film critic's** job is to give his/her opinions about films.

### 8. to star

If a film **stars** someone, or if someone **stars** in a film, they are the main actors in it.

## 2) Complete the sentences with the words from Task 1.

to take place -  
to happen

0. The story in this film takes place in a dream land. This is a very exciting **adventure film**.
1. The animals in *the Jungle Book* look so real. The ★★★ are really good in this movie.
2. Judith Crist is a famous ★★★. She writes ★★★ and publishes them in New York magazine.
3. I always forget this actor's name. He ★★★ in the Harry Potter movies.
4. I like ★★★. It is interesting to see how the main characters solve the problems.
5. There are scenes about space travel between planets in *Star Wars*. It is a very famous ★★★ movie.
6. I like ★★★ about presidents because we can learn a lot from them.

## 3) Match the sentences with the movie types.

Musicals	Comedies	Cartoons	Sci-fi movies	Documentaries	Horror movies	Mystery movies
----------	----------	----------	---------------	---------------	---------------	----------------

0. These types of movies make you laugh. Comedies
1. In these types of movies, we can see detectives. ★★★
2. These types of movies are very scary. ★★★
3. In these types of movies, there are drawings, not real people. ★★★

4. In these types of movies, people sing songs and dance. ★★★
5. In these types of movies, we can get information about famous people. ★★★
6. These types of movies can be about space travel or robots. ★★★

4 Listen to the people and match them to the sentences. There is one extra sentence.  **TRACK 29**

<i>Speaker 1</i>	a) This person is watching a movie at the cinema.
<i>Speaker 2</i>	b) This person is talking about a film critic.
<i>Speaker 3</i>	c) This person watched a comedy film.
<i>Speaker 4</i>	d) This person is writing reviews of the films.
	e) This person is talking about special effects in one film.

5 Follow the instructions.



Look at page 132

**STUDENT A**



Look at page 135

**STUDENT B**

6 Choose a movie and write about it.

<i>Name of the movie:</i>	★★★
<i>Type of the movie:</i>	★★★
<i>It is about</i>	★★★
<i>It takes place</i>	★★★



# Grammar A

- 1) Read the conversation between two students and answer the questions.

- Gulchin:** Aliya, what are you doing on Sunday?  
**Aliya:** I am visiting an exhibition with Maryam at 3 p.m.  
**Gulchin:** What exhibition is it?  
**Aliya:** It is the exhibition of new virtual reality games.  
**Gulchin:** Oh, that sounds interesting. Is it free?  
**Aliya:** No, you need to buy a ticket. There is a 30% discount for students. I can buy a ticket for you if you want to join us.  
**Gulchin:** I'd love to, but I have to see Sheng off.  
**Aliya:** Where is he going?  
**Gulchin:** He is flying back to his country. The plane leaves at 2:30 p.m.  
**Aliya:** Hmm, I see. The exhibition closes at 8 p.m. You can go later.  
**Gulchin:** Wonderful! I'll ask Karim to join me.  
**Aliya:** We are going to have dinner after the exhibition. If you can join us, let us know!

**to see sb off** - to go somewhere such as a station or airport with someone in order to say goodbye to them

1. When is the exhibition?
2. Why can't Gulchin visit the exhibition with Aliya?
3. Who does Gulchin want to go to the exhibition with?
4. What are Aliya's plans for Sunday evening?



## GRAMMAR TARGET

### Future plans and arrangements

We use **Present Continuous** when our plans are ready.

*Example: I am visiting an exhibition with Maryam at 3 o'clock.*

*She planned it beforehand. She knows when and with whom she is visiting the exhibition. She has a ticket as well. The plan is fully ready.*

We use **Present Simple** to show that actions or events happen according to a schedule.

*Example: The plane leaves at 2:30 p.m.*

*The plane leaves according to a timetable. You cannot change it. It is not your plan.*

### Do you remember?

We use **to be going to** for future intentions.

*Example: We are going to have dinner after the exhibition.*

*We have intentions, but the plan isn't fully ready.*

**Schedule** - is a plan of activities and when they will happen. For example, the times when classes happen or when busses, etc. leave and arrive.

We use **Future Simple will ('ll)** for sudden decisions.

**Example:** *I'll ask Karim to join me.*

*She decided to do it at the time of speaking.*

**2)** Read the text again. Find the examples of

- a) a ready plan.                      b) a scheduled event.

**3)** Complete the sentences with Present Continuous or Present Simple.

0. The conference **starts** at 7 o'clock, on November 25.
1. The bus **★★★★** (leave) at 9 p.m.
2. I **★★★★** (go) to the concert with Kamila. It is on January 31.
3. Ughur **★★★★** (fly) to Maldives next month.
4. The doors **★★★★** (close) 5 minutes before the show starts. Don't be late!

**4)** Complete the sentences with the correct future forms of the verbs from the box. There are 2 extra verbs.

start	leave	do	meet	call	read
-------	-------	----	------	------	------

**Kevin:** What **1)** **★★★★** you **★★★★** tonight?

**Harper:** Nothing special. Yesterday I bought a new book. I **2)** **★★★★** that book.

**Kevin:** What about watching the new movie? It is on the *MovieBuff* channel.

**Harper:** When **3)** **★★★★** it **★★★★**?

**Kevin:** At 8:30.

**Harper:** What is the movie about?

**Kevin:** It is a Sci-fi movie. I know you love such films.

**Harper:** Wonderful. I **4)** **★★★★** Luna. She also loves Sci-fi.

**5)** Role-play the situation.



**STUDENT A**

Yesterday you bought 2 tickets to watch the new Disney movie. It is on Sunday. You bought one of your tickets for your friend, but he cannot come with you and you ask Student B to join you. Answer Student B's questions.



**STUDENT B**

Ask Student A questions about the time, type of the movie and what it is about. Accept the invitation and decide where and when to meet.



**6)** Ask and answer the questions.

- What are your plans for this weekend?
- What do you want to do this summer?

# Grammar B

1 Read the conversation and complete the sentences with the words from it.



**Samuel:** Did you watch the new film by Steven Spielberg yesterday?

**Vusal:** Yes, I did. It is a good movie. Older people might not like it, but, for the young, it will definitely be interesting.

**Samuel:** What did you like most?

**Vusal:** The effects in the movie are just great. Film critics say that it could even get an Oscar for the best effects.

**Samuel:** What about actors?

**Vusal:** I am sure that some people will like the actors' performance, but I didn't enjoy that very much.

**Samuel:** I will tell you if I like that or not after I watch it.

**Vusal:** Why didn't you come to watch the movie with us?

**Samuel:** We had guests at home. I promise that I will join you next time.

**Vusal:** We may meet this Saturday for a new movie.

**Samuel:** I won't miss that chance if you meet again.

1. Vusal liked ★★★ of the film.
2. Vusal thinks ★★★ wasn't very good.
3. ★★★ couldn't watch the film.
4. Vusal wants to watch another movie ★★★.



## GRAMMAR TARGET

### Present/Future Possibility and Future Prediction

We use *might/may/could* for present and future possibilities.

*Example: The film could even get an Oscar for the best effects.*

For negative possibilities, we use *might not* or *may not*.

*Example: Older people might not/may not like it. Older people could not like it.*

If you want to ask a question

#### SAY

Do you think the film may get an award?  
How do you think the weather might be tomorrow?

#### DON'T SAY

~~May/Might~~ the film get an award?

We use *will* for

1. promises. *Example: I promise I won't (will+not) miss this chance.*
2. future predictions. *Example: The film will definitely be interesting for the young.*



**Note:** We use **that** to join two sentences.

**Example:** I promise **that** I will join you next time.

You can also use: I agree/think/understand/see/know **that** + a clause.

**2** Read the conversation again and find other examples of

- a) future prediction.                      b) promise.                      c) future possibility.

**3** Listen to the talk and answer the questions.



1. Which 2 ideas does Lamiya suggest?
2. Which idea does Daniel like?
3. Why can't Lamiya go to the boulevard?
4. When do friends agree to meet?

**4** Complete the sentences with **might/may/could** or **will**.

0. I have a lot of homework to do, so I **might not go** to her party this weekend.  
(negative possibility)
1. You ★★★ miss the plane if you don't leave now. (it is possible)
2. It ★★★ snow this month. The weather seems fine. (negative future prediction)
3. I ★★★ watch the football game on Sunday. I am too busy. (negative possibility)
4. Don't worry. I ★★★ buy a present for her. (promise)
5. I ★★★ stop acting until I get an award. (promise/negative form)

**5** Read the answers and write questions. Use **might/may** or **will**.

0. **Where do you think we might meet?** I think we might meet at Pallas cafe.
1. ★★★? I think it will be sunny today.
2. ★★★? I think I may visit Prague next summer.
3. ★★★? I may eat sushi for dinner.
4. ★★★? I think we could buy her a book.

**6** Complete the sentences with your own words. Use **might/may/will/could** in the affirmative or negative forms.

0. I think that **Azerbaijan might win the Eurovision Song Contest next year.**
1. I promise that ★★★.
2. I think that ★★★.
3. I understand that ★★★.
4. I know that ★★★.

# Listening

1) Discuss the questions with a partner.

- Are there many cinemas in your hometown?
- Do you like going to the cinemas? Why/ Why not?
- How is it different to watch a movie at the cinema?

2) Listen to the talk and answer the question. 

What number did the caller choose?

- a) 1      b) 2      c) 9      d) 3

3) Listen to the talk and complete the notes. 

The name of the cinema: 1) ★★★

Ticket prices: change according to the type of movie and 2) ★★★

Film festivals: Each year in 3) ★★★  
This week is 4) ★★★ films week.


Ticket price this week: 5) ★★★. For students, it is 6) ★★★.

Cafe: The old cafe is closed for ★★★.



4) Look at the pictures from the website of the City Cinema and match them to the sentences.

- A. Go on our website [www.citycinema.com](http://www.citycinema.com) 0
- B. Choose the date, language and then click on places.
- C. Enter your email address and card details and pay for your tickets.
- D. Choose the places and click **Confirm**.
- E. Choose the movie and click on it.

0   
A. Go on our website [www.citycinema.com](http://www.citycinema.com)

1 

The screenshot shows the City Cinema website with a navigation menu on the left containing 'Cinemas', 'Language', 'Movies in English', 'Schedule', and 'Soon'. The main content area features a grid of movie posters, with the Flash movie poster highlighted by a white mouse cursor. The top navigation bar includes links for 'Platinum', 'Dolby', 'About', 'AZ', 'RU', 'ENG', 'Home', 'Campaigns', 'Tariffs', 'Bonus', and a phone number '000 000 00 00'.

			SESSIONS	DESCRIPTION			
Today	Tomorrow	15.05.2023	Cinema	Language			
Movie	Sessions	Hall	Format			Price	Buy Now
The Flash	15:00	4DX				6.00 ↗	Places
The Flash	10:00	4DX				5.00 ↗	Places
The Flash	19:00	4DX				7.00 ↗	Places

2

Screen

Available places     Selected places  
 Busy places     Double "Comfort" places

TOTAL: 18.00 ↗    CONFIRM

3

4

ORDER

E-mail

Cell. phone

Payment

Via bank card

First 6 digits of bank card

Via bank card

Are you at least 18?

Yes    No

Continue to payment

5) Ask and answer the questions.

- Is it easy to buy tickets online? Why or why not?
- When was the last time you bought something online?
- What things do people usually buy online in your country?

6) Follow the instructions.



Look at page 133.

STUDENT A



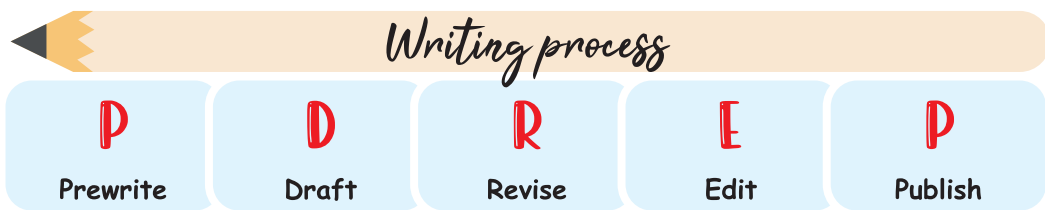
Look at page 134.

STUDENT B

# Writing

## Writing Tips!

When we write, we follow some steps.



## Writing a letter

12.07.2021 *Date*

*Greeting* Dear Katie,

*Opening sentence* I am so glad to write to you.

*Body of the letter* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Closing sentence* I am looking forward to hearing from you.

*Ending the letter* Best regards,  
John

1) Categorize the words and phrases.

Greetings	Opening sentence	Closing sentence	Ending the letter
0. Dear ... , ★★★	★★★	★★★	★★★

Well, that's all for now.

Take care.

Dear ... ,

I have got some good news for you.

Hi/Hello

I am writing to tell you about my future plans.

I am looking forward to hearing from you.

Bye for now.

**2) Read the letter and complete the plan of the body of the letter.**

- a) my wish about my hobby
- b) my friends now and in the future
- c) a question to my future self

**Letter**

June 8, 2021

Dear me in the future,

I am writing to you about my future plans.

In 5 years, I will be a student at the best engineering university. I study my lessons very well now and I hope you are happy with your younger self.

I have very good friends at school. I will still be friends with them even 5 years later. But of course, I might have new friends from the university as well.

I love tennis very much, but I cannot play it well now. In 2026, I am sure that I will play tennis very well. I might even enter some competitions.

What new plans do you have about your future life? Please, when you finish reading this letter, write a new letter to your Future Self.

Lots of love,  
You from past :)

**0. My education plan**

**1. ★★ ★★**

**2. ★★ ★★**

**3. ★★ ★★**

**3) Write a letter to your Future Self.**



# EACH KINDNESS


## BY JACQUELINE WOODSON

### PART 2

The weather got warmer and warmer and grass began growing. There was no snow outside.

One day, Maya came to school. She was wearing a nice dress and beautiful shoes. We understood that the dress and the shoes were not Maya's because they looked bigger on her.

"I have a new name for her," Kendra whispered. "Never New. Everything she has comes from a secondhand store."

We all laughed. Maya stood in the schoolyard. She was holding a rope , but she didn't ask us to play with her. After a few minutes, she started jumping. She jumped around the yard without stopping. She didn't look up. Just jumped, jumped, jumped.

The next day, Maya's seat was empty. In class that morning, we were talking about kindness.

Mr Albert asked us to gather around his table. There was a big bowl on the table. He filled it with water. He dropped a small stone into it. Small waves rippled out, away from the stone. "This is what kindness does," Mr Albert said. "Each little thing we do goes out, like a ripple, into the world."

Then Mr Albert asked us to drop the stone into the water and say what kind things we often did.

Joseph said, "I often hold the door for my grandmother."

"I carried Teacher's books up the stairs," Andrew said.

I was standing at the teacher's table and holding the stone. I didn't know what to say.

"Even small things count," Mr Albert said. But I couldn't think of anything and gave the stone to one of my classmates.

Maya didn't come to school the next day. Or the day after that. Each morning, I walked to school slowly and hoped to see Maya. I wanted to see her and smile back.

"Each kindness," Mr Albert said, "makes the world a little better place to live in."

The next day, I went to school and hoped to see Maya. But Maya's seat was empty again. And one day, Mr Albert said to the class, "Maya will not come back. Her family moved to another city some days ago."

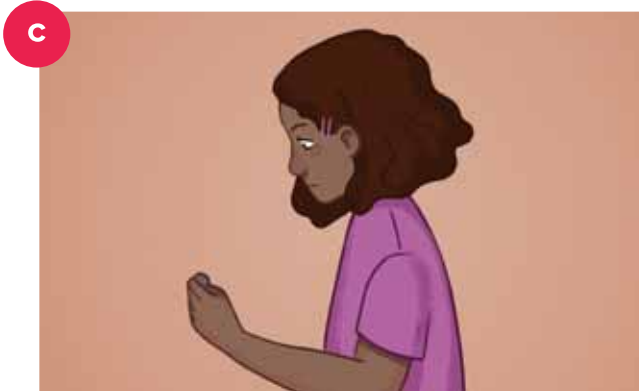
That afternoon, I walked home alone. On my way home, I ran to the lake near my house and collected some stones. I said to myself, "I never showed any kindness to Maya." I felt so sad because I missed the chance of kindness with Maya. One by one, I threw the stones to the lake and shouted out all the kind actions I didn't do to Maya. I hope I will have a chance to talk to her one day.

I hope ... .



*The End*

1) Read the story and put the pictures in the correct order.



2) Complete the sentences.

1. Kendra called Maya *Never New* because ★★ ★.
2. The topic of Mr Albert's lesson was ★★ ★.
3. Chloe gave the stone to her classmate because ★★ ★.
4. Chloe hoped to see Maya again because she wanted to be ★★ ★.
5. Chloe was unhappy at the end of the story because ★★ ★.

3) Discuss the questions with a partner.

- What kind of person do you think Maya was? Why?
- What acts of kindness do you think Chloe thought when she threw the stones to the lake at the end of the story?
- What was your last act of kindness? How did you feel?



# TIME TO WATCH



## Asking for advice

1 Look at the picture and discuss the questions.

- Where are the children?
- What do you think they are talking about?



2 Watch the video and complete the sentences.

1. Daniel thinks that it is not a good idea to go to Australia because ★★★.
2. To go to Kenya, tourists need to have ★★★.
3. It is a good idea to ★★★ in Italy.
4. Tourists love seeing ★★★ in Canada.

3 Watch the video again and complete the sentences.

1. I ★★★ advise you to go to Australia at this time of year.
2. You'd ★★★ go there in October.
3. What ★★★ somewhere in Europe?
4. I ★★★ you go to Italy.

4 Answer the questions.

1. What expressions can you use when you ask for advice?
2. What expression in the video can you use when you advise someone not to do something?
3. What expressions can you use when you give advice to someone?

5 Role-play the situation.



STUDENT A

You want to go abroad on holiday. Your friend knows a lot about different countries. Ask him/her for advice.



STUDENT B

You know a lot about other countries. Advise your friend where to go and where not to go.



# Review

## 1 Match the sentences with the movie types.

Musicals Comedies Sci-fi movies Documentaries Horror movies **Mystery movies**

0. Till the end of the movie you continue guessing the solution. **Mystery movies**
1. There are a lot of funny moments in this movie. ★★★
2. This film shows the real facts about the Brazilian football player Pele's life. ★★★
3. I will never watch such movies. They are very scary. ★★★
4. If you enjoy music and dancing in movies, then you should watch it. ★★★
5. The story takes place in 2095. People together with robots try to build a new city. ★★★

## 2 Read the situations and write sentences using the right future forms.

You intend to do this with your family, but you don't know the details of your plan for now.	to visit the Hollywood Walk of Fame 0. <u>I am going to visit the Hollywood Walk of Fame with my family.</u>
You want to do this thing, but you don't have a plan for now.	1. to enter your invention into the competition
All the details about your plan are ready.	2. to visit Cannes during the film festival week
Your friend is talking about a movie. You like the plot and while you are talking, you decide to watch it.	3. to buy a ticket
Your friend wants to watch the Award Ceremony. He doesn't know the date. You give him information about it. (July 27)	4. to take place

## 3 Complete the sentences with the help of the key words. In some sentences, you need to use negative forms.

0. Adele promised to help me with my homework this weekend. But she doesn't often keep her promises. I need to be ready for all situations.

### Might

I need to be ready for all situations because Adele **might not help me**.

1. I want to study German. There is a new course. It is possible to join that course next week.

### Might

I ★★★ the new course.

2. If it is sunny tomorrow, I want to go to the park. It is possible.

**Could**

If the weather is fine, I ★★★

3. I promise to myself to be a successful film producer. It is important not to give up.

**Will**

I ★★★ until I become a successful film producer.

4. Tomorrow is the final day of the competition. Can he win the competition? Do you think it is possible?

**Might**

Do you ★★★ the competition?

4 Complete the sentences with the verbs in brackets. Use correct Future forms.

1. A: What ★★★ you ★★★ (do) tomorrow?

B: I ★★★ (go on a cruise) with my cousins.

2. A: You never come when we organise a tour.

B: I promise I ★★★ (join) you this time.

3. A: What clothes should I take with me?

B: I am not sure, but I think that it ★★★ (rain). Take a rain coat.

4. A: Who do you think ★★★ (win) the competition?

B: I am sure that Nilay ★★★ (win).



Find the mistakes.

**Vocabulary**

1. Adventure movies are about real people.
2. Film critics write stories of the films.
3. Who actors in Harry Potter?
4. A film star's job is to write his/her opinion about the movies.

**Grammar**

1. May the weather be fine tomorrow?
2. I promise I might come to your party.
3. On November 3, I will fly to Turkey with my brother.
4. I couldn't watch the movie with you today. I am very busy.

**Spelling**

1. I like dokumentaries very much.
2. She mayt come tomorrow.
3. Critics wrote good rewievs about the movie.
4. Speshial effects make this movie more interesting.

# Tests

## UNIT

# 1

Read the passage and do Tasks 1-7.



Students attend the greenest school on earth in Bali, Indonesia. The school is on a tropical island. In 1975, a Canadian man called John Hardy came to the island. He liked the place very much and decided to build a school with natural materials. Now it has about 300 students aged 6-18, from over 45 different countries. They study Mathematics, Science, languages and other subjects. They also learn about how to take care of the earth. They plant rice in the school garden after the classes. The students say it is fun to study at the greenest school in the world.

**1. Choose the correct title.**

- a) Schools in Indonesia
- b) People in Indonesia
- c) A school in Bali
- d) Canadians on an island

**2. Choose the synonym of the phrase "go to school".**

- a) attend school
- b) like school
- c) enjoy school
- d) leave school

**3. Choose the correct definition of the word "island".**

- a) a small lake near a big city
- b) a big land near an ocean
- c) a long river near a village
- d) a small land surrounded by water

**4. Choose the correct answer to the question.**

How many students study at this school?

- a) forty five
- b) three hundred
- c) six
- d) eighteen

**5. Choose the INCORRECT sentence.**

- a) Students learn how to save the planet.
- b) A man from Bali started the school.
- c) Students learn math at this school.
- d) The school has its rice garden.

**6. Complete the sentence.**

Students ★★★.

- a) come from the same country
- b) prefer eating rice
- c) like studying at this school
- d) enjoy growing different plants

**7. Write the answer to the question according to the passage.**

What is special about this school?

---

**8. Read the conversation and choose the correct option to complete the gaps.**

**A:** You were great today! I couldn't believe it! I was ★★★ to see how well you answered the questions.

**B:** Thanks! The questions were really ★★★, but I could answer them.

- a) surprised/confusing
- b) surprising/ confused
- c) surprising/confusing
- d) surprised/confused

**9. Choose the correct option to complete the sentence.**

The field trip was really ★★★. I learned a lot of things.

- a) excited
- b) excite
- c) excit
- d) exciting

**10. Choose the INCORRECT option.**

- a) My grandfather is too old to learn English.
- b) The children are clever enough to study math.
- c) They are young enough to attend a school.
- d) The boys are too lazy for doing sports.

**11. Choose the correct option to complete the conversation.**

**A:** Sam is 12 years old. He wants to work in a factory.

**B:** But ★★★.

- a) he is too young to work there.
- b) he is young enough to work there.
- c) he is too old to work there.
- d) he is old enough to work there.

**12. Match the sentences. One is extra.**

- 1) Don't talk when you are eating.
- 2) Please turn off the TV. I can't watch this scary film.
- 3) Put on your coat and then go out.
- 4) Wow! What a big building!
- a) It is terrifying.
- b) It is exhausting.
- c) It is enormous.
- d) It is freezing outside.
- e) It is annoying.

- a) 1 e; 2 a; 3 d; 4 c
- b) 1 c; 2 e; 3 b; 4 a
- c) 1 b; 2 c; 3 a; 4 d
- d) 1 a; 2 d; 3 b; 4 e

# Tests

## UNIT 2

Read the passage and do Tasks 1-7.



Kelvin Doe is an inventor from Sierra Leone. He was born in Sierra Leone's capital, Freetown, in October 1996. Once there was no electricity in Kelvin's town for weeks and he was really tired of reading by candlelight. In his childhood, he collected metal and old materials in the streets. At the age of 13, Kelvin designed and built a battery from old materials and powered lights in his home. Why did he build batteries? He did it because he couldn't afford to buy them.

Kelvin had a dream. He wanted to become a DJ. So, he built his own radio station. Now people in his town call him DJ Focus. He attends kids' birthday parties as a DJ and gets some money for it.

### 1. Choose the best title.

- a) The best DJ in the world
- b) A creative young boy
- c) A town with inventors
- d) Young boys in Sierra Leone

### 2. Choose the synonym of the phrase "have enough money".

- a) collect
- b) afford
- c) design
- d) build

### 3. Choose the correct definition of the word "to power".

- a) buy energy for
- b) take energy from
- c) leave energy for
- d) give energy to

### 4. Choose the **INCORRECT** sentence.

- a) Kelvin made batteries himself.
- b) People in Freetown had no electricity for weeks.
- c) Kelvin enjoyed reading by candlelight.
- d) He is working as a DJ at the present.

### 5. Complete the sentence.

With the batteries Kelvin built, his family ★★★.

- a) built a radio station
- b) invited a DJ
- c) made money
- d) had electricity

**6. Choose the correct answer to the question.**

Why didn't Kelvin buy batteries?

- a) He didn't have money for that.
- b) There were no batteries in his town.
- c) He didn't need them.
- d) He had enough batteries at home.

**7. Write the answer to the question.**

Do you think Kelvin is successful? Why or why not?

---

**8. Choose the CORRECT sentence.**

- a) It is impossible to live without water.
- b) Living without water it is impossible.
- c) It is impossible without water to live.
- d) It is impossible live without water.

**9. Choose the line of adjectives.**

- a) important, useful, strange, useless, possible
- b) impossible, use, useless, unusual, help
- c) user-friendly, strange, surprise, impossible
- d) power, poor, share, useful, impossible

**10. Read the sentence and choose the correct option.**

My grandmother used to ride a horse to work.

- a) She still rides a horse to work.
- b) She often rode a horse to work in the past.
- c) She never rode a horse to work.
- d) She likes riding a horse to work.

**11. Choose the correct option.**

I ★★★ chocolate cake in my childhood because I didn't like it.

- a) didn't use to eat
- b) didn't used to eat
- c) used to eat
- d) use to eat

**12. Choose the correct alternative.**

In my childhood, I used to do puzzles a lot.

- a) In my childhood, I had many puzzles.
- b) I didn't often do puzzles in my childhood.
- c) In my childhood, I did puzzles a lot. Now I do them, too.
- d) I often did puzzles in my childhood.

# Tests

## UNIT 3

Read the passage and do Tasks 1-7.



Giovanni Contardi is a young Italian artist. His art is unusual because he creates mosaic art with cubes. He says, "I didn't invent this kind of art, but I was one of the first to share it using social media and luckily, it brought me success and a job."

His interest in cubes started in 2009. One of his classmates brought a cube to school and solved it in about one minute. Giovanni was fascinated and he asked his classmate to teach him to solve the cube. He learned

it very quickly and soon the two classmates started challenging each other. After a while, Giovanni got even more interested in solving cubes and he wanted to enter a competition. So, he started training with the cube 3 hours a day. In 2012, he broke the world record for solving the cube with just one hand in 9.43 seconds.

Now he is delighted with his life because he can earn money and do his favourite job. His works are very famous on social media.

*Adapted from:*

<https://www.dareclan.com/post/giovanni-contardi-my-idea-of-art-goes-through-the-rubik-s-cube>

### 1. Choose the correct title.

- a) Success in the competitions
- b) The world record
- c) A young teacher
- d) Unusual art

### 2. Choose the synonym of the phrase "to enter the competition".

- a) to win the competition
- b) to participate in the competition
- c) to train for the competition
- d) to leave the competition

### 3. Choose the correct definition of the word "to challenge".

- a) to invite sb to compete
- b) to teach sb
- c) to learn sth very quickly
- d) to do sth very well

### 4. Choose the **INCORRECT** sentence.

- a) Giovanni learned to solve puzzles from his classmate.
- b) Thanks to social media, Giovanni could make his works famous.
- c) Giovanni is the first artist to create mosaic art with cubes.
- d) Giovanni was the best in the cube solving competition in 2012.



**5. Choose the correct title.**

With the help of his classmate, Giovanni ★★★.

- a) entered the competition
- b) learned to solve cubes
- c) break the world record
- d) shared his works on social media

**6. Choose the correct answer to the question.**

Why did Giovanni start working on his skills of solving cubes?

- a) He wanted to be better than his classmate.
- b) He wanted to take part in the competition.
- c) He wanted to create mosaic art.
- d) He wanted to earn money.

**7. Write the answer to the question.**

Do you think creating mosaic art with the cubes is unusual? Why or why not?

---

**8. Choose the correct verb form.**

I am looking forward ★★★ her.

- a) to meet
- b) meeting
- c) to meeting
- d) meet

**9. Choose the correct option.**

When I ★★★ a scarf, I ★★★ my finger.

- a) knit, was hurting
- b) was knitting, hurt
- c) knitted, was hurting
- d) was knitting, was hurting

**10. What ★★★ when Jahan ★★★ you?**

- a) did you do, was calling
- b) were you doing, was calling
- c) do you do, called
- d) were you doing, called

**11. Choose the correct preposition.**

Schools should teach children to believe ★★★ themselves.

- a) in
- b) to
- c) for
- d) with

**12. Choose the correct preposition.**

If you are bored, take ★★★ new hobbies.

- a) in
- b) off
- c) up
- d) on

# Tests

## UNIT 4

Read an internet article and do Tasks 1–7.



Aziza Ramikhanova and her son Amiraslan from Azerbaijan have millions of followers on social networks. Amiraslan is a professional chef. Together with his mother, he prepares tasty meals and shares their recipes on his Youtube channel called *Country Life Vlog*\*.

Aziza Ramikhanova is also a talented cook. Her recipes are popular at all weddings in Hil village.

The Ramikhanovs usually film their videos on their farm near their village. They have a special farm house for their vlog and it makes the videos more exciting.

The family makes two cooking videos a week. The number of their followers is increasing day by day. They prefer cooking vegetables from their garden.

Everything is so fresh and natural! This is the reason why so many people from all over the world follow their vlog.

*It's a good idea to visit Azerbaijan. A trip to Hil village will give you a great chance to meet friendly locals and try some of the best food recipes.*

\* *Vlog* – a website or social media account where a person posts short videos

### 1. Choose the best title.

- a) A village in Azerbaijan
- b) The best blog about Azerbaijan
- c) The best place to eat in Azerbaijan
- d) Famous food bloggers from Azerbaijan

### 2. Choose the **INCORRECT** sentence.

- a) A lot of people know the family.
- b) The family makes their videos in different villages.
- c) They make meals from healthy food.
- d) Both the mother and her son do the same job.

### 3. Choose the correct answer to the question.

How often do they post videos?

- a) every day
- b) every two weeks
- c) every month
- d) every week

**4. Choose the definition of the word "professional".**

- a) A person who has many jobs      c) A person who can speak many languages  
b) A person who knows Science well      d) A person who does his/her job very well

**5. Choose the opposite for the word "foreigners".**

- a) locals      b) tourists      c) travellers      d) followers

**6. Match the words from the text to their definitions. One definition is extra.**

- |            |   |
|------------|---|
| 1. popular | a) delicious; having a pleasing flavour |
| 2. special | b) new; newly made                      |
| 3. fresh   | c) very difficult                       |
| 4. tasty   | d) liked or enjoyed by many people      |
|            | e) different from others                |

**7. Write the answer to the question according to the passage.**

Why do people like watching the family's videos?

---

**8. Choose the correct ending.**

The friends were excited, ★★★?

- a) were they?      b) did they?      c) weren't they?      d) didn't they?

**9. Choose the correct option.**

What was the weather like yesterday? Was it warm ★★★ cold?

- a) and      b) so      c) or      d) but

**10. Read the definition and choose the correct word.**

The place where someone is going to

- a) destination      b) travel agency      c) luggage      d) cruise

**11. Choose the correct preposition.**

To go ★★★ a cruise.

- a) to      b) by      c) on      d) with

**12. Match the halves. Three options are extra.**

- |  |              |                 |
|--|--------------|-----------------|
| 1) My teacher speaks five languages,         | a) will you? | e) was he?      |
| 2) Omar was at the birthday party yesterday, | b) does she? | f) wasn't he?   |
| 3) They didn't watch that film last weekend, | c) did they? | g) doesn't she? |
| 4) You won't visit them,                     | d) will he?  |                 |

# Tests

## UNIT 5

Read the passage and do Tasks 1-7.



Angela

Kelly

It happened about 35 years ago. We studied at the same school but in different classes. Once there was a basketball match. One of my classmates had a terrible stomach ache and couldn't participate in the match. So, my Physical Education teacher asked me to play instead of her. I did my best, but unfortunately, my team lost. I

was very upset and started crying. A girl from the other team came up to me and calmed me down. Her name was Angela. She talked to me and I became better. That was the day when I found my true friend.

It was a strange day. That day my team lost the match, but I won a reliable friend like Angela. We are more like sisters than friends. Everyone in my family loves her and she is always with me on special days. I hope we will never separate.

### 1. Choose the best title.

- a) Unlucky players
- b) My best friends
- c) A basketball match
- d) The day when I met my friend

### 2. Choose the synonym of the word "unhappy".

- a) special
- b) true
- c) upset
- d) better

### 3. Choose the correct definition of the word "calm someone down".

- a) make someone feel excited
- b) make someone feel proud
- c) help someone become less angry or sad
- d) help someone become more interested

### 4. Choose the **INCORRECT** sentence.

- a) They met about 35 years ago.
- b) After the match, Kelly didn't feel well.
- c) Kelly and Angela played in the same teams.
- d) Kelly's family members know Angela.

### 5. Complete the sentence.

Kelly participated in the basketball match because ★★★.

- a) she loved playing basketball
- b) her teacher couldn't go to the match
- c) her classmates wanted it
- d) her classmate had a health problem

**6. What does Kelly mean in this sentence?**

“We are more like sisters than friends.”

- a) They like their sisters.
- b) They are very close friends.
- c) They are real sisters.
- d) Their sisters are their best friends.

**7. Complete the sentence according to the passage.**

The friends often meet on ★★★.

---

**8. Choose the correct option to complete the sentence.**

The children will become upset ★★★ they don't get any presents tomorrow.

- a) but
- b) if
- c) so
- d) because

**9. Choose the CORRECT sentence.**

- a) If you will not water a flower, it dies.
- b) You don't water a flower, it dies.
- c) If you don't water a flower, it dies.
- d) You don't water a flower if it will die.

**10. Choose the CORRECT sentence.**

- a) If I study more, I will pass the exams successfully.
- b) I study more, I will pass the exams successfully.
- c) If I will study more, I pass the exams successfully.
- d) I will pass the exams successfully, if I will study more.

**11. Choose the line of adjectives that describe characters.**

- a) fun-loving, friendly, long, talkative
- b) serious, honest, optimistic, useful
- c) generous, confident, patient, honest
- d) reliable, possible, kind, confident

**12. Match the words to the situations. One situation is extra.**

- 1) reliable
- 2) generous
- 3) optimistic
- 4) honest
- a) Umid always repeats one sentence, “Everything will be really good.”
- b) Latifa always tells jokes. Her jokes are always funny.
- c) I can tell Etibar all my secrets because he never shares them with others.
- d) My grandma often helps poor people. She gives them food and money.
- e) My friend Samira never tells lies.

- a) 1 c; 2 d; 3 a; 4 e
- b) 1 b; 2 a; 3 d; 4 e
- c) 1 c; 2 b; 3 d; 4 a
- d) 1 a; 2 d; 3 b; 4 c

# Tests

## UNIT 6

Read the passage and do Tasks 1-6.



Some robots make us feel like the future is already here. One of these smart robots is Sophia.

When in 2016 Hanson Robotics developed their human-like robot Sophia, the world was fascinated with her. She is the world's first robot citizen.

Now Sophia is very famous in all parts of the world because she often appears in TV shows and interviews. She also speaks at the conferences.

Sophia can answer certain questions and even have simple conversations. Sometimes her conversations don't make sense, but some are logical and even funny.

There are cameras in Sophia's eyes, so she can see things and follow moving objects. She can even recognize people.

In 2018, the company added functional legs to their human-like robot. After that, Sophia started walking.

Scientists believe that such robots might help to take care of ill and elderly people.

### 1. Choose the correct title.

- a) The future of smart robots
- b) The first human-like robot
- c) An interview with Sophia
- d) Hanson Robotics' human-like robot

### 2. Choose the synonym of the phrase "doesn't make sense".

- a) not loud
- b) not funny
- c) not logical
- d) not simple

### 3. Choose the correct definition of the word "functional".

- a) working in the necessary way
- b) long and attractive
- c) looking strange
- d) starting by itself

### 4. Choose the **CORRECT** sentence.

- a) All human-like robots get citizenship.
- b) Hanson Robotics developed a walking robot in 2016.
- c) TV shows brought popularity to Sophia.
- d) Sophia can give logical answers to all the questions in the interviews.

### 5. Complete the sentence.

With the help of the cameras in her eyes, Sophia ★★★.

- a) can move things with her eyes

- b) can move her eyes if anything changes its place
- c) can move her place
- d) can know where she is

**6. Write the answer to the question.**

Do you think Sophia is smart? Why or why not?

---

**7. Choose the correct option.**

I promise I ★★★ help you tomorrow.

- a) might                      b) could                      c) will                      d) may

**8. Choose the correct option.**

What ★★★ on Sunday?

I have no plans. If you want, we can meet.

- a) are you doing              b) will you do              c) do you do              d) did you do

**9. Choose the correct definition of the word "a film critic".**

- a) Someone who writes stories of the films.
- b) Someone who shares movie posters.
- c) Someone who shares their opinions about a movie.
- d) Someone who meets with stars.

**10. Match the halves.**

- |           |                   |
|-----------|-------------------|
| 1. Try on | a) a lot of space |
| 2. Take   | b) abroad         |
| 3. Go     | c) clothes        |
| 4. Buy    | d) online         |
- a) 1-d, 2-c, 3-a, 4-b                      c) 1-c, 2-a, 3-b, 4-d  
b) 1-c, 2-d, 3-a, 4-b                      d) 1-d, 2-a, 3-b, 4-c

**11. Choose the correct sentence.**

- a) Might this actor win an award?
- b) Please don't be late because my plane leaves at 7 p.m.
- c) The sky is clear, so tomorrow it couldn't rain at all.
- d) I see my friend off at 3 o'clock and after that I am free.

**12. Choose the correct preposition.**

The train leaves according ★★★ a schedule.

- a) to    c) at  
b) on    d) with

# Grammar Bank

## UNIT 1

### A

#### ADJECTIVES

Ending in **-ED** and **-ING**

Adjectives that end in **-ING** describe the characteristics of a person, a thing or a situation.

The books are **boring**.

We are describing a characteristic of these books.

Adjectives that end in **-ED** describe a feeling or an emotion.

It is how we **FEEL** about something.

He is **bored**. This is his feeling right now.

#### Compare:

I am **tired** now. My work is **tiring**.

His presentation was **interesting**. We were **interested** in his presentation.

These books are **boring**.

He is **bored**.



### B

#### TOO/ ENOUGH

**Too + Adjective + Infinitive**  
(has a negative meaning)

more than needed to do sth

I am **too old** to become a student now.

The coffee is **too hot** to drink.

He is **too short** to play basketball.

**Adjective + Enough + Infinitive**

as much as needed to do sth

I don't think I am **young enough** to learn new skills.

The coffee is **warm enough** to drink.

She is **strong enough** to lift that heavy bag.



# UNIT 2

**A**

<b>Subject</b> <i>(nouns or pronouns)</i>	+	<b>To be</b> <i>(am/is/are/was/were/will be)</i>	+	<b>Adjective</b>	+	<b>Infinitive</b>
--	---	---	---	------------------	---	-------------------

It is important to do homework every day. We are happy to see our teachers again.  
 It was useless to use that website. Nigar was glad to meet new friends.  
 It will be hard to go there on foot. The students will be sad to say goodbye.

## USED TO

**Used to** describes repeated past actions, habits and situations.

Statements with **Used to**

**B**

Affirmative				Negative				
Subject	used to	verb		Subject	did not (didn't)	use to	verb	
I/You/He/She/ It/We/They	used to	listen	to the radio	I/You/He/She/ It/We/They	didn't	use to	listen	to the radio

### Yes/No questions with Used to

### Short answers

Did	I/you/he/she/ it/we/they	use to	listen	to the radio?	Yes, I/you/he/she/ it/we/they did.	No, I/you/he/she/ it/we/they didn't.
-----	-----------------------------	--------	--------	------------------	---------------------------------------	---

### Information questions with Used to

Wh-word	did	subject	use to	verb	
When Why Where How long	did	I/you/he/ she/it/we/ they	use to	keep	the old toys?

**But:** Who used to keep the old toys?

# Grammar Bank

## UNIT 3

### A

#### PAST CONTINUOUS

✓	I/He/She/It	was	watching.
	We/You/They	were	
✗	I/He/She/It	was not/wasn't	sitting.
	We/You/They	were not/weren't	
?	Was	he, she	
	How	were	you
			sleeping?

#### Notes!

We use Past Continuous Tense form to

- describe how something happened in the past. (to set the scene in stories)
- show that something was happening at some point in the past.

### B

#### PAST CONTINUOUS TIME CLAUSE WITH WHEN AND WHILE

a) To describe parallel actions	<i>dependent clause/Past Continuous</i>	<i>main clause/Past Continuous</i>
	While I was knitting the arms, Nariman was filling the legs with cotton.	
	↑ Both actions happen at the same time. ↑	
b) To describe interrupted actions	<i>main clause/Past Continuous started earlier/longer action</i>	<i>dependent clause/Past Simple shorter action/interrupts the longer action</i>
	We all were working when dad entered the room with a box.	
	<i>dependent clause/ Past Continuous started earlier/longer action</i>	<i>main clause/Past Simple shorter action/interrupts the longer action.</i>
	While/When we were working, dad entered the room with a box.	

#### Notes!

We can write **when** and **while** clause at the beginning or in the middle of the sentence. If we write them at the beginning, we put commas before the main clause.

**Example:** *While I was watching TV, Andy was sleeping./Andy was sleeping while I was watching TV.*

We use only **when** to present a shorter action.

We use both **when** and **while** to present a longer action.

# UNIT 4

## ALTERNATIVE QUESTIONS

**A**

to be	Am I at work <b>or</b> at home? Is he a doctor <b>or</b> an engineer? Were they at home <b>or</b> at school? Will they be tired <b>or</b> bored?
Present Simple	Do you wear uniforms <b>or</b> casual clothes at school?
Past Simple	Did you visit your uncle <b>or</b> aunt last week? Did it happen yesterday <b>or</b> last week?
Future Simple	Will you go to school in the morning <b>or</b> in the afternoon? Will Jane <b>or</b> Julia join us next week?
Can/Should	Can your uncle drive a car <b>or</b> a truck? Should I wear a coat <b>or</b> a jacket?

We use question tags to ask for agreement or confirmation.

### Positive Question Tags

**B**

A <b>negative</b> statement	A <b>positive</b> tag	A <b>positive</b> statement	A <b>negative</b> tag
You <b>aren't</b> a travel agent,	<b>are</b> you?	You <b>are</b> a travel agent,	<b>aren't</b> you?
He <b>isn't</b> scared,	<b>is</b> he?	He <b>is</b> scared,	<b>isn't</b> he?
She <b>wasn't</b> in Baku,	<b>was</b> she?	She <b>was</b> in Baku,	<b>wasn't</b> she?
They <b>weren't</b> in a hurry,	<b>were</b> they?	They <b>were</b> in a hurry,	<b>weren't</b> they?
You <b>don't like</b> ice cream,	<b>do</b> you?	You <b>like</b> ice cream,	<b>don't</b> you?
You <b>didn't</b> meet them,	<b>did</b> you?	You <b>met</b> them,	<b>didn't</b> you?
We <b>won't</b> fail the exam,	<b>will</b> we?	We <b>will</b> fail the exam,	<b>won't</b> we?
Lala <b>can't</b> drive a car,	<b>can</b> she?	Lala <b>can</b> drive a car,	<b>can't</b> she?
They <b>couldn't</b> play the guitar,	<b>could</b> they?	They <b>could</b> play the guitar,	<b>couldn't</b> they?
We <b>shouldn't</b> eat it,	<b>should</b> we?	We <b>should</b> eat it,	<b>shouldn't</b> we?

### Remember:

Nobody went to the party, **did** they?

Nothing is useful, **is** it?

# Grammar Bank

## UNIT 5

### A

#### ZERO CONDITIONAL

PRESENT SIMPLE + PRESENT SIMPLE

If you leave ice in the sun, it melts.



We use **Zero Conditionals** for facts that are generally true and do not change.



If you stand in the rain, you get wet.



You get wet if you stand in the rain.

### B

#### FIRST CONDITIONAL

We use **First Conditional** to talk about something which is possible to happen in the future.

PRESENT SIMPLE + FUTURE SIMPLE

If he runs fast, he will get to work on time.



## UNIT 6

### FUTURE PLANS AND ARRANGEMENTS

A

We use Present Continuous (**to be doing**) when our plans are ready.

*Example: I am visiting an exhibition with Maryam at 3 o'clock.*

**She planned it beforehand. She knows when and with whom she is visiting the exhibition. She has a ticket as well. The plan is fully ready.**

We use Present Simple to show that actions or events happen according to a schedule.

*Example: The plane leaves at 2:30.*

**The plane leaves according to a timetable. You cannot change it. It is not your plan.**

**schedule** - is a plan of activities and when they will happen. For example, the times when classes happen or when busses, etc leave and arrive.

#### Do you remember?

We use **to be going to** for future intentions.

*Example: We are going to have dinner after the exhibition.*

**We have intentions, but the plan isn't fully ready.**

We use Future Simple (will) for sudden decisions.

*Example: I'll ask Karim to join me.*

**At the time of speaking, she decided to do it.**

### PRESENT/FUTURE POSSIBILITY AND FUTURE PREDICTION

B

We use **might/may/could** for present and future possibilities.

*Example: The film could even get an Oscar for the best effects.*

For negative possibilities we use **might not** or **may not**.

*Example: Older people might not/may not like it. Older people could not like it.*

#### SAY

Do you think the film may get an award?

How do you think the weather might be tomorrow?

#### DON'T SAY

**May/Might** the film get an award?

We use **will** for:

1. promises. Example: I promise I won't (**will+not**) miss this chance.
2. future predictions.

*Example: The film will definitely be interesting for the young.*

**Note:** we use **that** to join 2 sentences.

*Example: I promise that I will join you next time.*

*You can also use: I agree/think/understand/see/know that + a clause.*

# Communication activities

## Unit 6

Student A: Ask Student B questions to complete the missing information.  
Answer Student B's questions.

to liberate- to help  
sth be free



Type of the the film:  
comedy

Actors: Jennifer Garner  
and Edgar Ramirez

What is it about?: ★★★



Type of the the film: ★★★

What is it about? Real heroes of "44-day  
Patriotic War" speak about the heroism  
of our soldiers, how they liberated  
Shusha and how they entered Shusha.



Type of the the film: adventure

Actors: ★★★

What is it about?: Alice is a teenager  
in this film and she goes back to the  
Wonderland. She visited this magic land  
13 years ago, but she doesn't remember  
anything about it.



Type of the the film: ★★★

Actors: Tye Sheridan and  
Olivia Cooke

What is it about?: ★★★

## Unit 2

### Student A:

#### A: Ask your partner questions about

- a possible hobby he/she can do.
- important subjects for him/her.
- useful and useless things in his/her room.
- his/her favourite device.

#### B: Answer Student B's questions. Give him/her extra information why you think so.

## Unit 6

### Student A: Look at the schedule and ask Student B questions to complete the missing information.

Films	Starts at	Ends at	Cinema	Halls	Format	Price
Future Me	★★★	15:55	Prime Cinema	★★★	3D English	4.00 m
A school trip to space	15:30	★★★	FunTime	7	2D English	3.50 m
Planet War	★★★	21:25	★★★	Main hall	3D English	5.00 m

# Communication activities

## Unit 2

### Student B:

**A:** Answer Student A's questions. Give him/her extra information why you think so.

**B:** Ask your partner questions about

- a possible hobby he/she can do.
- important subjects for him/her.
- useful and useless things in his/her room.
- his/her favourite device.

## Unit 6

**Student B:** Look at the schedule and ask Student B questions to complete the missing information.

Films	Starts at	Ends at	Cinema	Halls	Format	Price
Future Me	14:00	★★★★	Prime Cinema	3	3D English	4.00 m
A school trip to space	★★★★	18:20	★★★★	★★★★	2D English	3.50 m
Planet War	19:00	★★★★	CineMax	Main hall	3D English	5.00 m



## Unit 6

Student B: 1. Answer Student A's questions.

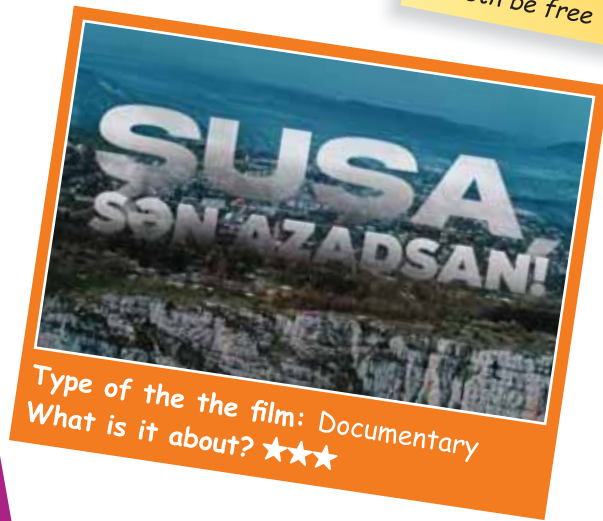
2. Ask Student A questions to complete the missing information.



- Type of the the film: ★★ ★

Actors: ★★ ★

What is it about?: Mom and dad often say "no" to their children, but one day they decide to say "yes" to their children if they want something. The fun starts here.



Type of the the film: Documentary  
What is it about? ★★ ★

to liberate- to help sth be free



Type of the the film: ★★ ★

Actors: Mia Wasikowska, Johnny Depp and Helena Bonham Carter

What is it about?: ★★ ★



Type of the the film:  
Scientific-fiction

Actors: ★★ ★

What is it about?: The story takes place in 2045. People have a virtual world, OASIS. They can do everything in this world. The creator of this world dies and a new competition starts to find a new owner.

# Audio scripts

## Track 1

1. annoying
2. terrifying
3. freezing
4. enormous
5. fascinating
6. delighted
7. exhausted
8. incredible

## Track 2

**Speaker 1.** I am in the Ice Hotel with my family. We are all wearing warm coats and caps inside the hotel because it is really cold here.

**Speaker 2.** Today is my second day at this school. The school is really huge. Yesterday I wanted to go to the teacher's room and imagine what happened. I got lost!

**Speaker 3.** There is no electricity in this house. At nights, it gets really scary and I often feel frightened.

**Speaker 4.** What an unusual place! At nights the stars look very close. You cannot believe your eyes.

## Track 3

1. I have no news about my best friend.  
I heard from him about three years ago.  
I don't know where he is or what he is doing.
2. Please, don't repeat that word anymore.  
I don't like it.
3. Oh... I don't know what to do or where to go.

4. Please turn off the TV. I can't watch this film anymore.

## Track 4

Agora started in 2014 with 30 students. But now there are about 250 students in this school and the school building looks enormous. Every year more and more young people want to study at this school. Students aged from 12 to 18 study here. They decide what they want to learn by themselves. They can learn about the topics and things they are interested in and that's why they all feel delighted. Here students call their teachers coaches. Coaches help them discover new things. Students at Agora are free enough to get knowledge, think or play different games and have fun. Every morning they spend a few minutes making their plans for the day. Then they have project time. Some students sit at their desks and some others are in the kitchen or computer room. After lunch, they have quiet time. Students think or read during this time. Then they have more project or group work until the end of the day. It may sound too strange to you, but this is all about the Agora school!

**Track 5** (see pages 18-19)

## Track 6

1. important
2. unimportant
3. possible
4. impossible
5. user-friendly
6. useful
7. useless
8. strange

### Track 7

1. Hi, Helen. I am sorry I can't come now. I am going to the meeting. My director will tell me what I should do next week.
2. Thanks a lot for your advice. I did everything that you said and won the game.
3. I can't meet you tomorrow. I will be busy all day long.
4. I don't know how to use this application. It isn't easy to use it.

### Track 8

In my childhood, I used to ride a bicycle. I remember I had a green bicycle and I loved riding it very much. Now I don't ride bicycles any more. I have a car and I drive it to work every day.

Many years ago, I used to watch TV a lot. But now I don't have much free time. I don't watch TV any more. I read the news on the Internet.

### Track 9

**Interviewer:** Hello, everyone. Today we have a special guest with us – Tural Khudiyev, a young scientist from Azerbaijan. It's so nice to have you with us.

**Tural Khudiyev:** Thank you. It's a pleasure to be here.

**Interviewer:** Please tell us about your childhood.

**Tural Khudiyev:** I can say that I enjoyed my childhood. When I was young, I had dreams for the future. That is why I studied school subjects

systematically. I also enjoyed my daily life. I liked playing football and reading books. So, I had a good balance between my studies and free time. In my childhood, I wanted to be an engineer. I loved studying math. But I also understood the importance of learning other subjects such as physics and chemistry. I could see all subjects in different parts of our life. So, all topics were interesting to me.

**Interviewer:** Please tell us about your work at Massachusetts Institute of Technology.

**Tural Khudiyev:** I worked with a team of scientists. In June 2021, we created a special digital fibre. The fibre can sense, store, and analyse information. Imagine wearing a shirt on a special day in your life. This shirt can store the music that you listened to that day. You can also use this fibre to find and control health problems.

**Interviewer:** That sounds really interesting. Do you have a message to young people in your country?

**Tural Khudiyev:** Make sure that you have clear goals and that you do your best to achieve them. Also, just being a successful person is not

# Audio scripts

enough. Be a trustworthy person and practise good morals in your life.

**Interviewer:** Thank you for joining us today.

**Tural Khudiyev:** It's my pleasure.

## Track 10

1. Chester Greenwood invented earmuffs in 1873. He was 15 years old when he made this invention. He became the owner of an earmuff factory ten years later.
2. Benjamin Franklin was born on January 17, 1706. He was a very good swimmer. He invented swim fins at the age of 11.
3. Robert Patch was one of the youngest inventors. He invented toy trucks when he was 6 years old. He used a shoe box and bottle caps to make the first toy truck.
4. Albert Sadacca invented Christmas lights at the age of 15. Before his invention, people put real candles on Christmas trees.

**Track 11** (see pages 36-37)

## Track 12

1. give up
2. work on sth
3. look forward to (doing) sth
4. make it
5. put sth off
6. find out sth
7. believe in sb
8. take up sth

## Track 13

1. I cannot work with my hands. But I want to start drawing with my toes. I don't draw very well now, but I'll never stop trying.
2. I want to enter my invention into a European competition for new green

technology. The competition is on January 1. I am very excited. I want that day to come soon.

3. My dancing technique is good, but I still need to improve my moves.
4. People always praise me for my singing ability. But I am not sure I sing well.

## Track 14

Alex was talking on the telephone while Celine was helping Mrs Shelly to gather leaves. At that time Kamal was sleeping under the tree. Leyla and Kody were drawing something when they saw a snake near Kamal. Then they saw Akinary behind the tree. She was laughing and showing them to Peter. Peter had a small device in his hand. While he was playing with that device, the snake was moving closer and closer to Kamal. While all these were happening, Freddy was calmly playing his guitar. When he saw that Leyla and Kody were very afraid, he stood and picked the snake and took it to the teacher. It was a toy snake and Peter was controlling its movement. After the teacher talked to Peter and Akinary, they understood their mistake and said sorry to everyone.

## Track 15

**Alina:** What are you doing, Kamil?

**Kamil:** I am preparing a presentation about Faiq Ahmad.

**Alina:** Oh, really. I like his works very much. He is very talented.

**Kamil:** Do you know about him?

**Alina:** Yes, I even met him yesterday in the carpet museum. I was looking at the carpets when I suddenly saw him. He was giving

an interview to the journalists. He was talking about his works in the foreign museums.

**Kamil:** Does he have carpets in foreign museums?

**Alina:** Yes, he does. I learned about that yesterday. While he was answering the questions, I was listening to him. He talked about his exhibitions in Norway, France and some other countries. I don't remember all the countries.

**Kamil:** I'll add this information to my presentation. Thank you, Alina, very much.

**Alina:** You are welcome, Kamil. Yesterday, I took his photo in the museum. Do you want to add that photo to your presentation as well?

**Kamil:** That'd be great, Alina.

**Track 16** (see pages 54-55)

### Track 17

1. travel agency
2. organise a tour
3. tour guide
4. go on a cruise
5. destination
6. luggage
7. single ticket
8. return ticket

### Track 18

**Travel agent:** Can I help you?

**Mrs Harmer:** Yes, you can actually. This is the brochure of the holiday you sold us.

**Travel agent:** Oh, yes. I remember you, Mrs Harmer. I believe you had a great time.

**Mrs Harmer:** No, I didn't. I am very angry about it. I want to complain about your service.

**Travel agent:** What was the problem?

**Mrs Harmer:** First, I got a single ticket instead of a return ticket. I paid \$ 300 at the airport and changed the ticket. When I got to Sunny Island, I was shocked. The hotel wasn't as nice as it's in the brochure. The hotel room was very small and had no sea view. And the hotel food was terrible. I stayed there for 10 days from the seventh to the seventeenth of July.

**Travel agent:** I am really sorry about it.

**Mrs Harmer:** We didn't have any tour guides. Now I want my money back.

**Travel agent:** OK, I'll speak to the company director. Can I have your phone number? I'll contact you soon.

**Mrs Harmer:** OK. It's 058 345 677 21.

**Travel agent:** So, 058 345 677 21. I'll see what I can do.

### Track 19

1. Ben was the winner of the Olympic Games last year, wasn't he?
2. You cannot travel there by ship, can you?
3. The new book isn't interesting enough, is it?
4. Mr Barry and his class will go hiking next month, won't they?
5. This mask looks terrifying, doesn't it?
6. The film is too boring to watch, isn't it?

### Track 20

Two years ago, I decided to have my travel blog. That time, I was studying in tenth grade and planning to become an English teacher. One day I saw a travel blog on the

# Audio scripts

Internet and decided to take up blogging. When I was a child, I often travelled with my family. We didn't have enough money to travel abroad, so we visited different regions of Azerbaijan. My father loved taking photos of the places we visited.

My blog is in English and a lot of people from all over the world follow my blog. I often share photos of unusual places in Azerbaijan. Last month, I got more than 15,000 likes for a picture I took in Lerik. I also like sharing information about interesting traditions in different regions of Azerbaijan. My followers enjoy reading this information and they often leave comments comparing their culture with Azerbaijani culture.

I have some plans for the future. I am planning to open my own travel agency. I even have a name for it – Incredible Tours. I want to organise interesting tours to different parts of Azerbaijan. I have enough information about every corner of my country. Sometimes my parents say that I should write a travel book about our country, but I don't think I'll do it because writing books is not for me.

**Track 21** (see pages 72-73)

## Track 22

1. confident
2. generous
3. optimistic
4. serious
5. reliable
6. honest
7. patient
8. fun-loving

## Track 23

**Speaker 1.** My friend Murad doesn't smile often. He never makes jokes or listens to them.

**Speaker 2.** My friend Jane thinks positively about the future. She often says that everything will be alright.

**Speaker 3.** I can tell all my secrets to Kamila. I know she will never share them with anybody else.

**Speaker 4.** My friend Nur never panics in danger. She just waits calmly.

**Speaker 5.** I enjoy spending time with my friend Katelyn. I always laugh a lot when we are together.

## Track 24

**Leyla:** Hi, Jessica. It's Leyla. How are you?

**Jessica:** Hi, Leyla. I am fine thanks. What about you?

**Leyla:** I am very well, thanks. I got your email. I think we can become very good friends. I am sure if we become friends, we'll have a great time. We can study or do sports together.

**Jessica:** That's great.

**Leyla:** Nick says you know math very well, but I am not good at it. If we study it together, I will get better grades.

**Jessica:** That's a great idea. We can meet tomorrow and study math together.

**Leyla:** We'll meet in the library at 2 o'clock if you don't mind.

**Jessica:** That's OK with me. I'll call you  
tomorrow morning if I can't come.

**Leyla:** Okay.

### Track 25

Oh-oh-oh

If you ever find yourself stuck in the middle  
of the sea

I'll sail the world to find you

If you ever find yourself lost in the dark and  
you can't see

I'll be the light to guide you

Find out what we're made of

When we are called to help our friends in  
need

You can count on me like 1, 2, 3

I'll be there

And I know when I need it

I can count on you like 4, 3, 2

And you'll be there

'Cause that's what friends are supposed to  
do, oh yeah

Ooh-ooh-ooh-ooh-ooh

Ooh-ooh-ooh-ooh-ooh

Ooh, yeah, yeah

If you're tossin' and you're turnin'

And you just can't fall asleep

I'll sing a song beside you

And if you ever forget how much you really  
mean to me

Every day I will remind you, oh

Find out what we're made of

When we are called to help our friends in  
need

You can count on me like 1, 2, 3

I'll be there

And I know when I need it

I can count on you like 4, 3, 2

And you'll be there

'Cause that's what friends are supposed to  
do, oh yeah

Ooh-ooh-ooh-ooh-ooh

Ooh-ooh-ooh-ooh-ooh

Ooh, yeah, yeah

You'll always have my shoulder when you cry

I'll never let go

Never say goodbye

You know...

You can count on me like 1, 2, 3

I'll be there

And I know when I need it

I can count on you like 4, 3, 2

And you'll be there

'Cause that's what friends are supposed to  
do, oh yeah

Ooh-ooh-ooh-ooh-ooh

Ooh-ooh-ooh-ooh-ooh

Ooh

You can count on me, 'cause I can count on  
you

**Track 26** (music only)

**Track 27** (see pages 90-91)

### Track 28

1. science fiction

2. adventure films

3. mystery movies

4. documentaries

# Audio scripts

5. special effects
6. reviews
7. film critic
8. to star

## Track 29

1. The film was just great. We laughed a lot.  
It is in the cinemas till the end of the week.  
Watch it. I am sure you will like it.
2. Her reviews are always interesting.  
I always read her reviews about the movies before I watch them.
3. The boys in the front seat are very tall. I can't see the screen very well. There are some empty seats. Can we change our seats?
4. If a film has 3D animation in it, it is very interesting to watch. The film *Hugo* is a great example of it. The scenes are so realistic.

## Track 30

- Daniel:** Lamiya, where might we go tomorrow?
- Lamiya:** I don't know, but we could go to the cinema or we may go bowling.
- Daniel:** Oh, you know bowling isn't for me, but going to the cinema is OK. What is on in the cinema?
- Lamiya:** The new Disney film *Moon Knight* is on this week. We might watch it.
- Daniel:** That sounds interesting. The weather seems fine. We could walk in the boulevard after the movie.
- Lamiya:** I am afraid, I can't. My legs hurt me after the last basketball match. I can't walk much.

**Daniel:** Sorry to hear that.

**Lamiya:** But we may have pizza for lunch and then watch the movie.

**Daniel:** Great! So, are we meeting in the cafe?

**Lamiya:** Yes, let's meet at half past 12 in our favourite cafe. Please, don't be late.

**Daniel:** Don't worry. I won't.

## Track 31

Thank you for calling City Cinema. If you want to get information about our cinema press 1. If you want to talk to the operator press 2.

The cinema is open from 9 a.m. till 11 p.m. You can find different types of movies in our cinema. The ticket price depends on the movie and time you choose. It changes between 2 manats and 10 manats.

Every spring we have film festivals and we show movies from different countries.

This week we show British movies. The tickets cost 6 manats. But we have special discounts for students this week. The student tickets cost 3.50.

Don't forget to visit our new cafe. It is next to the main hall. The old cafe won't work for 2 months.

If you want more information about our cinema and schedule, please visit our website.

**Track 32** (see pages 109-109)

## ANIMATION SCRIPTS

### UNIT 1

**Katelyn:** May I sit here?

**Shams:** Yes, of course!

**Katelyn:** I'm sorry to interrupt you, but could I borrow your pen? I need to take some notes.



**Shams:** Sure. Here you are.  
**Katelyn:** Can I open the window? It's hot here.  
**Shams:** I'm sorry, but you'd better not. When that window is open, all the papers blow around.  
**Katelyn:** Can I turn on the air conditioner?  
**Shams:** Yes, feel free to turn it on.  
**Katelyn:** I'm sorry to interrupt you again, but can I use that water dispenser?  
**Shams:** Sure. Let's drink it outside because there are a lot of books on the table and we can spill water over the books.  
**Katelyn:** OK, Shams.

## UNIT 2

**Shams:** What's the matter with you, Katelyn? You look upset.  
**Katelyn:** I need to make a presentation about great inventors for tomorrow, but my computer isn't working.  
**Shams:** Don't worry, Katelyn. Just ask Daniel to look at it.  
**Katelyn:** Daniel is not at home. I called him a minute ago, but he didn't answer.  
**Shams:** Don't panic. I'm sure he will be at home soon.  
**Katelyn:** I am worried about him. It is too late.  
**Shams:** Calm down, Katelyn. You will make yourself ill. I am sure everything is alright.  
**Katelyn:** Wait. Someone is knocking at the door. Oh, it's Daniel. Talk to you

later. Where were you, Daniel? I called you, but you didn't answer.

**Daniel:** The bus broke down and my phone's battery died, so I couldn't call.  
**Katelyn:** Thank God you are OK. Please come and have a look at my computer.  
**Daniel:** What's wrong with it?  
**Katelyn:** I tried to turn it on, but it didn't work. I don't know why.  
**Daniel:** Oh dear, you just need to charge your computer.  
**Katelyn:** I hope one day they will invent a computer that needs no charging.

## UNIT 3

**Shams:** Would you like to come to a concert on Sunday?  
**Katelyn:** I'd love to come, thanks. What time does it start?  
**Shams:** At 7 o'clock.  
**Katelyn:** It works for me.  
**Yahya:** How about you, Daniel? Do you fancy coming?  
**Daniel:** I'd like to come, but we have a group project on Monday, and I am going to meet my classmates on Sunday to work on it.

### *At the concert*

**Katelyn:** The music is great.  
**Yahya:** It's called Sari Gelin, the traditional Azerbaijani song. I remember my grandmother used to sing it when I was a child and she says her grandmother also used to sing it.  
**Katelyn:** That's so lovely. I'll play it to

# Audio scripts

Daniel on Youtube. I am sure he will love it.

*At the concert*

**Katelyn:** Thank you very much. I had a wonderful time.

**Shams:** It is my pleasure.

## UNIT 4

**Yahya:** Dear Katelyn, thank you very much for the lovely cup. It is so beautiful that I'll be afraid to use it. I don't want to break it.

**Katelyn:** Not at all! I am glad you liked it. I bought it in England. I hope you will use it for many years.

**Yahya:** Daniel, thanks a lot for the ball.

**Daniel:** Look here. There is a famous footballer's signature on it.

**Yahya:** Wow. It is Ronaldinho's signature. You know he is my favourite footballer. Many thanks for this great present.

**Daniel:** You're welcome. It's my pleasure.

**Shams:** And here is my present. Please see what is inside.

**Yahya:** Wow! What a nice present!

**Shams:** It is a new book by your favourite author Chingiz Abdullayev.

**Yahya:** Thanks a lot for giving me this amazing book.

**Shams:** It is my pleasure.

## UNIT 5

**Yahya:** Shams says you are moving to a new house. Would you like a hand?

**Daniel:** That's very kind of you, Yahya. It'll be great if you help.

**Yahya:** Then, I'll be there in 15 minutes.

*15 minutes later*

**Daniel:** Thanks for coming, Yahya. Could you please carry this box?

**Yahya:** Certainly. Would you like a hand to carry those heavy bags?

**Daniel:** That would be great.

**Shams:** Is there anything I can do?

**Daniel:** Thanks a lot, Shams. Could you please help Katelyn? She is packing the clothes in the bedroom.

**Shams:** Sure. Katelyn, do you need any help?

**Katelyn:** That's very kind of you, but I finished packing clothes just now.

**Shams:** Then, I'll make myself useful by making some tea.

**Katelyn:** Thank you, Shams. That would be lovely.

**Daniel:** Thanks for your help, dear friends.

## UNIT 6

**Shams:** Daniel, I need your advice. My family is planning to go abroad this summer. You travel a lot and you know a lot about different countries. Please advise where to go.

**Daniel:** I wouldn't advise you to go to Australia at this time of year because it is winter there now. You'd better go there in October. October is the start of their summer.

**Yahya:** What about Kenya? You travelled there two years ago. Did you enjoy your visit?

**Katelyn:** It was great to be there, but you need to get all the vaccinations against different diseases before you travel there.

**Shams:** What about somewhere in Europe?

**Daniel:** I recommend you go to Italy. You know we visited Italy last year. We

had a great time there. You can hire a car when you get there and visit different cities in Italy.

**Yahya:** How about Canada?

**Katelyn:** That'll be a good choice. You can visit Niagara Falls while you are there. There are a lot of excellent hotels and you can stay in one of them.

**Yahya:** Thanks a lot for your advice.

# Wordlist

## UNIT 1

annoy (v.) /ə'noɪ/

annoying (adj.) /ə'noɪɪŋ/

attend a school /ə'tend ə sku:l/

award (n.) /ə'wɔ:d/

bad at sth /bæd ət sʌmθɪŋ/

bore (v.) /bɔ:'/

brilliant (adj.) /'brɪljənt/

call a meeting /kɔ:l ə 'mi:tiŋ/

confuse (v.) /kən'fju:z/

daily (adv.) /'deɪli/

delighted (adj.) /dɪ'laɪtɪd/

discover (v.) /dɪs'kʌvə/

discuss (v.) /dɪs'kʌs/

drawing (n.) /'drɔ:ɪŋ/

elegant (adj.) /'elɪgənt/

enormous (adj.) /ɪ'no:məs/

excite (v.) /ɪk'saɪt/

exhausted (adj.) /ɪg'zɔ:stɪd/

fascinating (adj.) /'fæsɪneɪtɪŋ/

Feel free to do sth. /fi:l fri: tə də sʌmθɪŋ/

find one's own way /faɪnd wʌnz əʊn weɪ/

flood (n.) /flʌd/

freezing (adj.) /'fri:zɪŋ/

frighten (v.) /'fraɪtən/

government (n.) /'gʌvənmənt/

incredible (adj.) /ɪn'kredəbəl/

instead (adv.) /ɪn'sted/

interrupt (v.) /,ɪntə'rʌpt/

kindergarten (n.) /'kɪndə,gɑ:tən/

land (n.) /lænd/

local (adj.) /'ləʊkəl/

make fun of sb /meɪk fʌn əv sʌmbədi/

to make sb a little angry

making you feel a little angry

to go to school

a prize for sth

not to do sth very well

to make sb feel bored, especially by talking too much

very good

to organise a meeting

to make sb feel that they do not understand sth happening every day

very pleased

to find out sth that you didn't know before

to talk about a subject with sb and tell each other your ideas or opinions

a picture made with a pencil or pen

attractive in appearance

very big

to make sb feel very pleased, interested, especially about sth that is going to happen very tired

very interesting

Tell sb that they can do sth.

to discover what one wants to get

flowing of water onto land more than its normal limits

very cold

to make sb suddenly feel afraid

the group of people who control a country

very difficult to believe

in place of sb or sth else

to say or do sth to stop sb when they are speaking or doing sth else

a school for children between the ages of about two and five

the surface of the earth that is not sea

from a particular place or small area

to laugh at sb

move (v.) /mu:v/

pick sb up /pɪk sʌmbədi ʌp/  
playground (n.) /'pleɪgraʊnd/

quiet (adj.) /'kwaɪət/  
race (n.) /reɪs/

realise a dream /'ri:əlaɪz ə dri:m/  
relax (v.) /rɪ'læks/

return (v.) /rɪ'tɜ:n/  
riverside(n.) /'rɪvəsɑɪd/  
rule (n.) /ru:l/

run (v.) /rʌn/

single (adj.) /sɪŋɡl/  
stupid (adj.) /'stju:pɪd/  
take a nap /teɪk ə næp/  
take notes /teɪk nəʊts/  
talented (adj.) /'tæləntɪd/  
terrify(v.) /'terɪfaɪ/  
terrifying (adj.) /'terɪfaɪɪŋ/  
village (n.) /'vɪlɪdʒ/  
villager (n.) /'vɪlɪdʒə/  
worry (v.) /'wʌrɪ/

to change the place where you live, have your work, etc.

to take sb from a place  
an area of land where children can play, especially at a school or in a park  
not noisy

a competition between people, animals, vehicles, etc. to see which one is the faster or fastest

to make one's dreams come true  
to rest while doing nothing or by spending time doing enjoyable things

to go back  
the land at the side of a river

an instruction that tells you what you can or can't do

1. to make oneself go forward by moving the legs very quickly. 2. to work

the only  
slow to learn; not clever

to have a short sleep  
to write down sth

having a natural ability or skill  
to make sb feel very scared

very scary  
a group of houses usually in the countryside  
a person who lives in a village

to think about unpleasant things that can happen or about problems that you have

cave (n.) /keɪv/



air conditioner (n.)  
/eə kən'dɪʃənəʳ/



water  
dispenser (n.)  
/'wɔ:tə  
dɪs'pensəʳ/



spill water over sth /spɪl  
'wɔ:təʳ əʊvə 'sʌmθɪŋ/



# Wordlist

## UNIT 2

alright (adj.) /ɔ:l'raɪt/	OK; safe and well
application (n.) /,æplɪ'keɪʃən/	a computer software
be in a hurry / bi ɪn ə 'hʌri/	to be going somewhere very quickly, usually because you are late
calm sb down /kɑ:m 'sʌmbədi daʊn/	to stop someone feeling angry, sad or upset
cheap (adj.) /tʃi:p/	not expensive
energy source /'enədʒi sɔ:s/	sth that can produce heat, power life, move objects, or produce electricity
famous (adj.) /'feɪməs/	known by many people
footstep (n.) /'fʊtstep/	the sound or mark made each time your foot touches the ground when you are walking or running
green (adj.) /gri:n/	connected with the environment or its protection
grow (v.) /grəʊ/	to look after the plants and help them develop
have in common /həv ɪn 'kɒmən/	to share interests, experiences, other characteristics with someone
hug (v.) /hʌg/	to put your arms around sb, especially to show that you like or love them
important (adj.) /ɪm'pɔ:tənt/	having a big effect on people or things
impossible (adj.) /ɪm'pɒsəbəl/	sth that cannot happen in the future
introduce oneself /,ɪntrə'dju:s wʌn'self/	to tell sb what your name is
invent (v.) /ɪn'vent/	to design or create sth for the first time
invention (n.) /ɪn'venʃən/	a machine that someone designed or thought of for the first time
inventor (n.) /ɪn'ventə/	a person who designed or created sth for the first time
panic (v.) /'pænik/	suddenly feel so worried or frightened that you cannot think or behave calmly
pay for sth (v.) /peɪ fə'sʌmθɪŋ/	to give sb money for sth
poor (adj.) /puə/	1. having very little money 2. used for showing that you feel sorry for someone
possible (adj.) /'pɒsəbəl/	sth that can happen in the future
power (v.) /'paʊə/	to give energy to
raindrop (n.) /'reɪndrɒp/	drops of water coming from the sky
safe (adj.) /seɪf/	not in danger
share (v.) /ʃeə/	1. to give a part of sth to someone else; 2. to use or have sth at the same time as someone else
shout (v.) /ʃaʊt/	to say sth in a loud voice
spy (n.) /spaɪ/	a person who tries to get secret information about another country, organization or person

tear (n.) /tɪə/

a drop of liquid that comes out of your eye when you cry

ugly (adj.) /'ʌɡli/

not beautiful

unimportant (adj.) /,ʌnɪm'pɔtənt/

not having a big effect on people or things

useful (adj.) /'ju:sfʊl/

helpful for doing sth

useless (adj.) /'ju:sɪs/

not helpful for doing sth

user-friendly (adj.) /'ju:zə frendli/

sth that is easy to use or understand

water (v.) /'wɔ:tə/

to pour water on plants

windmill (n.) /'wɪnmɪl/

a tall, thin structure with parts that turn round, used to change the power of the wind into electricity

worried (adj.) /'wʌrɪd/

thinking about unpleasant things that can happen or about problems that you have

maize (n.)  
/meɪz/



toothpaste (n.)  
/'tu:θpeɪst/



toothbrush (n.)  
/tu:θ brʌʃ/



earmuffs (n.)  
/'ɪəmfʊz/



swim fins (n.)  
/swɪm fɪnz/



lights (n.)  
/laɪts/



toy truck (n.)  
/tɔɪ trʌk/



mole (n.)  
/məʊl/



# Wordlist

## UNIT 3

ability (n.) /ə'biləti/	the physical or mental power or skill for doing sth
accept (v.) /ək'sept/	to say yes to an invitation
announce (v.) /ə'naʊns/	to tell people about sth officially
artwork (n.) /'ɑ:t,wɜ:k/	a work of art, especially one in a museum
awake (adj.) /ə'weɪk/	not sleeping
blind (adj.) /blaɪnd/	not able to see
bright (adj.) /braɪt/	strong in colour, shining
burn (v.) /bɜ:n/	to cause a damage to a part of your body with sth hot
calculator (n.) /'kælkjələtə/	a small electronic device for doing calculations
creative (adj.) /kri'eɪtɪv/	having a lot of imagination and new ideas
desire (n.) /dɪ'zaɪə/	a strong feeling that you want sth
downstairs (adv.) /,daʊn'steəz/	to or on a lower floor of building
exhibition (n.) /,eksɪ'bɪʃən/	a public show of art or other things
extraordinary (adj.) /ɪk'strɔ:dɪnəri/	very unusual, special or strange
fill (v.) /fɪl/	to make sth full
find out sth /faɪnd aʊt 'sʌmθɪŋ/	to get information about sth or learn a fact or piece of information for the first time
give up /gɪv ʌp/	to stop trying to do sth before you finish, usually because it is too difficult
handmade (adj.) /hænd'meɪd/	made by a person using just hands or tools, not machine
heavily (adv.) /'hevɪli/	in a strong way
hold (v.) /həʊld/	to take and keep sth in your hand or arms
human (n.) /'hju:mən/	a person
invitation (n.) /,ɪnvɪ'teɪʃən/	the act of asking someone to come to an event
kid (v.) /'kɪd/	to say sth as a joke
look forward to sth /lʊk 'fɔ:wəd tə 'sʌmθɪŋ/	be excited and pleased about sth that is going to happen
make it /meɪk ɪt/	to become successful
make up stories /meɪk ʌp 'stɔ:rɪz/	to invent stories
memorable (adj.) /'memərəbl/	worth remembering because of being special or unusual
memorise (v.) /'memə'reɪz/	to learn sth so that you will remember it perfectly
memory (n.) /'meməri/	the ability to remember things
music player (n.) /'mjuzɪk 'pleɪə/	an electronic device for playing music
parallel (adj.) /'pærəlel/	happening at the same time but separately
prove (v.) /pru:v/	to show that sth is true



put sth off /pʊt 'sʌmθɪŋ ɒf/  
special (adj.) /'speʃl/  
sweaty (adj.) /'sweti/  
talent (n.) /'tælənt/

technique (n.) /tek'ni:k/  
unique (adj.) /ju:'ni:k./  
unusual (adj.) /ʌn'ju: zʊəl/

waking (adj.) /'weɪkɪŋ/

within /wɪ'ðɪn/

work on sth /wɜ:k ɒn 'sʌmθɪŋ/

to change the time or date of sth to a later time  
not ordinary or usual

wet with sweat

a natural ability for being good at a particular  
activity

a way of doing sth using a special skill

being the only existing one of its type or unusual

different from others of the same type in a way  
that is surprising or interesting

used to refer to a period of time when you are  
awake

inside

to spend time on sth and make it better

ribbon (n.)  
/'rɪbən/



layup (n.)  
/'leɪp/



knit (v.)  
/nɪt/



wood (n.)  
/wʊd/



sand (n.)  
/sænd/



sweat (n.)  
/'swet/



# Wordlist

## UNIT 4

amazing (adj.) /ə'meɪzɪŋ/  
blog (n.) /blɒg/

blogger (n.) /'blɒɡər/  
care (v.) /keə/

childhood (n.) /'tʃaɪldhʊd/  
complain (v.) /kəm'pleɪn/  
cool (adj.) /ku:l/  
destination (n.) /,destɪ'neɪʃn/  
follower (n.) /'fɒləʊər/

forget (v.) /fə'get/  
frisbee (n.) /'frɪzbi:/

go on a cruise /gəʊ ɒn ə kru:z/  
ignore (v.) /ɪg'no:ɪ/  
increase (v.) /'ɪnkri:s/  
inspire (v.) /ɪn'spaɪər/

interact (v.) /,ɪntər'ækt/  
loser (n.) /'lu:zər/

lucky (adj.) /'lʌki/  
luggage (n.) /'lʌɡɪdʒ/  
oversized (adj.) /'əʊvəsaɪzd/  
pay attention /peɪ ə'tenʃn/  
preparation (n.) /,prepə'reɪʃn/  
puff up (v.) /pʌf ʌp/

push away /pʊʃ ə'weɪ/

reach (v.) /ri:tʃ/  
recent (adj.) /'ri:snt/  
return ticket (n.) /rɪ'tɜ:n 'tɪktɪ/  
single ticket (n.) /'sɪŋɡl 'tɪktɪ/  
social media (n.) /'səʊʃl 'mi:diə/

very surprising  
a website where people write about recent events or topics that interest them, usually with photos and links to other websites that they find interesting  
a person who writes a blog

to think that sth is important and feel interested in it or upset about it

the time when someone is a child  
to share unhappy feelings about sth

used to describe sth that you like or enjoy

the place where someone is going

someone who chooses to see another person's posts on social media

not to remember

a round piece of plastic that you throw to another person in a game

to visit a number of places by a ship or boat  
to pay no attention

to become greater in amount, number, value, etc

to make someone feel that they want to do sth and can do it

to talk with other people

a person who is always unsuccessful at everything they do

having good things happen to you by chance

the bags that you take your things in for travelling  
bigger than the usual size

to watch, listen to, or think about sth carefully

the act of getting sth ready

to become bigger and rounder or make sth bigger and rounder, especially by filling it with air

to show that you do not want someone's help or attention

to arrive at

starting from or happening a short time ago

a ticket to travel to your destination and back

a ticket to travel to your destination, but not back

websites where people share information using a computer or mobile phone

solve a problem /sɒlv ə'prɒbləm/

space (n.) /speɪs/

strength (n.) /streŋθ/

thanks to (prep.) /θæŋks tu/

tour guide (n.) /tuə gaɪd/

travel agency (n.) /'trævəl'eɪdʒənsi/

travel agent (n.) /'trævəl'eɪdʒənt/

treat (v.) /tri:t/

turn (n.) /tɜ:n/

unlike (prep.) /ʌn'laɪk/

upstairs (adv.) /,ʌp'steəz/

view (n.) /vju:/

weakness (n.) /'wi:knəs/

whole (adj.) /həʊl/

to find a solution or an answer to a problem

an empty place

a good characteristic

with the help of

a person who shows tourists around places of interest

a company or shop that makes travel preparations for people

a person who makes preparations for people who want to travel

to behave in a particular way towards sb/sth

the time when sb in a group of people should do sth different from

towards or on the highest floor or floors of a building

what you can see from a place

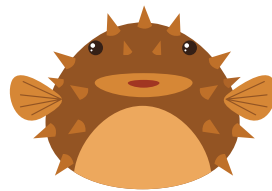
a personal problem

in all parts

scarf (n.) /skɑ:f/



pufferfish (n.) /'pʌfəfɪʃ/



signature (n.) /'sɪgnɪtʃə/

*Anonymous*

# Wordlist

## UNIT 5

brilliant white /'brɪljənt waɪt/  
confident (adj.) /'kɒnfɪdənt/

count on sb /kaʊnt ɒn'sʌmbədi/  
density (n.) /'densɪti/  
empty (adj.) /'empti/  
end (v.) /end/  
fall asleep /fɔ:l ə'sli:p/  
freeze (v.) /fri:z/

friendship (n.) /'frendʃɪp/  
fun-loving (adj.) /fʌn'lʌvɪŋ/  
generous (adj.) /'dʒenərəs/

guess (v.) /ges/

guide (v.) /gaɪd/  
hairdresser (n.) /'heə,dresə/

honest (adj.) /'ɒnɪst/  
joke (n.) /dʒəʊk/

keep a secret /ki:p ə'si:kri:t/  
lawyer (n.) /'lɔ:jə/

light (adj.) /laɪt/  
mean (v.) /mi:n/

melt (v.) /melt/  
nursing home (n.) /'nɜ:sɪŋ həʊm/

optimistic (adj.) /,ɒptɪ'mɪstɪk/

patient (adj.) /'peɪʃənt/  
principal (n.) /'prɪnsəpəl/  
promise (v.) /'prɒmɪs/  
punish (v.) /'pʌnɪʃ/

reliable (adj.) /rɪ'laɪəbəl/

very bright white  
feeling sure about your own ability to do things and be successful  
to rely on sb to support you or help you  
how thick a solid, liquid or gas is with no people or things inside  
to finish  
to begin to sleep  
to become hard, and often turn to ice because of cold  
a relationship between friends  
enjoying the good or fun things in life  
willing to give money, spend time etc, in order to help people  
to try and give an answer about sth without any facts  
to show the way  
a person whose job is to cut, wash and shape hair  
always telling the truth  
a short story, usually with a funny ending, which makes people laugh.  
not to tell anyone about a secret that you know  
a person who advises people about the law  
easy to lift or move; not weighing very much  
to have an important emotional effect on someone  
to become or make sth become liquid  
a place where very old people who are ill live and get care  
believing that good things will happen in the future  
being able to wait for a long time  
the person who is a head of a school  
to tell sb that you will do or not do sth  
to make someone suffer because they did sth wrong  
that you can trust

remind (v.) /'rɪmaɪnd/

role model (n.) /rəʊl'mɒdəl/

sail (v.) /seɪl/

save (v.) /seɪv/

seat (n.) /si:t/

serious (adj.) /'sɪəriəs/

silent (adj.) /'saɪlənt/

smile (v.) /smaɪl/

stuck (adj.) /stʌk/

take a seat /teɪk ə si:t/

tell a lie /tel ə laɪ/

tell the truth /tel ðə tru:θ/

whisper (v.) /'wɪspə/

to help sb remember sth

a person who sets an example for others

to travel on or across an area of water in a boat or ship

to keep sth for future

a place where you can sit, for example a chair

being quiet and not laughing a lot

not speaking

to make a happy or friendly expression in which the corners of your mouth curve up

unable to move or to be moved

to sit down

to say sth that is not true

to tell sth that is true

to say sth very slowly

pour (v.) /pɔ:/



pull (v.) /pʊl/



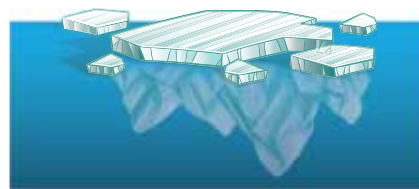
push (v.) /pʊʃ/



a slice of cake /ə slaɪs əv keɪk/



float (v.) /fləʊt/



# Wordlist

## UNIT 6

arrangement (n.) /ə'reɪndʒmənt/	a plan for how sth will happen
aspect (n.) /'æspekt/	one part of a situation, idea, problem, subject, etc.
block (n.) /blɒk/	a large building with a lot of different buildings
car park (n.) /'kɑ: pɑ:k/	an area for leaving your car for a period of time
click (n.) /kɪk/	the act of pressing a button on the mouse or a keyboard of a computer to operate it
collect (v.) /kə'lekt/	to get things and keep them for a particular reason
count (v.) /kaʊnt/	to have importance
critic (adj.) /'krɪtɪk/	someone whose job is to give their opinion about sth, especially films, books, music, etc.
discount (n.) /'dɪskaʊnt/	the fact of being less than usual price
distance (n.) /'dɪstəns/	the amount of a space between two places
documentary (n.) /,dɒkjə'mentəri/	a film or television or radio programme that gives facts and information about a subject
farmland (n.) /'fɑ:mlænd/	land used for farming
fitting room (n.) /'fɪtɪŋ ru:m/	a room in a clothes shop where you can put on clothes before you buy them
futuristic (adj.) /,fju:tʃə'rɪstɪk/	extremely modern and unusual in appearance that seems to belong to the future
intend (v.) /ɪn'tend/	to have as a plan in your mind to do sth
intention (n.) /ɪn'tenʃən/	a plan in your mind to do sth
leisure (n.) /'leɪʒə/	activities that you do to relax or enjoy yourself
miss a chance /mɪs ə tʃɑ:ns/	not to use an opportunity to do sth
mystery (adj.) /'mɪstəri/	1. sth strange or not known; 2. a book or play, especially about a crime or a murder, with a surprise ending that explains all the strange events
operator (n.) /'ɒpəreɪtə/	a person who works for a telephone company and helps people with calls
organic (adj.) /ɔ:'gænɪk/	there is no or a very small amount of chemicals in organic food
performance (n.) /pə'fɔ:məns/	how well a person, machine, etc. does a piece of work or an activity
possibility (n.) /,pɒsə'bɪlɪti/	a chance that sth may happen or be true
prediction (n.) /prɪ'dɪkʃən/	a statement about what you think will happen in future
producer (n.) /prə'dʒu:sə/	someone whose job is to organise the work and money for a film
realistic (adj.) /rɪə'lɪstɪk/	seeming to exist or be happening in fact
review (n.) /rɪ'vju:/	a report in a newspaper, magazine, or programme that gives an opinion about a new book, film, etc.

scene (n.) /si:n/

a part of a play or film in which events happen in the same place or period of time

schedule (n.) /'fedʒu:l/

a plan of activities and when they will happen, for example, when classes happen or when buses, etc. leave and arrive

science fiction (n.) /'saɪəns 'fɪkʃən/

books, films or cartoons about an imaginary future, especially about space travel or other planets

secondhand (adj.) /,sekənd'hænd/

not new, owned or used by someone else before you to go somewhere such as a station or airport with someone in order to say goodbye to them

see sb off /tə si: sʌmbədi ɒf/

self (n.) /self/

who you are and what you think and feel

special effects (n.) /'speʃl ɪ'fekts/

an unusual sound or image in a film, created by artists or using computer technology

star (v.) /stɑ:'/

If a film, play, etc. starts someone, or if someone stars in a film, play, etc. he/she is the main actor in it.

take place /teɪk pleɪs/

to happen

keep a promise /ki:p ə'prɒmɪs/

to do what you said you would do

traffic jam (n.) /'træfɪk/ /dʒæm/

a long line of vehicles on a road that cannot move or only move together very slowly

virtual (adj.) /'vɜ:tʃuəl/

1. used to describe sth that we do on the computers or see on the internet 2. created by computer technology and not existing in the physical world

ripple (n.) /'rɪpəl/



rope (n.) /rəʊp/



press (v.) /pres/



wave (n.) /weɪv/



# Irregular verbs

be	/bi:/	was/were	/wəz/ /wɜ:/
become	/bɪ'kʌm/	became	/bɪ'keɪm/
begin	/bɪ'gɪn/	began	/bɪ'gæn/
break	/breɪk/	broke	/brəʊk/
bring	/brɪŋ/	brought	/brɔ:t/
build	/bɪld/	built	/bɪlt/
buy	/baɪ/	bought	/bo:t/
catch	/kæʃ/	caught	/kɔ:t/
choose	/tʃu:z/	chose	/tʃəʊz/
come	/kʌm/	came	/keɪm/
cost	/kɒst/	cost	/kɒst/
cut	/kʌt/	cut	/kʌt/
do	/du:/	did	/dɪd/
draw	/drɔ:/	drew	/dru:/
drink	/drɪŋk/	drank	/dræŋk/
drive	/draɪv/	drove	/drəʊv/
eat	/i:t/	ate	/et/
fall	/fɔ:l/	fell	/fel/
feel	/fi:l/	felt	/felt/
fight	/faɪt/	fought	/fɔ:t/
find	/faɪnd/	found	/faʊnd/
fly	/flaɪ/	flew	/flu:/
forget	/fə'get/	forgot	/fə'gɒt/
get	/get/	got	/gɒt/
give	/gɪv/	gave	/geɪv/
go	/gəʊ/	went	/went/
grow	/grəʊ/	grew	/gru:/
have	/hæv/	had	/hæd/
hear	/hɪə/	heard	/hɜ:d/
hide	/haɪd/	hid	/hɪd/
hurt	/hɜ:t/	hurt	/hɜ:t/
keep	/ki:p/	kept	/kept/
know	/nəʊ/	knew	/nju:/
learn	/lɜ:n/	learnt/learned	/lɜ:nt//lɜ:nd/
leave	/li:v/	left	/left/



let	/let/	let	/let/
lose	/lu:z/	lost	/lɒst/
make	/meɪk/	made	/meɪd/
meet	/mi:t/	met	/met/
pay	/peɪ/	paid	/peɪd/
put	/pʊt/	put	/pʊt/
read	/ri:d/	read	/red/
ride	/raɪd/	rode	/rəʊd/
ring	/rɪŋ/	rang	/ræŋ/
run	/rʌn/	ran	/ræn/
say	/seɪ/	said	/sed/
see	/si:/	saw	/sɔ:/
sell	/sel/	sold	/səʊld/
send	/send/	sent	/sent/
sing	/sɪŋ/	sang	/sæŋ/
sit	/sɪt/	sat	/sæt/
sleep	/sli:p/	slept	/slept/
speak	/spi:k/	spoke	/spəʊk/
spend	/spend/	spent	/spent/
stand	/stænd/	stood	/stʊd/
swim	/swɪm/	swam	/swæm/
take	/teɪk/	took	/tʊk/
teach	/ti:tʃ/	taught	/tɔ:t/
tell	/tel/	told	/təʊld/
think	/θɪŋk/	thought	/θɔ:t/
throw	/θrəʊ/	threw	/θru:/
understand	/,ʌndə'stænd/	understood	/,ʌndə'stʊd/
wake	/weɪk/	woke	/wəʊk/
wear	/weə/	wore	/wɔ:/
win	/wɪn/	won	/wʌn/
write	/raɪt/	wrote	/rəʊt/

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# Buraxılış məlumatı

## İNGİLİS DİLİ 7

Ümumi təhsil müəssisələrinin 7-ci sinifləri üçün  
İngilis dili (əsas xarici dil) fənni üzrə

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**İnanırıq ki, siz də bu dərsliyə məhəbbətlə yanaşacaq,  
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