

2019-066

# ENGLISH

Student's book

8

ENGLISH

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Student's book





## AZƏRBAYCAN RESPUBLİKASININ DÖVLƏT HİMNİ

*Musiqisi Üzeyir Hacıbəylinin,  
sözləri Əhməd Cavadındır.*

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

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

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





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



GIZTAMAM GULIYEVA  
KHALIDA RUSTAMOVA

# *STUDENT'S BOOK*

## *ENGLISH*

*as a foreign language for the 8<sup>th</sup> grade  
of general education schools*

Please send your inquiries, comments and suggestions to us at  
the following email addresses:

**[kovsershriyyat@gmail.com](mailto:kovsershriyyat@gmail.com)** and **[derslik@edu.gov.az](mailto:derslik@edu.gov.az)**

We thank you for your cooperation.



**“KÖVSƏR”**  
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# UNIT 1

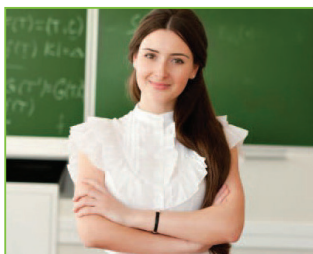
## CHANGES

### Lesson 1.

### Make up Your Mind!

**1 PW.** Look at the pictures and discuss the questions.

- Which jobs do you see?
- Which of the jobs do you think is the most difficult? Why?
- Which of the jobs would you like to do and which would you prefer not to do in the future? Why (not)?



### USEFUL LANGUAGE

#### Careers

I'm good at dealing with people.  
I have got no idea about what  
I want to do in the future.



#### Abilities

Designing things, dealing with people/  
information/money, doing calculations/  
experiments/sport, repairing things

I think I'd enjoy a career in law.  
I (don't) want to work in a bank/  
an office/a factory /a hospital.



#### Career areas

Art, design, business, construction,  
education, engineering, farming,  
finance, law, medicine, politics,  
science, sport, tourism

In the future, I'd like to work  
as a police officer.



#### Jobs

Businessman/woman, detective,  
farmer, fashion designer, doctor,  
journalist, lawyer, mechanic, surgeon



- 2 **PW.** Look at the advertisement below and say what kind of vacancy it announces. What do you think the job involves?



- 3 **IW.** Read the text and choose the best title.

- A. Work for us and become the owner of an island
- B. Get the best job on the island
- C. Live and work on the island forever

Tourism officials in Australia are looking for a person for the best job in the world. The person who will become a caretaker of a paradise island will definitely make a big change in his or her life.

If the tourism officials find someone with **relevant** characteristics, they **intend** to pay that person € 1,000 an hour. The new post on Hamilton island is a relaxing job and having experience is not important at all. It requires no academic qualifications, but applicants must be **competent** swimmers and love doing exciting activities. The six-month contract comes with € 70,000 salary package and a free three-bedroom house.

The caretaker will be responsible for promoting\* the island to a “global market” and also be **in charge of** keeping a blog of what is going on. It is a job that should take less than three hours a week. The rest of the time the caretaker can go diving and come up with ideas for new pastimes\* for visitors. If the tourists have problems, the caretaker will have to **deal with** them.

British-based tourism spokesman said, “This is the best job in the world, and there is no question about it. I’m sure we won’t have any problem finding many applicants\*. We have already received **sufficient** number of emails from people who are interested in this job. We believe that the lucky applicant will **acquire** certain skills while working on the island.”

The job has been advertised in more than 15 countries. The tourism chiefs say that they have had many interviews, but they haven’t **made up their mind** yet.

\*to promote – to help something become popular

\*pastime – leisure time, hobby

\*applicant – a person who applies for a job

**4 IW. Match the boldfaced words in the text to their definitions.**

- |   |                        |
|---|------------------------|
| a) suitable for a purpose               | e) to learn or develop |
| b) to have a plan                       | f) to decide           |
| c) to have to do with                   | g) in control of       |
| d) having enough skills to do something | h) enough              |

**5 IW. Read the text again and choose the correct option.**

- If a person wants to become a caretaker of the island, he/she has to... .  
A. have a university degree  
B. be relaxed  
C. be adventurous
- How long will the caretaker work on the island?  
A. A year and a half  
B. Half a year  
C. A full year
- One of them will NOT be the duty of the caretaker.  
A. Setting up new markets on the island  
B. Offering travellers new activities  
C. Helping visitors solve their problems

**6 IW. Read the text again and decide if the sentences are True or False.**

- Not many people have applied yet.
- The vacancy has been announced all around the world.
- The name of the lucky applicant is not known.

**7 PW. Match the words to the situations.**

Words	Situations
1. intelligence	a) He got angry after waiting just five minutes for a doctor's appointment.
2. enthusiasm	b) She always inspires trust and confidence in other members of her group.
3. irresponsibility	c) My friend can adjust to changes quickly and deal with unexpected problems effectively.
4. leadership skills	d) He always forgets to do his assignments.
5. flexibility	e) The child was very happy when he started his first French class.
6. diligence	f) He is very clever and he can solve all sorts of problems easily. We call him Einstein of our class.
7. impatience	g) He is very hardworking and does his job very carefully.
8. interpersonal skills	h) He has the ability to communicate and build relationships with others.

- 8 GW.** Below are the skills and personal qualities. Discuss all and agree on the two which you think are the most important for a caretaker of the island.

- ☐ intelligence
- ☐ irresponsibility
- ☐ flexibility
- ☐ impatience
- ☐ enthusiasm
- ☐ leadership skills
- ☐ diligence
- ☐ interpersonal skills



## USEFUL LANGUAGE

I think...

I agree/disagree with you.

What about...?

I believe...

In my opinion...

- 9 PW.** Discuss the questions.

- ☐ Which of the skills and personal qualities in exercise 8 would you like to have?
- ☐ Which of them don't you want to have? Why?
- ☐ Which personal qualities and skills are the key to success?

- 10 IW. Track 1.** Listen to the conversation between Jack and Fidan and write the answer to the question.

*What is the conversation mainly about?*

- 11 IW. Track 1.** Now listen again and decide if the sentences are True or False.

1. Fidan wants to be well-known in the future.
2. She has watched films about the lives of famous designers.
3. Jack thinks that having practical skills is enough to succeed.

- 12 PW.** Discuss how important the items below are for one of the people who you know well. Rank each item from 1 (very important) to 7 (not important at all).

Items	
a high salary	a good boss
a chance for professional development	interesting tasks
friendly staff	flexible working hours
long holidays	



## Lesson 2

## Do You Like Changes?

### 1 PW. Discuss the questions.

- How has your life changed in recent years?
- Have you ever changed your school, home, or city? If yes, what did you do and how did you feel about it? If not, would you like to change your school, home, or city? Why (not)?
- What would you like to change in your school?

### 2 IW. Read Aydan's letter to her English friend and match the titles (a-f) to the parts of the letter they best describe. There is one extra title.

- |                           |                               |
|---------------------------|-------------------------------|
| a. Her weekend activities | d. Her complaints about       |
| b. Her family             | school supplies               |
| c. Her appearance         | e. A problem with a classmate |
|                           | f. Her annoying* habit        |



Dear friend,

Lots of things have changed in my life in recent years. Firstly, I've changed my school. It was difficult at first, but now everything is getting better. My classmates are great.

1. Well, there is one boy in my group and I don't like him because he is sometimes a **bully** to a friend of ours. I feel so bad about this situation.

2. I've got lots of new subjects and more textbooks. I've also got two exercise books for each subject: There is a **locker** at school, but I take my books home because I usually have a lot of homework to do. My **rucksack** is too small for this! I need a supermarket trolley!

3. I've changed the way I look, too. I still like wearing jeans and T-shirts, but now I also like wearing different clothes when I go out with my friends. I've started wearing skirts and some jewellery. My mum helps me get ready before I go out. I've also changed my hairstyle. My hair is longer now.

4. Now I do different things in my free time. I like spending more time with my friends. We meet in town on Saturdays or Sundays and we spend our **pocket money** at the malls. We can't afford to buy many things, so we usually go window shopping.

5. I spend more time in my bedroom. I've put up some new posters. My mum says my bedroom is the only thing that hasn't changed. It has always been very untidy.

Please write to me back,  
Aydan

\* *annoying* – not pleasant

**3 IW. Guess the meaning of the boldfaced words. Choose the correct answer.**

1. A **bully** is a person who **xxx**.  
 A) uses his or her strength to harm those who are weak  
 B) always helps those who are in need
2. The word **locker** means **xxx**.  
 A) a small bag for food  
 B) a small closet with a key
3. A **rucksack** is a bag that **xxx**.  
 A) people use to carry large items in the supermarket  
 B) students carry on their backs
4. **Pocket money** is **xxx**.  
 A) a small amount of money for everyday expenses  
 B) a big amount of money that people make monthly

**4 IW. Write a letter to an English friend about your school. Include information about the following.**

- *what your school is like*
- *what you like/ dislike about your school*
- *what changes you would like to see in your school in the future*



**5 IW. Match the words/phrases to their definitions.**

Words	Definitions
1. creatively	a) become adapted to new conditions
2. innovation	b) involving the use of the skill and ability to produce something new
3. get used to	c) the introduction of new things, ideas, or ways of doing something
4. benefit	d) the rules made by authority
5. regulations	e) receive an advantage or profit

**6 IW. a) Read the conversation and complete it with a word or a phrase from exercise 5.**

*Aysel:* Are you a newcomer in the school?

*Amir:* Yeah.

*Aysel:* How do you find it here? I hope you will adapt well to the changes.

*Amir:* Actually, many things are new for me here, but I like changes. I think I'll 1) **xxx** everything very soon.

*Aysel:* I understand you so well. I came to this school last year and it took me a while to learn all the rules and 2) **xxx**.

*Amir:* It's good to try new things. In my previous school, we didn't have any computers at all. The best thing here is that you can see new computers in all classrooms. We have internet access and use Web 2 tools, Microsoft, and Publisher programs. At the same time, we have smart boards almost in all classrooms. I think all students can work 3) **xxx** and make great success in such an environment.

*Aysel:* Yes, you're right. So, welcome to our new world! I believe you'll 4) **xxx** a lot from this 5) **xxx**. Good luck to you!

**b) Track 2. Now listen to the recording, check your answers and write the content of the conversation.**

**7 PW. Role play the following situation.**

*Student A:*

You are a new student at school. You feel very anxious. Ask Student B some questions about the school.

*Student B:*

You are not a new student. You know a lot about the school rules and teachers. You want to help the newcomer. Give him/her some advice about what to do at school.





## Lesson 3

## Say No to Violence!

### 1 PW. Discuss the questions.

- What is the atmosphere at your school like?
- Which rules do you have at your school?
- What problems do students face at school today?



### USEFUL LANGUAGE

#### Atmosphere:

friendly  
lively  
noisy  
serious  
strict

#### Rules:

arrive on time  
attend school daily  
wear a uniform  
leave personal items at home  
(e.g phones, jewellery)

#### Problems:

aggressive behaviour  
bullying  
fighting

### 2 GW. Read the letters and say what problems Mike and Gabriella have. Then discuss the question: What can they do to solve their problems?

*Dear Andy,*

My teacher always gives us extra homework. Our classes are very difficult and we often have to write control tests. Tests are difficult and sometimes make me worry. My teacher always says that my classmates misbehave. "In my school years, students were more polite and they always behaved better", she says. Please, help me.

*Best,  
Gabriella*

*Dear Andrew,*

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

*Best,  
Mike*

### 3 PW. Describe the picture and say how different the classes were in the past. What problems do you think those students had?



**4 IW. Read the text and choose the best title.**

- A) *Victorian Schools Were Fun*
- B) *Leather Belts Are Useful at Schools*
- C) *The Challenges Students Faced at Victorian Schools*

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

**5 IW. Where does the sentence "Victorian teachers and parents were sometimes very severe." best fit (A, B, C, D)?**

**6 IW. Match the boldfaced words in the text to their definitions.**

- a) frightening
- b) people who have successfully completed a course of study
- c) to cause to happen
- d) a platform in which a person can stand and make a speech
- e) boring
- f) a stick

**7 PW. a) Think about a teacher who you admire.**

- What makes him or her special?
- How different do you think he or she is from the teachers in Victorian schools?

**b) Tell your partner about him/her.**



**INTERESTING TO KNOW!**

The primary school is Phumachangtang, Tibet, is the highest school in the world. It is also the closest of its kind to the sky. At 5,373 metres above sea level, it is 200 metres higher than the base camp of Mount Qomolangma, the world's highest mountain, known as Mount Everest in the West.

**8 IW. Complete the phrases with the verbs in the table.**

1. **xxx** a test/an exam
2. **xxx** meals/friends/a presentation
3. **xxx** a foreign language/music/cooking
4. **xxx** football/games/a musical instrument

a) study

b) play

c) take

d) make

**9 PW. Discuss the questions.**

- Which of the things in exercise 8 do you do at school? Do you enjoy them?
- Do you think students should learn cooking at school? Why? Why not?

**10 IW. Read the text below and choose the best title.**

- A. Students in Japan eat homemade food only.
- B. Parents in Japan refuse to prepare food at home.
- C. School lunches are a part of education in Japan.



School lunches in Japan are a rich cultural experience. The students prepare their meals themselves and learn about the nutritional value of their food. Rice, fish, vegetables, and soup are included to the menu. The Japanese students also learn how to cooperate and practise etiquette\* skills as they help each other serve food and clean up too. Most countries struggle to design school meals that are healthy, but schools in Japan are able to give students the food that they get at home. More than 10 million children receive delicious fresh food everyday. Everything is cooked on site. Because of their approach\* to food, Japanese people do not struggle with childhood disorders\*. Japan's child obesity rate\* is among the world's lowest and it has decreased for each of the past six years.

**11 IW. Read the text again and decide if the sentences are True or False.**

1. While cooking, students learn how necessary their meals are for their health.
2. The service and washing-up are done by cleaners.
3. In some schools in Japan lunches are ordered online.
4. Like children in most countries, many kids in Japan are overweight.

\**etiquette* – good manners

\**approach* – a way of dealing with a situation

\**disorder* – an illness

\**obesity rate* – the number of overweight people

**12 PW.** Read the sentences taken from the text and answer the questions 1-3.

- a) Rice, fish, vegetables, and soup are included to the menu.
  - b) The students prepare their own meals.
  - c) Everything is cooked on site.
  - d) More than 10 million children receive delicious fresh food.
- 1) What are the main verbs in each sentence?
  - 2) Two of the sentences don't say who "does" the action (because we don't know or it's not important). Which two?
  - 3) Which sentences use active verbs? Which use passive verbs?

**13 IW.** Look at the sentences again and complete the rule.

**Rule:** We form the passive with: *subject + the verb xxx (in the present, past, or other tense) + past participle.*

**14 IW.** Make passive sentences with the verb in brackets. Use the Present Simple or the Past Simple. There is an example at the beginning.

0. *The Olympics are watched (watch) by billions of people daily.*
1. Nowadays the work **xxx** (do) by computers.
2. Now, prizes **xxx** (give) every week.
3. Jeans **xxx** (wear) all over the world.
4. Gold **xxx** (discover) in California in the 19<sup>th</sup> century.
5. Cars **xxx** (produce) all over the world nowadays.
6. Radio **xxx** (invent) by Marconi.
7. The tomb of Tutankhamun **xxx** (discover) in the Valley of the Kings, Egypt.

**15 IW.** Make up Yes/No questions in the Passive Voice. There is an example at the beginning.

0. *English is spoken all over the world.*

*Is English spoken all over the world?*

1. New Curriculum is implemented in Japan.
2. New schools are built in Azerbaijan every year.
3. Modern schools are equipped with new technology.
4. Student Books are given to all students at schools.
5. The students were often punished in Victorian schools.

**16 IW.** Imagine that you are going to interview an elderly person about his/her school years. Write some more questions to ask him/her. Make sure you include questions in the passive voice.

- What was it like to study then?
- How were the students treated?

## Lesson 4

## Young People and Books

### 1 CW. Read the quotations below and say what they mean.

- “You are only young once, and if you work it right, once is enough.”  
(Joe E. Lewis)
- “Anyone who stops learning is old, whether at 20 or 80. Anyone who keeps learning stays young.” (Henry Ford)

### 2 IW. Read the text about young people in Azerbaijan, Britain, and the USA. Match the statements (1-5) to the paragraphs (A-C). Each paragraph may be chosen more than once.

1. Majority of young people use the Internet.
2. Most of them start looking for a job as soon as they complete secondary education.
3. They are less dependent on their parents.
4. They are highly appreciated by senior people.
5. They like doing different activities in the open air.

**A** Azerbaijani teens are kind, friendly and cooperative. Adults always value teenagers' cooperation, kindness, and respect to others. Azerbaijani teenagers love folk music and national art. Young people always respect the ethnic values that were established centuries ago by the ancestors. For most of them, modernization does not mean forgetting their origins and who they are. They respect their root mentality and national values.



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





**C** Top Activities of today's young in the US are running, cycling, fishing, camping, and hiking. They are the most popular outdoor activities among the youth. Most teens enjoy fun, relaxation, and outdoor activities. The Internet has become an important part of their life. They often use the Internet and frequently multitask\* with online activities and traditional media, such as television and video games. By the way, American Life Project reports 93% of youth aged 12-17 use the Internet.



**3 GW.** Describe the photos and say which activity would be the most useful for the teenagers in Azerbaijan. Explain your choice.



### USEFUL LANGUAGE

I believe...  
That's a good idea!  
I agree/disagree with you.  
I don't think so.  
In my opinion...  
Maybe, but I think... .



### INTERESTING TO KNOW!

In the late 1990s, some parents played Mozart for their babies. They thought Mozart's music would make children more intelligent, but there is no evidence to prove it.

**4 CW. Discuss the question.**

*What kind of books do you prefer to read?*

**5 IW. Read the poem and find out which types of books are mentioned.**

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

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

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

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

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

Books will not let you down,  
Books will never mislead\*,  
When you make a new friend,  
Ask him "What do you read?"  
And what do you do to make success?"

**6 IW. Look at the table. Find some more examples of the phrases with "make" in the poem.**

to make smb+adj	to make smb+v	to make+noun
to make smb sad	to make smb laugh	to make a friend

**7 PW. Discuss the questions.**

- What kind of books make you happy /laugh /cry?
- Which one do you prefer? Making new friends or reading new books?

**8 IW. Track 3. Listen to the conversation between two friends and say what it is mainly about.**

**9 IW. Track 3. Now listen again and answer the questions.**

1. Why does Mr. Smith feel sad?
2. How long has Mr. Smith been in Azerbaijan?
3. What's Mr Smith's job?
4. What adjectives does Banu use to describe Azerbaijani writers and poets?

**10 IW. Write a paragraph about your favourite writer. Give reasons why you admire him or her.**

\* **alien** – relating to creatures from another planet

\* **fiction** – literature that describes imaginary events and people

\* **mislead** – to cause smb to have a wrong idea

## Progress Portfolio

### 1 Check your Overall Progress. ✓

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

	A	B	C	D
• I can ...				
• express my opinions on job related issues.				
• participate in discussions related to personal qualities needed for different jobs using unit vocabulary.				
• use functional language while discussing job related questions.				
• match the boldfaced words to their definitions.				
• match the statements to the paragraphs.				
• identify the main idea of the text.				
• find True/ False statements according to the given text.				
• write a paragraph about my favourite writer.				
• make passive sentences with the verbs.				
• make presentations on personal qualities.				

### 2 Test yourself. What are the Past Participle forms of these verbs?

be	catch	eat	give	lead	ride	sleep
beat	choose	fall	go	learn	ring	speak
become	come	feed	grow	let	rise	spend
begin	cost	feel	have	lose	run	swim
bend	cut	fight	hear	make	say	sit
blow	do	find	hide	mean	see	think
break	draw	fly	hold	meet	sell	teach
bring	dream	forget	hurt	pay	send	win
build	drink	freeze	keep	put	sing	write

### 3 Complete the sentences by using active or passive forms of the verbs given in brackets. There is an example at the beginning.

Fiat (0) **was started** (start) by a group of Italian businessmen in 1899. In 1903, Fiat 1) **xxx** (produce) 132 cars. Some of the cars 2) **xxx** (export) by the company to the United States and Britain. In 1920, Fiat 3) **xxx** (start) making cars at a new factory at Lingotto. The new cars 4) **xxx** (test) by technicians. In 1936, Fiat launched the Fiat 500. This car 5) **xxx** (call) the Topolino – the Italian name for Mickey Mouse. The company grew, and in 1963 Fiat 6) **xxx** (export) more than 300,000 cars. Today Fiat is based in Turin, and its cars 7) **xxx** (sell) all over the world.

## Reading Comprehension and Writing

### 4 Complete the sentences with the words/phrases given in the box.

made up his mind    intend    relevant    bully  
lockers    dull    benefit    graduate

1. The students **xxx** a lot from the interesting lessons.
2. He thought a lot and finally, he **xxx** to attend the meeting.
3. They have **xxx** at the university where students keep their books.
4. He felt sleepy because the lesson was very **xxx**.
5. They **xxx** to learn English before they leave for the USA.
6. The **xxx** beat up the other children at school.
7. His experience was **xxx** to the job.
8. The new director is well-educated. She is a **xxx** of the Michigan State University.

### 5 Read the text and say what it is mainly about.

- A. How wonderful the world is
- B. How creative people express their creativity
- C. How different things make us happy

■ The world we live in is very beautiful and there are many people who can feel this beauty. But among these people there are a few creative and talented people who can express this beauty. How do they do this – Well they do this in different ways.

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

■ Music has different kinds. Some music makes us feel like dancing, some makes us feel like singing and some is serious music which makes us think about happy or unhappy moments of our life.

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

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

### 6 Read the text again. Where will you add commas and question marks?

### 7 Write a paragraph about a creative person you know.

# UNIT 2

## COMMUNICATION

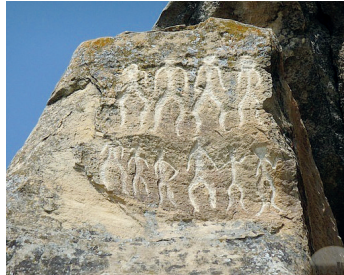
### Lesson 1

### The History of Communication

**1 CW. Discuss the question.**

- How did people communicate in the past when there was no Internet and phones?

**2 CW. Below are the pictures of the old means of communication. What kind of messages do you think people sent?**



**3 IW. Read the first part of the text about communication in the past and put the parts of the sentences back in their correct places. One is extra.**

- a) where the ancient dance and music were formed
- b) they couldn't read or write
- c) they had an unexpected party
- d) something wrong had happened
- e) a message from one place to another

■ From ancient times, fire has been a means of communication\*. Even at Dede Gorgud's time on happy occasions, people set a fire at the top of the highest mountains. If there was set one fire, it meant that people celebrated a very special, happy event. If there were set two fires, it meant that **1. xxx** and they were in danger or the enemy was at the door.

■ A dove has always been the symbol of peace all over the world. In old times a dove was as a mediator\* to deliver **2. xxx**. People communicated with one another with the help of doves.

■ When people didn't have the alphabet or **3. xxx**, they drew pictures on the walls or rocks. These pictures tell people the stories of their everyday life, battles, and culture. Gobustan is a lively sample and one of the first holy (related to a religion or a god) places of art and culture of the world **4. xxx**.

\* **means of communication** – tools or technology that helps people to exchange information

\* **mediator** – a person who tries to end a disagreement by helping the two sides to talk about and agree on a solution



**4 IW. Read the second part of the text and put the verbs in the correct tense forms in active or passive.**

■ In the ancient world, there were thousands of foot messengers who 1) **(to form)** an ancient communication network. One of the most famous messengers in history was a Greek soldier. He 2) **(to run)** to Athens to bring the news of the Greek victory over the Persian. When he 3) **(to get)** to Athens and 4) **(to give)** the news, he 5) **(to fall)** dead because he was too tired. He had covered a distance of 26 miles. In honour of that soldier, sportsmen nowadays run the same distance – a marathon.



■ When the telephone 6) **(to invent)** in 1876, everybody 7) **(to think)** that it was a real miracle. The telephone and the telegraph were the fastest means of communication that people could imagine. In the 19<sup>th</sup> century, people used to say, “We 8) **(to invent)** everything we could”. However, today we know that it is just the beginning.

■ In the Middle Ages life was hard and dangerous. It was very important to have good neighbours and get news quickly. So, people 9) **(to use)** the high towers of their castles to send and receive messages about the enemies. American Indians 10) **(not to build)** high towers, but they 11) **(to use)** smoke signals to send important information.

**5 GW. Make a presentation on one of the following means of communication. Make sure that you use some of the phrases in the box.**

- beating drums
- shouting messages
- sending a telegraph
- signaling with a mirror



**USEFUL LANGUAGE**

- |                       |                        |                        |
|-----------------------|------------------------|------------------------|
| ■ to communicate with | ■ to bring news        | ■ to draw attention    |
| ■ to be in danger     | ■ to send a message    | ■ to deliver a message |
| ■ to be at the door   | ■ to receive a message |                        |

**6 CW. Discuss the questions.**

- How important do you think mobile phones are?
- At what age do you think children should own a mobile phone? Why?
- What are the advantages and disadvantages of having a mobile phone?



**INTERESTING TO KNOW!**

The first mobiles were called “car phones” because they were too big to carry around.





7

**1W. Read the comments that people made about mobile phones and say if they mention an advantage or a disadvantage.**

- a) Parents can contact their children in an emergency\*. **Both** children **and** parents feel safe if they have a mobile phone.
- b) People use mobile phones when they drive and cause accidents. **Neither** my friends **nor** I use them while driving.
- c) You can listen to music on your phone and feel relaxed. **Both** my sister **and** I have a favourite music list on our phones.
- d) Children feel safe because they can contact their parents when they are in trouble. I remember calling my parents when I broke my leg. They came and took me to hospital.
- e) Using mobile phones a lot can cause cancer because they emit\* radiation. That's why, when I sleep, I switch off my phone and place it in a different room.
- f) People do not spend enough time with their family because they are occupied with their mobile phones.
- g) Nowadays many people have access to the Internet on their phones everywhere and at any time. **Not only** people in big cities, **but also** rural\* population has Internet access thanks to their phones.
- h) Mobile phones help shy people communicate with others through messages.
- i) Mobile phones can cause different problems like disturbing a lesson. Fortunately, **neither** the students **nor** the teacher uses a mobile phone at our lessons.
- j) Some old people are afraid of using mobile phones. Therefore, they prefer to communicate either by letters or by landline phones.
- k) They are very expensive. Not everyone can afford to have one. So, **either** my brothers **or** I am going to have one next year.
- l) I can communicate with my friends and relatives who live abroad. These days, I use Skype on my phone to talk with them.



*\*emergency – a serious unexpected situation*

*\*to emit – to release, to produce*

*\*rural – relating to the countryside*

- 8 IW. Look at the underlined words in the text and choose the correct option.

Structures	Rules
Neither ... nor	a) The noun closest to the verb determines if that verb is singular or plural. TRUE/FALSE
Either ... or	b) The first noun in the sentence determines if that verb is singular or plural. TRUE/FALSE
Both ... and	c) Use a plural verb with subjects using <i>both...and</i> . TRUE/FALSE
Not only ... but also	d) The noun closest to the verb determines if that verb is singular or plural. TRUE/FALSE

- 9 PW. Choose the correct option.

1. Neither the teacher nor the students *was/were* happy.
2. Both my brother and my sister *have/has* a mobile phone.
3. Either Ali or Murad *is/are* planning to buy a new model mobile phone.
4. Not only mobile phones, but also the Internet *affects/ affect* our daily life.
5. Neither the students nor the teacher *is/are* going to the party.
6. Both Yusif and his brother *play/plays* football very well.

- 10 PW. Compare and contrast these pictures and say what similarities and differences these means of communication have (Use structures given in exercise 8).



### USEFUL LANGUAGE

- It's convenient/ informative/annoying.
- It's difficult for old/young people because... .

- 11 IW. Below are the modern means of communication. Choose one of them and write a paragraph about its benefits.

- *Social media*
- *Mobile phones*
- *Email*

## Lesson 2

## The Greatest Inventions

### 1 IW. a) Read the definitions of the words.

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

**Compare**

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

### GW. b) Discuss the questions.

- Which old/recent inventions do you know?
- What's the greatest discovery in the history?
- Would you like to be an inventor and why?
- If you could invent something, what would it be?

### 2 PW. Look at the pictures and discuss the questions.

- When do you think each of them was invented?
- Do you think people have benefited a lot from these inventions?



1. A dictionary



2. A video game



3. Toothpaste



4. Chewing gum



5. A skyscraper

**3 IW. Read the text and match the pictures of the inventions in exercise 2 to the paragraphs (a-e).**

a) The first successful one, Pong, was designed by a US computer **enthusiast** Nolan Bushnell in 1972. It was very simple – just a **paddle** moved a ball back and forth. Customers enjoyed playing it in bars and pubs. Later it was adapted into a phone application, and it can still be played today.

b) The first one was published by an Englishman, Henry Cockeram, in 1623. It contained only “hard” words. He didn’t want to include words that everybody knew. In 1702, John Kersey gave definitions of everyday words and created one which was like modern ones.

c) Its main ingredient is chicle, a rubbery substance from a Central American tree. Many 19th-century inventors tried to use it like rubber. One of them was a US photographer Thomas Adams, who bought some from Mexico. He failed to make rubber, but he noticed that the Mexican liked chicle. In 1869, he boiled up some with **flavorings** and offered it to a store. Customers loved it.

d) Steel **frames** are used for constructing a real one. The first one was designed by a US engineer William Jenney in 1884. It was built in Chicago and completed in 1885 and was 10-storey high. Its steel frame took much of the weight of its stone walls. By the 1930s, this idea had been extended to produce walls hung from the frame, called curtain walls.

e) It existed in the 19th century, but was packaged in jars. The first person who put it in a tube was a US dentist Washington Sheffield. His Creme Dentifrice of 1892 was not very popular, and it became popular four years later with the marketing of Colgate Ribbon Dental Cream by New York soap and candle maker William Colgate. He changed the shape of the tube and described the result with the successful **slogan** “Comes out a ribbon, lies flat on the brush.”

**4 IW. Match the boldfaced words in the text to their definitions.**

- a) a supporting structure of a building
- b) a substance that gives a taste to a drink or a meal
- c) a short memorable phrase used in advertising
- d) a person who is highly interested in an activity
- e) a piece of wood for hitting a ball in games

- 5 **GW.** What inventions of the last 2,000 years have caused the most important changes in people's daily lives? Discuss all and agree on the two most important ones.

- *The Internet*
- *Soap*
- *Newspapers*
- *TV*
- *Video games*



### USEFUL LANGUAGE

I think ... because ...  
 I completely agree/disagree with you.  
 I don't think so.  
 It sounds interesting, but ...

- 6 **IW. Track 4.** Listen to Semra and Shahin and write what they are mainly talking about.

- 7 **IW. Track 4.** Listen again and decide if the sentences are True or False.

Names	Statements
■ <b>Semra</b>	1. She can live without a mobile phone if she wants. 2. Computers and mobile phones have affected the communication.
■ <b>Shahin</b>	3. Before the invention of the Internet, there were many developments. 4. He uses the Internet only for listening to music.

- 8 **IW.** Read the text about some of the inventions. Write the questions to the underlined words in your notebooks. There is an example at the beginning.

a) *What was compiled by an English journalist?*

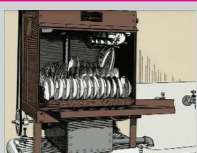
a) The first crossword was compiled by b) an English journalist, Arthur Wynne in 1913. It was in a diamond shape and he called it a "word-cross". Crossword is now popular in newspapers and magazines all around the world. Readers can win prizes for solving puzzles, but some do them just for fun. Nowadays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

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

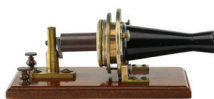
Ancient Egyptians, the Chinese and the Greeks used "parasols" to protect themselves from the sun and the rain 4,000 years ago. But e) modern umbrella was invented f) in 1852 by g) an Englishman Samuel Fox.

**9 PW. Look at the inventions below and discuss the questions.**

- When do you think they were invented? Choose **a** or **b**. Justify your answer.
- How useful do you think they were when they were invented?
- How useful are they now?



**a dishwasher**  
Joel Houghton  
a) 1850  
b) 1950



**a telephone**  
Alexhander Graham Bell  
a) 1941  
b) 1876



**a gas mask**  
Garrett Morgan  
a) 1914  
b) 2000



**a typewriter**  
Christopher Latham Sholes  
a) 1871  
b) 1957



**a laptop**  
Adam Osborne  
a) 1981  
b) 1881



**a pencil**  
Konrad Gessner  
a) 1564  
b) 1864

**10 IW. Do research on one of the inventions and prepare a presentation about it. Include the following information:**

- an inventor, a year, and a country
- how it helped people when it was invented
- how important/actual this invention is today

**11 IW. Write a paragraph describing an invention that changed people's lives.**

*You should say:*

- what it was
- when it was invented
- who invented it
- how it changed people's lives



**INTERESTING TO KNOW!**

The first photograph – a farmhouse with some fruit trees – was taken in about 1826 by a French inventor Joseph Nicéphore.



## Lesson 3

## Changing Lives With Internet

- 1 CW.** Interview your classmates. Ask questions to find someone who says "yes".

*Find someone who...*

- *has a laptop*
- *hates playing online video games*
- *thinks that computer games teach violence*
- *often downloads music from the Internet*
- *knows when the Internet was invented*



- 2 PW.** Discuss the questions.

- Do you use the Internet? If yes, how often do you use it?  
What do you use it for?
- What are the advantages and disadvantages of using the Internet?

- 3 IW.** Read the text and say what advantages of the Internet are mentioned.

**A.** Estefanía García is from Venezuela. She depends on the Internet almost for everything: doing homework, which is always online, managing social media for her theatre group, and watching music videos on YouTube. "The Internet is important for young people in Venezuela because it helps them to earn money," García said. "With the hard economic situation, everyone just tries to work everywhere, even if they have to use their phones. While the priority is work, people use the Internet in creative ways", she said. The coolest thing is the ability to control a house from a phone. "I can control the volume of the TV, turn on and off the lights with my phone. Everything is for comfort. It's fantastic."

**B.** Yaghiz Akkaya is from Turkey and he is 18 years old. He spends about five hours a day on the Internet, usually at home in Istanbul. He doesn't use any community Wi-Fi because he doesn't think it's safe. When he doesn't watch movies or television series, Akkaya uses the Internet for self-improvement. He started taking Google's online marketing training and he is going to get a certificate when he completes it. "There are some online platforms which publish the classes of world universities such as Cambridge and Sorbonne. Google also offers wonderful free things that are certified. Although some of the workshops are free, if you want a certificate, you have to pay for it. Personally, I don't care for certificates, I am only interested in getting knowledge and skills," said Akkaya.

C. Paige McIntyre is 13 years old and she lives in Mauritius, on an African island. She has access to the Internet most of the time using Wi-Fi at her house or in a commercial center, but the connections are not very good. Although 4G networks are available through her phone, mobile packages are expensive. Like most young people in Mauritius, McIntyre uses the Internet mostly for social media – Facebook, Instagram and sometimes Twitter. She’s a student, so she communicates with her teachers via email. For her, the Internet is much cooler than that. “I try to post all my photos on Instagram and Facebook, so people would see my work,” said McIntyre, who loves photography. “I would like the Internet to be free for everyone so that we can access it everywhere,” added McIntyre.

**4 IW. Read the text again. For questions 1-7 choose from the people (A-C). Each person may be chosen more than once.**

*Which person ...*

1. uses the Internet for personal and professional development?
2. does most of his or her work on the Internet?
3. enjoys managing the equipment in the house from a distance?
4. lives in a country with poor Internet access?
5. almost always uses the Internet in the same place?
6. shares his or her work online?
7. benefits from the Internet resources which are out of charge?

**5 IW. Track 5. Listen to four people and find out what different things they are talking about.**

**6 IW. Track 5. Now listen again and decide if the sentences are True or False.**

Speakers	Statements
Speaker 1	a) She meets her friends face to face every day. b) She thinks that it is not important to know English.
Speaker 2	c) He thinks that playing a computer game is more interesting than watching TV. d) He developed some skills with the help of computers.
Speaker 3	e) She often uploads music and films to her personal webpage.
Speaker 4	f) She is for playing computer games.

**7 IW. Read the sentences and complete the rules below.**

- Messages can be sent in a few seconds.
- Children should not be allowed to play video games.
- Can videos be downloaded from YouTube?

**Modals in the passive affirmative form:**

I You He/she/it We They	+	can may must should	+ –	+ past participle
-------------------------------------	---	------------------------------	-----	----------------------

**Modals in the passive negative form:**

I You He/she/it We They	+	can may must should	not –	+ past participle
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**Modals in the passive Yes/No questions:**

Can May Must Should	I you he/she/it we they	+	+ be	+ _?
------------------------------	-------------------------------------	---	------	------

**8 IW. Read the sentences and choose the correct option.**

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

**9 GW. What's your opinion on the following topics? Use passive forms of modals.**

- *Playing video games online*
- *Paying money to bloggers*
- *Downloading free music from the Internet*
- *Sending homework by email*

**10 IW. Write a paragraph about one of the topics in exercise 9.**

- Write your opinion about the topic;
- Provide reasons that support your opinion.

## Lesson 4

## Use and Benefit but don't Steal!

- 1 PW.** The pictures show different sources of information. Discuss all and say which one you prefer and why.



- 2 PW.** Discuss these questions.

- Do you like writing? Why?/Why not?
- When you write a paragraph or an essay, where do you usually get ideas?

- 3 IW.** Read the text below and choose the best title

A. Schools in the US    B. What is Plagiarism?    C. Writing lessons at school

Plagiarism means using somebody else's words or ideas without mentioning that person's name. Plagiarism is not allowed at many schools in the US, including elementary schools, high schools, colleges, and universities. Students sometimes plagiarize on purpose, but it can also be accidental\*. American schools punish both types. For example, schools often ask students who commit plagiarism to leave school. It's a big problem today because the Internet makes it easy to find articles and copy them. It's easy to copy something by accident, so it's very important to know how to avoid\* plagiarism. Citing sources – giving credit\* – is the best way to avoid plagiarism. When you quote, mention the person's name either at the beginning of the quote, or at the end. Also, put quotation marks around the words that you are quoting. For example, Mammad Emin Rasolzade said, "*A flag once raised will never fall!*"

- 4 IW.** Read the text again and answer the questions.

1. What happens when a student plagiarizes at American schools?
2. Why is it easier today to plagiarize?
3. How can you avoid plagiarism?

\***accidental** – not on purpose

\***avoid** – to keep away from

\***give credit** – to write where (or from whom) you found words or ideas

**5 IW. Read the tips for citing sources and complete the headings with You need / You do not need.**

<i>xxx to cite sources when</i>	<i>xxx to cite sources when</i>
<ul style="list-style-type: none"> <li>• you are using somebody else's words or ideas from any source, including magazines, books, newspapers, songs, TV programs, movies, web pages, computer programs, letters, or advertisements;</li> <li>• you copy exact words from anywhere;</li> <li>• you use someone else's diagrams, illustrations, charts, or pictures;</li> <li>• you use ideas that you got from other people in an interview, a conversation, or an email.</li> </ul>	<ul style="list-style-type: none"> <li>• you are writing about your own experiences, your own observations*, your own thoughts, or your own ideas about a subject;</li> <li>• you are using common knowledge* – for example, folklore, common sense observations ("The sun rises in the east."), or shared information within your field of study or your culture.</li> <li>• you are writing about generally accepted facts – for example, the laws of science.</li> <li>• you are writing the results of your own experiments.</li> </ul>

**6 IW. Read the situations and decide if you need to cite a source or not.**

1. You are going to write a paragraph describing your favourite place in Baku. Your teacher asked you to include a picture of that place. You have found one on the Internet.
2. You are going to write a paragraph about your last summer holiday.
3. You are going to write an essay about the advantages of playing video games. You have found a good idea on one Internet site and you would like to include it to your essay.
4. You did an experiment. You compared two types of chemicals for your chemistry class. You are going to write about what happened in the experiment.
5. You are writing a paragraph about Azerbaijani culture. You want to mention how hospitable the Azerbaijani people are. You will use a blogger's post about his experience in Azerbaijan.

**7 IW. Track 6. Listen to the conversation between Khadija and Jack and say what it is mainly about.**

**8 IW. Track 6. Listen again. As you listen, complete the sentences.**

1. Khadija got a low grade for her report because she **xxx**.
2. Jack says that not all information on the Internet is **xxx**.
3. Jack says that if she wants to copy something from the Internet, it's a good idea to **xxx**.

**9 GW. Make a plan and write a paragraph on the topic "How should students who plagiarize be punished?"**

\* *observations* – things that you see or notice

\* *common knowledge* – things that everyone knows

## Progress Portfolio

### 1 Check Your Overall Progress. ✓

Self-Assessment:

A-always B-sometimes C-seldom D-rarely

	A	B	C	D
• I can express my opinions related to different sources of information.				
• I can use functional language to present my opinions, agreement and disagreement while discussing issues related to plagiarism.				
• I can identify the main idea of the listening passage.				
• I can identify the main idea of the text.				
• I can demonstrate the ability to answer <i>Wh</i> questions about ideas discussed in the text.				
• I can match the words to their definitions.				
• I can organize ideas into a paragraph about plagiarism.				
• I can make a presentation about inventions.				
• I can write a paragraph about the old/recent inventions.				
• I can write a paragraph related to the Internet.				

### 2 Change the sentences from active to passive.

1. Students should cite sources when they write essays.
2. Students can give credit.
3. Students must not copy articles from the Internet.
4. Students cannot use Wikipedia when they write essays.
5. Everybody should avoid plagiarism.

### 3 Complete the sentences with the words from the box.

*enthusiast*  
*flavorings*

*slogans*  
*frame*

*accidental*  
*avoid*

1. My brother's a sports car **xxx**. He knows almost everything about sports cars.
2. Companies always try to find good **xxx** for their products.
3. I bought a photo **xxx** for my friend on his birthday.
4. They added some **xxx** to the cream of the cake.
5. Mention the author's name if you want to **xxx** plagiarism.
6. She didn't do it on purpose. It was **xxx**.



## Reading Comprehension and Writing

### 4 Read the text and put the sentences (A-E) in the best place: at the beginning or at the end of the paragraphs (1-5).

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

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

1. **xxx** But we know that 4,000 years ago in ancient Egypt, people carried letters by hand over hundreds of kilometres. In those days you didn't need a stamp to send a letter: the first stamp didn't appear until it cost one penny. Nowadays one of these original stamps costs \$225!**xxx**

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

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

4. **xxx** A walkie-talkie is a small two-way radio. The United States army first used it in the 1930s, but it weighed 13.6 kilos, so talking was easier than walking. After World War II, it became popular with policemen. **xxx**

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

### 5 Which of the inventions in exercise 4 do you think is the most useful nowadays? Write a paragraph providing reasons why you think so.

# UNIT 3

## COLOURS

### Lesson 1

### Colours Influence People!

- 1 **GW.** Look at the picture of the rainbow and say what colours you see. Then discuss the questions.

- Do colours influence your mood? How?
- Is there any connection between colours and culture?



- 2 **IW.** Read the text and say what its main idea is.

- A. Colours symbolize almost the same things in many countries.
- B. Colours symbolize different things in different cultures.
- C. Colours can make people happy in many countries.

Orange is the colour of fire. It helps to get things moving. It represents **passion** and anger to some and liveliness to others. In China, green is a lucky colour for brides. It's the colour of leaves and trees. It symbolizes growth in nature and its beauty. It's also a peaceful colour which can make you feel calm and relaxed. It **stands for** life in some cultures, in others it symbolizes **envy**. Yellow is the colour of the sun. It's a joyful and musical colour. In many countries it can represent fear or money depending on where on the globe you are. In some parts of the world it's associated with **fertility**. Blue is a **spiritual** and intellectual colour and encourages **daydreaming**.

- 3 **IW.** Match the boldfaced words in the text to their definitions.

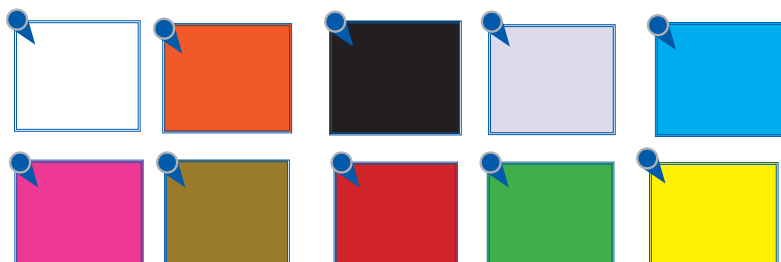
- a) not related to material or physical things
- b) a desire, a strong emotion
- c) be a symbol for
- d) a wish to have the same thing that someone else has
- e) productiveness
- f) a pleasant, dreamlike thinking or wishing



### INTERESTING TO KNOW!

In spite of some legends, there is really no "end" of a rainbow. Rainbows are actually full circles. But because we can see only a limited distance, to the horizon of Earth and sky, we see only part of the circle.

#### 4 PW. Discuss the questions.



- What's your favourite colour?
- What do these colours symbolize in your culture?
- Which colours do the people (a-d) prefer in Azerbaijan? Why?
  - a) young girls
  - b) young boys
  - c) middle-aged
  - d) elderly

#### 5 CW. Discuss the questions.

- How do you feel when you see the flag of Azerbaijan? Why?
- How do you think sportsmen/women feel when they raise our flag?



#### INTERESTING TO KNOW!

Flags were invented in China and they had life-or-death significance and played a vital part in battles. If a leader's flag was captured by the enemy, it was all over. Strangely enough, the first important flag we know about, which belonged to the first ruler of the Zhou dynasty in about 1100 BC, was white – a colour that people in the West now associate with defeat.

**6 IW.** Read the texts about the flags of four countries and fill in the gaps with the words given below.

*unity crosses courage modernity symbol moon stars*



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

Blue means the 1) **xxx** of Turkic peoples;

Red means the symbol of the 2) **xxx**;

Green means the 3) **xxx** of Islamic unity.



▪ The Flag of Turkey is red with a white crescent 4) **xxx** and a star in its center. The name of Turkish Flag is Ay-yildiz (moon-star) or Al – bayraq (red flag). Red and white colours on the flag symbolize the south – western branch of Turks.



▪ The common names of the Flag of the USA are “Stars and Stripes”, “Old Glory” and “Star Spangled Banner”. There are fifty 5) **xxx** on the flag. They show the number of states in the USA. Red means 6) **xxx**; White means liberty; Blue means justice.



▪ The British flag is often called the Union Jack. There are several emblems on the Union Flag. They are 7) **xxx** of three patron saints (holy protectors). The red one on the white background belongs to St George, a patron saint of England. The white diagonal one on the blue background belongs to St Andrew, a patron saint of Scotland. The red diagonal one on the white background belongs to St Patrick, a patron saint of Ireland.

**7 GW.** Project: Think of a country that you would like to visit in the future. Do research and prepare a presentation about its flag. Include the following:

- description of the flag
- what each symbol on it represents
- its history

## Lesson 2

## Let Flowers Decorate Our Life!

- 1 **PW.** Look at the picture and discuss the question. What are the people doing and how are they feeling?



- 2 **IW.** Read the text and choose the best title.

- A. *The history of Flower Festival in Colombia*
- B. *Flower Festival in Colombia*
- C. *Popularity of Flower Festival in Colombia*

Every year during the Flower Festival (Feria de Las Flores), the city of Medellin hosts a week-long schedule of events that include the world famous parade of *silleteros*\*. During the month of August, the Flower Festival attracts people from all around Colombia to the city of Medellin. In fact, tourists arrive in the city from all parts of the world including the USA, Australia, and Europe just to witness the special attractions that include a ride on horses, orchid competition, music festivals, and parade of *silleteros*. Rich in tradition and botanical excellence, the city of Medellin truly comes alive as it displays its proud heritage in the brilliant colors of its flowers that grow in and around the countryside. In fact, you might say this flower festival is as much a part of Medellin's cultural identity\* as the 4th of July is for the USA.

The first Flower Festival took place in the month of May, 1957 under the direction of Arturo Uribe who was a member of the tourist bureau\* for Medellin. It was his idea that the city of Medellin should honour the prosperous flower industry of Colombia. The Festival was originally referred to as "The Flower Party" and held during the month of May, and lasted only 5 days. The 1957 schedule\* of events was limited and included only a few activities such as flower exhibition and dance parties.

\* *silleteros* – a flower exhibition

\**identity* – originality

\**prosperous* – successful, lucky

\* *bureau* – an office

\**schedule* – a timetable



**3 IW. Read the text again and answer the following questions.**

1. How long does the Flower Festival last?
2. Which activities are performed during the festival?
3. Which event is the Flower Festival compared with in the text?
4. Why was the Flower Festival established?
5. How different was the Flower Festival in the past?

**4 PW. Look at the pictures and discuss the questions.**

- Which house would you like to live in? Why?
- What kind of people do you think live in these houses?



**5 IW. Read the messages that were sent with flower bouquets . Match the messages to the reasons why they were sent.**

- a) to congratulate on a wedding anniversary  
c) to wish a happy birthday

- b) to say "Sorry"  
d) to say "Good bye"

1. I hope you have already forgiven me. I didn't mean to hurt you when I said that I was looking for a new friend. We have been friends since we started the school and without you, my life will look like a hell.

2. I am so lucky to have a wife like you. You have always been with me. When I was ill, you looked after me. When I was sad, you looked at me, and I immediately forgot my sadness. I always look forward to celebrating this special day – the day when we got married.

3. I wanted to write something special to you on your special day. I looked through all the books we've both read to find some special wishes, but I could not find any that you deserve. I can only say, "The day when you were born will always be a special day for me."

4. I don't want to say or write this word because I never thought that I would say it to you. So, I looked it up in a dictionary of a language that both of us do not know. "Adiós", my best friend! Hope to see you one day again.



**6 IW. a) Find the multi-word verbs with "look" in exercise 5.**

**IW. b) Complete the multi-word verbs.**

1. look **xxx** (something/someone): attempt to find
2. look **xxx** (something/someone): direct one's eyes toward someone or something
3. look **xxx** (something/someone): have the appearance of
4. look **xxx** (something): examine or read something carefully
5. look **xxx** (someone): take care of
6. look (something) **xxx**: search for and find a piece of information in a reference book
7. look **xxx** (something): wait impatient

**7 IW. Read the sentences and choose the correct option.**

1. Why do you *look/look up/look at* so tired?
2. The primroses *look/look like/look after* stars.
3. I've lost my watch and now I'm *looking at/ up/ for* it.
4. Shaig *looked at/ like/ up* an elegant film director.
5. Fidan's brother is very little. She *looks like/ after/for* her brother.
6. Aygun is *looking at/ for/through* the newspaper now. She wants to find useful information.



**INTERESTING TO KNOW!**

Several centuries ago in Holland, tulips were more valuable than money.



**8 PW. Discuss the questions.**

1. Which word did you last look up in the dictionary?
2. Who are you looking forward to meeting one day? Why?
3. Is there anything that you are looking for now?
4. Do you think it is easy or difficult to look after babies?
5. Who do you want to look like? Why?
6. Have you ever lost anything? What was it? How long did you look for it?

**9 PW. Your friend is studying abroad. It is his/her birthday today. Write an email and congratulate him/her. Make sure that you use multi-word verbs with "look".**

## Lesson 3

## A Spot of Colour Is a Spot of Life!

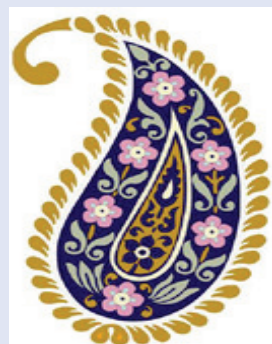
### 1 GW. Look at the pictures and discuss the questions.

- What do you see in the pictures?
- What should Azerbaijani people do to preserve and promote these national values?



### INTERESTING TO KNOW!

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



*Buta*

\**bud* – a small pointed lump on a plant

\**worship* – to admire, to believe

## 2 IW. Read the text and choose the best title.

- A. Popularity of Azerbaijani carpets
- B. Carpet making in Azerbaijan
- C. The best carpets of Azerbaijan

(1) Making carpets has always been a part of Azerbaijani culture. **It** is closely connected to sheep raising traditions and natural **dyes** in the region. In the past, people obtained brownish yellow colour from fig leaves, red from a plant called madder, golden yellow from powder saffron, and reddish brown from pomegranate peels.

(2) Carpet making in Azerbaijan is a family tradition. In the past men raised sheep in spring and autumn, while women collected dyestuffs\* and **spin** and dye **yarn** in the spring, summer, and autumn. It usually took women about a year to complete a carpet.

(3) There were very few men who could weave a carpet. Young girls had to learn the art of weaving carpets, and the carpets they wove became a part of **their dowry**. If a son got married, the mother wove a large rug for his new house. Every carpet pattern has a story to tell. Normally, it represents simple and homely life of women who make it and the scenery which they see every day from their windows: sheep, horses, different flowers and birds, and so on.

(4) Starting a new carpet is a celebration, but the completion of **it** means an even greater celebration for the family. In the old days when the carpets were ready, they were laid out in front of the house and passers-by stepped on them to make them tighter.

(5) Azerbaijani carpets are displayed in the great museums of the world, e.g., the Textile Museum in Washington DC, the Hermitage in St. Petersburg, the Victoria and Albert Museum in London, and the Louvre in Paris. In 2010, the traditional art of Azerbaijani carpet weaving was **inscribed** on UNESCO's Representative List of the Intangible Cultural Heritage of Humanity.



## 3 IW. Match the boldfaced words in the text to their definitions.

- a) to enter a name on a list
- b) a natural substance used to add a colour
- c) property or money that a bride brings to her husband on their marriage
- d) thread used for knitting or weaving
- e) to turn, to go round

\* **dyestuff** – a substance that can be used as a dye



**4 IW. Read the text again and choose the correct option.**

1. The underlined pronoun it in Paragraph 1 refers to... .  
A. culture      B. part      C. making carpets
2. In the old days, people got colours for making carpets from... .  
A. fruit  
B. plants  
C. both of the above
3. It was important for girls ...  
A. to know how to make carpets.  
B. to take care of animals.  
C. to work hard all year round.
4. The underlined pronoun their in Paragraph 3 refers to ... .  
A. carpets      B. young girls      C. men
5. The ornaments on the carpets are usually about ...  
A. the dreams of the women.  
B. the observations of the women.  
C. domestic animals only.
6. The underlined pronoun it in Paragraph 4 refers to... .  
A. carpet      B. celebration      C. starting

**5 IW. Complete the sentences according to the text.**

1. In the past, people walked on new carpets in order to xxx.
2. The presence of Azerbaijani carpets in famous museums shows that xxx.

**6 GW. Imagine that you have been involved in designing a school uniform with some national elements. Draw pictures of the new school uniforms for both girls and boys. Then give a group presentation.**

**7 PW. Choose the correct option.**

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



**GRAMMAR BOX**

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



## Lesson 4

## The Wish of the Land

- 1 **GW.** Look at the pictures below. Which of them would you like to hang on your classroom wall? Why?



- 2 **IW.** Read the texts about famous artists. Match the sentences (1-7) to the people (A-C). Each person may be chosen more than once.

1. He has created pieces of art for over a decade.
2. His paintings look like different geometric figures.
3. He preferred painting pictures of the nature.
4. It is not easy to understand his paintings.
5. His works cannot be kept for a long time.
6. His works are not displayed in museums.
7. He painted one of his works after his visit to one place.

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

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

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

3

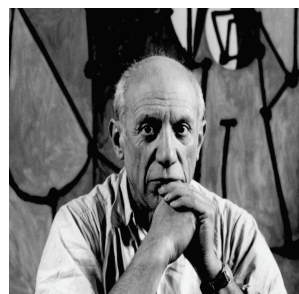
**CW. Discuss the question.**

**Whose painting do you think each of them is and why?**



### INTERESTING TO KNOW!

Pablo Picasso worked for 80 of his 91 years and experimented with a lot of styles. According to the Guinness Book of World Records, he created 13,500 paintings and designs, 100,000 prints and engravings, 34,000 book illustrations, and 300 sculptures and ceramics. No other artist has created so many works.



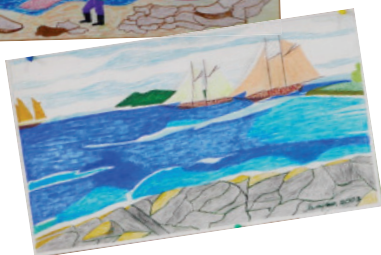
*\*inspired – filled with the ability to do smth creative*

*\*artificial – not natural*

**4 IW. Track 7. Listen to the talk about Samira Salmanova, a young artist, and complete the sentences.**

1. Unlike other painters, Samira paints xxx.
2. The National Leader Heydar Aliyev compared Samira with xxx.
3. Children with disabilities are supported by xxx.

**5 PW. Look at the paintings drawn by Samira Salmanova. Give each painting a name and explain your choice.**



**6 GW. Think of different things that people can do to help people with disabilities integrate into society. What can schools/students/ordinary people do? Then present your ideas.**

**7 IW. Read the text and choose the best title.**

- A. *Life of women in the Netherlands*
- B. *A famous painting*
- C. *Hard life of women in the 17<sup>th</sup> century*

“The Milkmaid” is a painting of a milkmaid by the Dutch artist Johannes Vermeer who lived in the 17<sup>th</sup> century. The Milkmaid is now in the Rijksmuseum in Amsterdam, the Netherlands, and it is one of the museum’s best attractions.

The painting shows a milkmaid, a woman who milks cows and makes dairy products like butter and cheese. She is carefully pouring milk into a container on the table. Milkmaids began working in the stables\* before large houses hired them to do housework. Also, on the table in front of the milkmaid are various types of bread. She is a young woman and she is wearing a cap and an apron.



\**stable* – a building for keeping horses/animals

- 8 IW. Read the rules and say which rule refers to each underlined noun in exercise 7.

Rules:

COUNTABLE NOUNS	UNCOUNTABLE NOUNS
<ul style="list-style-type: none"> <li>Use a/an before singular countable nouns. Countable nouns are things that you can count. Countable nouns have a plural form. Example: a painting – paintings</li> </ul>	<ul style="list-style-type: none"> <li>Don't use a/an with uncountable nouns. Uncountable nouns are things that you cannot count. Uncountable nouns don't have a plural form. Example: butter But: a butter knife</li> </ul>

- 9 IW. Look at the table below. Only four words are countable nouns. Find them.

furniture information apple bread water health	chalk book silver tea advice wealth	sand pen music juice peace success	weather cup chalk luck gold art
---	--	---	--

- 10 IW. Complete the sentences with a, an or 0 article.

- There is **xxx** information centre at the airport.
- xxx** chalk isn't used in modern schools.
- We've **xxx** lovely weather today.
- There is **xxx** furniture shop near the mall.
- There is **xxx** stone wall in front of us.
- xxx** glass is made of **xxx** sand.
- Have you ever met **xxx** sand artist?
- xxx** health is **xxx** wealth.
- There is **xxx** success story of a disabled athlete at the end of the book.
- If you don't eat fast food, you will lead **xxx** healthy life.

- 11 IW. Now make up 8-10 sentences with a, an or 0 article. Use the uncountable nouns in exercise 9.



## Progress Portfolio

### 1 Tick Your Overall Progress. ✓

Self-Assessment:

A-always B-sometimes C-seldom D-rarely

	A	B	C	D
• I can talk about different colours and say how they influence people.				
• I can describe the flags of different countries.				
• I can discuss the ways how we can help the disabled people integrate into the society.				
• I can answer the questions about the text.				
• I can talk about national symbols and ornaments.				
• I can take part in discussions on famous painters/their works.				
• I can talk about the disabled people and their heroism.				
• I can ask questions on colours and national symbols/values.				
• I can give feedback on friends' activities during the projects.				
• I can write a paragraph on famous painters and their works.				

### 2 Complete the sentences with the words/phrases from the box.

courage      look forward to      looking for      look after  
daydreaming      stands for      dowry      dye

1. Stop xxx and pay attention to the teacher.
2. She stayed at home to xxx her children.
3. Black xxx death in some cultures.
4. We xxx seeing you soon.
5. He fought his illness with great xxx.
6. She is xxx a book about great inventions.
7. Carpets were a part of young girls' xxx.
8. She wants to xxx her hair black.

### 3 Read the sentences. 5 sentences contain a mistake in the use of it, its and it's. Find the mistakes and correct them.

1. Susan has lost her key. She can't find its.
2. Your friend has posted the parcel. It's on it's way to you.
3. The company bought some land, but later it sold it's.
4. Janice has hurt her hand, but now its OK.
5. It's a nice day. Would you like to go for a walk?
6. My friend has a sports car, but he seldom drives its.

## Reading Comprehension and Writing

### 4 a) Read the story and put the paragraphs in the correct order.

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



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

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

### b) Read the story again paying attention to intonation.

### 5 Make up a story that starts with the following sentence. Once I woke up and saw that everything around was in black and white ...





# UNIT 4

## PEOPLE AND NATURE

### Lesson 1

### Cures All Around the World

- 1 PW.** How do you say what's wrong with you? Complete the sentences with the words from the box.

a stomachache    a pain in the back    my arm    a sore throat  
an earache    a high temperature    a headache    a toothache    a cough



a) I have got...



b) I have got...



c) I have got...



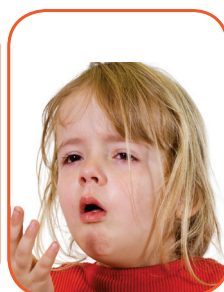
d) I have got...



e) I have got...



f) I have got...



g) I have got...



h) I broke ...



i) I have got...

- 2 IW. Track 8.** Listen to three people talking to a doctor. Why are they phoning?

- 3 IW. Track 8.** Listen to the conversations again. Write down what the doctor says when she gives advice.

- You **xxx xxx** her to the hospital immediately.
- He **xxx xxx** any more food today, but it is **xxx** to drink a lot of water.
- You **xxx xxx** some medicine before you go to bed and it's **xxx** to sleep with two pillows.

- 4 **IW.** Match the problems to the advice. Sometimes there is more than one answer.

Problems	Advice
1. I've got a terrible headache.	a) You need a hot lemon drink.
2. I've got a cold.	b) You shouldn't talk much.
3. I've broken my arm.	c) You should take a painkiller.
4. My foot hurts.	d) You need to stay in bed.
5. I've got a sore throat.	e) You need an X-ray.
6. I've cut my finger.	f) You need a plaster.
	g) Don't go running today.

- 5 **PW.** Role-play the situation. (Use the words from the box below.)

**Student A:** You have a health problem. (Choose any from the box in Task 1)

**Student B:** You are a doctor. Ask Student A what problem he/she has. Give him/her some advice.

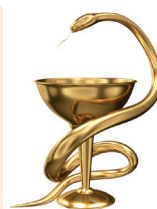


### USEFUL LANGUAGE

effective  
ineffective  
helpful  
important

ginger tea  
berry jam  
Vitamin C

stay in bed  
walk in the open air  
take a medicine/a painkiller



- 6 **PW.** Discuss the questions.

- Do most people you know prefer alternative or modern medicine?
- Which one do you prefer and why?



7

**GW.** Look at the pictures of different types of alternative medicine and discuss the questions.

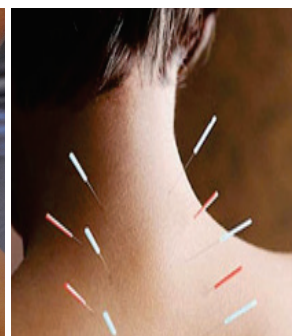
- Have you tried any of them?
- Do you think alternative medicine is effective?



*herbal therapy*



*massage therapy*



*acupuncture*



*aromatherapy*



*leeches therapy*



*cupping*

8

**IW.** Read the text about acupuncture on the next page and match the headings to the paragraphs. There is one extra heading.

- Who uses acupuncture?
- What are the risks?
- What is acupuncture?
- What is the history of acupuncture?
- What can acupuncture be used to treat?
- Who are acupuncturists?

1. Acupuncture is based on the idea that energy flows through the human body along 12 lines. These lines end up at organs in the body, and illness is the result of a **blockage** of the energy flow to these organs. To remove the blockage, an acupuncturist puts needles into the body at points along the lines. This raises the level of energy and the patient becomes healthy again.

2. Traditional Chinese medicine has been practised for around 3,000 years in the Far East, but is relatively recent in the West, and acupuncture only really became well known in the West in the 1970s as people began to travel more frequently between the two areas of the world.

3. In the Far East, acupuncture is used to treat a wide range of health problems. In the West, the treatment is often used to **relieve** headaches, toothache, and back pain, and to treat depression, asthma\*, stress, high blood pressure, and anxiety\*.

4. Many sportspeople have experimented with acupuncture when they get **injured**. Martina Hingis, the famous tennis player, cured his wrist injury through this treatment, and English Premier Division football club **employs** an acupuncturist to keep its team in good physical condition. The Queen of the United Kingdom is also interested in acupuncture, but she doesn't use the treatment herself – she and many of her family members use other types of alternative treatment to keep them healthy.

5. Finally, if you do decide to visit an acupuncturist, it is important that you check that they are qualified. In the past, some people have experienced allergic\* reactions and broken needles.

**9 IW. Match the boldfaced words in the text to their definitions.**

- a) to give work to someone
- b) to cause pain to become less
- c) physically harmed
- d) something that stops something else passing through



**INTERESTING TO KNOW!**

Deadly nightshade is a highly poisonous plant that was often used in small amounts as a medicine. The tomato is its close relative.



**10 GW. Project: Do research on a different type of alternative medicine. Write an informative paragraph about it.**

*\*asthma – a condition of difficulty in breathing*

*\*anxiety – a feeling of worry*

*\*allergic – relating to allergy*



## Lesson 2

## Take Care Of Yourself!

- 1 **PW.** Look at the pictures and say how important these activities are for staying healthy.



- 2 **PW.** Read the statements below. Do you agree or disagree? Why?

- Young people are naturally fit and healthy and they don't need much exercise.
- Eating fast food is OK if you don't eat it every day.
- Teenagers don't have enough time to do sports because they have too much homework.

- 3 **IW.** Look at the picture and the title of the text. What do you think the phrase "a couch potato" means?



**4 IW. Read the first two paragraphs and check your answers.**

**A Generation of Couch Potatoes**

Lots of teenagers have posters of their sports hero on their bedroom wall. But do they follow the healthy examples set by these athletes? British parents are worried that young people are not as **fit** and healthy as in the past. Why is this?

According to the British Heart Foundation, 13 to 15 year olds are spending too much time doing **sedentary** activities such as watching TV or playing computer games. A special report describes a generation of couch potatoes, young people sitting around at home, growing up in their bedrooms, travelling by car and they are in serious danger of heart disease as they get older. Is this their **fault**? Are young people lazy?

Many parents don't allow their children to play outside or walk to school by themselves. "I ring my Dad on my mobile and he picks me up from the station. It's a 10 minute walk from home, but he thinks it is dangerous," says 14-year-old Carrie. Some teenagers **blame** their **overprotective** parents for making them unhealthy. It is certainly becoming more difficult to encourage young people to have an active life and protect their hearts. In recent years, schools have spent less time on sports. "My mum did lots of hockey and netball at school, but we didn't have time for that this year because we had so many exams to prepare," says Ben, 16.

**5 IW. Read the text again and decide if the sentences are True or False.**

1. Both British teenagers and their favourite sportsmen are healthy.
2. A generation of couch potatoes spend more time in the open air.
3. Most parents are worried about the safety of their kids.
4. In the past, school kids did a lot of sport at school.

**6 IW. Match the boldfaced words in the text to their definitions.**

- a) spending much time seated
- b) wishing to protect someone too much
- c) a mistake
- d) in good health
- e) to say that someone did something wrong

**7 GW. What can you/parents/school do to encourage healthier lifestyle at home and at school? Make a list of ideas and present them.**



**USEFUL LANGUAGE**

I believe that ...  
To start with, ...

If you ask me, ...  
To sum up,...



- 8 **GW.** Describe the picture. Do you feel positive or negative about the future? Why?



- 9 **PW.** Read people's predictions about the future.  
Do you agree or disagree?

- a) In a hundred years, diseases that kill people today will be cured.
- b) Air travel will be more affordable\* and most families will be able to travel abroad even every weekend.
- c) Most of the energy will come from the sun, not oil.
- d) Most families will own a robot. Some robots will have rights, such as the right to own a property.
- e) The earth will be overpopulated and we will have to live under water.
- f) The natural resources on the earth will be exhausted and we will have to abandon the planet.
- g) People will be able to record and replay their memories.
- h) Wars will be fought by remote\* control through digital way.

- 10 **PW.** Look at the underlined sentences in exercise 9 and complete the rule.

**Rule:**

We form the future passive with: subject + \_\_\_ be + past participle.

- 11 **IW.** Make future passive sentences using the words in the table.  
Sample: My friend will be given a prize by our principal tomorrow.

<i>next year, next week, soon, in 30 years, tomorrow, tonight</i>	<i>all the work, English, modern digital libraries, new universities, modern technology</i>	<i>open, give a prize, do, speak, build, use</i>	<i>by the principals, by teachers, by the machines, by people</i>
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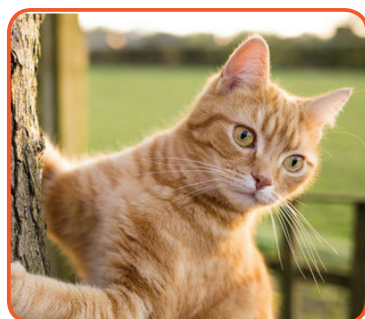
\*affordable – inexpensive

\*remote – far apart

## Lesson 3

## The Best Home For Animals

- 1 **CW.** Discuss what role each animal in the photos plays in our lives and how these roles benefit people.



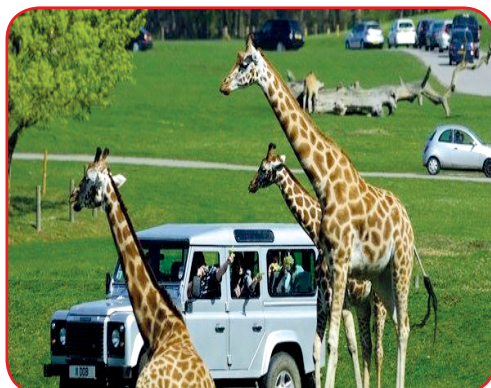
### INTERESTING TO KNOW!

One type of ant travels as an army. Millions of army ants move in lines that look like rivers of ants! These ant armies weigh so much that they can knock over trees and even bring down large animals, which they then eat.



**2 IW. Read the text and complete it with the missing phrases (a-g). One phrase is extra. There is an example at the beginning.**

- a) *from all over the world* (0)
- b) it opens at Easter each year
- c) only an hour away from the centre of London
- d) because animals live in cages
- e) there is a children's playground
- f) as you drive round the park
- g) and to protect the animals



An interesting place to visit while you're staying in England is Woburn Safari Park. This is a place where you can see exciting wild animals 0) a, but it's not a zoo because the animals do not live in cages. The animals are actually living in a large piece of English countryside, **1) xxx**, and about the same distance from the country's second city, Birmingham. Woburn Safari Park is a great place to go for a day out because you can see lots of exciting animals **2) xxx**. And you're not taken round in a coach, you can actually take your own car around a special route that takes you to the parts of the park where the animals live. There are animals from all over the world, including lions and tigers, giraffes, elephants, and monkeys.

There are some rules, of course, both for your own safety **3) xxx**. You can't walk around the park, for instance, and you have to keep your doors and windows closed at all times. Oh, and you're not permitted to have picnic in the area where the animals live. So if you're interested in visiting the park, **4) xxx**, usually around the beginning of April and you can visit until October, 30. August is the busiest time, of course, and you might see more people than animals if you go then, but May or September are good months to visit the park.

And when you've completed your tour of the Safari Park, there are other things to do at Woburn. For young people, **5) xxx** and an education centre which has information about the animals. And everyone will enjoy visiting the gift shop where you can buy all sorts of interesting souvenirs of your visit.

**3 IW. Write a paragraph about one of the topics below.**

- Animals should be kept in Zoos.
- Animals should be kept in Safaris.

**4 IW. Read the story and choose the best title.**

- A. A tiring experience
- B. The best safari tour
- C. A lucky day

It **had** always **been** our dream to travel to southern Africa, and we **had made** a lot of plans for our trip. I wanted to take a lot of wildlife photographs, so my friend recommended me to take two cameras. When we arrived in Namibia, I saw that I **had lost** one of the cameras. Luckily, I found it later.

The next day, we started out on our safari with a tour. By the end of our tour, we **had seen** some amazing things. One time, when we stopped to take pictures, we were only a few feet away from a cheetah. Amazing!

We didn't bother animals at night. However, we heard their various calls and other noises outside our tent every night. At first, I was afraid of the sounds, but not by the end of the trip. It was really the most incredible\* trip I **had** ever **taken**.

**5 IW. Look at the underlined words in the text and complete the rules.**

**Rule:**

*We form Past Perfect with: subject + \_\_\_\_ + past participle.*

*In negatives: subject + \_\_\_\_ not + past participle.*

*In Yes/No questions: \_\_\_\_ + subject + past participle?*

*Yes, I \_\_\_\_\_. No, I \_\_\_\_\_.*

The Past Perfect is used to show that one action or event happened before another past action, event, or time.



When we **arrived**, I saw that I **had lost** one of the cameras.  
past action                      earlier past action

**6 IW. Read the sentences.**

**What happened first? What happened second?**

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

\*incredible – unbelievable



**7 IW. a)** Complete the conversation with the words in parenthesis. Use the Simple Past or the Past Perfect.

**Deb:** So tell me, why (1) **xxx** (you/decide) to go on a safari tour?

**Joe:** Because it was my dream and something I (2) **xxx** (always/want) to do.

**Deb:** How long (3) **xxx** (the tour/last)?

**Joe:** Seven days.

**Deb:** (4) **xxx** (you/go) alone?

**Joe:** No, I didn't. I went there with my friend.

**Deb:** (5) **xxx** (your friend/ever/be) on a Safari tour before?

**Joe:** No, never.

**Deb:** (6) **xxx** (you/feel bored)?

**Joe:** No, not at all. It was fun. By the time the tour was over, I (7) **xxx** (make) a lot of friends.

**IW. b)** Read the conversation with a partner paying attention to intonation.

**8 GW.** Imagine that you are back from a tour and it's the most adventurous experience you have ever had. Make up a story about what happened to you during the tour. (Use the Past Simple and the Past Perfect).



## USEFUL LANGUAGE

The most exciting experience I've ever had was when I ...

It was awesome/ great fun/incredible, but I ...

I was scared, ...

I travelled to ...

I climbed a tree/ a cliff/ a mountain ...

Suddenly/Luckily/Unfortunately/In the end, I ...



## Lesson 4

## Where Are the Trees?

### 1 IW. Discuss the questions.

- *Why are trees important?*
- *What will happen if people continue destroying forests?*

### 2 IW. Read the text and say what it is mainly about.

A) Rainforests B) Pollution C) Plants

1. Have you ever entered a tropical rainforest? It's a special, dark place completely different from anywhere else. A rainforest is a place where the trees grow very tall. Millions of kinds of animals, insects, and plants live in the rainforest. It is hot and humid in a rainforest. It rains a lot in the rainforest, but sometimes you don't know that it's raining. The trees grow so closely together that rain doesn't always reach the ground.

2. Rainforests make up only a small part of the Earth's surface, about six percent. They are found in tropical parts of the world. The largest rainforest in the world is the Amazon in South America. The Amazon covers 1.2 billion acres, or almost five million square kilometres. The second largest rainforest is in Western Africa. There are also rainforests in Central America, Southeast Asia, Northeastern Australia, and the Pacific Islands.

3. Rainforests provide us with many things. In fact, the Amazon Rainforest is called the "lungs of our planet" because it produces twenty percent of the world's oxygen. One fifth of the world's fresh water is also found in the Amazon Rainforest. Furthermore, one half of the world's species of animals, plants, and insects live in the Earth's rainforests. Eighty percent of the food we eat first grew in the rainforests. For example, pineapples, bananas, tomatoes, corn, potatoes, chocolate, coffee, and sugar all came from rainforests. Twenty five percent of the drugs we take when we are sick are made of plants that grow only in rainforests. Some of these drugs are even used to fight and cure cancer. With all the good things we get from rainforests, it's surprising to find that we are destroying our rainforests. In fact, 1.5 acres\*, or 6,000 square metres of rainforest disappear every second. The forests are being cut down to make fields for cows, to harvest the plants, and to clear land for farms. Along with losing countless valuable species, the destruction of rainforests creates many problems worldwide. Destruction of rainforests results in more pollution, less rain, and less oxygen for the world.



\**acre* – an area of land measuring 4,047 square metres



**3 IW. Read the text again and choose the best option.**

**1. One of the sentences is TRUE.**

- A. It never rains in the rainforests.
- B. It has a rich variety of flora and fauna.
- C. It is difficult to reach the rainforests.

**2. One of the sentences is FALSE.**

- A. There aren't many rainforests in the world.
- B. The largest rainforests are in America and Africa.
- C. Rainforests cover 5 million square kilometres.

**3. The underlined pronoun "it" in paragraph 3 refers to... .**

- A. our planet
- B. Amazon rainforest
- C. world

**4 IW. Read paragraph 3 and answer the questions.**

- 1. What do we get from the rainforests?
- 2. Why are the rainforests destroyed?
- 3. What problems does the destruction of rainforests cause?



**INTERESTING TO KNOW!**

Rainforests are being cut down or burned at an alarming rate. Scientists estimate that every day a rainforest the size of New York City is lost.

**5 PW. Discuss the questions.**

- Would you like to visit a rainforest? Why/Why not?
- What can the government do to help save rainforests?
- How can we personally save forests?



- 6 **PW.** You are going to listen to one part of a song by Michael Jackson. Below are the pictures taken from the video clip. Describe the pictures. What do you think the song will be about?



- 7 **IW. Track 9 a.** Now listen to the song and check your predictions.
- 8 **IW. Track 9 a.** Listen to "The Earth song" and fill in the gaps.

What about sunrise  
 What about 1) **xxx**  
 What about all the things  
 That you said we were to gain ...  
 What about killing 2) **xxx**  
 Is there a time  
 What about all the things  
 That you said was yours and mine...  
 Did you ever stop to notice  
 All the blood we've shed before  
 Did you ever stop to notice  
 The 3) **xxx** Earth the weeping shores?

What have we done to the world  
 Look what we've done  
 What about all the 4) **xxx**  
 That you pledge your only son  
 Did you ever stop to notice  
 All the children dead from 5) **xxx**  
 Did you ever stop to notice  
 The crying Earth the weeping shores  
 I used to dream  
 I used to glance beyond the 6) **xxx**  
 Now I don't know where we are  
 Although I know we've drifted far.

- 9 **GW. Track 9 b.** Write your own lyrics to the music of "The Earth Song" promising what you will do to save the Earth. Then sing your own song "Promise to Earth".

## Progress Portfolio

### 1 Fill in "Your Overall Project" ✓

Self-Assessment:

A-always B-sometimes C-seldom D-rarely

	A	B	C	D
I can ...				
• speak about nature, natural medicine and health with classmates.				
• identify the main idea of the text.				
• participate in discussions on a healthy life and nature.				
• make future passive sentences using the words.				
• write a story about a tour.				
• actively do research on new or unknown information.				
• make up sentences using the correct tense form.				
• make plans/promises on nature, rainforests, animals.				
• complete the conversation with the words.				
• write a paragraph about forests.				

### 2 Complete the sentences with the Past Simple or the Past Perfect.

1. When I **xxx** (see) him, I understood that I **xxx** (meet) him before.
2. He **xxx** (not have) enough money for food because he **xxx** (buy) many clothes.
3. The meeting **xxx** (already/start) when I **xxx** (arrive).
4. The car **xxx** (break) down because I **xxx** (forget) to put oil in.
5. She **xxx** (go) to England last month. Before that she **xxx** (never/be) outside Azerbaijan.

### 3 Complete the sentences with the words/phrases from the box.

*a sore throat*  
*a painkiller*

*sedentary*  
*blame*

*overprotective*  
*endangered* *fault*  
*fit*

1. It is not my **xxx** that you failed the course.
2. She couldn't speak because she had **xxx**.
3. Don't **xxx** me! It is not my mistake.
4. He goes swimming, so he is very **xxx**.
5. It is important that we protect **xxx** animals.
6. He avoids **xxx** activities like watching TV or working on the computer.
7. His parents are **xxx**. He is 17 years old, but they never let him go out alone.
8. Take **xxx** if you have a headache.

## Reading Comprehension and Writing

### 4 Read the article. What is it mainly about? Choose the best option.

- A. The Caucasian Leopard
- B. Adrian Stern
- C. Endangered animals

In 2016 Nat Geo Wild TV Channel prepared a documentary about the Caucasian leopard. Photographer and director Adrian Stern conducted an expedition in Azerbaijan to film the Caucasian leopard, which is endangered.

In a 44 minute film made in Azerbaijan, Adrian Stern travelled to our country together a group of experts. The group included an African pathfinder, a Russian scientist, and a local leopard-man, Babakhan.

In the film Adrian Stern says that it was his first trip to Azerbaijan and the modern outlook of its beauty made a good impression on him. "I had heard nothing about Azerbaijan before my visit. People say that endangered leopards of Europe live in this country. I am hopeful that local people will help me to find the leopards," said Adrian Stern. The cameras had been fixed in various locations in Hirkan Park and the team could get some pictures of the Caucasian leopard in the end. The crew had the meeting with Leyla Aliyeva, the founder and the head of **IDEA** (International Dialogue for Environmental Action) and they were informed about the work that IDEA does to restore the leopards' population. "Leopard is a priceless treasure of our country. With the help of IDEA, we can protect leopards and involve other countries and organisations in their protection. Our primary goal is to rescue these leopards," said Leyla Aliyeva.





**5 Read the text again and choose the best option.**

1. The main purpose of the expedition was **xxx**.  
A. to learn about endangered animals  
B. to make a program about an animal  
C. to get information about Azerbaijan
2. In the expedition, Adrian was accompanied by **xxx**.  
A. international people  
B. a man from Azerbaijan  
C. both of the above
3. Before Adrian came to Azerbaijan, **xxx**.  
A. he knew a lot about it. B. he had no information about it  
C. he had a little information about it
4. At the end of the expedition, the team **xxx**.  
A. reached its aim  
B. was unsuccessful  
C. fixed the broken cameras
5. IDEA wants **xxx**.  
A. to protect other countries  
B. to save endangered leopards  
C. to send leopards to other countries

**6 Look at the pictures of the activities that IDEA carries out in Azerbaijan. Describe them and say why these activities are important for Azerbaijani people.**



Renovating courtyards



Supporting young sportsmen



Keeping beaches clean



Protecting endangered animals



# UNIT 5

## ENVIRONMENT

### Lesson 1

### Have A Better Environment!

- 1 **PW.** Look at the pictures and discuss what danger these things cause to the environment.



*Sprays*



*Loss of natural resources*



*Smoke from factories*



*Cars fumes*



*Chemicals in farming*



*Rubbish*

- 2 **IW.** Read the text and guess the meaning of the word "pollutant".

#### Environmental problems

There are a lot of environmental problems nowadays mainly because of pollution. It is the presence of harmful pollutants in the air, the water and the **soil** that damage our **surroundings**.

The **emissions** from industries and motor vehicles are the main causes of air pollution. They have a negative effect on the atmosphere that is **precious** for all human beings. Besides this, simple things that we do at home, like using aerosols damage the ozone layer, which protects life on Earth from ultraviolet radiation. Not only the air but the water and the soil are also polluted. Domestic **waste**, industrial waste from factories and **toxic** chemicals used by farmers are the main causes of water and soil pollution. We should take care of our planet and stop polluting the environment!

**3 IW. Read the article again and answer the questions.**

1. What are the main pollutants of atmosphere?
2. Why are aerosols harmful for the environment?
3. What is the function of the ozone layer?
4. What pollutes the water and the soil?

**4 IW. Match the boldfaced words in the text to their definitions.**

- |                                  |   |
|----------------------------------|---|
| a) things that people throw away | d) what plants and trees grow in; earth |
| b) everything around you         | e) poisonous                            |
| c) very valuable                 | f) harmful gases                        |

**5 PW. Complete the sentences with the boldfaced words from the text.**

1. Clean water is **xxx** in some African countries.
2. Plants don't grow in this **xxx**.
3. New laws are aimed at reducing car **xxx**.
4. The fumes from this chemical are very **xxx**.
5. All animals should live in their natural **xxx**.

**6 PW. Discuss the questions.**

- Which of the environmental problems mentioned in the text do you have in your city/town?
- Why do you think we have these problems in Azerbaijan?
- What can we do to protect Azerbaijan from pollution?

**7 IW. a) Read the facts and answer the questions.**

**The plastic bag problem**

- The world uses 1 million plastic bags per minute.
  - There is an area in the Pacific Ocean filled with waste plastic as big as 5 million square kilometres (more than twice the size of the USA). Millions of sea animals die when they eat plastic, become caught in it, or feed it to their young.
  - Plastic bags can now be found in all parts of the world, from the top of Mount Everest, to the bottom of the oceans, and the deserts of Mongolia. Each plastic bag takes more than 1,000 years to decompose\* and never completely disappears.
1. Why does the problem exist?
  2. What should we do to solve the problem?
  3. Do you think we will still have this problem in 50 years?



*\*decompose – to break down into small pieces*

**PW. b)** Look at questions 1-3 in 7a. Share your opinions with your partner. Use the phrases in the Useful Language box.



### USEFUL LANGUAGE

In fact...

I hope...

I wish

I don't think ...

Actually, ...

In my opinion, ...

8

**PW.** After a long day, the friends got to their favourite campsite\* They wanted to stop for the night, but they couldn't. Look at the picture and write the answer to the question.

- What had happened before they came to the forest?



9

**IW.** Read the conversation and check your predictions.

**Agil:** We can't stay here. How dirty the place is! We'd better look for somewhere else to stay.

**Aydan:** Look at the fish in the river. What polluted water! We would rather not drink it!

**Fidan:** Do you see litter under the tree?

**Shahin:** Oh, disgusting! I would prefer to stay somewhere cleaner.

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

**Lamiya:** Be careful! There are a lot of broken glass bottles too.

\*campsite – a place where people can stay in tents

**10 IW.** Look at the boldfaced phrases in the examples and match them to their meanings.

1. **We'd better** look for somewhere else to stay.
2. **We would rather** not drink it!
3. **I would prefer** to stay somewhere safer.
  - a. to say what you want in a particular situation
  - b. it is advisable to do it/not advisable to do it

<b>would prefer+to</b> <i>to say what smb wants in a particular situation</i>	<b>would rather (X)</b> <i>= would prefer+to</i>	<b>had better (X)</b> <i>= it's advisable to do it</i>
I <b>would prefer</b> = I'd <b>prefer</b> ▪ I'd <b>prefer</b> to help them.	I <b>would rather</b> = I'd <b>rather</b> ▪ I'd <b>rather</b> go on foot.	I <b>had better</b> = I'd <b>better</b> ▪ I'd <b>better</b> join the Green Company.

**11 IW.** Complete the sentences with prefer, rather or better.

1. People would **xxx** not throw litter in the streets.
2. I would **xxx** to live in the countryside and grow my own vegetables.
3. You'd **xxx** turn off the light when you leave the room.
4. We would **xxx** use fewer plastic bags.
5. The farmers had **xxx** not use chemicals to kill insects.

**12 GW.** What would you prefer to do and what advice would you give in the following situations? Discuss using had better, would prefer or would rather.

**Example:** If you see someone throwing litter in the street, you say,

"You'd better throw it in the rubbish bin".

If you see someone cutting down a tree, **xxx**

If someone leaves a tap on while brushing their teeth, **xxx**

If you see someone using aerosol, **xxx**



**13 IW.** Write a short paragraph about some effective solutions to pollution problems that you discussed in exercise 2.



**USEFUL LANGUAGE**

In order to solve this/these problem(s)...

A thing we can do is...

One solution is ...

The second/third/final solution is ...

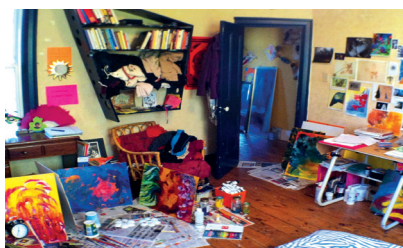
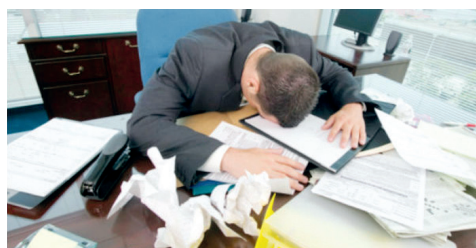
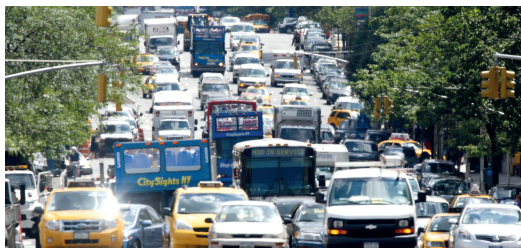
In order to overcome this/these problem(s)...



## Lesson 2

## Don't Waste Your Waste!

- 1 **GW.** Look at the pictures and say what should be done to solve these problems.



- 2 **PW.** Match the words to their definitions.

- |            |   |
|------------|---|
| 1. Reuse   | a) make something less or smaller in size, quantity and price |
| 2. Recycle | b) use something again  |
| 3. Reduce  | c) use/treat things so that they can be used again            |



### INTERESTING TO KNOW!

#### Aluminum Cans

When you recycle just one aluminum can, you save enough energy to power a 100-watt light bulb\* for 20 hours or to listen to a full album on your iPod.

#### Plastic Bottles

In an average year, over 3,5 billion pounds of plastic bottles are produced in the United States. If all of them had been recycled, the resulting material could have been used to create 22 million size XL T-shirts.

\*light bulb – an object that produces light



### 3 IW. Read the text and find how many tips there are.

#### The three Rs of the environment

People everywhere in the world produce a lot of rubbish, but there is not enough space, and **landfills** are filling up quickly. If we want to save our planet, then the three Rs are **essential** for learning how to deal with the waste we produce. The three Rs are reduce, reuse and recycle. Here are a number of tips on what you can do to save the environment.



#### Recycle

Recycling is a process that makes it possible to create new products out of old ones. Paper, aluminium, glass and plastic can often be recycled. Glass has been used for thousands of years and is quite easy to recycle. Aluminium can be repeatedly recycled quickly and easily. Paper is recyclable, but it cannot be recycled forever. The small **fibres** in paper **eventually** become very weak, so they can't be recycled into good paper anymore. Also, not every type of paper is recyclable as some high-quality paper is too expensive to recycle.

#### Reduce

A good place to start is by buying things that don't have a lot of **packaging**. Then there are things you may not use very often, so you might as well borrow them from someone instead of buying them. Nowadays, newspapers can be read online, so buying the paper edition is not necessary. It is the same for emails and as a result, it is usually not necessary to print them out. The use of electricity can be greatly reduced by, for example, turning off lights that are not used.

#### Reuse

When you go shopping, refuse plastic bags and bring a bag with you instead. Reusable bags are more **durable**. If you prepare your lunch at home, put it in a plastic lunch box instead of plastic bags, as you can use the plastic box not just once. If you have clothes that are still in good shape, give them to someone who needs them rather than throwing them away.

### 4 IW. Read the text again and decide if the sentences are True, False or Not Given.

1. It's not possible to recycle aluminium over and over again.
2. Empty plastic bottles are much easier to recycle.
3. Plastic boxes can only be used once.
4. The author suggests borrowing certain items rather than buying them.
5. Used clothes can be donated\*.

**5 IW. Match the boldfaced words in the text to their definitions.**

- a) lasting long
- b) finally
- c) very necessary
- d) a place where rubbish is buried
- e) thin thread-like parts of plants
- f) boxes, bottles, plastic used for wrapping things you buy

**6 IW. Find which one of the three Rs it is: reduce, reuse or recycle.**

- 1. Repair things when they break. **reduce**
- 2. Make things from waste. **xxx**
- 3. Use a water bottle again. **xxx**
- 4. Don't buy too many new things. **xxx**
- 5. Make new paper from old used paper. **xxx**

**7 IW. a) Fill in the chart answering the questions.**

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

**GW. b) Compare your answers in the groups.**

**8 IW. Read the text and find out what sources of energy are mentioned.**

Energy is very important in modern life. It can change the temperature, shape, speed or direction of an object. We use energy to transport people and products from place to place, **heat** and cool our homes, cook, give light and so on. Most energy nowadays comes from petroleum\*-coal and natural gas. But these will not last forever and these kinds of energy **cause** pollution. Scientists should find new **sources** of energy to use in the future that won't harm the environment. **Solar** power is a way of using the sun's energy as heat or to make electricity. We can also use wind-power by building modern **windmills** that spin in the wind. There are several types of water-power: river water in mountainous areas and sea water flowing in and out with the **tides** can be used to produce hydroelectric power.



\*petroleum – dark oil found under the earth surface

**9 IW. Read the text again and choose the correct option.**

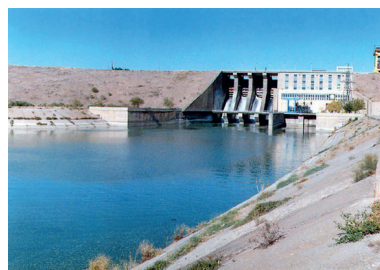
1. Energy can change...
  - a. climate
  - b. speed
  - c. objects
2. Most energy is produced from...
  - a. new sources
  - b. traditional sources
  - c. old and new sources
3. Energy does not come from...
  - a. rivers
  - b. wind
  - c. mountains
4. Which source of energy does not damage the environment?
  - a. wind
  - b. natural gas
  - c. oil
5. Hydroelectric power is energy produced from...
  - a. wind
  - b. oil
  - c. water

**10 IW. Match the boldfaced words in the text to their definitions.**

- a. a building with long pieces of wood on the outside which turn around as the wind blows and provide energy for a machine
- b. a person, place, or thing that provides something that you need or want
- c. warmth or the quality of being hot
- d. coming from the sun
- e. the regular change in the level of the sea on the shore
- f. to make something happen, usually something bad

**11 PW. Discuss the questions.**

- Does Azerbaijan need a lot of energy?
- What is the most important source of energy in Azerbaijan? Why?
- Does Azerbaijan use any new sources of energy? Which ones?
- What will happen if energy finishes?



**12 IW. Complete the sentences with the correct words given in the box.**

windmills      landfill      durable  
packaging      source      tide      heat

1. The local people in Baku get out of the city to escape the summer **xxx**
2. This bag is made from a very **xxx** material
3. **xxx** work only when the day is windy
4. All this unnecessary **xxx** creates so much waste
5. Oil industry is the main **xxx** of income for Azerbaijan
6. The boat was swept out to sea by the **xxx**
7. Many tons of waste go into the **xxx** each month

**13 PW. Make up a conversation using the prompts below.**

**Student A**

You believe in recycling and doing all in your power to help the environment. Your friend is totally against recycling because she/he thinks it's all a lie, that nothing will help the environment and it is just another way to make you pay more for energy and ecologically friendly gadgets. Give some arguments in favour of recycling and reusing.

**Student B**

You believe that recycling is a lie and that nothing will help the environment and it is just another way to make you pay more for energy and ecologically friendly gadgets. Your friend is caring a lot about the environment and will try to convince you to look after the environment.

**14 GW. a) Discuss helpful and harmful effects of people's activity on the environment.**

**b) Present your ideas to the other groups.**



**15 IW. Write a paragraph about the following topic: "People should start using alternative sources of energy".**

## Lesson 3

## Let's Save Our Beaches!

- 1 PW. Look at the picture and discuss the questions.



- What do you see in the picture?
- Why do you think some beaches are in this condition?
- How do you think we can save beaches?

- 2 IW. Read the text and match the headlines A-E with the paragraphs 1-5.

- A. No more plastic bottles
- B. Getting involved
- C. Reducing energy you use
- D. Picking up your rubbish
- E. Number one litter



### *Tips for saving our beaches*

We all like to **head** to the beach for vacation because sometimes there's nothing better than relaxing on warm sand and swimming in the sea. But the next time you plan to enjoy the beach, you can play a part in keeping it clean and healthy for years to come. Here are several ways you can help protect the earth's precious beaches.





1. **xxx** Reduce the effects of climate change on the sea and ocean by leaving the car at home when you can and being attentive to how much energy you use at home and work. A few things you can do to get started today: **switch** to energy saving light bulbs and take the stairs instead of taking a lift.
2. **xxx** It is a very easy thing to do, but not everyone does it. When you're on the beach, pick up your rubbish and any other rubbish that is around you. This will **prevent** it from blowing into the water and help to keep the **coastlines** looking good!
3. **xxx** Plastic bottles do not only stick around forever in landfills. They also often end up on our beaches and in the sea where they harm birds and sea animals. Using a sports bottle or any other reusable containers will help **eliminate** this.
4. **xxx** First of all, it is bad for your health and the health of those around you. It's also the number one piece of rubbish found on the beach. Keep your coastlines clean and enjoyable for others. Ask smokers to throw their cigarette ends into rubbish bins!
5. **xxx** Join organizations which work to protect seas, oceans and beaches and do your part to clean up our beaches! Find a national organization and **volunteer** for work. If you live near the coast, join up with a local branch or group and get involved in projects close to home.

### 3 IW. Read the text again and answer the questions.

1. What can we do to save the sea and ocean?
2. What are the negative effects of plastic bags on the beaches?
3. What can be used instead of plastic bottles?
4. What is the most common rubbish found on the beach?

### 4 IW. Match the boldfaced words in the text to their definitions.

- a) to offer to do something without being made to do it
- b) to remove completely
- c) a piece of advice
- d) the land along the coast
- e) to stop something from happening
- f) to go somewhere
- g) to change from one thing to another



### 5 PW. Discuss the questions.

- Do you have beaches in Azerbaijan? Are they clean?
- What do you do to save them?
- What other tips to save the beaches can you suggest?

**6 PW. Look at the pictures and discuss the question.**

What negative effects can oil spills have on the water and beaches?



**7 PW. Discuss the questions.**

- What do you know about Neft Dashlari (Oil Rocks)?
- What is it famous for?

**8 IW. Read the text and say why Neft Dashlari is important.**

**The City on the Sea**

Neft Dashlari is the first oil platform in the world and it's situated in the territory of the Caspian Sea, 100 km away from Baku and 55 km from the nearest shore.

In 1949 a **unique** oil **deposit** was discovered under the Caspian Sea. The field was named Oil Rocks. The name Oil Rocks is historically **significant**.

Long before the discovery of the underwater oil deposit, scientists noticed black rocks in the Caspian Sea that were covered by a thin layer of oil. For this reason, the area was first named Black Rocks. However, after detailed research, scientists described the place as Oil Rocks.

The discovery of oil in Neft Dashlari was a **milestone** in the development of the country's oil industry. New Azerbaijan is now established as one of the oil centres of the world and an **artery** in the flow system through Asia, the Caucasus and Europe. Since the signing of the Contract of the Century in 1994, Azerbaijan has achieved significant success from **implementation** of the new oil policy. One of the famous adventures of James Bond – “The World is Not Enough” (main parts of the movie) was filmed in Neft Dashlari.



**9 IW. What is the significance of these numbers in the text?**

Sample: Neft Dashlari is 55 km away from the nearest shore.

55

1949

1947

100

1994

**10 IW. Read the text again and answer the questions.**

1. What was the first name of Oil Rocks?
2. Why was it renamed Oil Rocks later?
3. After which event did the oil industry start developing in Azerbaijan?
4. Why is the Contract of the Century important for Azerbaijan?
5. Was the whole film “The World is Not Enough” made in Neft Dashlari?

**11 IW. Match the boldfaced words in the text to their definitions.**

- a) a layer of a metal or oil that has formed in soil or rock
- b) an important event/achievement in the history
- c) very important
- d) carrying out what has been planned
- e) the only of its kind
- f) an important road

**12 PW. Discuss the questions.**

- Have you ever visited Oil Rocks?
- Would you like to visit Oil Rocks? Why?/Why not?
- Do you know any other cities on the sea? Which?

**13 IW. Read and choose one suggestion.**

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

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

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

*suggest that the car  
should be taken to  
a carwash/do something  
else*

**14 PW. Share your opinion about the 2 beaches and say how people might feel if they go there.**



**15 IW. Imagine that you visited Neft Dashlari last week. Write a letter to your English friend describing what you saw there. Pay attention to punctuation marks.**

## Lesson 4

## A Real Geography Lesson

### 1 PW. Look at the pictures and describe them.



### 2 IW. Read the text and choose the best title.

- A) Tilly's Email To A Friend      B) Tilly's Physics Lesson  
C) The Importance Of The Classes      D) Tilly's Knowledge of Geography

Tilly Smith, a school girl from Sureey in England, is very **enthusiastic** about her geography classes. But on December 26, in 2004 Tilly discovered that geography is more than just an interesting school subject after she had come across the incident on the beach.

One day while Tilly was sunbathing in Phuket, Thailand, it seemed to her as if the sea suddenly disappeared for a moment. What was happening? While big waves were forming, Tilly and the tourists watched them. At first, they weren't afraid, but Tilly remembered her geography lessons and got **anxious**. Tilly wanted to leave the beach quickly. She remembered that they had studied earthquakes. She recognized what was happening, but the other tourists weren't moving from the beach. She was very **tense**. Tilly told her mother about tectonic plates and an earthquake under the sea. Tilly became very **upset**. In the end she was **desperate** to leave the beach with her family. Tilly's father told the other tourists about the danger. Everybody was running to the safety when the first of three tsunami waves came up the beach. The waves were destroying the small tourist centre. After the tsunami, a lot of tourists were **grateful** to Tilly for saving their lives. Her parents were **proud** that she had been attentive in her geography class. The tsunami was a terrible accident for thousands of people. But thanks to Tilly, it didn't kill or damage anybody on Maikhao beach.

### 3 IW. Read the text and decide if the sentences are True or False.

1. Tilly was at school on 26 December, 2004.
2. Tilly was worried because she understood what was happening.
3. Tilly's mum explained the situation to her.
4. Tilly told the tourists to leave the beach.
5. Everybody was running to the safety when the tsunami arrived.
6. The tsunami killed thousands of people on Maikhao beach.
7. Tilly's geography lessons helped her understand the situation.

**4 IW. Read the passage again and put the events in the right order.**

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

**5 PW. Discuss the questions.**

- How did geography help Tilly?
- In what other situations can geography help people?

**6 IW. Match the definitions 1-7 to the adjectives a-g.**

When a person ...	he/she is ...
1. thanks someone for something,	a) desperate
2. is sad about something,	b) upset
3. wants or needs smth very much,	c) enthusiastic
4. is nervous and not relaxed,	d) anxious
5. is very interested in something,	e) tense
6. is worried,	f) proud
7. feels happy about his/her achievement,	g) grateful

**7 IW. Read the sentences and choose the correct word.**

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

**8 IW. Sort out the adjectives into the right column.**

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

Positive	Negative
• helpful •	• weak •



9 IW. a) Think of a time when you felt as given below.

PW. b) Tell your partner what happened.

proud of yourself  
anxious

ashamed  
grateful to someone

upset  
frightened

10 PW. Look at the picture and discuss what in your opinion caused the destruction of the buildings.



11 IW. Read the text and answer the questions.

1. How many times did earthquake happen in Shamakhy?
2. Did the city completely disappear as a result of the earthquake?

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



12 IW. Read the text again and decide if the sentences are True or False.

1. The city was destroyed by the first earthquake.
2. No one died when the first earthquake happened.
3. After the first earthquake, Shamakhy remained the capital of Shirvan.
4. After the second earthquake, the city was rebuilt.
5. They restarted making silk in Shamakhy.

13 IW. Match the boldfaced words in the text to their definitions.

a) to die

c) to destroy

b) large

d) to return something to its earlier condition

**14 GW. Answer the questions.**

- Have you ever witnessed an earthquake?
- Do you know what other cities in Azerbaijan were destroyed by earthquakes?
- What destructions do earthquakes cause?

**15 IW. Read the passages and choose the right words.**

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



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

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



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

5. It hasn't rained for months here. The **lightening/drought** killed all the trees. The people in the village are afraid/desperate for rain.



**16 IW. Track 10. Listen to the three people. Find out which disaster each person is speaking about.**

1. Tom – **xxx**

2. Ann – **xxx**

3. Aynur – **xxx**

**17 GW. Discuss the questions.**

- Have you ever been in a disaster?
- What kind of disasters are common in Azerbaijan?
- How can natural disasters affect people?
- Do you think the Internet can help in a disaster? How?

**18 GW. Write some tips about what people should do during and after an earthquake. Pay attention to punctuation marks.**

## Progress Portfolio

### 1 Fill in My Overall Progress. ✓

Self-Assessment:

A-always B-sometimes C-seldom D-rarely

	A	B	C	D
• I can share my opinions on natural disasters/seas/beaches.				
• I can research facts on natural disasters.				
• I can participate in discussions on the protection of the environment.				
• I can talk about the importance of beaches.				
• I can write a paragraph about the protection of the environment.				
• I can talk about the new sources of energy.				
• I can identify the main idea of the text.				
• I can make questions on the environment.				
• I can talk about the role and importance of different subjects.				
• I can organize ideas into a short paragraph.				

### 2 Match the words in the box to their definitions.

*tornado hurricane thunderstorm drought*  
*tsunami lightning flood volcano eruption*

1. a very strong wind that goes quickly round in a circle
2. a storm with very strong winds
3. a sudden bright light in the sky when there is a storm
4. a long time when there is not enough rain
5. a very large wave caused by an earthquake
6. a large amount of water that covers an area which is usually dry
7. a storm in which there is thunder, lightning and a lot of heavy rain
8. an explosion of a volcano

### 3 Unscramble the words and write.

- |                     |                   |                    |
|---------------------|-------------------|--------------------|
| 1. mrots – xxx      | 2. terasdis – xxx | 3. derthu – xxx    |
| 4. gtelighnin – xxx | 5. nocavol – xxx  | 6. thgoudr – xxx   |
| 7. donator– xxx     | 8. amitsun – xxx  | 9. canerihur – xxx |

## Reading Comprehension and Writing

### 4 Complete the passages writing the verbs in brackets in correct tense forms.

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

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



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



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



### 5 Complete the sentences using the passages.

- |                                      |                                  |
|--------------------------------------|----------------------------------|
| 1. xxx sat in the tree for hours.    | 4. xxx slept in a hotel.         |
| 2. xxx spent the night in a shelter. | 5. xxx lost their new house.     |
| 3. xxx were happy to stay alive.     | 6. xxx climbed through a window. |

### 6 Make up questions and answer them. Sample:

– Why/the Superdome/to be/a bad place? – Why was the Superdome a bad place?

– The people didn't have any food or water and the conditions were awful.

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



# UNIT 6

## WONDERS OF THE WORLD

### Lesson 1

### The Seven Wonders of the World

1 **PW.** Look at the pictures and discuss the questions.

- What are these?
- Where are they situated?
- Why are these places famous?



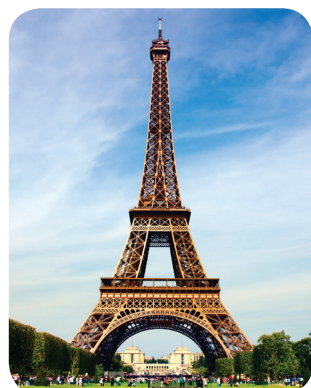
Petronas Twin Towers



The Heydar Aliyev Centre



The Channel Tunnel

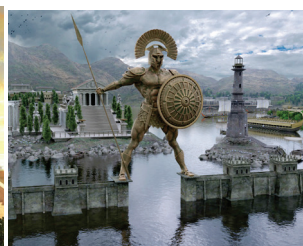


The Eiffel Tower

2 **PW.** Discuss the questions.

What wonders of the ancient world do you know?

Where were/are they located?





**3 IW. Read the text and find out how many of the ancient world wonders have survived till present days.**

In the second century BC seven buildings and works of art were so beautiful that they were considered the Seven Wonders of the World. It has been said that the Ancient Greeks were the ones to create the original list of the Seven Wonders of the World. These seven places were chosen based on many factors. They based their **selections** on religion, art, mythology, and other things they felt were important to their civilization.

1. **The Great Pyramid of Giza** is the oldest and largest of the three pyramids in the Giza pyramid complex. It is the oldest of the seven wonders and the only one that still exists. They were built as **tombs** for Egyptian kings.

2. **The Colossus of Rhodes** was a bronze statue of the Greek god of sun. It was the tallest building of the ancient world (32 metres high – about the same height as the Statue of Liberty in New York). It was destroyed in an earthquake.

3. In the 6<sup>th</sup> century BC, the king of Babylon ordered to build beautiful gardens on the roof of his palace. These were the famous **Hanging Gardens of Babylon**. According to the story, these gardens were built to please the queen who missed the green hills of her homeland.

4. **The Lighthouse of Alexandria** is also called the Pharos of Alexandria. For years, the light on its top guided the ships safely into the **harbour** of Alexandria. It was destroyed in an earthquake.

5. **Tomb of Mausolus at Halicarnassus** was situated in present day Turkey. After the death of king Mausolus, his queen ordered to build a tomb known as the Mausoleum. It was destroyed in the 15<sup>th</sup> century.

6. **The statue of Zeus at Olympia** was a **gigantic** figure, 12 metres high, seated on a golden throne decorated with **precious** stones.

7. **The Temple of Artemis or Temple of Diana** was a Greek **temple**, which was rebuilt three times. Inside the temple there were some of the finest works by Greek artists. You can see parts of the columns of the temple in the British Museum.

**4 IW. Read the text again and choose the correct option.**

1. The list of seven wonders of the world was created by **xxx**.
  - a. modern Greeks
  - b. ancient Greeks
  - c. kings
2. Which of the ancient wonders is the oldest?
  - a. The Statue of Zeus
  - b. The Pyramid of Giza
  - c. The Lighthouse of Alexandria
3. Egyptians built the pyramids as **xxx** for their pharaohs.
  - a. palaces
  - b. tombs
  - c. vacation homes
4. The Colossus of Rhodes was ruined **xxx**.
  - a. in a war
  - b. by the Greek god
  - c. by a natural disaster
5. The Hanging Gardens of Babylon were built by **xxx**.
  - a. a queen
  - b. a king
  - c. king's children
6. The Statue of Zeus was a **xxx** figure.
  - a. standing
  - b. sitting
  - c. lying

**5 IW. Match the boldfaced words in the text to their definitions.**

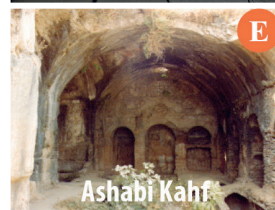
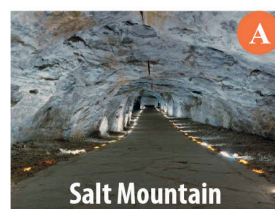
- a) costing a lot of money
- b) an area of water near the land where ships stay
- c) the process of choosing something
- d) a large stone structure where someone is buried.
- e) a building used for worship in some religions
- f) very big

**6 PW. Discuss the questions.**

- Which of the Seven Wonders of the World do you think was the most wonderful? Why?
- What ancient wonders in Azerbaijan do you know?
- What are they famous for?
- What natural wonders in Azerbaijan do you know? Where are they situated?

**7 IW. Read the passages and match them to the pictures.**

1. **xxx** is one of the most valuable natural resources of Azerbaijan. It is at the foothill of the Murov mountains. The oil is famous in the world as the exclusive means with healing properties of bone – joint, skin diseases as well as liver and rheumatic\* diseases. 2. The people of **xxx** is one of the ethnic nations of Azerbaijan. Among the ethnic minorities in Azerbaijan they are distinguished with unique ethnographic features. This village is a mountainous part with fresh air and picturesque beauty. 3. Azerbaijan's **xxx** are one of 28 sites selected for the final of the New Seven Wonders of Nature. They are a sign of the presence of oil and gas underground. This is also used in healing some diseases. 4. Azerbaijan has the highest concentration of salt. Its natural resources make 90 million tonnes. **xxx** is famous both for its pure salt and healing features in the world. 5. **xxx** is a rare sanctuary located in the natural cave between Ilandagh and Mountain Nahajir, 12 km away from Nakhchivan. It's one of the world's rare sanctuaries. 6. **xxx** is considered one of the wonders of the world. Before the religion of Islam, it was a place of religious faith and a shrine for fire worshippers.



**8 IW. Read the text again and decide if the sentences are True or False.**

1. Naftalan oil can help treat some diseases.
2. The people of Khynalyq is the largest ethnic nation in Azerbaijan.
3. The salt in Salt Mountain is not clean.
4. The Ashabi Kahf cave is located in the city of Nakhchivan.

**9 GW. a) Make a list of seven wonders of the modern world.**

**IW. b) Make a poster on a natural wonder answering the questions.**

- Where on the planet is the wonder located?
- When was it discovered?
- Why is it considered a wonder?

\**rheumatic* – relating to painful joints

## Lesson 2

## Where Leisure, There Pleasure!

- 1 **CW.** Match a country or a city to the activity. Discuss which country/city you would like to visit.

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

Spain  
Baku  
Moscow  
Egypt  
The USA  
India  
China  
Japan

- visit the pyramids
- fly over the Grand Canyon
- see Mount Fuji
- walk along the Great Wall
- see the Maiden Tower
- watch Flamenco dancing
- walk in Red Square
- visit the Taj Mahal



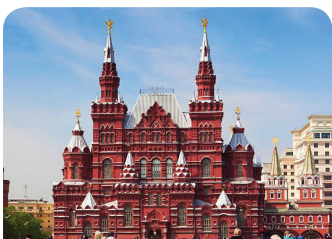
The Taj Mahal



The Grand Canyon



Mount Fuji



Red Square



Maiden Tower



The Great Wall



### INTERESTING TO KNOW!

The Lighthouse of Alexandria was so celebrated in the ancient world that pharos became the Greek word for lighthouse – as well as in many other languages including French (phare), Italian and Spanish (faro), Portuguese (farol) and even Swedish (fyr) and Bulgarian (far).

The Great Pyramid was the tallest man-made construction in the world for almost 4,000 years, until Lincoln cathedral – with its 160m spire (a tall pointed structure on the top) – was built in AD 1311.

**2 PW.** Discuss the question and match the cities to the pictures.

*What do you know about Baku, Vienna and New Orleans?*



**3 IW.** Read the text and find which city each paragraph is about.

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

■ It is the largest city on the Caspian Sea and of the Caucasus region. It is an ancient city and is located 28 metres below the sea level. The Inner City of it, along with the Shirvanshah's Palace and Maiden Tower, was **inscribed** as a *UNESCO (United Nation Educational, Scientific and Cultural Organization)* World **Heritage** Site in 2000. The city is the scientific, cultural and industrial centre of Azerbaijan. It hosted the 57th Eurovision Song Contest in 2012 and the First European Games in 2015.

■ It is the capital of Austria and it stands on the banks of the River Danube. It is the **gateway** between east and west Europe. Its music, theatre, museums, and parks make it a popular tourist centre. It has a population of over 1,500,000 and a rich history. It has been the music capital of the world for many centuries. Mozart, Beethoven, Schubert and the Strauss family all came to work there. Now it is an important cultural centre for art and the home of the world's most famous orchestra, the Vienna Philharmonic, the State Opera House, etc.

**4 IW.** Fill in the table according to the text.

What city is it?	Where is this city?	What is special about this city?	What's this city like?	What can visitors do there?
Baku	xxx	the land of fire/winds	xxx	xxx
Vienna	xxx	xxx	xxx	xxx
New Orleans	xxx	xxx	xxx	xxx



5 IW. What is the significance of these figures in the text?



6 PW. Match the boldfaced words in the text to their definitions.

- a place that allows you to reach a different place
- full of people from many different countries and cultures
- the art, traditions and buildings and society considers important to its history and culture
- someone who comes to live in a country from another country
- to write words in a book to honour something

7 IW. Choose the odd one out. Explain why it is different.

- |                                   |                                |
|-----------------------------------|--------------------------------|
| 1. cultural, industrial, carnival | 3. port, cosmopolitan, theatre |
| 2. old, ancient, modern           | 4. Vienna, Azerbaijan, the USA |

8 PW. Talk about a city/a country you have visited or would like to visit.

- Where is it located?
- What is it famous for?

9 PW. Put the sentences in the correct order in the conversation.

A: Shaig: Why?

B: Sevda: First, I'm going to Holland.

C: Sevda: Well, then I'm going to Spain to watch flamenco dancing.

*I like dancing a lot.*

D: Sevda: *I like flowers* and I want to see the tulips, of course! Haven't you heard about Tulips' Carnival in Holland? There will be *beautiful tulip arrangements which are like "tulip seas"*. The visitors love this unique flower parade. And I want to be one of the visitors.

E: Shaig: Where are you going first?

F: Shaig: Oh, yes! How wonderful! *You will tell me what Holland is like* when you come back. And where are you going after that?



**10 IW.** Read the sentences below. Is “like” used as a verb or as a preposition?

1. I like flowers.
2. There will be beautiful tulip arrangements which are like “tulip seas”.
3. You will tell me what Holland is like when you come back.
4. I like dancing a lot.

**11 IW.** The word “like” can be used as a verb or a preposition. Match the meanings to the sentences from exercise 10.

- As a verb  
to enjoy something: sentences   1   and
- As a preposition  
similar to something else: sentence         
to describe something: sentence

like as a verb	like as a preposition	Samples
<p><i>Like</i> as a verb is about pleasures and desires.</p>	<p><i>Like</i> as a preposition is about comparisons and descriptions. <i>What's it like?</i> = tell smth /smb about it, it's good or bad, big or small, old or new, etc.</p>	<ul style="list-style-type: none"> <li>▪ What's your teacher like? – She's very kind.</li> <li>▪ What was the movie like? – It was very interesting.</li> <li>▪ What's Jack like? – He is intelligent.</li> </ul>
<ul style="list-style-type: none"> <li>▪ What do you like? – I like films.</li> <li>▪ What does Jack like? – He likes watching films.</li> </ul>	<ul style="list-style-type: none"> <li>▪ What is London like? – It means “Describe London to me, because I don't know anything about it.”</li> <li>▪ Oh, it's fantastic. Or It is quite big, and it's very interesting.</li> </ul>	

**12 IW.** Complete the sentences using like or be like in the correct tense form.

1. I have never been to Baku. What xxx it xxx? – It is a beautiful city.
2. I love old buildings xxx castles and palaces.
3. I am not sure if I recognize Susan. What xxx she xxx?
4. I really xxx history.
5. What xxx your new teacher xxx?
6. What xxx you xxx doing in your free time?

**13 IW.** Write a paragraph: “The best place for summer holidays”

## Lesson 3

## Changes in the 21<sup>st</sup> Century

1 **GW.** Look, talk and compare the sentences in a Venn Diagram.

OLD

BOTH

NEW



### In the past

- People used to wear charigs.
- People used brooms to clean rooms.
- People used to have khurchuns.

### Today

- People wear different types of shoes.
- People use mobile phones, computers, iPhones, etc.
- People use vacuum cleaners to clean rooms.

2 **PW.** Discuss the questions.

- Do you think our life will change in the future?
- How will it change?

**3 IW. Read the text and say if all four children are talking about positive changes.**

A) I believe that the big changes in the 21st century will be the economic changes. In 30 or 40 years people will do business better. They'll have better homes and eat healthier food than they do today. More **goods** will be produced and so perhaps rich countries will be able to help poorer countries. I believe countries as well as people will be richer in the 21st century.

**Sam**

B) I think that one big change in the 21st century is that people will live longer because of healthier lifestyles and better health care. The **average** person will probably live to the age of 90 instead of 75 like today. I think doctors will be able to cure diseases such as **cancer** and AIDS.

**Mehriban**

C) I think that in the 21st century education and the way we study will change **due to** the development of technology. More and more people will have access to the Internet and will choose to study from home taking **online** courses.

**Fidan**

D) Technology is taking control of everything in our lives. I think in the 21st century people will become physically **passive** and will have a lot of health problems because they will not have to do anything themselves. All the work will be done by computers or other technological devices.

**Suleyman**

**4 PW. For questions 1-6, choose from people A-D. Each person may be chosen more than once.**

**Who mentions...**

- |                                   |                                |
|-----------------------------------|--------------------------------|
| 1. changes in the economy?        | 4. healthier food?             |
| 2. better medical care?           | 5. studying over the Internet? |
| 3. negative effect of technology? | 6. the help to the poor?       |

**5 IW. Read the text again and decide if the sentences are True or False.**

1. Sam thinks that poor countries won't receive any help from rich countries.
2. Mehriban thinks that people will have longer lives in the 21<sup>st</sup> century.
3. Mehriban says that doctors can cure AIDS today.
4. Fidan says that it will be impossible to get education at home.
5. Suleyman believes that people will do more physical work in the future.

**6 IW. Match the boldfaced words in the text to their definitions.**

- a) because of something
- b) a standard that is typical or usual
- c) not active
- d) a serious disease in which cells in a person's body increase fast in an uncontrolled way
- e) objects produced for sale
- f) on/over the Internet

**7 PW. Discuss the questions.**

- Whose opinion in exercise 3 do you agree with? Why?
- What big changes do you think will happen in Azerbaijan?

**8 GW. Debate on the following ideas.**

**Group A** strongly believe that life in 100 years will be better than life today. Give your reasons why you think so.

**Group B** strongly believe the opposite. Give your reasons why you think so.

**9 IW. Write a paragraph predicting what changes related to education will happen next century. Pay attention to punctuation marks.**



**INTERESTING TO KNOW!**

- PCs went by the name "Electronic Brains" in the 1950s.
- Email has been around longer than the World Wide Web.
- There are approximately 6,000 new viruses released every month.
- The 30<sup>th</sup> of November is known as "Computer Security Day".
- The original name of Windows was Interface Manager.
- The first computer was almost 2.5 meters high and weighed nearly 30,000 kg.

**Self Assessment**

**A-always B-often C-usually D-seldom**

	A	B	C	D
• I can talk about changes in the 21 <sup>st</sup> century.				
• I can match the boldfaced words in the text to their definitions.				
• I can find True/False statements according to the text.				
• I can identify the main idea of the text.				
• I can support my opinions on future changes.				
• I can write a paragraph on the topic paying attention to punctuation marks.				



## Lesson 4

## How to Cross the River?

- 1 **GW.** Look at the photos of the bridges and discuss why they are famous.



- 2 **GW.** Think of a bridge you know in Azerbaijan and discuss the following questions.

1. Where is this bridge situated?
2. What are its benefits for the community?



### INTERESTING TO KNOW!

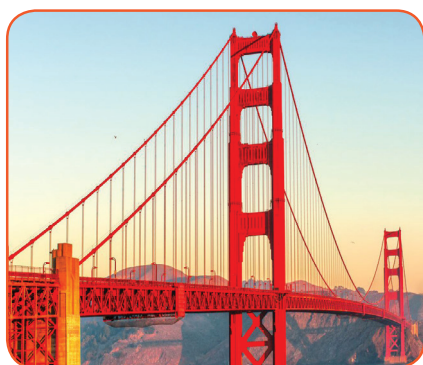
- The Zhaozhou ['ʒəʊŋzəu] Bridge is the oldest standing bridge in China and the world's oldest stone arch (curved at the top) bridge. Built in 605 AD, it is still standing strong today, over 1,400 years later.
- The Inca civilization in South America made use of rope bridges in the Andes Mountains before the Europeans colonized in the 1500's. These rope bridges through canyons allowed easy access to difficult to reach areas. While they were strong and reliable, repairing the bridges was a dangerous job that often ended in death.

**3 IW. Read the paragraphs and find out why these bridges play an important role in the human civilization.**

Turkey's Bosphorus Bridge has connected the east and the west since 1973. It is a **landmark** of the city and the main symbol in photographs of Istanbul. So, you can pick up a postcard of this bridge in any part of Turkey. You can't imagine this city without this bridge. Turkey's Bosphorus Bridge is one of the most popular bridges in the world.



**Bosphorus Bridge**



**Golden Gate Bridge**

Golden Gate Bridge is the North American **strait** that connects San Francisco Bay to the Pacific Ocean. It has been known as the **headland** of the San Francisco Peninsula and the Marin Peninsula. The bridge is one of the most internationally recognized symbols of San Francisco, California, and the USA. Tourists always come to see this bridge with great pleasure.

Pont du Gard is a three-level stone **aqueduct** that crosses the Gardon river **valley**. Pont du Gard was built over 2,000 years ago by Marcus Agrippa. It's now well-maintained and a very popular tourist attraction.



**Pont du Gard**

**4 IW. Match the boldfaced words in the text to their definitions.**

- a. a structure like a bridge that takes water across a valley
- b. a low area of land between mountains or hills, usually with a river flowing through it
- c. a famous building or object that you can see and recognize easily
- d. a narrow piece of land that sticks out into the sea
- e. a narrow area of water that joins two larger areas of water

**5 IW. Read the text without paying attention to the gaps and find out why the Kariba Dam was built.**

1) **xxx** Kariba Dam stands on 2) **xxx** Zambezi river in 3) **xxx** Africa. It was built in 4) **xxx** deep, narrow valley. 5) **xxx** dam is 128 metres high. 6) **xxx** road goes along 7) **xxx** top. More than 30,000 people lived in 8) **xxx** valley before **xxx** dam was built. 9) **xxx** new villages were built for them and they were moved to **xxx** new homes. When **xxx** dam finished in 1959, 10) **xxx** water in 11) **xxx** river started to rise. There is now a huge lake behind 12) **xxx** dam. It is called 13) **xxx** Lake Kariba and it is 240 kilometres long. 14) **xxx** thousands of animals lived in 15) **xxx** valley. When **xxx** water rose, they were trapped on 16) **xxx** little islands in 17) **xxx** lake. They were rescued by boats.



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

- The Kariba Dam is situated in America.
- More than a half million people lived in the valley.
- The construction of the dam was completed in 1950s.
- There are 240 types of animals around the lake.
- The animals were rescued by people when the water rose.

**7 IW. Do research on one of the bridges that played an important role in the history of Azerbaijan. Then make a presentation.**

**8 IW. Look at the Grammar Box and match the example sentences (1-6) below to the rules (a-f).**

- Hiking across the Rocky Mountains would be difficult.
- She lives in Florence.
- Do you know anyone who lives in the Bahamas?
- She lives near Lake Baikal.
- James is from the Republic of Ireland.
- He's just returned from Zimbabwe.



## GRAMMAR BOX

- a. Use **the** with names of geographical areas, rivers, mountain ranges, groups of islands, canals and oceans.
- b. Use **the** with countries that have plural names.
- c. Use **the** with countries that include the words "republic", "kingdom", or "states" in their names.
- d. Do not use **the** with names of countries (except for the special cases above).
- e. Do not use **the** with the names of individual mountains, lakes and islands.
- f. Do not use **the** with most names of cities, towns, streets, stations and airports.

**9 IW.** Now complete the text in exercise 5 with the or – (no article).

**10 PW.** Complete the sentences with the or – (no article).

1. I went sailing around **xxx** Lake Geneva.
2. **xxx** Danube runs through many European cities.
3. They visited a village in **xxx** Andes.
4. They went to **xxx** Philippines on their holidays.
5. Have you ever seen **xxx** Mount Fuji?
6. **xxx** Azores are a group of islands in the Atlantic.
7. **xxx** Greece gets very, very hot in the summer.
8. I've never been to **xxx** United States.
9. **xxx** Mount Everest is the highest mountain in the world.

**11 IW.** Some sentences contain mistakes in the use of articles. Find the mistakes.

1. She went to United Kingdom to study English.
2. Australia is a really enormous place.
3. The Baffin Island is part of Canada.
4. She comes from the Netherlands.
5. She always loved skiing in Alps.
6. I often go on holiday to the Canary Islands.

**12 PW.** Discuss the questions.

- Which countries do you want to visit?
- Which geographical features in these countries attract your attention?



**13 IW.** Write a paragraph describing the country you would like to visit one day.



## Progress Portfolio

### 1 Tick Your Overall Progress. ✓

Self-Assessment:

A-always B-often C-sometimes D-seldom

	A	B	C	D
• I can share my ideas on the wonders of the XXI century with my partners.				
• I can take part in discussions about bridges and their role.				
• I can participate in discussions on the ancient and recent wonders.				
• I can make up a list of old and new wonders in Azerbaijan.				
• I can write a paragraph about ancient and modern wonders.				
• I can research facts on famous bridges in the world.				
• I can identify the main idea of the text.				
• I can make plans/questions on the changes of the XXI century.				
• I can match the boldfaced words in the texts to their definitions.				
• I can organize ideas into a paragraph on inventions				

### 2 Make a list of seven wonders of the modern world. Say where they are located and explain why they should be considered wonders.

### 3 Choose the correct forms of the verbs.

1. Bosphorus Bridge *connected/has connected* east and west since 1973.
2. Thousands of animals *lived/had lived* in the valley by the time.
3. They *have built /had built* a huge bridge before we came to the village.
4. When the man returned home, his son *has gone/had gone* to bed.
5. The flat was very dirty because nobody *has cleaned /had cleaned* it for a long time.

### 4 Some sentences contain mistakes in the use of articles. Find the mistakes and correct them.

1. I've lived in the London for six years.
2. I love swimming in Mediterranean.
3. We spent our holiday on the shore of Lake Windermere.
4. Nile is a very beautiful river.
5. Golden Gate Bridge is one of internationally recognized symbols of San Fransisco.
6. Bosphorous Bridge is a landmark of a city.



## 5 Group the words and complete the chart.

*sea-gull (sea bird), float, heal, to, cure, tomb, shrine, towards, over, sanctuary, well-maintained, on, canyon, immense, strait, of, span, the, capital, cosmopolitan, perfection, with, benefit, by, have, connect, aqueduct, and, about, rescue, trap, valley, minaret, adore, themselves, precious, host, for, dam, tall, something, bank, picturesque, near, northern, commercial*

Noun	Adjective	Verb	Preposition	Other
▪ valley ▪	▪ great ▪	▪ cure ▪	▪ by ▪	▪ the ▪

## 6 Complete the sentences matching the halves.

- xxx stands on the banks of the River Danube.
- The 57<sup>th</sup> Eurovision Song Contest was held in xxx.
- Baku is situated on the shore of xxx.
- xxx and xxx came to Vienna to work.
- Vienna is the home of the most famous xxx.
- People from all over the world come to see xxx carnival here.

- Baku
- the Caspian Sea
- Mozart, Beethoven
- Mardi Gras
- State Opera House
- Vienna

## 7 Match the boldfaced words to their definitions.

- temple
- heal
- sea-gull
- cosmopolitan
- shrine
- aqueduct
- minaret

- cure, treat
- a building for worshipping
- a holy place
- a sea bird
- a tall tower of a mosque
- glamorous
- a bridge that carries water

## 8 Insert the correct articles where necessary.

- xxx New Orleans stands on xxx bank of xxx Mississippi River.
- xxx Tower Bridge is one of xxx oldest bridges in xxx London.
- Haven't you heard about xxx Tulips' Carnival in xxx Holland?
- xxx France and xxx Britain are separated by xxx English Channel.
- xxx Baku is xxx largest city on xxx Caspian Sea and in xxx Caucasus.
- xxx Golden Gate Bridge connects xxx San Francisco Bay to xxx Pacific.
- Vienna is xxx capital of Austria and it stands on xxx banks of xxx Danube.
- xxx Khudaferin Bridge connects xxx northern and southern banks of xxx Araz.

# UNIT 7

## FAME

### Lesson 1

### My Favourite Film Star

- 1 **CW.** Look at the pictures and say which films these pictures are from.



- 2 **PW.** Match the proverbs to the films. You may use each proverb more than once.

- Knowledge is power!
- One man, no man!
- A hero dies, but his fame remains!
- A friend in need is a friend indeed!

- 3 **IW.** Read the text and match the films to their descriptions. There are 2 extra films.

- A. Spiderman
- B. The Mystery of a Tower
- C. The Gypsy Girl
- D. Home alone

1. The main character in this film Tutu lost her parents at an early age and lived a life full of **hardships** and trouble. She lives with Piri Baba in Huseynbey's garden and becomes a close friend with Khadija – the daughter of the bey. However, Khadija's cruel mother Perijahan khanum does not support this friendship and wants to prevent it. So, she does not let them spend time together. Sadly, at the end of the film, Tutu gets **poisoned** when she tries to save Khadija's life.



2. The main character of this film is a high school senior Peter who lives with his uncle and aunt. Once on a school field trip, after bitten by a genetically modified insect, a shy and **awkward** high school student gains abilities such as super strength and climbing walls. The film's bad character Goblin tries to unite his strength with the superhero's. However, he refuses to take a place at his side. When Goblin **reveals** who the real man behind the costume is, he kidnaps his friend – Mary and a car full of children. With great difficulty, the hero **succeeds** to save both Mary and children and kills Goblin.



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

1. Perijahan khanum wants her daughter to be friends with Tutu.
2. Tutu's parents died at the same time.
3. Goblin learns that Spiderman is Parker.
4. Spider cannot save Mary.

**5 IW. Match the boldfaced words in the text to their definitions.**

- a) embarrassed or nervous
- b) to get ill or die as toxic substances get into your body
- c) to let something that was previously a secret become known
- d) difficult and unpleasant conditions of life
- e) to achieve something that has been aimed for

**6 GW. Prepare a short description of a famous film. One group reads their description and the other groups guess which film it is.**

**7 PW. Discuss the questions.**

- Which children's film stars do you know?
- Do they have positive or negative roles in the movies?

**8 IW. Read the text and match the headlines 1-5 to the paragraphs A-D. There is one extra headline.**

1. Behind The Curtains
2. The Rise to Stardom
3. Spreading Message of Kindness
4. What Makes Jacob Tremblay so Special
5. The Desire to be an Actor



**A.** Jacob Tremblay, a 13-year-old child film star, began his career at the age of six, when he first appeared in the live action animation ‘The Smurfs 2’ as Blue Winslow. He also starred as Cody in ‘Before I Awake’, and his all-time best performance came in his 2015 movie ‘Room.’ Since then, he has attended several award shows, even the Oscars! He was nominated for ‘Outstanding Performance by a Male Actor in a Supporting Role at the ‘Screen Actors Guild Awards’, making him the youngest ever to be nominated in such a category. He didn’t win this award, but the same year he won the ‘Critics Choice Award’ for his role in the ‘Room.’ His latest movie is ‘Wonder’, a drama where he plays a boy who was born with a facial problem alongside Julia Roberts and Owen Wilson.



**B.** Jacob, a better known as Jake by his friends and Hollywood, has both intelligence and good looks. He is a brilliant performer and has a lot of humor stored in his head and uses it wisely at interviews and on his social accounts. Moreover, he has big imagination and enjoys writing stories. Jake also supports various foundations and organizations for the needy people.

**C.** Jacob was born in British Columbia and is currently residing in Canada. He is the son of police detective Jason Tremblay and housewife Christina Tremblay. He has two sisters; both of them are child actors as well. He loves his siblings and like all children, he loves chocolate. Besides being a Lego enthusiast, he is a ‘Star Wars’ fanatic as well. He loves making cute poses for the cameras. He also enjoys spending time with his family and hanging out at the park with his friends.

**D.** Besides being active in the entertainment field, Tremblay does not forget his social responsibility as an actor. Shortly after working on his latest film Wonder, he started the social media campaign #ChooseKind where he challenged his followers to practice kindness throughout their daily lives. "I think it's a good message because usually bullying happens at school, which is a place where kids need to feel safe so they can learn," he added. He aims to take that message through to adults. "Maybe as kids, if we Choose Kind, we can also inspire adults."

**9 IW. Read the text again answer the questions.**

1. How long has passed since Jacob Tremblay's first film?
2. What are his achievements?
3. What other skills does he possess except being an artist?
4. Where does he live?
5. Which film does he love most?
6. What is the main purpose of the campaign #ChooseKind?

**10 IW. Find the words/phrases in the text which mean:**

1. to go to an event, a place etc. (A)
2. to officially suggest that someone should win prize (A)
3. poor and not having enough food (B)
4. to provide money (B)
5. to keep in a particular place (B)
6. to spend a lot of time in a place or with a person (C)
7. someone who is very interested in something (C)
8. a brother or a sister (C)
9. to invite someone to compete or take part in something(D)
10. the quality of being helpful, caring about people (D)

**11 IW. Write a paragraph about your favourite child actor. Use the words from exercise 10.**



**Self-Assessment:**

**A-always B-often C-usually D-seldom**

	A	B	C	D
• I can talk about children's films and film stars.				
• I can match the words to their definitions.				
• I can describe films.				
• I can answer the questions on the topic.				
• I can find T/F/NG statements according to the text.				
• I can match the headlines to the paragraphs.				
• I can write a paragraph about child actors.				



## Lesson 2

## Cartoons are not Only for Children!

- 1 PW. Look at the pictures and discuss what makes these cartoons so popular.



### INTERESTING TO KNOW!

A cartoon is a type of illustration, possibly animated, typically in a non-realistic or semi-realistic style. The specific meaning has evolved over time, but the modern usage usually refers to either: an image or series of images intended for satire, caricature, or humor; or a motion picture that relies on a sequence of illustrations for its animation. Someone who creates cartoons in the first sense is called a cartoonist, and in the second sense they are usually called an animator.

- 2 IW. Track 11. Listen to a radio programme and answer the questions.

1. What is Kate's profession?
2. What is her message to adults?

- 3 IW. Track 11. Listen again and decide if the statements are True or False.

1. Cartoon making industry stopped growing in the early 20<sup>th</sup> century.
2. Cartoons do not only entertain children but also help them to know the world around them.
3. Kate thinks that all cartoons are made for children.
4. Kate thinks that adults can also learn from cartoons.

**4 IW. Look at the examples and choose ing or ed.**

**Examples:**

Children are interested in cartoons.

Children find cartoons amusing and entertaining.

1. **-ed/-ing** adjectives are used to talk about a person's feelings or opinions.  
(*These are the receivers of feelings*)

2. **-ed/-ing** adjectives are used to describe things, people, places, activities.  
(*These are the sources of the feelings*)

<b>-ing or -ed</b>	
▪ The film is bor <b>xxx</b> .	▪ She felt bor <b>xxx</b> .
▪ My job is tir <b>xxx</b> .	▪ I am tir <b>xxx</b> .
▪ Chaplin's movies are entertain <b>xxx</b> .	▪ The people are entertain <b>xxx</b> .

**5 IW. Choose the correct forms of the adjectives to complete the sentences.**

1. I am going to watch 'How to train your Dragon 3' at the cinema tonight.  
I'm so *excited /exciting*.
2. Can we stop watching this movie? It is very *bored/boring*.
3. I love watching movies at the cinema. I feel *entertained /entertaining*.
4. Making cartoons is *tired /tiring* but *interested /interesting* work.

**6 IW. Use "to be" to make two new sentences.**

**Sample:** *The game entertains the children.*

**a)** *The game is entertain**ing**.*      **b)** *The children are entertain**ed**.*

1. The movie bored us.
2. The trip tired the children.
3. The song excited the people.
4. Chaplin's movies entertained the people.
5. Today's cartoons interest children.
6. The work exhausted the students.

**7 IW. a) Answer the questions.**

1. Which cartoons do you find interesting?
2. Which cartoons do you find amusing?
3. What do you do when you are bored?
4. Do you watch something when you are tired? Why?/Why not?

**CW. b) Ask your classmates these questions and find someone who has the same answers as yours.**

**8 IW. Read and say when Charlie Chaplin first used his voice in the movie.**

Charlie Chaplin was one of the well-known actors in the world who produced, directed and wrote the movies himself. His entertaining silent movies are still popular today. His amusing character “Little Tramp” is well known to people throughout the world.

Chaplin was born in poverty in London in 1889. He was abandoned by his father and left in an orphanage by his mother. His funny shoes, a round hat and a cane probably came from his childhood experiences. He became interested in acting at the age of five. In 1910, he made his first trip to America. He was talented, athletic and hard-working. At that time, he was the most highly-paid person in the world. He earned \$10,000 a week. Even though “talkies” came out in 1927, he didn’t make a movie with sound until 1940 when he played a comic version of the terrifying dictator, Adolf Hitler. He left the USA in 1952 because of his political views and didn’t return until 1972 when he was given a special Oscar for his lifetime outstanding work.



**9 IW. Find the significance of these figures in the text.**

1940

10,000

1927

1910

1952

1889

1972

**10 PW. Choose the words that show Charlie Chaplin’s character.**

popular, fat, amusing, special, talented, interesting, boring, athletic, weak, hard-working, exciting, active, tall, outstanding, short

**11 IW.** Look at the sample sentence and make compound/phrasal adjectives. Use them in your sentences.

*Sample: Chaplin was a well-known actor.*

High/respect/cartoonist  
Good/do/work  
Good/educate/person

Wide/recognize/film-star  
Good/behave/child  
High/respect/actress

**12 IW.** Read the words and write them in the right columns.

political, special, silent, great, rich, lifetime, well-educated, hardworking, interesting, entertaining, building, cartoon, happiness, talented, clever, ugly, stupid, beautiful, interest, lovely, trip, emotional, well-known, hungry, wise, well-maintained, life, intelligent, boring, poverty, kind

Simple adjectives	Derivative adjectives	Compound/phrasal adjectives	Noun
▪ rich ▪	▪ emotional ▪	▪ well-educated ▪	▪ poverty ▪



**INTERESTING TO KNOW!**

Walt Disney was a great story editor, a clever businessman, the greatest cartoonist and cartoon maker in the history of cinema. Walt Disney took animation to a new model. He created Micky Mouse, added sound and music to his movies and produced the first full length animated film "Snow White and Seven "Dwarfs\*". Walt Disney always thought about both children and grown-ups. He tried to tell people about life, love and justice in his films. His cartoons are full of happiness and kindness. His first cartoon Mickey Mouse was an instant\* hit. Later he produced a series of classics such as Pinocchio, Cinderella, Bambi, The Sleeping Beauty, and 101 Dalmatians.



**13 GW.** Project:

- Create a poster for a movie/cartoon.
- Present your work to the other groups.

\**instant* – happening immediately

\**dwarf* – a person who is too short

## Lesson 3

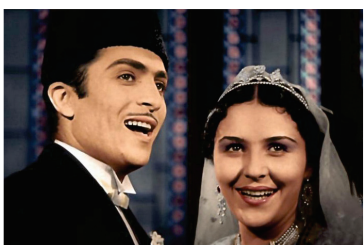
## Movies in Our Life

- 1 **GW.** Look at the movie scenes and decide which of the features below made these movies **blockbusters**.\*.

the plot  
special effects

leading actors  
costumes

performance  
cast set music



- 2 **IW.** Match the words to their definitions.

nominated  
genre

star  
part

critic  
animated film

premiere

- someone whose job is to review films for a newspaper or TV programme
- a role/character played by an actor/actress
- a cartoon-like film which uses drawings and not real people
- the most important/famous actor or actress in a film
- a category or type of film, e.g. action
- selected to be on a short list for a prize
- the first showing of a film

\***blockbuster** – a very successful movie



- 3 IW.** a) Read the part of the text assigned to you.  
 b) Form a group of A, B and C.  
 c) Interview your partners to fill in the table with the necessary information.

Name			
Age	XXX	XXX	XXX
Country	XXX	XXX	XXX
Films/roles	XXX	XXX	XXX
Awards	XXX	XXX	XXX

### Student A

Jason Statham, who is known as an English action actor, was born in 1967. He has had quite an amazing rise to stardom. Before he started acting, he was an Olympic diver. Statham's movie career started with small roles in British films when he was discovered by Guy Ritchie. Eventually, he became an action star. His first movie was 'Lock, Stock, and Two Smoking Barrels' where he played one of the 4 criminal friends. Jason later starred in high-profile action movies, including 'The Transporter,' and 'The Expendables,' 'Death Race' etc. He won Film Critics Circle awards in 2006.

### Student B

Fakhrraddin Manafov, a famous Azerbaijani actor, was born in Khankendi in 1955. His first appearance in film was in 1978. Since then, he has been shot in more than 50 films including 'Hotel Room', 'Another Life', 'Forgive me if I die', 'Tahmina' etc. Though all his roles were accepted well by audiences, thanks to Rasim Ojaqov films he became famous not only in Azerbaijan, but also in other countries as well. For the role of Ibrahim Khalil Khan in the film 'The Fate of the Emperor' he won 'Zirve' award. In 2000, he was awarded the title of People's Artist of Azerbaijan.

### Student C

A famous actress and filmmaker Angelina Jolie, who is also known as a humanitarian, was born in 1975 in Los Angeles, California. Jolie made her screen debut as a child alongside her father, Jon Voight. She started acting professionally at the age of 16. At first, it was difficult for her to earn fame. Gradually, she became famous and her career prospects began to improve after she won a Golden Globe award for her performance in 'George Wallace'. In this film, she portrayed Wallace's second wife whose name was Cornelia. It was for the role Gia Carangi that she won Golden Globe award again for the second time. For this role, she also won Screen Actors Guild Award. She has more than 50 awards. She also won Jean Hersholt Humanitarian Award in 2014.

**4 IW. Complete the sentences using the relative pronouns:**

*who, which, that, whom, whose*

1. Uzeyir Hajibeyli is the great playwright, composer and musician **xxx** made the world-famous film 'Arshin Mal Alan'.
2. Golden Gate is the most famous bridge **xxx** was built in San Francisco.
3. Walt Disney was the great cartoonist **xxx** produced a series of classics.
4. A dictionary is the book **xxx** gives people the meaning and the translation of the words.
5. Jeyhun, **xxx** plays Ismayil in the Azerbaijani film 'The Stepmother', performed an unforgettable role.
6. Charlie Chaplin was an actor **xxx** the scenarists trusted very much.
7. A columnist is a person **xxx** writes articles for a newspaper or a magazine.
8. Anar is the Azerbaijani writer **xxx** book – 'The sixth floor of the five-storey house' was turned into movie.

**5 PW. Choose a topic and talk to your partner about it.**

- An interesting movie that you have recently watched
- An actor/actress who is your favorite
- An author whose book was turned into a movie
- A cartoon that you enjoy watching

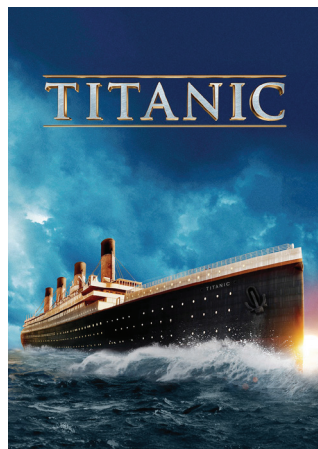
**6 IW. Write a paragraph about your favorite film or cartoon.**

**7 PW. Discuss the questions.**

- Do you know any films that are based on true stories?
- Are such kind of movies successful? Why/why not?

**INTERESTING TO KNOW!**

"Titanic" is one of the best known films in the world. The film is based on a true story. The director and the writer of this 1997 film is James Cameron. The main characters are Leonardo Di Caprio, Kate Winslet and Billi Jane.



**8 IW. a) Read the text and say why the captain could not prevent the ship from hitting the iceberg.**

The Titanic was the most magnificent ship. It had luxuries and all comfort, electric light and heat, electric elevators, a swimming pool, a Turkish bath, libraries, etc. Most of the passengers were emigrants who were coming to America in the hope of a better life. The Titanic



began to cross the Atlantic Ocean on April 10. Nobody on the ship realized how much danger the ship was in. On April 14, at 11:40 p.m. an iceberg was seen straight ahead. The captain tried to change the direction of his ship, but he couldn't, because the Titanic was moving too fast and it was too big. Suddenly, it hit the iceberg and started sinking. The Titanic had originally 32 lifeboats. While the ship was sinking, some people managed to get on lifeboats. By the time the rest of the passengers came up from their cabins, most of the lifeboats had left. Several hours later, another ship arrived to help, but the Titanic had already gone down although it was called "The Unsinkable".

**1W. b) Read the text again paying attention to intonation.**

**9 IW. Find the halves.**

1. Before the Titanic hit the iceberg,	a) the lifeboats had left.
2. When the people got on the lifeboats,	b) the rescue ship hadn't arrived yet.
3. By the time the other passengers came out from their cabins,	c) the captain tried to turn the ship around.
4. The Titanic had luxuries	d) the Titanic had already sunk.
5. When the ship arrived to help,	e) that other ships had never had before.

**10 PW. Roleplay the following situation.**

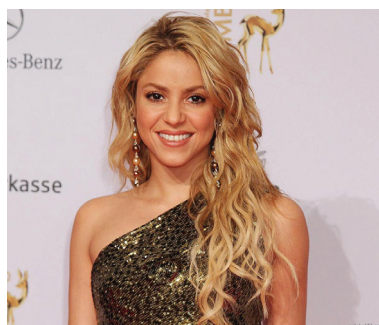
- Student A: Imagine that you survived when the Titanic sank. Tell your friend what happened.
- Student B: Your friend survived a shipwreck. Ask questions to learn the details of the story.

## Lesson 4

## Give up? Never!!!

### 1 PW. Look at the pictures and discuss the questions.

1. What do you know about the film in the poster?
2. What do you think is the connection of Shakira with this animated film?



### 2 IW. Track 12. Listen to the song and think of a title for it.

### 3 IW. Track 12. Listen again and find the missing words.

I **messed up** tonight  
 I (1) **xxx** another fight  
 I still mess up but I'll just start again  
 I keep falling down  
 I keep on (2) **xxx** the ground  
 I always get up now to see what's next  
 Birds don't just fly  
 They fall down and get up  
 Nobody learns without getting it (3) **xxx**  
 I won't give up, no I won't **give in**  
 Till I (4) **xxx** the end  
 And then I'll start again  
 I wanna try everything  
 I wanna try even though I could (5) **xxx**

Look how far you've come  
 You filled your heart with (6) **xxx**  
 Baby you've done enough, **take a deep breath**  
 Don't **beat yourself up**  
 Don't need to run so (7) **xxx**  
 Sometimes we come last but we did  
 our (8) **xxx**  
 I'll keep on making those new  
 (9) **xxx**  
 I'll **keep on** making them every day  
 Those new (10) **xxx**  
 Oh, oh, try everything

### 4 IW. Match the boldfaced words in the song to their definitions.

- a) to blame and criticize yourself, usually in a way that is unfair
- b) to make a mistake
- c) to pause
- d) to accept that you have been defeated
- e) to do something again and again

**5 PW. Discuss the statements and say if you agree/disagree. Why?**

You can get it if you really want it! Always hope for a better future!

Give up if you do not succeed! Beat yourself up if you've made a mistake!

**6 IW. a) Prepare a motivational motto.**

**CW. b) Compare the mottos and find someone who has a motto similar to yours.**

**7 IW. Read and say what these people have in common.**

Ludwig Van Beethoven – widely regarded as one of the greatest composers of music in all history, it is almost shocking to realise that Ludwig Van Beethoven was actually deaf. He gave his first public performance as a pianist when he was just eight years old. Beethoven studied under the guidance of another great composer, Mozart, but at the age of 26 he started to gradually lose his hearing. Some years later he became completely deaf. Refusing to give in, he continued to learn and it was while he was deaf that he composed some of his greatest works of music. The 9<sup>th</sup> Symphony, the 5<sup>th</sup> Piano Concerto and his Violin Concerto were all written despite Beethoven being completely deaf for the last 25 years or so of his life.



*“Strength never comes from the physical activity but from the strong will power.”* A promising surfer – Bethany Hamilton with loads of talent was living out her dream in Hawaii. One day everything changed in her life. While surfing with her friends, a shark attacked her and tore off her left arm. In that situation, most of the people would think of leaving their dream. However, she never let her disability get in the way of her career. 26 days after the attack, Bethany Hamilton was back in the water. Two years later, she won a national title. Today, Hamilton is not only one of the best female surfers in the world but a motivational speaker, a businesswoman, a community leader, a wife, and a mother.



**8 IW. Read the text again and decide if the statements are True or False.**

1. Beethoven was deaf at his first performance.
2. At the age of 26, Beethoven was completely deaf.
3. Bethany was attacked by a shark at the competition.
4. After the shark attack, it took less than a month for Bethany to do surfing again.

**9 IW. Think of a person who never gives up and tell about him/her to your groupmates.**



## Progress Portfolio

### 1 Tick "Your overall Progress" ✓

Self-Assessment:

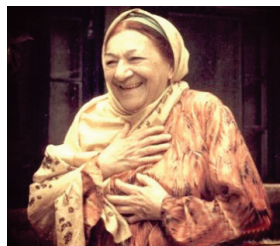
A-always B-often C-sometimes D-seldom

	A	B	C	D
• I can share my ideas on children's films, cartoons and movies.				
• I can participate in discussions about films, different movies, our famous actor/actress and disabled people who never give up.				
• I can find T/F statements according to the given text.				
• I can match the headlines to the paragraphs.				
• I can write about film stars and heroes.				
• I can match the boldfaced words to their definitions.				
• I can identify the main idea of the text.				
• I can answer the questions according to the given text.				
• I can research facts about famous film makers and actors.				
• I can prepare/create motivational mottos.				

### 2 Use who, that, which, whose to complete the sentences.

1. I saw an old lady xxx car had broken down in front of the shop.
2. Nasiba Zeynalova, xxx was a People's Artist of Azerbaijan, acted in 22 films.
3. All the actors xxx were filmed in this movie are foreigners.
4. The legend xxx I am reading is very interesting.
5. Have you finished the book xxx you borrowed from the library?

### 3 Look at the photos, read the sample and make your own chart on any famous actor/actress.



Name	Fakhraddin Manafov
Nationality	Azerbaijani
Country	Azerbaijan
Birthday	2 August, 1955
Occupation	Actor
Notable awards	'Zirve' award

## Reading Comprehension

### 4 Read and say where Robin Hood wanted to be buried.

*Robin Hood was the most famous “outlaw” in the world.*

1. Robin Hood is a legendary hero who lived in Sherwood Forest, in Nottingham with his wife – Maid Marion and his **followers** – Friar Tuck, Allen a Dale, Will Scarlet and Little John. They fought against **injustice**.
2. Everyone knows that Robin robbed the rich to give **the poor**. He always tried to help the poor. He had many qualities – he was a strong and **courageous** fighter and he had a very skillful use of bow and arrow.
3. For food, they killed the King’s deer. Robin **robbed the wealthy** while they were travelling through the forest. Sometimes he invited the rich to eat with him. During the supper, someone looked in their bags to see how much money they had. When it was finished, Robin asked them to pay for the meal and of course, he knew how much to ask for!
4. His main enemy was the Sheriff of Nottingham, who always tried **to capture** Robin but never could do it. Some stories say that the sheriff killed Robin by poisoning him. A little before his death, he shot a final arrow from his famous bow and asked Little John to bury him where the arrow landed.



### 5 Say which paragraph speaks about:

- a) how Robin and his followers organized their robbery
- b) how Robin died
- c) why Robin robbed the rich
- d) where Robin and his followers lived

### 6 Match the boldfaced words in the text to their definitions:

- |                                  |  |
|----------------------------------|--|
| 1. to take someone as a prisoner | 5. people who have no money                              |
| 2. to steal from                 | 6. a person who does things after somebody else has done |
| 3. brave                         | 7. unfairness  |
| 4. rich people                   |  |

# UNIT 8

## COUNTRIES, HOUSES

### Lesson 1

### The Traditional Way of Life

#### 1 GW. What do you know about America?

In small groups brainstorm the answers about each heading.

Cities/States	Geographical features	Famous people	Traditions	Holidays
xxx	xxx	xxx	xxx	xxx

#### 2 PW. Look at the pictures and discuss the questions:

1. Who can you see in the pictures?
2. Have you watched any films about the first inhabitants\* of America?  
What do you know about them?



*\*an inhabitant – a person that lives in a place*

**3 IW. Read the text and say which different "ancestors\*" Americans have.**

**"Mixed Population" of the United States of America**

The USA has probably one of the most "mixed" population in the world. It's sometimes called the "New World". The first Americans were the Native Americans. There are about 2 million of them today. Their ancestors\* came to America over "a land bridge" from Asia 40,000 years before Columbus. Native Americans who were very peaceful people lived in small groups of about 20-50. They worked on the farms and were first to grow the plants that we now eat: potatoes, maize, beans, tomatoes, pineapples and many more.



Many years later in the 1600s, people arrived from Europe. The first groups came from England and France. Today about 32 million Americans have English ancestors from over 300 years ago. The Europeans also took people by force from Africa to work for them in the "New World". As slaves, they had a very hard life and most of them died during the journey to America and on tobacco and cotton fields. There are about 30 million black Americans in the USA today. More recently, people have come to the United States from other parts of the world. About 58 million of Americans have German ancestors and about 39 million have Irish ancestors. From 1860 to 1920, more people came from other European countries such as Russia, Greece, Turkey, and Italy. There are also a lot of people from Spanish speaking countries such as Cuba, Mexico and Puerto Rico, and people from Asian countries such as China, Japan, Korea and the Philippines. In total, there are about 7.5 million Asian Americans.

As many people came from different countries, there were thousands of different languages and tribes in America. The interesting thing is that people came with their own culture, customs and traditions to this new land. For example, the Germans brought Christmas trees, the Scots brought Halloween, etc.

**4 IW. What is the significance of these figures in the text?**



*\*ancestor – a person related to you who lived a long time ago*



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

1. First Native Americans, then Columbus came to America.
2. There were about 50 groups of Native Americans when they came to America.
3. All slaves from Africa survived the journey to the “New World”.
4. African people wanted to work for Europeans.
5. Some people who live in the USA speak Spanish in America.
6. There are more people who have English ancestors rather than German ancestors.
7. There are more people from Asian countries than from Spanish speaking countries.



**INTERESTING TO KNOW!**

The current US flag was designed by Robert G. Heft. Heft initially created the American flag in 1958 as the school project during his junior year in high school. Heft scored a B- in his project but was promised by Stanley Pratt, his teacher, that his grade would be reconsidered if the United States Congress was to accept the design for the flag. Heft's design was not only chosen but also adopted by the 1959 presidential proclamation.

**6 IW. Now do research and write a paragraph about native inhabitants of Azerbaijan according to the plan.**

- Who the original inhabitants of our country were
- Where they lived
- How they lived
- Where they live now
- How they live now

**Self-Assessment:**

**A-always B-often C-usually D-seldom**

	A	B	C	D
• I can talk about the first inhabitants in the USA.				
• I can describe the lifestyle of the first inhabitants in the USA.				
• I can choose T/F / NG statements according to the text				
• I can take part in discussions on the topic.				
• I can write about native inhabitants in my country.				
• I can do research on the topic.				
• I can find the significance of the numbers in the text.				



## Lesson 2

## Where to Live?

**1 PW.** Discuss the following topics about your home:

- Your favourite room
- Views
- Special objects
- Your feelings about home

**2 PW.** Put the words into the right column. Some of them can go into more than one column.

pillow, shower, blanket, cooker, curtains, armchair, cupboard,  
mirror, towel, chest of drawers, saucepan, fridge, vase, carpet,  
washing machine, sheet, washbasin, kettle, coffee table

Living Room	Kitchen	Bedroom	Bathroom

**3 IW.** In exercise 2, add two more words to each category.

**4 PW.** Take turns to describe the rooms in the photos using the words from exercise 2.



**5 PW. Look at the following photos and answer the questions:**

- Do you know these types of houses?
- Who lives in these houses?



**6 IW. Read the text and match the house types to the photos.**

**A.** In the central parts of Greenland, most people live in houses, but in the suburbs people live in the igloos. Igloos are built from blocks of ice and snow by Inuit. “Igloo” is Greenlandic for “snow-home”. 80% of Greenland is covered with ice. Outside it may be -30 C, but inside an igloo it is surprisingly warm. There is often a tunnel between the igloo living room and the front door. Tunnels keep cold winds out of the igloo.

**B.** Huts have been a typical Asian home for thousands of years. Thai huts are usually wooden or bamboo. They are covered with palm leaves, especially the roofs. A lot of huts are built on stilts - 1-2 metres long wooden legs. This stops animals entering the hut and stealing food. The people go in and out of the hut using a ladder.

**C.** About 30% of Mongolians are nomadic\*. Nomadic people live in the countryside, but they do not have permanent houses. Mongolian nomads live in gers. A ger can quickly be built and easily transported on a horse. It has got a wooden frame with thick material over the top. In the middle of the roof, there is a chimney.

**D.** More than 250,000 Romani people live in Ireland and in the UK. They have been welcomed in Europe for centuries. They are nomadic and do not like living in houses. Most Romani live in modern caravans which are pulled by cars, but some Romani still prefer traditional caravans which are pulled by horses.

*\*nomadic – moving from one place to another rather than living in one place all of the time*

**7 IW. What is the significance of these numbers in the text?**

250,000

80

30

1-2

-30

**8 IW. Read the text without paying attention to the gaps and find out why Sarah needs advice.**

**9 IW. Read the text again and fill in the gaps with the words in the box.**

appliances, basement, commute, downtown, neighborhood, suburb\*

Dear Annie,

I read your newspaper advice column every week. You always give really good advice to people who need your help. Now, I have a problem, so I'm e-mailing you for advice. My family and I live in a big, beautiful house in a great 1) **xxx**. It's located outside the city, in a 2) **xxx**. There is a large, spacious\* living room with a nice view of our front yard. In our front yard, there is a garden and a tall pine tree. There are also lots of trees in our backyard. We really like our kitchen with its modern 3) **xxx**. There are four bedrooms. There is also a 4) **xxx** where we can put things, like our bicycles. I started a new job last month, and unfortunately now it takes me over 90 minutes to 5) **xxx** to work. As well, my oldest daughter just started college, and she also spends a lot of time on buses every day. Annie, we love our home, but should we move into a much smaller 3-bedroom apartment closer to 6) **xxx** – to be closer to work and school?

Love,

Sarah

**10 IW. Think of the ideal house where you want to live in the future. Write a paragraph describing it using new words.**

**Self-Assessment:**

**A-always B-often C-usually D-seldom**

	A	B	C	D
I can talk why people choose these houses.				
I can describe the houses.				
I can take part in discussions on the topic.				
I can write a paragraph about an ideal house.				
I can think of an ideal home and write a paragraph about it.				
I can find what the figures stand for.				
I can read the text and answer the questions.				

\**spacious* – wide, large

\**suburb* – an area outside the city centre

## Lesson 3

## Live On a Boat or a Plane!

### 1 GW. Discuss the question.

- What are the most important things to look for in a new home?

### 2 IW. Put the words into the right column. Some of them can go into more than one column.

a terraced\* house, a balcony, a detached\* house, in the country, a cottage, a garage, a semi-detached house, an en-suite bathroom, a basement, a two-storey house, a study, in the suburbs, a cellar\*, a study

Types of Home	Location	Parts of Home
XXX	XXX	XXX

### 3 IW. Read the advertisements for places to live in England. Which do you like best? Why?

- Luxury Modern 2-bedroom flat
- 2 bathrooms, a living room
- Balcony overlooking the river
- New carpets and curtains

£ 250,000

Tel: 555 4545 Email: bridgeagency@agency.com

- 3-bedroom terraced house in quiet street
- 2 en-suite bathrooms
- new kitchen
- wooden floors
- garden £ 210,000

£1000 per month

Tel: 555 4545 Email: emilia clark@agency.com

- Spacious 4-bedroom detached house
- Large kitchen/dining room
- 2 bathrooms
- Large front and back yard

£ 240,000

Contact: Mr. John Swift

Rent is possible for only 10 months

£1,200 per month

Tel: 525 2525

Email: johnswift@gmail.com

\**detached* – isolated, disconnected

\**semi-detached* – joined to another on one side

\**cellar* – a room below ground level





**4 IW. Read the advertisements again and decide if the sentences are True, False or Not Given.**

1. You should call 555-4545 to buy a luxury apartment with a private garage.
2. If you want to buy the terraced house, you can call Mr. John Swift.
3. You can e-mail Ms. Emilia Clark for more information about the terraced house.
4. You have to buy a carpet and curtains if you rent the detached house.
5. If you rent the detached house, you have to pay £1,200 for each month.
6. The 4-bedroom house is the most expensive place which is advertised.

**5 IW. Imagine your dream house. Draw rooms, windows, doors and furniture in your dream home. Then, compare it with your partner and discuss the similarities and differences.**

**6 GW. Watch the video and discuss the questions.**

- What is the difference between the house in the video and flats where we live?
- Would you prefer living in a floating house? Why? Why not?



## INTERESTING TO KNOW!

### 1. The World's Slimmest House, Poland

The Keret House, inserted between two existing buildings, measures only from 92 to 152 centimeters in width!

### 2. Skateboard House, The USA

The Skateboard House allows you to skate on all the surfaces, both in and outdoors, and was planned to be built in Malibu.

### 3. The World's Smallest 1sq Meter House, Germany

This portable DIY wooden structure measures only 1 square meter and is the world's smallest house, moving around Germany.



1



2



3



**7 IW. Read the text and find out what benefits people get from living on the water.**

■ Wherever we live we all want to live in a house on the land safely. So, most homes are near roads because most of us use roads to get around. But boats are more useful than cars in some places because some people have built their homes on water instead of land for thousands of years.

■ Millions of people in Asia actually live on lakes, not just near lakes. The people go to shore only to trade goods, and the kids to attend school. Their homes are huts on **stilts**. They sometimes offer their houses to tourists. Tourists pay a lot of money for the huts in the warmer months, but they cannot survive a couple of big waves or a strong breeze during the rest of the year.

■ In several parts of Cambodia people even live in **floating huts**. Heavy rainfall causes floods. They destroy thousands of **conventional** huts every year. But too much rainwater is never a problem for floating homes because they **float** just like a boat at Inle Lake in Burma. They even have floating gardens. Floating gardens are useful because there is always plenty of water for the plants.

■ Living in water is not popular in Europe, but there are still thousands of canal “**narrow boats**” in the UK. A canal is a man-made **waterway**. Suez and Panama are famous examples of **canals**. People have used narrow boats on the British canal network since the 1750s both as a means of transport and as a home. They are only two metres wide and 15-20 metres long. Some people live on narrow boats throughout the year.

**8 IW. Read the text again. Which paragraph includes information about the following?**

- |  |                    |
|--|--------------------|
| A. Floating gardens and floating homes | B. Living on lakes |
| C. A man-made waterway                 | D. Useful boats    |

**9 PW. Match the boldfaced words in the text to their definitions.**

- a) a long, thin stretch of water that is artificially made either for boats to travel along or for taking water from one area to another
- b) one of a set of long pieces of wood or metal used to support a building so that it is above the ground or above water
- c) to stay on the surface of a liquid and not sink
- d) a long, boat that is used on a canal
- e) relating to accepted or traditional ways of doing something
- f) a narrow area of water, such as a river or canal, that ships or boats can sail along

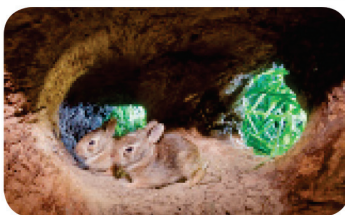
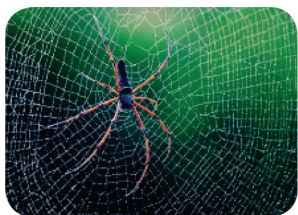
**10 IW. a) Prepare 3-4 questions to get information about a house/ a flat where your partner lives using vocabulary from the lesson.**  
**PW. b) Ask him/her the questions.**

## Lesson 4

## Even Animals Need Home!

### 1 PW. Look at the pictures and discuss the questions.

1. Which of these animal homes have you ever seen? Where?
2. How do you think animals build their homes?



### 2 IW. a) Read the part of the text assigned to you and guess the meaning of the word "predator".

#### Student A

Animals, like humans, need a place they can call home to provide a safe and stable place to raise a family, but they go about building it in entirely different ways. Whether it is a bird's nest, bear den, beaver lodge, or spider web, these are homes of great complexity\*, constructed from a wide range of natural as well as man-made materials. They also come in a variety of shapes and sizes and can be found from the deepest depths of the ocean to the very top of a mountain. Some animal homes are easy to see, while others are camouflaged to protect them from predators. The structure of an animal's home depends on the type of animal, the environment it lives in, and what it needs to survive. Some homes are for just one animal or for a mother and her babies. Other homes are for a large group of animals to all live together.

Animal homes serve a variety of purposes. Many animals design their homes to trap heat in and keep the cold out, especially when there are babies living in the home, since baby animals cannot keep themselves warm like their parents.

*\*complexity – the state of having many different parts*

## Student B

Beavers are among the most well-known animal architects. These busy builders fell (to cut down) trees and gather sticks and mud to construct dams, which create ponds that offer predator protection and easy access to food during the winter.

Although the average beaver dam is about 1.8 metres high and 1.5 metres wide, they can be much bigger. In 2007, experts spotted the world's largest beaver dam in Alberta, Canada, using Google Earth. This dam is 850 metres long. Biologists estimate the dam took 20 years to build. Beavers also build lodges, which look like a large mound of sticks and mud. They begin by sticking some foundation sticks into the mud, then they pile up sticks, mud, leaves, and anything else they can find. After they create the big mound (mass, pile), they go underwater and chew away the entrance tunnels and rooms inside the lodge. A lodge is used by beavers year after year. Just like people do with their house, beavers have to do maintenance (keeping in good condition) work on the lodge to ensure that their home stays a nice place to live.

## Student C

There are different types of animal homes, which can be used as a safe place away from predators or warm place to lay their eggs. Here are some of the most common ones and the animals that use them.

- **Hives** – Bees and wasps make wax inside their bodies, then they use the wax to build homes called hives. These insects like to live together in huge numbers.



- **Burrows and Holes** – Many animals dig into the ground to make their homes. Foxes, rabbits and ants all live underground. Some underground homes are very simple with just one large hole and a single exit, while others are quite complex with many rooms, entrances, and exits.



- **Shells** – Many animals with soft bodies actually carry their homes with them! These homes are called shells. As they have hard exterior, animals are protected inside. Snails, crabs, and turtles are animals with shells. Hermit crabs use old shells from other animals as their homes; they find new shells as they grow.



- **Tree Hollows** – Squirrels and owls like to make their homes in the hollow (an empty hole in the trunk) of a tree. Even black bears like living in tree hollows.



**3 GW.** Form a group of three. (A-C) and give information to the other group members about your text. Decide if statements are True, False or Not Given.

1. Dams help beavers to be away from wild animals.
2. Bees and wasps find wax and make their homes.
3. It took two decades for beavers to build the largest dam.
4. All animals build their homes in the same style.
5. Some animal homes are not visible.
6. Black bears choose big tree hollows to live in.
7. Birds build their homes to keep their babies warm.
8. Hermit crabs have shells on their bodies.
9. The entrance of the lodges can be seen on the mound.
10. There are many rooms and exits in all underground homes.
11. Each year Beavers do maintenance work on their lodges.
12. We can find man-made materials in animal homes.

**4 IW.** a) Draw 2 diagrams in your notebook and fill in with necessary information.

**CW.** b) Compare your diagram with the others and add any new statements that you don't have in your diagram.

Homes for People

Homes for Animals

**5 GW.** Discuss the question and write a paragraph:  
How are homes for animals and people different?

**Self-Assessment:**

**A-always**    **B-often**    **C-usually**    **D-seldom**

	A	B	C	D
I can talk about animals' houses.				
I can describe the houses where animals live.				
I can find T/F/NG statements according to the text.				
I can share the information about animals' houses.				
I can write a paragraph about animals' homes.				
I can fill in diagrams on the topic.				
I can compare different types of homes meant for animals and people.				



## Progress Portfolio

### 1 Tick "Your Overall Progress" ✓

**Self-Assessment:**

**A-always B-often C-sometimes D-seldom**

	A	B	C	D
• I can share my ideas on traditional ways of life, different houses, buildings, animals' shelters.				
• I can draw and compare diagrams on houses.				
• I can participate in discussions on different types of houses.				
• I can discuss animals' homes with my classmates.				
• I can write a paragraph about different houses/animals' shelters.				
• I can talk about benefits of houses.				
• I can describe and make posters of different style houses.				
• I can design questionnaires on different houses/animals' shelters.				
• I can ask questions about houses.				
• I can match the words to their definitions.				

### 2 Do research about unusual houses and write a paragraph about one of them following the plan.



- The building/house that you think is unusual
- What makes a building/house unusual
- Where it is situated
- Who designed it
- Conclude main points that make you consider this building as unusual

### 3 Match the words to their definitions.

- |            |  |
|------------|--|
| 1. tribe   | a) a barrier that is built across a river                                      |
| 2. suburb  | b) a group of people of the same customs/religion/race                         |
| 3. dam     | c) a painted wooden vehicle that is pulled by a horse and in which people live |
| 4. caravan | d) an area outside the city centre   |
| 5. bamboo  | e) a tall tropical plant that has hard hollow stem                             |



## Reading Comprehension

### 4 Read the passage and choose the correct one: it, its or it's.

#### A New English Country House

**Its/it/it's** may look like a **giant** starfish, but in fact **Its/it/it's** an **artist's** impression of Grafton New Hall, the **futuristic** winner of a royal Institute of British Architects competition for a modern English country house. **Its/it/it's** was designed by Ushida Findlay Architects, an active architecture studio, better-known for ultra-modern town houses in Tokyo. **Its/it/it's** an **extraordinary** building which is unlike any other in England. The house is designed to look as if **its/it/it's** growing out of the ground, **its/it/it's** very low and will be almost **invisible** from a **distance**. The house has four wings and each wing has a different role – sleeping, cooking and eating, relaxing and entertaining friends. The wings are designed to be used at different times of a day according to the position of the sun. The main bedroom faces the sunrise, the open-plan living spaces will be lit by the midday sun and the swimming pool area faces the sunset. But so far, Grafton New Hall only exists as an architectural plan and an artist's impression. The house won't be built until someone offers to buy **its/it/it's**. **Its/it/it's** will cost about \$ 4 million to build and will be very expensive **to furnish**. How much money is going to be spent depends on who purchases **its/it/it's** and whether **its/it/it's** ends up as a technology filled James Bond's home or a simple hideaway. The most likely buyers might be wealthy footballers, pop stars, or super-rich business people.



### 5 Read the text again and choose the correct answers.

#### 1. Which statement is true according to the text?

- A. James Bond owns a Country House.
- B. Different parts of the house are used for the same purpose.
- C. There are not similar houses to this in England.

#### 2. The architects are famous for... .

- A. their country houses in England
- B. their town houses in Japan
- C. winning a competition

#### 3. The furniture needed for Grafton New Hall... .

- A. will cost more than the house
- B. will depend on who buys it
- C. will cost less than the house

### 6 Match the boldfaced words in the text to the definitions.

- |   |                                      |
|---|--------------------------------------|
| 1. very unusual and special               | 4. very big                          |
| 2. the amount of space between two places | 5. relating to future or very modern |
| 3. impossible to see                      | 6. to supply with furniture          |

# UNIT 9

## COUNTRIES and MANNERS!

### Lesson 1

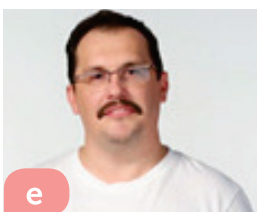
### Live Long, Stay Strong!

- 1 **CW.** Look at the photos. What are the people doing? How old are they?



- 2 **PW.** Match the words to the pictures.

1. a baby      2. a toddler      3. a child      4. a teenager  
5. a young adult      6. a middle-aged person      7. an old/elderly person



### 3 GW. Discuss the questions.

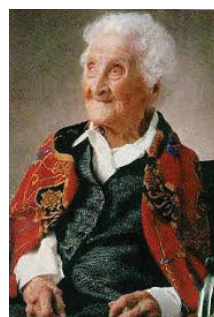
- Does a human lifespan depend on lifestyle (an exercise, a diet etc.)? How?
- Is it possible to live long if you have unhealthy habits? Why? Why not?
- Do personality and attitude play a role in living a long life? How?

### 4 IW. Read the text and check your ideas.



■ **Shirali Muslumov** was one of the long-lived **inhabitants** of the world. He was born in one of the southern regions of Azerbaijan, Lerik in 1805 and died in 1973. Shirali Muslumov had 23 children. Azerbaijan film studio shot a documentary film about him “Shirali **descended** the mountain” in 1966. Fresh mountainous air and healthy food made him live till he was 168. His name was included into *Guinness Book Records* for **longevity**.

■ **Jeanne Calment** was born in Arles, France, in 1875. She remembers meeting the artist Vincent Van Gogh in 1888. Jeanne did not have a passive life. She had an interesting and very active life. She rode a bicycle until she was 100. At the age of 114, she was shot in the film “Vincent and Me” and at the age of 121 she recorded a rap CD, “Time’s Mistress”. The secret of Jeanne’s long life is a mystery. Her diet did not use to be especially healthy. Jeanne’s personality and optimistic **attitude** kept her alive until she was 122.



■ **Antonio Todde** was born in Sardinia, Italy in 1889 and lived until he was 112. Antonio was a shy, **sensitive** and hardworking man. He had a free **lifestyle**. He used to participate in different sport activities. He was very fit and healthy. He didn’t like cars. He would cycle everywhere. His favourite meal was pasta with meat. Antonio’s **diet** was the reason for his long life.

### 5 IW. Read the text again and decide if the sentences are True, False or Not Given.

1. The film about Shirali Muslimov was shot in Lerik.
2. The record about Shirali Muslimov was added to the Guinness Book Records database because of his healthy diet.
3. Jeanne Calment met one of the artists when she was 13 years old.
4. People know the reason for Jeanne's long life.
5. Antonio Todde was an unsociable person.
6. Antonio Todde often ate meat with pasta.

**6 IW. Match the boldfaced words in the text to their definitions.**

- a. a feeling or opinion about something or someone
- b. a person or animal that lives in a particular place
- c. the food and drink usually eaten or drunk by a person or group
- d. to go or come down
- e. someone's way of living
- f. living for a long time
- g. easily upset by the things people say or do

**7 IW. Complete the sentences (1-5) from the Grammar box in your notebook by looking at the underlined sentences in the text.**



**GRAMMAR BOX**

A. We use used to + verb and would + verb to talk about repeated actions in the past which don't happen now.

- 1. I **xxx** go swimming when I was at school. (action)
- 2. I **xxx** play football but I don't have time now. (action)

B. We only use used to + verb to talk about states in the past.

- 3. She **xxx** live in London. (state)
- 4. I **xxx** like her songs. (state)

C. We use the Past Simple to talk about a single event in the past.  
I went shopping with my friends a week ago.

D. We don't use "d" in the spelling of use to in negatives and questions.  
5. Did you **xxx** like olives?

**8 PW. There are mistakes in five of the sentences. Find and correct them.**

- 1. I used to cycle to school yesterday.
- 2. My brother always used listen to rock music.
- 3. My family would travel a lot when I was a child.
- 4. Kamal used to be the best student in class.
- 5. We didn't used to have any pets.
- 6. We would go skiing in the holidays last year.
- 7. Tess would be fat. Now she is slim.
- 8. We used to love sushi.
- 9. I would get up at 6 to go to school.



9

**IW.** Read the text and decide if one or both of the words in *italics* are correct in each case.

### Going to school

I didn't (1) *use to/would* like the journey to school. I (2) *used to/would* go by bus, but I was afraid of the other children. They were bigger than me, and they (3) *used to/would* shout at me. I always sat at the back of the bus, even though it (4) *used to/would* be the hottest place, and I (5) *used to/would* hope that no one could see me. It's funny to think that those boys were probably only eight years old, but I (6) *used to/would* be so frightened.



10

**IW.** For each of the following sentences, choose either "used to" or "would". If both are possible, use "would".

1. Do you remember how your Uncle David **xxx** sit in that chair and read a book?
2. Your mother **xxx** have a Yorkshire Terrier when she was a young girl, didn't she?
3. Years ago, I **xxx** write a diary every day but then I got bored with doing it and I stopped.
4. My dad **xxx** always read to me before bed.
5. The children **xxx** often help me to make a cake. They still do sometimes.
6. My grandfather **xxx** swim in this river. Unfortunately, now it's forbidden.

11

**PW.** Tell your partner three things about your childhood. One statement should be false. Take turns to guess which statement is false.





## Lesson 2

### When in Rome, Do as the Romans Do!

1 PW. Match the words to the photos.



1. kiss    2. bow    3. namaste    4. handshake    5. wave



### INTERESTING TO KNOW!

1. The bow is a mark of respect and greeting in Japan.
2. Crossing your fingers means good luck in England.
3. Raising your hat is a sign of greeting in Europe.
4. Taking off a cap was a sign of respect in Azerbaijan in old times.

2 PW. Discuss the questions.

- How do you usually greet your friends/classmates/relatives?
- When do you give gifts to people?

**3 IW. Read the text. Which customs are mentioned in the text?**

## Giving Gifts

### Japan

Unlike the UK, in Japan it is very important to give people gifts and it usually happens at the end of a visit. Pens are a good idea or something not available in Japan. Japanese people are generally quite superstitious, so if you give them flowers, avoid giving four or nine flowers as these are unlucky numbers.



### China

Chinese people will probably refuse your gift several times, but it is polite to continue offering it to them. Do not give clocks to Chinese people as the Chinese word for "clock" is similar to the word for "death".

### South America

Gift-giving is less formal in South America but still an important part of the culture. Avoid leather, as many of the world's best leather products come from South America.



### Australia, Canada, the US and Europe

Gift-giving in these countries is informal and not always expected. However, it is polite to bring your host flowers, chocolate or wine when visiting their house. In some European countries, you should avoid red flowers.

### The Middle East

Give gifts or highest quality leather, silver or crystal. Remember to avoid leather from pigs.



**4 IW. Read the text again and answer the questions.**

1. When should you give presents in Japan?
2. What kind of gift should you give in Japan?
3. Is it a good idea to give four flowers in Japan? Why? Why not?
4. Should you give clocks as a gift in China? Why? Why not?
5. Why should you be careful with leather products in South America?
6. Is it always acceptable to give red flowers in Europe?

**5 PW. An English friend of yours is coming to your country. Write an email to him giving some advice about the following topics.**

- giving gifts
- visiting someone's house

**6 IW. Read the opinions of the people who have recently moved to a foreign country. What other challenges do you think people who immigrate face?**

- I miss my mom's cooking.
- I don't like the food here.
- There are people from different cultures. I have to learn a lot about their customs.
- When I came here, I didn't know the prices of the things.
- The climate here is completely different. In my country, we never have cold winters.
- Once I got sick and couldn't find a good doctor.
- I didn't understand a word in their language when I came. I was very nervous.

**7 PW. These words are used to describe how people sometimes feel when they live in a foreign country. Which are positive? Which are negative?**

anxious	homesick
confident	insecure*
curious*	nervous
embarrassed*	uncertain
enthusiastic	worried

**8 GW. Tell your group about the situations in which you experienced the feelings in exercise 7.**

- What made you feel that way?
- How do you feel about the situations now?

*\*curious – interested, eager to know*

*\*embarrassed – shy, ashamed*

*\*insecure – unsafe*

## Lesson 3

## Increase Your Good Fortune!

### 1 PW. Discuss the questions.

- Do you believe in luck? Why? Why not?
- Do you think successful people are lucky? Why? Why not?

### 2 IW. Track 13 a. Complete the 1st part of the song – "Lucky" by Britney Spears with the verbs in the box. Use the Present Simple Tense form. Then listen to the 1st part and check.

*go cry say wake up come*

This is a story about a girl named Lucky...

Early morning, she 1 **xxx**

Knock, knock, knock on the door

It is time for makeup, perfect smile

It is you they're all waiting for

They 2 **xxx**

"Isn't she lovely, this Hollywood girl?"

And they 3 **xxx**

#### Chorus:

She is so lucky, she is a star

But she 4 **xxx** in her lonely heart, thinking

If there's nothing missing in my life

Then why do these tears 5

**xxx** at night?

### 3 IW. Track 13 b. Listen to the second part of the song and write the missing words in your notebooks.

Lost in an image, in a dream

But there's no one there to wake her up

And the world is spinning, and she 1 **xxx** winning

But tell me what happens when it 2 **xxx**?

They 3 **xxx**

"Isn't she lovely, this Hollywood girl?"

And they 4 **xxx**

#### REPEAT CHORUS

"Oh my god ... here she 5 **xxx**!"

Isn't she lucky, this Hollywood girl?

She is so lucky, but why does she 6 **xxx**?

If there's nothing missing in her life

Why do tears 7 **xxx** at night?

#### REPEAT CHORUS

4 **IW. Track 13. Listen to the song again and answer the questions.**

1. What does Lucky do?
2. How does she feel?
3. What time does she wake up?

5 **IW. Write a short paragraph about a day when you felt lucky or unlucky. Why do you think it was your lucky or unlucky day?**

6 **IW. Read the paragraph. Which people feel luckier than others?**

Some people seem to be born lucky-they meet their perfect people **achieve** their **ambitions**, and live happy lives. The British psychologist Dr Richard Wiseman has done a lot of research to discover why some people are luckier than others. After interviewing hundreds of people with the questionnaire, he **concluded** that people who think they are lucky, achieve more **success** and happiness than those who don't. So, try to realize, control and increase your own good **fortune**.

7 **IW. Match the boldfaced words in the text to their definitions.**

- a. to end a speech, meeting, or piece of writing
- b. to do something that you wanted after planning
- c. luck, especially good luck
- d. the fact that you have got something that you want
- e. a strong wish to get something

8 **IW. Match the two parts of the sentences.**

- |                                 |   |
|---------------------------------|---|
| 1. She finally achieved         | a. was to climb Everest.                    |
| 2. Her biggest ambition         | b. in communicating with him at the moment. |
| 3. The concert concluded        | c. in their new life.                       |
| 4. I'm not having much success  | d. for a change in fortune.                 |
| 5. We wish them every happiness | e. with a rousing* chorus.                  |
| 6. All we can do is hope        | f. her ambition to visit South America      |

9 **IW. Think of a successful and well-known person. Write a short paragraph about his/her success using the boldfaced words in exercise 6.**

*\*rousing – exciting*



## Lesson 4

## Create Your Tomorrow Today!

### 1 CW. Look at the photos and discuss the questions:

- *Why are some families unhappier than others?*
- *What are some common problems that most families have?*
- *What solutions can you offer to the problems?*



### 2 IW. Read the text and say if Dennis's family is happy. Why? Why not?

Dennis and Linda have three children: Isabella is 10, Timothy is 12, and Gabriella is 7. Dennis is a computer programmer. This year Linda is working again as a hospital administrator. Linda likes her job. Everything is going well, but there are also some problems.

I love working and my job, but I feel tired and too busy. I also worry about the children. I have to work on Saturdays, so Dennis and I don't have a lot of free time together.

**Linda**

Now that Linda is working, I have to help her more with the housework.

I hate doing housework, but I know that she needs my help.

**Dennis**

I'm having a great time in my afterschool program. When mom comes to pick me up, I don't want to leave. School is everything for me. I love spending time at school with my classmates and teachers, too.

**Gabriella**

Unfortunately, my school doesn't have an after-school program. Right now, I'm spending most afternoons by myself in front of the TV. Sometimes I play computer games, but it's boring for me.

**Isabella**

I enjoy my free time after school. I'm playing my music louder and spending more time on the phone and playing the violin. A violin is my favourite musical instrument. I'm also doing a few household chores.

**Timothy**

- 3 **IW.** Read the text again. Draw and complete the chart in your notebook.

Family	Enjoys	Doesn't enjoy
Linda	xxxxx	xxxxx
Dennis	xxxxx	xxxxx
Timothy	xxxxx	xxxxx
Isabella	xxxxx	xxxxx
Gabriella	xxxxx	xxxxx

- 4 **GW.** Discuss what you enjoy doing with your families.

- 5 **PW.** Complete the sentences with love/hate/like by looking at the underlined sentences in the text.

1. I think being late is a bad habit. I don't **xxx** being late.
2. Rahim and Ela **xxx** each other and they don't work together.
3. How do you **xxx** my jacket? – I think it really suits you.
4. I'm a vegetarian and I **xxx** eating meat. So, I refuse to eat this steak.
5. Although John has a learning disability, he **xxx** going to school because he admires his teachers and classmates.

- 6 **IW.** Write sentences using the prompt.

*e.g. My friends /like /celebrate/ end /course /Park Bulvar.  
My friends like celebrating the end of the course in Park Bulvar.*

1. Martha /love /work/ /children.
2. My daughter /hate /play /alone.
3. The football players / not/ like /play /another stadium.
4. Alan's father /hate /get up /early /every day.
5. Susan /like/ /go out /her friends.
6. I/love/learn/English language.
7. Yusif/hate/eat/hamburgers.
8. Omar/love/ride a bike/after school.

## Progress Portfolio

### 1 Tick "Your Overall Progress" ✓

Self-Assessment:

A-always B-often C-sometimes D-seldom

	A	B	C	D
• I can participate in discussions on solving family problems.				
• I can be critical to myself and my classmates as well.				
• I can use adjectives, nouns and verbs in a sentence.				
• I can actively make searches on new/unknown information.				
• I can share my ideas about longevity and its mystery.				
• I can find mistakes in sentences and correct them.				
• I can ask questions on greetings, gestures and good manners.				
• I can identify the main idea of the text.				
• I can write sentences using the prompts.				

### 2 Draw and complete the table in your notebooks. Sort the words out.

lucky    instinct    hardworking    ideal    longevity    fresh  
 control amazing    folk    goal    convince    delicate    ambition  
 friendly    trust    ambitious    such    relax    utmost

Noun	Adjective	Verb	Other
▪ xxx	▪ xxx	▪ xxx	▪ xxx

### 3 If it's possible, make a sentence with 'would + verb'. If it's not possible, use 'used to + verb':

- I/have short hair when I was a teenager.
- We/go to the same little café for lunch every day when I was a student.
- She/love playing badminton before she hurt her shoulder.
- He/walk along the beach every evening before bed.
- I/always lose when I played chess with my father.
- She/be able to dance very well.
- My grandfather / drink a cup of coffee after dinner every night.
- Luke/not have a car.
- We /live in Brazil.
- My family/often go to the countryside for the weekend when I was young.

#### 4 Read the text. Put the paragraphs in the correct logical order.

A) She worked from morning till night. One day when the Ant was very busy with picking up the food and carrying it to her house in the anthill. The grasshopper laughed at her and said to her partner:

B) "I worked all summer days and nights to collect some food for me and my family. And what did you do?" asked the Ant. "I was busy, I sang and danced, and I spent a wonderful time with my friends," replied the Grasshopper.

C) "Dear grasshopper, after summer comes autumn and after autumn comes winter. We must work! And I'm collecting food for winter," answered the Ant. The grasshopper didn't listen to the ant, laughed, and continued singing and dancing.

D) Once upon a time there was a grasshopper who played the violin. Like all grasshoppers, he loved the summer. He didn't work at all, but when the sun was hot, he played his violin, sang and danced all day.

E) "You are working hard for days and days. Why are you working on such a lovely day? Why don't you sing and dance like me? It's summer and the sun is hot. Don't work so hard".

F) When winter came and there was a lot of snow, the Grasshopper had nothing to eat. He was very cold and he was very hungry, too. So, he went to visit the Ant and asked to give him some food.

G) "Well, if you did not sing and dance and work hard, you would have food for you and your family now," said the painstaking Ant.

H) At night he liked to look at the stars and the moon. An ant lived near the grasshopper. She was very different from her neighbour. She didn't like singing and dancing.

#### 5 Read the text again. Answer the questions.

1. What season was it when the story began?
2. Who was dancing and singing?
3. What did the grasshopper want the ant to do?
4. Why did the ant stop working?
5. What problem did the grasshopper have when winter came?
6. What was the ant doing in the winter?
7. What is the important message of the text?

#### 6 Answer the questions.

- What do you like/hate doing in summer? Why?
- What do you like/hate doing in winter? Why?

## WORDLIST

### UNIT 1

acquire [ə'kwairə]  
 advertisement [əd'vɜ:tɪsmənt]  
 alien ['eɪlɪən]  
 announce [ə'naʊn(t)s]  
 annoying [ə'nɔɪɪŋ]  
 applicant ['æplɪk(ə)nt]  
 approach [ə'prəʊʃ]  
 benefit ['benɪfɪt]  
 breed [bri:d]  
 bully ['bulɪ]  
 cane [keɪn]  
 competent ['kɒmpɪt(ə)nt]  
 creatively [kri'eɪtɪvli]  
 deal with [di:l]  
 dull [dʌl]  
 etiquette ['etɪket]  
 fiction ['fɪkʃ(ə)n]  
 get used to [get ju:stə]  
 graduate ['grædjueɪt]  
 in charge of [ɪŋ'ʃɑ:dʒ]  
 innovation [ˌɪnəʊ'veɪʃ(ə)n]  
 intend [ɪn'tend]  
 intimidating [ɪn'tɪmɪdeɪtɪŋ]  
 locker ['lɒkə]  
 make up one's mind  
 ['meɪk'ʌp wʌnz maɪnd]  
 mislead [mɪs'li:d]  
 multitask ['mʌltɪ,tɑ:sk]  
 obesity [ə(u)'bi:sɪtɪ]  
 pastime ['pɑ:stameɪ]  
 podium ['pɒdɪəm]  
 pocket money ['pɒkɪt,mʌni]  
 promote [prə'məʊt]  
 rate [reɪt]  
 regulation [ˌregjə'leɪʃ(ə)n]  
 relevant ['reləvənt]  
 rucksack ['rʌk,sæk]  
 sufficient [sə'fɪʃ(ə)nt]  
 thriller ['θrɪlə]

### UNIT 2

accidental [ˌæksɪ'dent(ə)l]  
 avoid [ə'vɔɪd]  
 common knowledge ['kɒmən'nɒlədʒ]  
 discovery [dɪ'skʌv(ə)rɪ]  
 emergency [ɪ'mɜ:dʒ(ə)n(t)sɪ]  
 emit [ɪ'mɪt]  
 enthusiast [ɪn'θju:ziæst]  
 flavoring ['fleɪv(ə)rɪŋ]

frame [freɪm]  
 give credit [ɡɪv 'kredit]  
 holy ['həʊli]  
 invention [ɪn'venʃ(ə)n]  
 mediator ['mi:diətə]  
 observation [ˌɒbzə'veɪʃ(ə)n]  
 paddle ['pædl]  
 plagiarism ['pleɪdʒ(ə)rɪz(ə)m]  
 rural ['ruər(ə)l]  
 slogan ['sləʊɡən]

### UNIT 3

artificial [ˌɑ:trɪ'fɪʃ(ə)l]  
 bud [bʌd]  
 bureau [bjʊə'rəʊ]  
 daydreaming ['deɪdri:mɪŋ]  
 dowry ['daʊrɪ]  
 dye [daɪ]  
 dyestuff ['daɪstʌf]  
 envy ['envɪ]  
 fertility [fɜ:'tɪlətɪ]  
 identity [aɪ'dentətɪ]  
 inscribed [ɪn'skraɪbd]  
 madder ['mædə]  
 passion ['pæʃ(ə)n]  
 prosperous ['prɒsp(ə)rəs]  
 saffron ['sæfrən]  
 schedule ['ʃedju:l]/ ['skedʒu:l]  
 silletteros [sɪ'letrəs]  
 spin [spɪn]  
 spiritual ['spɪrɪtʃʊəl]  
 stable ['steɪbl]  
 stand for [stænd]  
 tint [tɪnt]  
 yarn [jɑ:n]

### UNIT 4

acre ['eɪkə]  
 acupuncture ['ækjʊpʌŋ(k)ʃə]  
 adventurous [əd'venʃ(ə)rəs]  
 affordable [ə'fɔ:dəbl]  
 allergic [ə'ledʒɪk]  
 anxiety [æŋ(g)'zaɪətɪ]  
 asthma ['æst(θ)mə]  
 blame [bleɪm]  
 blockage ['blɒkɪdʒ]  
 employ [ɪm'plɔɪ]  
 fault [fɔ:lt]  
 fit [fɪt]  
 incredible [ɪn'kredɪbl]



injured ['ɪndʒəd]  
 overprotective [ˌəʊvəprə'tektɪv]  
 relieve [rɪ'li:v]  
 remote [rɪ'məʊt]  
 sedentary ['sed(ə)nt(ə)rɪ]

## UNIT 5

anxious ['æŋ(k)ʃəs]  
 artery ['ɑ:təri]  
 campsite ['kæmpsart]  
 cause [kɔ:z]  
 coastline ['kəʊstlaɪn]  
 conclusion [kən'klu:ʒ(ə)n]  
 conserve [kən'sɜ:v]  
 considerable[kən'sɪd(ə)rəbl]  
 deplete [drɪ'pli:t]  
 deposit [drɪ'pɔ:zɪt]  
 desperate ['desp(ə)rət]  
 domestic [də'mestɪk]  
 donated [dəʊ'neɪtɪd]  
 drought [draʊt]  
 durable ['djʊərəbl]  
 earthquake ['ɜ:θkweɪk]  
 eliminate [rɪ'lɪmɪneɪt]  
 emission [rɪ'mɪʃ(ə)n]  
 enthusiastic [ɪnθju:zɪ'æstɪk]  
 eruption [rɪ'rʌpʃ(ə)n]  
 essential [ɪ'sen(t)ʃ(ə)l]  
 eventually [ɪ'ventʃʊəli]  
 fibre ['faɪbə]  
 flood [flʌd]  
 grateful ['greɪtf(ə)l]  
 head to [hed]  
 heat [hi:t]  
 hurricane ['hʌrɪkən]  
 implementation [ˌɪmplɪmen'teɪʃ(ə)n]  
 landfill ['lændfɪl]  
 light bulb ['laɪt,bʌlb]  
 lightning ['laɪtnɪŋ]  
 milestone ['maɪlstəʊn]  
 packaging ['pækɪdʒɪŋ]  
 perish ['perɪʃ]  
 petroleum [pə'trəʊlɪəm]  
 pick up ['pɪkʌp]  
 precious ['preʃəs]  
 prevent [prɪ'vent]  
 proud [praʊd]  
 recycle [ˌrɪ:'saɪk(ə)l]  
 reduce [rɪ'dju:s]  
 restore [rɪ'stɔ:]  
 reuse [ˌrɪ:'ju:z]  
 ruin ['ru:ɪn]  
 significant [sɪg'nɪfɪkənt]  
 soil [sɔɪl]

solar ['səʊlə]  
 source [sɔ:s]  
 spin[sɪn]  
 surrounding [sə'raʊndɪŋ]  
 switch to [swɪtʃ]  
 tense [ten(t)s]  
 thunderstorm ['θʌndəstɔ:m]  
 tide [taɪd]  
 tip [tɪp]  
 tornado [tɔ:'neɪdəʊ]  
 toxic ['tɒksɪk]  
 tsunami [tsu'nɑ:mɪ]  
 unique [ju:'ni:k]  
 upset [ʌp'set]  
 vacation [və'keɪʃ(ə)n]  
 volcano [vɒl'keɪnəʊ]  
 volunteering [ˌvɒləntɪəriŋ]  
 waste [weɪst]  
 windmill ['wɪn(d)mɪl]

## UNIT 6

aqueduct ['ækwɪdʌkt]  
 average ['æv(ə)rɪdʒ]  
 cancer ['kæn(t)sə]  
 cosmopolitan [ˌkɒzmə'pɒlɪt(ə)n]  
 distinguish [drɪ'stɪŋɡwɪʃ]  
 due to [dju:tə]  
 faith [feɪθ]  
 foothill ['fuθɪl]  
 gateway ['geɪtweɪ]  
 gigantic [ˌdʒaɪ'gæntɪk]  
 goods [gʊdz]  
 harbor ['hɑ:bə]  
 headland ['hedlənd]  
 healing ['hi:lɪŋ]  
 heritage ['herɪtɪdʒ]  
 immigrant ['ɪmɪgrənt]  
 inscribed [ɪn'skraɪbd]  
 landmark ['lændmɑ:k]  
 minority [maɪ'nɔrəti]  
 online [ˌɒn'laɪn]  
 passive ['pæsɪv]  
 precious ['preʃəs]  
 rare [reə]  
 rheumatic [ru:'mætɪk]  
 sanctuary ['sæŋ(k)ʃʊəri]  
 selection [srɪ'lekʃ(ə)n]  
 shrine [ʃraɪn]  
 strait [streɪt]  
 temple ['templ]  
 tomb [tu:m]  
 valley ['væli]  
 worshipper ['wɜ:ʃɪpə]

## UNIT 7

animated ['ænɪmətɪd]  
beat yourself up [bi:t jɔ:'self ʌp]  
capture ['kæptʃə]  
courageous [kə'reɪdʒəs]  
critic ['krɪtɪk]  
deed [di:d]  
dwarf [dwɔ:f]  
follower ['fɒləʊə]  
genre [ʒənrə]  
give in ['gɪv'ɪn]  
hardship ['hɑ:dʃɪp]  
heroism ['herəʊɪz(ə)m]  
injustice [ɪn'dʒʌstɪs]  
instant ['ɪn(t)stənt]  
liberation [,lɪb(ə)'reɪʃ(ə)n]  
massacre ['mæsəkə]  
mess up ['mes'ʌp]  
murder ['mɜ:də]  
nominated ['nɒmɪneɪt]  
outlaw ['aʊtlɔ:]  
part [pɑ:t]  
patriotism ['pætrɪətɪz(ə)m]  
poisoned ['pɔɪz(ə)nd]  
premiere ['premiə]  
prestigious [pres'tɪdʒəs]  
reveal [rɪ'vi:l]  
rob [rɒb]  
slaughter ['slɔ:tə]  
star [stɑ:]  
succeed [sək'si:d]  
take a deep breath [teɪk ə di:p breθ]  
violence ['vaɪələ(ə)n(t)s]  
wealthy ['welθɪ]

## UNIT 8

agency ['eɪdʒ(ə)n(t)sɪ]  
ancestor ['ænsəstə]  
basement ['beɪsmənt]  
burrow ['bɜ:rəʊ]  
camouflaged ['kæməflɑ:ʒd]  
canal [kə'næl]  
cellar ['selə]  
complexity [kəm'pleksəti]  
conventional [kən'ven(t)ʃ(ə)n(ə)l]  
cultivate ['kʌltɪveɪt]  
den [den]  
detached [dɪ'tæʃtɪ]  
distance ['dɪst(ə)n(t)s]  
en-suite [ˌɑ:n'swi:t]  
extraordinary [ɪk'strɔ:d(ə)n(ə)rɪ]  
float [fləʊt]  
furnish ['fɜ:nɪʃ]

futuristic [ˌfju:ʃə'rɪstɪk]  
giant ['dʒaɪənt]  
hive [haɪv]  
hole [həʊl]  
inhabitant [ɪn'hæbɪt(ə)nt]  
invisible [ɪn'vɪzəbl]  
location [ləu'keɪʃ(ə)n]  
lodge [lɒdʒ]  
luxury ['lʌkʃ(ə)rɪ]  
maintenance ['meɪnt(ə)nənt(s)]  
narrow boat ['nærəʊbəʊt]  
semi-detached [ˌsemi'detæʃt]  
shell [ʃel]  
spacious ['speɪʃəs]  
stilt [stɪlt]  
suburb ['sʌbə:b]  
terraced ['terəst]  
tree hollow [tri: 'hɒləʊ]  
ultramodern [ˌʌltrə'mɒdən]  
waterway ['wɔ:təweɪ]

## UNIT 9

achieve [ə'tʃi:v]  
ambition [æm'bɪʃ(ə)n]  
attitude ['ætɪt(j)u:d]  
conclude [kən'klu:d]  
curious ['kjʊəriəs]  
descend [dɪ'send]  
diet ['daɪət]  
embarrassed [ɪm'bærəst]  
fortune ['fɔ:ʃu:n]  
inhabitant [ɪn'hæbɪt(ə)nt]  
insecure [ˌɪnsɪ'kjʊə]  
lifestyle ['laɪfstɑɪl]  
longevity [lɒn'dʒevəti]  
sensitive ['sen(t)sɪtɪv]  
success [sək'ses]

### TRACK 1

**Jack:** What job would you like to do in future? Have you already made up your mind?

**Fidan:** I think all professions are good and important. The main thing is to be a real professional – a master of your profession. My intention is to be a competent designer and become famous all over the world.

**Jack:** That sounds interesting! What skills and qualifications will you need to be a good designer?

**Fidan:** Actually, I have read a lot about the lives of successful designers and learnt that in order to be a professional one, you need to study well, be open to innovations, and acquire the appropriate knowledge and qualities.

**Jack:** Sure. I think only knowledge is not sufficient. You must gain theoretical as well as practical skills to be successful.

### TRACK 2

**Aysel:** Are you a newcomer in the school?

**Amir:** Yeah!

**Aysel:** How do you find it here? I hope you will adapt well to the changes.

**Amir:** Actually, many things are new for me here, but I like changes. I think I'll get used to everything very soon.

**Aysel:** I understand you so well. I came to this school last year and it took me a while to learn all the rules and regulations.

**Amir:** It's good to try new things. In my previous school, we didn't have any computers at all. The best thing here is that you can see new computers in all classrooms. We have internet access and use Web 2 tools, Microsoft, and Publisher programs. At the same time, we have smart boards almost in all classrooms. I think all students can work creatively and make great success in such an environment.

**Aysel:** Yes, you're right. So, welcome to our new world! I believe you'll benefit a lot from this innovation. Good luck to you!

### TRACK 3

**Mr. Smith:** Hi, Banu!

**Banu:** Hi, Mr. Smith. Are you ok? You look upset.

**Mr. Smith:** Hmm. You're right! My English friends asked me about classical Azerbaijani writers, but I couldn't remember any names.

I have been living in Azerbaijan for five years already and I have almost no information about them.

**Banu:** Azerbaijani literature, especially poetry is popular in the world. Nowadays you can get so many books. I recommend you to read the works of the greatest and well-known writers and poets such as Nizami Ganjavi, Ahmad Javad, Samad Vurghun, Bakhtiyar Vahabzade, and Khalil Rza Uluturk.

**Mr. Smith:** You know I am a computer engineer, and I spend most of my time on the Internet. That's why, I don't have much time for going to bookstores. Can I read the books online?

**Banu:** Sure, there are some webpages where you can download and read some of their books. I am sure that you will love them. Believe me most Azerbaijani writers and poets are talented, brilliant, well-educated, and free-spirited. When I feel sad or need some advice, I read the books of famous poets or writers. Good books always make me read more and help me find my way in life. I think poetry is my cup of tea.

**Mr. Smith:** Thanks for your useful advice. I'll bring my laptop and see if I can download some books right now.

### TRACK 4

**Semra:** There have been a lot of important inventions and discoveries. I think I couldn't live without a telephone, especially a mobile phone. It is not only a phone, it's just an address book, an alarm clock, a calendar, a camera, even a photo album. Like computers, mobile phones have changed the way we communicate.

**Shahin:** I believe that the invention of computers was important because it was followed by many other exciting developments, such as hundreds of computer programmes, emails, and the Internet. I can find everything on Internet sites: send virtual flowers, e-cards and music. I think it's great.

## TRACK 5

**Speaker 1.** I've got a lap top. I can use it easily. I have many friends all over the world. I've never seen any of them. But I know them well because we chat and exchange e-mails almost everyday. If you know English a little, the door to the world is open to you. I find all this very exciting.

**Speaker 2.** Computers are great. They are better than TV. On TV you can watch a spaceship, but in a computer game you can fly in a spaceship. Computers are going to be very important in the future. They have helped me improve my writing, designing, and presentation skills.

**Speaker 3.** I've got a webcam, so we can video chat with my friends who live abroad. I also send messages and download a lot of music and videos from the Net. And messages can be sent in a few seconds.

**Speaker 4.** I think many of today's computer games are very harmful for teenagers. There is too much shooting and killing. These games are worse than horror films. When you watch TV, you see bad things, but when you play computer games, you do bad things. I think children should not be allowed to play violent video games as they teach violence.

## TRACK 6

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

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

**Jack:** Why did you get such a bad mark?

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

**Jack:** Oh, I understood. Could I have a look at your report?

**Khadija:** Sure. Here you are!

**Jack:** Yes, that's what I thought: plagiarism!

**Khadija:** What does it mean?

**Jack:** That means you copied the report that somebody else had put on the Internet.

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

**Jack:** There are a lot of sources and you can use as many as possible. Don't just copy articles from the Internet. The Internet is usually a good information *source*, but the information there isn't always reliable.

**Khadija:** And what do I have to do?

**Jack:** So you have to be very careful and check it with other sources. If you want to use somebody else's ideas or thoughts in your report, you should always mention the author's name.

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

## TRACK 7

Samira Salmanova is a young artist who is in a wheelchair and unable to speak. She has a very good memory and expresses herself with the help of her paintings. She paints her works with her feet. On November 17, 1997 our national leader Heydar Aliyev saw Samira and said, "Although she can not transfer her inner talent to paper with her hands, she delivers it to people by drawing with her toes. Samira is on the same level as national heroes".

Like Samira, there are many young people with disabilities in Azerbaijan. As the president of the Heydar Aliyev Foundation, the Vice President and the First Lady of Azerbaijan Mehriban Aliyeva organizes international, large-scale projects and always pays attention to mentally and physically retarded children. She organizes different exhibitions and parties for such children, reconstructs and opens new schools that teach them to work with modern information technologies.

## TRACK 8

**A. Doctor:** Hello. Can I help you?

**Woman:** Oh, yes thank you. My daughter fell over in the yard today. Her arm hurts.

**Doctor:** Can she move her fingers?

**Woman:** No, she can't.

**Doctor:** Hmm.. Then, you should take her to the hospital immediately.

**B. Doctor:** Hello. Can I help you?

**Woman:** I'm sorry to bother you, but my son has a terrible stomach ache.

**Doctor:** Does he have a headache?

**Woman:** Yes, he does.

**Doctor:** Has he eaten a lot today?

**Woman:** Well, we are just back from a wedding party. I think he tried almost everything that was on the table.

**Doctor:** Hmm...He shouldn't eat any more food today, but it is helpful to drink a lot of water.

**Woman:** Ok. Thank you.

**C. Doctor:** Hello. Can I help you?

**Man:** (*coughing*) Hello. I have got a cough and

a sore throat. I cough all the time (*coughing*), especially at night. I can't sleep.

Doctor: Have you got a cold at the moment?

Man: No, I haven't. I had it last week, but(*coughing*) it's gone. Now I have a cough only.

Doctor: You need to take some medicine before you go to bed and it's useful to sleep with two pillows. You will soon get better.

Man: I hope so. Thank you.

### TRACK 9a

What about sunrise

What about rain

What about all the things

That you said we were to gain ...

What about killing fields

Is there a time

What about all the things

That you said was yours and mine...

Did you ever stop to notice

All the blood we've shed before

Did you ever stop to notice

The crying Earth the weeping shores?

What have we done to the world

Look what we've done

What about all the dreams

That you pledge your only son...

Did you ever stop to notice

All the children dead from war

Did you ever stop to notice

The crying Earth the weeping shores

I used to dream

I used to glance beyond the stars

Now I don't know where we are

Although I know we've drifted far.

### TRACK 10

1. Tom: The crops are dying in the fields. There has been no rain for five months in this part of the country.

2. Ann: It all started at 2 p.m. The mountainside exploded and millions of tones of lava flowed into the sea. We all panicked.

3. Aynur: The flames swept through the dry forest, destroying hundreds of hectares of trees.

### TRACK 11

**Presenter:** In the early 20<sup>th</sup> century a new form of an art was born and has grown ever since. Of course, I am talking about Cartoons. They are now a huge part of creative culture and hold a special place in the world of

entertainment. In the studio with me today is Kate Moore, a psychologist. Welcome to the program.

**Kate:** Thank you.

**Presenter:** Kate, what makes cartoons so popular?

**Kate:** Well, Cartoons are essential part of every childhood. They are, certainly, the most popular entertainment for children, but also much more than that. With the help of cartoons, kids can learn about the world around us, about new emotions, life issues and other important things.

Children are interested in watching cartoons as they take them to the world of imagination. They feel excited while watching their favorite characters saving someone or, overcoming hardships. As children grow up, cartoons show them how things function in real life, explain them more about feelings and relationships in a way they can understand. And of course, children find cartoons amusing and entertaining.

**Presenter:** There are many cartoon characters that are loved by millions of kids and adults throughout the globe. However, many more people think that cartoons are boring and can be watched only by kids. What do you think about this belief?

**Kate:** Hmm... It is true that some cartoons are meant only for children, especially those which are educational and teach young children shapes, numbers or colors. But there are cartoons that are certainly aimed for adults as well. The research studies show that cartoons help adults to relax especially when they are tired and want to forget their problems.

Moreover, cartoons are full of positive life messages, which proves us that they are very helpful and that no matter how old you are, there are still so many things to learn. They help us learn something quickly from things that are exciting and interesting. Another thing is that you can understand the hidden messages as an adult.

**Presenter:** Kate, thank you for coming. What would you like to tell our adult listeners?

**Kate:** Cartoons help you to feel as a child. If you want to find and bring out your inner child, watch cartoons!



## **TRACK 12**

### **Try Everything” Lyrics – Zootopia**

Oh oh oh oh oh  
Oh oh oh oh oh  
Oh oh oh oh oh  
Oh oh oh oh oh  
Oh oh oh oh oh  
I messed up tonight  
I lost another fight  
Lost to myself but I’ll just start again  
I keep falling down  
I keep on hitting the ground  
But I always get up now to see what’s next  
Birds don’t just fly they fall down and get up  
Nobody learns without getting it wrong  
I won’t give up  
No I won’t give in till I reach the end, and  
then I’ll start again  
No I won’t leave I want to try everything  
I want to try even though I could fail  
I won’t give up  
No I won’t give in till I reach the end, and  
then I’ll start again  
No I won’t leave I want to try everything  
I want to try even though I could fail  
Oh oh oh oh oh  
Try everything  
Oh oh oh oh oh  
Try everything  
Oh oh oh oh oh  
Try everything  
Oh oh oh oh oh  
Look how far you’ve come  
You filled your heart with love  
Baby you’ve done enough  
Take a deep breath  
Don’t beat yourself up  
No need to run so fast  
Sometimes we come last but we did our best  
I won’t give up  
No I won’t give in till I reach the end, and  
then I’ll start again No I won’t leave I want  
to try everything I want to try even though I  
could fail  
I won’t give up No I won’t give in till I reach  
the end, and then I’ll start again No I won’t  
leave I want to try everything I want to try  
even though I could fail  
I’ll keep on making those new mistakes  
I’ll keep on making them every day  
Those new mistakes  
Oh oh oh oh oh  
Try everything

Oh oh oh oh oh  
Try everything  
Oh oh oh oh oh  
Try everything  
Oh oh oh oh oh  
Try everything

## **TRACK 13 A**

This is a story about a girl named Lucky Early morning, she wakes up Knock, knock, knock on the door It’s time for makeup, perfect smile It’s you they’re all waiting for They go, “Isn’t she lovely, this Hollywood girl?” And they say Chorus: “She’s so lucky, she’s a star But she cry, cry, cries in her lonely heart, thinking If there’s nothing missing in my life Then why do these tears come at night?”

## **TRACK 13 B**

Lost in an image, in a dream  
But there’s no one there to wake her up  
And the world is spinning,  
and she keeps on winning  
But tell me, what happens when it stops?  
They go, “Isn’t she lovely, this Hollywood girl?”  
And they say  
[Chorus]  
“She’s so lucky, she’s a star  
But she cry, cry, cries in her lonely heart,  
thinking  
If there’s nothing missing in my life  
Then why do these tears come at night?”  
Isn’t she lovely, this Hollywood girl?  
She is so lucky, but why does she cry?  
If there is nothing missing in her life  
Why do tears come at night?  
And they say  
“She’s so lucky, she’s a star  
But she cry, cry, cries in her lonely heart,  
thinking  
If there’s nothing missing in my life  
Then why do these tears come at night?”  
She’s so lucky, she’s a star  
But she cry, cry, cries in her lonely heart,  
thinking  
If there’s nothing missing in my life  
Then why do these tears come at night?”

## **TRACK 13. (FULL VERSION)**

# GRAMMAR SECTION

## COMMA RULES

A **comma** is a piece of punctuation that has a variety of uses, but its purpose is mainly to keep words and ideas clear.

► **Use a comma to separate items in dates and places.**

July 1, 1908                      Baku, Azerbaijan

► **Use a comma in the openings of friendly letters and in the closings of all letters.**

Dear Omar,                      Best,                      Yours,

► **Use a comma between words or groups of words in a series.**

My lunch contained a sandwich, an apple, cake, and a banana.

► **Use a comma to separate adjectives before a noun.**

Yusif bought a shiny, new, red, sports car.

► **Use a comma before a coordinate conjunction in a compound sentence (fanboys – for, and, nor, but, or, yet, so).**

The day felt chilly, but we went to the pool.

The dog licked my hand, and I knew I had to take her home.

► **Use a comma to set off introductory words and phrases that cannot stand alone as a sentence.**

If I win the lottery, I will buy a house.

While I was waiting for the bus, I fell asleep.

Because I was tired, I went home.

► **Use a comma to set off words that interrupt the main idea of a sentence.**

My boss, for example, donated thousands of dollars to charity last year. It may not be my place, however, to say this.

Interrupters: by the way    however    still    incidentally    for example    in fact    of course

► **Use a comma to set off appositives.**

An appositive is a word or phrase that adds extra information about the noun that appears before it in a sentence.

Ali, my youngest brother, is in Ontario.

The town of Kitchener, once known as Berlin, is in Ontario.

► **Use a comma in quotations.**

“I told you,” said the coach, “to get to bed early the night before a game.”

► **Common mistakes**

Don’t put a comma before or after **BECAUSE**.

Don’t put a comma after **THAT**.

Don’t put a comma after **WHILE**.

## THE PASSIVE VOICE

Present Simple Passive	Past Simple Passive
<div>I                      am</div> <div>He/she/it        is</div> <div>We/you/they     are</div> <div>→ + V<sub>3/ed</sub></div>	<div>I/you/he/she/it    was</div> <div>We/you/they        were</div> <div>→ + V<sub>3/ed</sub></div>
<ul style="list-style-type: none"><li>▪ Interesting books are read with great pleasure.</li><li>▪ English is spoken all over the world.</li></ul>	<ul style="list-style-type: none"><li>▪ The pyramids were built by the Egyptians.</li><li>▪ “Guernica” was painted by Picasso.</li></ul>

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

### FUTURE SIMPLE PASSIVE

Will +be +V <sub>3/ed</sub>	General Questions	Negative form
I/ we+ <b>will be</b> + V <sub>3/ed</sub> ▪ We <b>will/we'll be sent</b> to the conference in a week.	Will I/we <b>be</b> + V <sub>3/ed</sub> ▪ Will we <b>be sent</b> to the conference in a week?	I//we+ <b>will not/won't be</b> + V <sub>3/ed</sub> ▪ We <b>will not/won't be sent</b> to the conference in a week.
You/he/she/it/they+ <b>will be</b> + V <sub>3/ed</sub> ▪ These questions <b>will be solved</b> soon.	Will I/you/he/she/it/they+ <b>be</b> + V <sub>3/ed</sub> ▪ Will the questions <b>be solved</b> tomorrow?	You/he/she/it/they + <b>will not/won't be</b> + V <sub>3/ed</sub> ▪ The questions <b>won't be solved</b> .

### THE PASSIVE VOICE WITH MODAL VERBS

Modal verbs +be +V <sub>3/ed</sub>	General Questions	Negative form
I/you/he/she/it/we/you/they + <b>can be</b> + V <sub>3/ed</sub> ▪ The letters <b>can be sent</b> at once.	<b>Can</b> I/you/he/she/it/we/you/they+ <b>be</b> + V <sub>3/ed</sub> ▪ <b>Can</b> the letters <b>be sent</b> at once?	I/you/he/she/it/we/you/they+ <b>cannot/can't be</b> + V <sub>3/ed</sub> ▪ The letters <b>can't be sent</b> at once.
I/you/he/she/it/we/you/they+ <b>must be</b> + V <sub>3/ed</sub> ▪ These questions <b>must be solved</b> .	<b>Must</b> I/you/he/she/it/we/you/they+ <b>be</b> + V <sub>3/ed</sub> ▪ <b>Must</b> the questions <b>be solved</b> ?	I/you/he/she/it/we/you/they+ <b>mustn't be</b> + V <sub>3/ed</sub> ▪ The questions <b>mustn't be solved</b> .
I/you/he/she/it/we/you/they+ <b>should be</b> + V <sub>3/ed</sub> ▪ New houses <b>should be built</b> .	<b>Should</b> I/you/he/she/it/we/you/they+ <b>be</b> + V <sub>3/ed</sub> ▪ <b>Should</b> new houses <b>be built</b> ?	I/you/he/she/it/we/you/they+ <b>should not/shouldn't be</b> + V <sub>3/ed</sub> ▪ New houses <b>shouldn't be built</b> .

COUNTABLE NOUNS	UNCOUNTABLE NOUNS
<ul style="list-style-type: none"> <li>Use a/an before singular countable nouns. Countable nouns are things that you can count. Countable nouns have a plural form.</li> </ul> <p>Example: a painting – paintings (Find more examples for countable nouns in the text.)</p>	<ul style="list-style-type: none"> <li>Don't use a/an with uncountable nouns. Uncountable nouns are things that you cannot count. Uncountable nouns don't have a plural form.</li> </ul> <p>Example: butter But: a butter knife (Find more examples for uncountable nouns in the text.)</p>

Non count /Uncountable nouns				
glass	tea	art	wealth	advice
sand	coffee	music	health	information
work	water	life	peace	happiness
juice	advice	weather	furniture	progress
bread	salt	news	beauty	courage
<p><b>Note:</b> Be attentive! Don't use a/an before uncountable nouns!</p> <ul style="list-style-type: none"> <li>Aydan has got <del>a</del> good news/<del>a</del> news/ good <b>news</b> for you.</li> <li>It was <del>a</del> useful information/<del>an</del> information/good information<del>s</del>.</li> </ul>				

THE PAST PERFECT TENSE FORM			
Affirmative sentences	Affirmative/Short Forms	Interrogative sentences	Negative sentences
I/you/he/she/it/we/ they + <b>had+V<sub>3/ed</sub></b>	I'd/you'd/he'd/ she'd/it'd/we'd/ they'd+ <b>V<sub>3/ed</sub></b>	<b>Had</b> +I/you/he/ she/it/we/they <b>+V<sub>3/ed</sub></b>	I/you/he/she/it/ we/they + <b>had not/ hadn't+V<sub>3/ed</sub></b>
1. The students <b>had demonstrated</b> some activities at the camp <b>by Friday</b> .	▪ The students' <b>d demonstrated</b> some activities at the camp <b>by Friday</b> .	▪ <b>Had</b> the students <b>demonstrated</b> some activities at the camp <b>by Friday</b> ?	▪ The students <b>had not (hadn't) demonstrated</b> some activities at the camp <b>by Friday</b> .
2. Nuray <b>had seen</b> the film <b>by 5 yesterday</b>	▪ Nuray' <b>d seen</b> the film <b>by 5 yesterday</b> .	▪ <b>Had</b> Nuray <b>seen</b> the film <b>by 5 yesterday</b> ?	▪ Nuray <b>had not/ hadn't seen</b> the film <b>by 5 yesterday</b> .
3. Nigar <b>had finished</b> the composition about wildlife <b>when I returned</b> .	▪ Nigar' <b>d finished</b> the composition about wildlife <b>when I returned</b> .	▪ <b>Had</b> Nigar <b>finished</b> the composition about wildlife <b>when I returned</b> ?	▪ Nigar <b>had not (hadn't) finished</b> the composition about wildlife <b>when I returned</b> .

## LIKE

<b>Like as a verb</b>	<b>like as a preposition</b>	<b>Samples</b>
<b>Like</b> as a verb is about pleasures and desires.	<b>Like</b> as a preposition is about comparisons and descriptions. <i>What's it like?</i> = tell smth /smb about it, it's good or bad, big or small, old or new, etc.	<ul style="list-style-type: none"> <li>What's your teacher like?</li> <li>– She's very kind.</li> <li>What was the movie like?</li> <li>– It was very interesting.</li> <li>What's Jack like?</li> <li>– He is intelligent.</li> </ul>
<ul style="list-style-type: none"> <li>What do you like?</li> <li>– I like films.</li> <li>What does Jack like?</li> <li>– He likes watching films.</li> </ul>	<ul style="list-style-type: none"> <li>What is London like?</li> <li>– It means “Describe London to me, because I don't know anything about it.”</li> <li>Oh, it's fantastic. Or It is quite big, and it's very interesting.</li> </ul>	

## THE DEFINITE ARTICLE

<b>the+rivers/seas/oceans</b>	<b>without the + cities/countries/continents</b>	<b>without the + bridges</b>	<b>without the +Lake</b>
<b>the</b> Amazon <b>the</b> Zambezi <b>the</b> Pacific <b>the</b> Caspian Sea	Asia Africa California Great Britain	Khudaferin Bridge Tower Bridge Bosphorus Bridge Waterloo Bridge	Lake Kariba Lake Baikal Lake Jeyranbatan Lake Superior

<b>would prefer+to</b> <i>to say what smb wants in a particular situation</i>	<b>would rather (to)</b> <i>= would prefer+to</i>	<b>had better (to)</b> <i>= it's advisable to do it</i>
I <b>would prefer</b> = I'd <b>prefer</b> <ul style="list-style-type: none"> <li>I'd <b>prefer</b> to help them.</li> </ul>	I <b>would rather</b> = I'd <b>rather</b> <ul style="list-style-type: none"> <li>I'd <b>rather</b> go on foot.</li> </ul>	I <b>had better</b> = I'd <b>better</b> <ul style="list-style-type: none"> <li>I'd <b>better</b> join the Green Company.</li> </ul>

## USED TO/WOULD

**A. We use used to + verb and would + verb to talk about repeated actions in the past which don't happen now.**

- I **would** go swimming when I was at school. (action)
- I **used to** play football but I don't have time now. (action)

**B. We only use used to + verb to talk about states in the past.**

- She **used to** live in London. (state)
- I **used to** like her songs. (state)

**C. We use the Past Simple to talk about a single event in the past.**

I went shopping with my friends a week ago.

**D. We don't use “d” in the spelling of use to in negatives and questions.**

- Did you **use to** like olives,



## LIST OF THE IRREGULAR VERBS

Infinitive	Past Simple	Past Participle
be	was, were	been
beat	beat	beaten
become	became	become
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
leave	left	left
let	let	let

Infinitive	Past Simple	Past Participle
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
shake	shook	shaken
shoot	shot	shot
show	showed	showed/shown
sing	sang	sung
sink	sank	sunk
sit	sat	sat
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wear	wore	worn
win	won	won
write	wrote	written

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*BURAXILIŞ MƏLUMATI*

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Ümumtəhsil məktəblərinin 8-ci sinfi üçün  
İngilis dili (əsas xarici dil)  
fənni üzrə dərslik

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Müəlliflər	Qızıtamam Quliyeva Xalidə Rüstəmovə
Naşir	Xəlil Həsənoğlu
Redaktor	Simayə Cümşüdəvə
Bədii redaktor	Jalə Kərimli
Texniki redaktor	Ruslan Mahmudov
Korrektor	Fidan Qulizadə
Dizayner	Ayxan Əsədullayev

**Dinləmə mətnlərini səsləndirdilər:**

Həşimova Nəzrin Qafqay q. (Müəllim – Fransız-Azərbaycan Universiteti)  
Abbasova Aysel Kamandar q. (Müəllim, PhD – ADA Universiteti)  
Hacıyeva Firəngiz Sənan q. (tələbə, ADA Universiteti)  
Səmədzadə Nərmən Sahib q. (tələbə, ADA Universiteti)  
Əliyev Pənah Elnur o. (tələbə, ADA Universiteti)

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Bakı ş., M. Müşfiq küç., 2A.  
Tel. 502-46-91

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