

ENGLISH

Student's Book

11





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 qadiriz!
Üçrəngli bayrağınla məsud yaşa!
Minlərlə can qurban oldu!
Sinən hər bə meydan oldu!
Hüququndan keçən əsgər,
Hərə bir qəhrəman oldu!

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

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



HEYDAR ALIYEV
THE NATIONAL LEADER OF THE AZERBAIJANI NATION

**GIZTAMAM GULIYEVA, KHALIDA RUSTAMOVA,
GULKHAS ASLANOVA**

ENGLISH

11

Student's Book

English as the main foreign language for the 11th
grade of the general secondary schools

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email addresses. Thank you for your cooperation in advance.



“KÖVSƏR”

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Introduction

1. Look at the pictures and speak about them answering the following questions.

How did you spend your summer holidays?
What places did you visit during the summer?
Which university would you like to choose?
How should you apply to study at this university?



2. One of your friends is planning to visit Azerbaijan and asking you for some information. Write a letter to him/her and say:

- When the best time to visit Azerbaijan is;
- What places you would recommend to visit;
- What some special customs are in Azerbaijan.



Introduction

Test

3. Choose the correct variant.

1. The great Azerbaijani poet Nizami Ganjavi glorified ____ in his works.

1. humanizm 2. justice 3. wealth 4. weakness 5. love 6. diligence
A) 1, 2, 5, 6 B) 1, 2, 3, 4 C) 3, 4, 5, 6 D) 1, 3, 4, 5

2. Agatha Christie is known all over the world as the queen of ____.

- A) business B) wealth C) love D) crime

3. The English writer _____ described her school life in the novel “Jane Eyre”.

- A) Charles Dickens B) Charlotte Bronte
C) Mark Twain D) William Shakespeare

4. Gara Garayev’s famous ballet ____ opened a new chapter in the history of classical music of Azerbaijan.

- A) Motherland B) Hard Times
C) Seven Beauties D) The Song of Art

5. Find the close meaning of the verb “adore”.

- A) cheat B) expand C) refer D) admire

4. Find and correct mistakes.

- | | | |
|-----------------------|--------------------|-----------------------|
| 1. to make one’s best | 4. to do excuse | 7. to make exercises |
| 2. to make a favour | 5. to do a mess | 8. to do a difference |
| 3. to make laundry | 6. to do a comment | 9. to make business |

5. Match the words with their definitions.

- | | |
|----------------|--|
| 1. fabulous | a) extremely important |
| 2. eternal | b) uncertain and feeling doubt |
| 3. vivid | c) having new and exciting ideas |
| 4. sociable | d) without an end, existing forever |
| 5. doubtful | e) extremely good |
| 6. crucial | f) enjoying spending time with other people |
| 7. imaginative | g) producing very clear pictures in smb’s mind |

UNIT 1. HEALTH

Lesson 1. Mind Power

What you'll learn:

Vocabulary: Keeping Brain Healthy

Grammar: Have/Get something Done

Speaking: Discussing the brain and brain activities

Writing: A short paragraph and a list of ideas about brain activities

WORD FILE

- absorb** [əb'sɔ:b] (v) take in and understand fully (*information, ideas, or experience*) *She **absorbed** the information in silence.*
- boost** [bu:st] (v) help or encourage (something) to increase or improve. *Arrange of measures to **boost** tourism.*
- bossy** ['bɒsɪ] (adj) fond of giving people orders; domineering. *Don't be so **bossy**!*
- complexity** [kəm'pleksɪtɪ] (n) the state or quality of being complicated. *An issue of great **complexity**.*
- data** ['deɪtə] (n) facts and statistics collected together for reference or analysis. *There is very little **data** available.*
- distinction** [dɪ'stɪŋ(k)ʃ(ə)n] (n) a difference or contrast between similar things or people. *There is a sharp **distinction** between domestic politics and international politics.*
- entire** [ɪn'taɪə] (adj) whole, complete, total. *The **entire** world.*
- interfere** [ɪntə'fɪə] (v) intervene in a situation without invitation or necessity; mix, merge, impede; *You promised not to **interfere**.*
- marvel** [mɑ:v(ə)l] (v) be filled with wonder or astonishment. *She **marvelled** at Jeffrey's work.*
- rigid** ['rɪdʒɪd] (adj) unable to bend or be forced out of shape; not flexible. *A seat of **rigid** orange plastic.*
- store** [stɔ:] (v) keep or accumulate (something) for future use. *A small room used for **storing** furniture.*
- tend** [tend] (v) regularly or frequently behave in a particular way or have a certain characteristic. *Written language **tends** to be formal.*

Listening / Speaking

1. **PW.** Answer the questions and share your ideas with your classmates.

1. How does the brain work?

2. Are our brains active while we sleep?

3. What is the difference between the left and the right sides of the brain?

4. How much of the brain do we usually use?

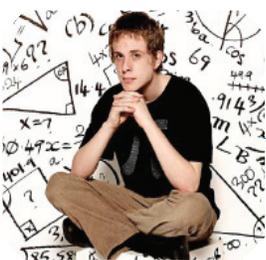
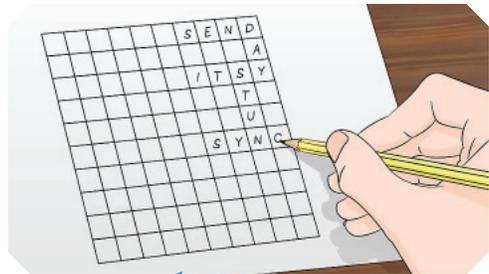
Chinese Proverb

Tell me and I'll forget

Show me and I may remember

Involve me and I'll understand!

2. **CW.** Look at the photos and say out the ways of keeping the brain healthy.



Listening / Speaking

3. PW. Listen and give your opinions on: "How to keep the brain healthy?" Match the titles to the paragraphs.

- a) Eat well! c) Exercise your brain!
b) Exercise! d) Avoid stress! e) Get your hearing checked!

Five Ways to Keep Your Brain Healthy

1 _____
We all know the saying "Healthy body, healthy mind". Oily fish like salmon and tuna, along with fruit and vegetables, provide essential vitamins to keep your brain young and fit.

2 _____
Regular exercise increases **blood circulation*** to your brain, making it more efficient. If you haven't exercised regularly before, **get** your blood pressure **checked** to make sure your heart is healthy.

3 _____
Hearing loss can seriously **interfere** with memory, so if you think you might have a problem, **have** your hearing **tested** right now.

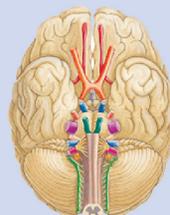
4 _____
Just like your body your brain needs keeping fit. Do crosswords, read books. Test and develop your memory with special exercises.

5 _____
We all know that when we have too much to do we start to forget things. Take breaks and make time to relax!

4. GW. Listen to the Brain facts and discuss them with your classmates.

FACT FILE BRAIN FACTS

- Our brain consists of two halves, known as the left and right **hemispheres***.
- The two halves of the brain are not exactly the same: the left side of the brain is slightly larger.
- The two halves of the brain process information in different ways.
- Although one side (*usually the left*) is dominant in most people, nobody is totally right-or left-brained-just as no one is totally right-or left-handed.



***blood circulation** - the course of the blood from the heart through the arteries, capillaries, and veins back again to the heart.

***hemisphere** - a half of a sphere

Listening / Speaking

5. **GW.** Find other examples of this type of sentences in the paragraphs paying attention to the Grammar Booster below. (See task 3)

GRAMMAR BOOSTER

The Passive Causative* Have/Get something done

We use “**Have something done**” to say that we arrange for somebody else to do something for us. If you have something done, you don’t do it, somebody does it for you.

Sample:

The roof of Jane’s house was damaged in a storm. Yesterday a workman came and repaired it. Jane had the roof repaired yesterday.

This means: Jane arranged for somebody else to repair the roof. She didn’t repair it herself.

Compare:

Jane repaired the roof. = (she repaired it herself)

Jane had the roof repaired = (she arranged for somebody else to repair it)

Get is normally used in conversation and informal writing.

• **Have your hearing tested** right now.

• **Get your hearing checked.**

Sometimes “**have something done**” is used to say that something happens to somebody or his/her belongings. Usually what happens is unpleasant.

Sample:

• *Tom had his nose broken in a fight.*

Sample:

Structure: Have + object+Past Participle

Get +object+Past Participle

6. **GW.** Say the sentences in the way shown in the model. Use **Have/Get something done**.

Model: Tom didn’t paint the walls of the room himself.

He **had** them **painted**.

1. My grandpa always checks his blood pressure himself. He _____ .
2. Kate isn’t making the curtains herself. She _____ .
3. Julia’s brother usually cuts his hair himself. He _____ .
4. The children haven’t cleaned their room themselves. They _____ .
5. Jane mustn’t paint the fence herself. She _____ .
6. Mother won’t clean the house. She _____ .
7. Pavlo didn’t make his suit himself. He _____ .
8. My granny can’t bake the cake alone. She _____ .

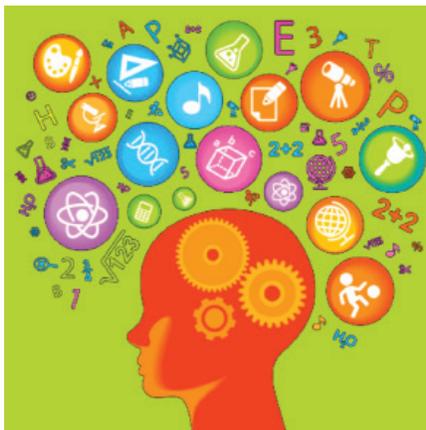
***causative** - acting as a cause (a causative verb/factor)

Reading

1. **GW.** a) Read the information in the text and give the best title.
b) Give a short review of the information about the brain and brain activities.

Scientists have been studying the brain for a long time and they all agree that the human brain is a marvellous and fascinating thing. So all human beings are the owners of the best “personal computer” in the world that we are carrying with us wherever we go.

One thing that makes the brain so special is its amazing **complexity** like that of a computer. No other part of our body can perform as many functions as the brain can. It controls the body, **stores data** in the form of memories, and creates thoughts, dreams, ideas, emotions, and moods. While we are asleep, the brain makes sure that the internal organs (i.e. the liver, kidneys, heart, etc.) continue to work. So, the brain works non-stop, day and night, all our lives.



Another fascinating thing about the brain is its perfect structure. It consists of a mass of soft grey **matter*** (10 billion nerve cells) inside the head and is divided into two **hemispheres**. The two halves can operate quite independently of one another and have developed different abilities. The Left Brain controls logic, language, reasoning, facts, numbers, and the movements of the right-hand side of the body. The Right Brain controls emotions, music sense, imagination, dreams and rhythm, colour perception, day-dreaming, face recognition, and the movements of the left-hand side of the body. For most people the left hemisphere is more powerful than the right one. That is why 91% of people are right-handed. In creative artists (painters, writers, etc.) the right hemisphere is more dominant. These **distinctions** are not **rigid** as each side, to a certain extent, can perform functions which we normally associate with the other side. Last but not least, scientists are still **marvelling** at our brain's high potential. Their findings indicate that the brain can take 10 new bits of information every second for an **entire** lifetime and still be no more than half full. Some scientists say that if the brain is used properly, we continue to learn more and more the older we get, although it is perfectly true that we **tend to absorb** more information when we are young.

2. **GW.** Find the definitions of the words in bold above.

***matter** - substance

Reading

3. PW. Complete the sentences according to the information in task 1.

1. All human beings are the owners of _____ .
2. One thing that makes the brain so special is _____ .
3. The Brain controls _____ .
4. The structure of the brain consists of _____ .
5. The Left Brain controls logic, _____ .
6. The Right Brain controls emotions, music sense and _____ .

4. GW. Complete the table according to the information.

Information that I already know	Information that is new
•	•

5. PW. Say which side of the brain is dominant in the activities below:

- | | |
|---|--|
| <ul style="list-style-type: none"> ▶ Operating computer ▶ Making up stories ▶ Bending left leg ▶ Drawing pictures | <ul style="list-style-type: none"> ▶ Moving a right thumb ▶ Recognizing faces ▶ Working out mathematical problems ▶ Doing crosswords |
|---|--|

6. CW. a) Read the advertisement for the BrainBoost course.

b) Answer the following questions using BrainBoost's unique methods below.

What does the "BrainBoost package" include?

What BrainBoost's methods do you know?

How helpful can BrainBoost's methods be for you?



**Brain
Boost**

Boost your brain power with
Professor BrainBoost's unique methods

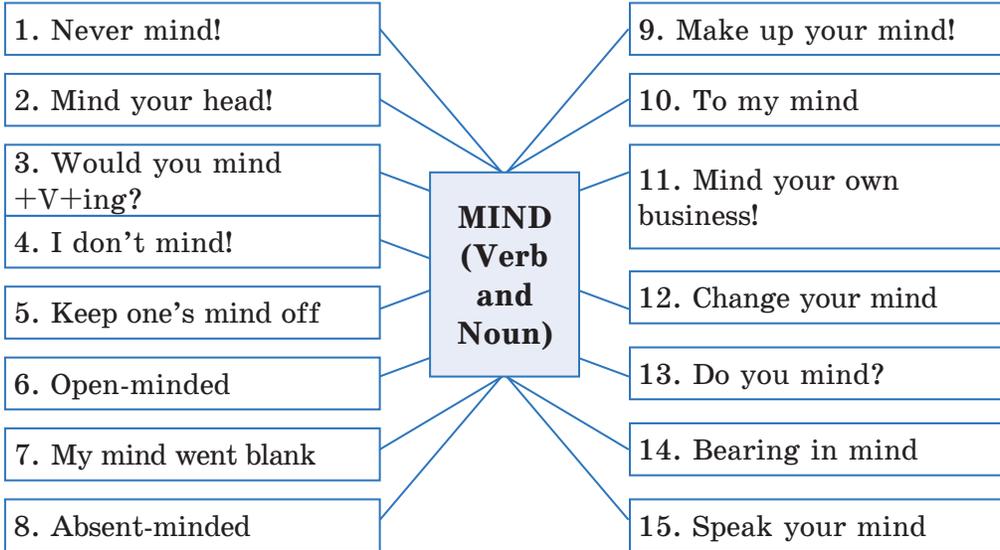
"All in just ten minutes a day"

- *Increase your concentration! Develop your brain power or logic!*
- *Improve your study skills and remember facts effortlessly.*
- *Remember a name, a face or an appointment!*
- *Open up your imagination!*

You can boost your brain power with Professor BrainBoost's unique methods, developed over twenty-five years. All in just ten minutes a day! BrainBoost's unique methods will stimulate your brain!

Writing

- 1. PW/GW.** Replace the words and phrases in the sentences below with “Mind” phrase from the diagram and compare your peer’s version with yours. **For example: 1-h**



- a) A trip to the cinema will help you to stop thinking about the exam tomorrow.
- b) No, I won't tell you his name! It doesn't concern you!
- c) Try to be unprejudiced about Trudi's new friend — don't decide against him before you've not even met him.
- d) Although it was an easy question, suddenly I couldn't remember anything, and I was unable to answer.
- e) Many people are afraid to express their opinion.
- f) There is something worrying you. Can I do anything to help you?
- g) I don't know what they are so angry about. In my opinion it's a very good scheme.
- h) "I am sorry, I dropped a glass on the floor." "Don't worry about it. I'll get a pan and brush."
- i) I've changed my opinion about that. I'll take it after all.
- j) Remembering his age, I thought he did very well to come third.
- k) Would it be possible to move your car? It's blocking the entrance.
- l) Ann is over eighty years old. So it's not surprising that she's a bit forgetful.
- m) Be careful with your head. The ceiling is very low here.

- 2. GW.** Take the test on the following internet page and find out whether you are left-brained or right-brained. (www.personalitytest.net) Write a short paragraph about the results of your brain test.

Writing

3. PW. Select the right words to form appropriate definitions. You can use your mini-dictionary and add articles.

- | | | | |
|---------------|-----------------|--------------|-------------------|
| 1. aggressive | 2. articulate | 3. bossy | 4. co-operative |
| 5. emotional | 6. intuitive | 7. practical | 8. self-confident |
| 9. stubborn | 10. sympathetic | | |

- a) ___ person is always telling others what to do.
- b) ___ person is quick to show their feelings, by laughing or crying.
- c) ___ person can express himself/herself very accurately with words.
- d) ___ person tries to understand other people's problems.
- e) ___ person refuses to change his/her mind.
- f) ___ person is very good at repairing or making things.
- g) ___ person is happy to work with or help other people.
- h) ___ person is not shy or nervous in social situations.
- i) ___ person behaves in an angry or threatening way.
- j) ___ person relies on their feelings rather than facts when making decisions.

4. IW / PW. Write a short dialogue about how to improve memory. Use the new words and the structure *Have/Get something done*.

Self-Assessment	Level Reached			
Description of Achievement	Perfect	Good	Fair	Poor
<p>1. Reading I can read and understand:</p> <ul style="list-style-type: none"> • the information about brain • and choose the best title • and share my own ideas on BB • and answer the questions on the brain • and complete the table according to the information with my own ideas • and give a short review of it • and express my opinion 				
<p>2. Writing I can write:</p> <ul style="list-style-type: none"> • a short paragraph about the results of a brain test • a list of ideas to be covered in a dialogue about how to improve memory 				

Assessment

1. Listen to the song and choose a more suitable verb. All the verbs in the song are grammatically correct. Then listen to the song again and compare it with the correct version.

You were always on my mind

Maybe I didn't **love/understand** you

Quite as often as I could have

Maybe I didn't **treat/respect** you

Quite as good as I should have

If I made you **feel/see** second best

Girl I'm sorry I was blind

You were always on my mind (2)

And maybe I didn't **hold/keep** you

All those lonely, lonely times

I guess I never **told/said** you

I'm so happy that you're mine

Little things I should have **said/told** and done

I just never took the time

But you were always on my mind

You were always on my mind

Tell me, tell me that your sweet love hasn't **died/gone**

Give me, give me one more chance

To keep you satisfied

I'll keep you satisfied

Little things I should have **said/told** and done

I just never took the time

But you were always on my mind

You were always on my mind (3)

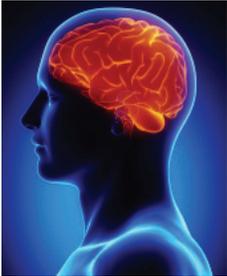
2. **PW.** Write out "Mind" expressions and related words looking through the song above.

3. **PW.** Find phrases with the word "Mind" from the diagram on page 14 that mean:

- 1) to decide _____
- 2) it doesn't concern you _____
- 3) don't worry about it _____
- 4) willing to consider new ideas _____
- 5) forgetful or inattentive _____

Assessment

4. Write a fact file on the brain using the information on page 12.
Complete the table.

Physical appearance _____ _____	
Structure a) number of cells _____ b) number of sides _____	
Functions a) _____ b) _____ c) _____ d) _____	
Left brain controls _____ Right brain controls _____	

5. Complete the conversation using the correct form of verbs from the box.

- a) being b) to get c) eating d) to send e) keeping
f) to swim g) sunbathing h) seeing i) to do

John and Peter are at the school canteen talking about their holiday.

J: - We had an amazing holiday, didn't we?

P: - Yes, ... (1) here in the canteen reminds me of that comfortable restaurant near the sea.

J: - The sea coast where we went ... (2).

P: - You mean where we tried windsurfing and you never managed ... (3) on the board.

J: - Yeah! It's true, but it was fun, anyway we enjoyed ... (4) on the beach.

P: - Yeah, we were lucky that we were out of the water when that shark appeared. Imagine ... (5) a shark's lunch!

J: - Do you still believe that it was a shark, but I'll never forget ... (6) everybody race out of the water. By the way, you haven't sent me the photos in your phone.

P: - Really? I forgot to charge my phone. I promise ... (7) it tonight

J: - You're hopeless at ... (8) your promises.

P: - OK you just remind me ... (9) them to you. Let's go, or we'll be late for the lesson.

Lesson 2. Memory

What you'll learn:

Vocabulary: Improving our memory

Grammar: Infinitive/Gerund

Speaking: Remembering and forgetting

Writing: Punctuation and spelling

Describing a situation

A factual scientific text

WORD FILE

chunk [tʃʌŋk] (*n*) a thick, solid piece of something.

*Huge **chunks** of masonry littered the street.*

commit [kə' mɪt] (*v*) perpetrate or carry out, function, put to use (a mistake, crime, or immoral act) *He **committed** an uncharacteristic error.*

effortlessly ['efətəlsli] (*adv*) in a manner requiring no physical or mental exertion.

*I watched the man **effortlessly** glide across the mountainside trail.*

explicit [ɪk' splɪsɪt] (*adj*) stated clearly and in detail, leaving no room for confusion or doubt. *The arrangement had not been made **explicit**.*

implicit [ɪm' plɪsɪt] (*adj*) suggested though not directly expressed.

*Comments seen as **implicit** criticism of the policies.*

limbic system [lɪmbɪk sɪstəm] (*n*) a complex system of nerves and networks in the brain, involving several areas near the edge of the cortex concerned with instinct and mood. It controls the basic emotions (*fear, pleasure, anger*).

retention [rɪ'tenʃ(ə)n] (*n*) the continued possession, use or control of something. *The **retention** of direct control by government.*

punctuate ['pʌŋ(k)tʃʊeɪt] (*v*) insert punctuation marks in (text)

*They should be shown how to set out and **punctuate** direct speech.*

retain [rɪ'teɪn] (*v*) continue to have something; keep possession of.

*To **retain** control.*

sensory ['sensəri] (*adj*) relating to sensation or the physical senses.

***Sensory** endings.*

Listening / Speaking

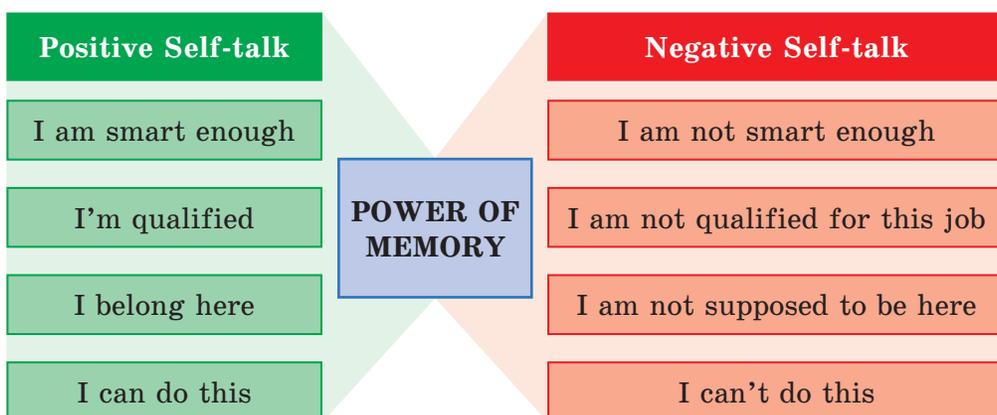
1. CW. Answer the questions generalising your ideas.

Which of the things below do you think improves your memory?

Which of them doesn't help to improve your memory?

- *Doing puzzles and crosswords*
- *Keeping your brain fit*
- *Increasing your heart rate*
- *Getting oxygen to your brain*
- *Eating fruit and vegetables*
- *Listening to classical music*
- *Listening to rock music*
- *Chewing gum*
- *Eating fish*
- *Having enough hours of sleep*
- *Working a lot*
- *Stress*

2. CW. Look at the graphics about the power of positive and negative self-talk. Make a speech looking through the Remember box.



Stress

Stress is one of the Brain's worst enemies.

*It destroys Brain Cells and damages a region of the brain involved in the formation of new memories and the **retrieval** (the process of getting something back) old ones.*

Memory is often understood as an informational processing system with **explicit** and **implicit** functioning that is made up of a **sensory** processor, short-term (or working) memory, and long-term memory. We are typically not aware of what is in our memory until we need to use that bit of information.

Cognitive* psychologist Margaret W. Matlin has described memory as the “process of **retaining** information over time.” Others have defined it as the ability to use our past experiences to determine our future path.

REMEMBER

*cognitive - connected with mental process of understanding

Listening / Speaking

3. CW. Listen and answer the questions looking through the Remember box.

- ▶ What things are you good at/bad at remembering?
- ▶ Have you ever forgotten any of these things given below?

Names and Faces
Birthdays
Facts and figures

Phone numbers
Conversations
Messages, shopping lists, etc.

Remembering and Forgetting

REMEMBER

Remember

- to phone someone
- when something happened
- someone's phone number

Learn

- how to make/do something
- how to swim
- something by heart
- a foreign language

Remind

- someone about an appointment
- someone to phone you
- to phone someone
- someone of another person

Forget

- someone's birthday
- to phone someone
- about someone
- of something

Recognize

- a piece of music
- someone's face
- someone's handwriting

Lose

- a game
- your memory
- your things: money/time

Listening / Speaking

GRAMMAR BOOSTER

Some verbs are followed by either a gerund or an infinitive with no change in meaning. **For example:**

love, hate, like, prefer, begin, start.

- *Begin enjoying/to enjoy the simple things in life.*

Remember+infinitive=Remember to do something

- *Remember to go to the bank. You have to pay the bills.*

Remember+gerund=Remember something that happened in the past.

- *I remember having more time for myself.*

Forget+infinitive=Forget to do something

- *Don't forget to turn your cell phone off.*

Forget+gerund=Forget something that happened in the past

- *I'll never forget seeing the mountains for the first time.*
- *Don't forget to buy some sugar*
- *Tom'll never forget flying over the Alps.*

4. PW. Put the verb into the correct form: "ing" or "to". (Sometimes either form is possible.) Generalize your version making appropriate corrections and compare it with your partner's.

Model:

- *Can you remind me to buy/buying some coffee when we go out?*
- *I remember to see/seeing him for the first time. His hair was long.*

1. He enjoys *watching/to watch* a football match on TV.
2. I remember *to go/going* there in my childhood.
3. Don't worry, I remember *to post/posting* the letter.
4. Don't forget *to water/watering* these flowers.
5. How old were you when you learned *to drive/driving*?
6. She prefers *to live/living* in the country.
7. How can I forget *to visit/visiting* Shusha in my youth?
8. He'll be very disappointed. You know he expects *to see/seeing* you there.

5. GW. Discuss the following questions in small groups and explain your answers.

- ◆ What do you notice about people when you first meet: their voices, their faces and hair, their clothes or anything else?
- ◆ How accurate are your first impressions of people?
- ◆ Have you ever been completely wrong about anyone?
- ◆ Do you have a good or bad memory? Why do you think so?
- ◆ What do you think about: "Those who forget the past will repeat it"?
- ◆ What are your best memories from previous school years? Try to give examples and tell your group about them.

Reading

1. **PW.** Read the text about ways of recollection and memory training.
a) Match the paragraphs with the titles. b) Define the style of the text.

Here are the experts' top tips:

1. _____

We all remember the things we are interested in and forget the ones that bore us. This is no doubt explains the reason why schoolboys remember football results **effortlessly** but struggle with dates from their history lessons. Take an active interest in what you want to remember, and focus on it consciously. One way to “make” yourself more interested is to ask questions-the more the better!

2. _____

Repeating things is the best way to remember things for a short time, e.g. remembering a phone number for a few seconds. “Chunking” or grouping numbers helps you to remember them, e.g. the following numbers would be impossible for most of us to remember: 1596178819327783. But look at them in “**chunks**” and it becomes much easier: 1596 1788 1932 7783.

3. _____

Another way to make something more memorable is to think about something visual associated with it. Form a mental picture and the stranger the picture the better you will remember it! If an English person studying Spanish wants to remember the Spanish words for “duck”, “to pat” he imagines a picture of someone patting a duck on the head.

4. _____

To remember long lists, try inventing a story which includes all the items you want to remember. In experiments, people were asked to remember up to 120 words using this technique and when they were tested afterwards, on average they could remember ninety percent of them!

5. _____

If we organize what we know in a logical way, then when we learn more about that subject we understand that better, and so add to our knowledge more easily. Make well organized notes. Be sure things are clear in your mind. If not, ask questions until you understand.

6. _____

Many experts believe that listening to classical music, especially Mozart, helps people to organize their ideas more clearly and so improves their memory. Sadly rock music doesn't have the same effect.

Reading

7. _____

If you do not want to lose your memory as you get older you need to keep your brain fit, just like your body: “use it or lose it” is the experts’ advice. Logic puzzles, crosswords and mental arithmetic are all good “mental aerobics”.

8. _____

Physical exercise is also important for your memory, because it increases your heart rate and sends more oxygen to your brain, and that makes your memory work better. Exercise also reduces stress, which is very bad for your memory.

9. _____

The old saying that “Eating fish makes you brainy” may be true after all. Scientists have discovered that the fats found in fish like tuna, sardines and salmon, as well as in olive oil - help to improve the memory. Vitamins C and E (found in fruits) like oranges, strawberries and red grapes and Vitamin B found in lean meat and green vegetables are all good “brain food”, too.

10. _____

Caffeine may not be too good for you, but like exercise, it increases your heart rate and sends more oxygen to your brain, too. A cup of coffee really does help you concentrate when you sit down to study. And if you don’t like coffee, don’t worry-experts believe that chewing gum has the same effect!

- | | |
|--------------------------------------|-------------------------|
| A) Drink coffee | F) Repeat things |
| B) Take physical exercise | G) Eat the right things |
| C) Invent a story | H) Listen to Mozart |
| D) Take an interest - Make an effort | I) Take mental exercise |
| E) Form a mental picture | J) Organize your ideas |

2. **IV.** Which of the tips in the text would be useful in your future life and career. Say how you try to remember things.

3. **GW.** Make collocations and use them inventing a story.

- | | |
|----------------------|---------------|
| 1. to keep something | a. one’s mind |
| 2. to chunk | b. heart rate |
| 3. to change | c. in mind |
| 4. to increase | d. stress |
| 5. to reduce | e. memory |
| 6. to improve | f. numbers |

Writing

1. **IW/ PW.** Read the following statements. Write in your copybooks if they are *True* or *False*.

1. Schoolchildren often don't remember facts about history because they find it very boring.
2. Repeating things is effective for long-term memory.
3. Using a story to help you remember long lists is not very effective.
4. Listening to all types of music helps to improve memory.
5. "Mental exercise" is more important for the memory than physical exercise.
6. All fats and oils are bad for the brain.
7. Chewing gum helps you to concentrate even better than coffee.

2. **PW.** Complete the sentences with a gerund or an infinitive. Then correct mistakes and compare your answers with the partners!

1. I'll never forget *to travel/travelling* abroad for the first time.
2. When I feel stressed out, I remember *to put/putting* things in perspective.
3. You need to stop *to try/trying* to do everything at once.
4. Remember *to make/making* time for important people in your life.
5. Have you stopped *to go out/going out* with your friends because you're too busy?
6. If you forget *to send/sending* a card for a friend's birthday, remember *to call/calling*.
7. I remember *to celebrate/celebrating* holidays with my family when I was young.
8. We should remember *to slow down/slowing down* and *to take/taking* more time for everything.
9. My friend reminded me *to call/calling* my grandmother.
10. Stop *to worry/worrying* about the small things.

3. **IW / GW.** Create a paragraph answering the questions below.

What is memory? Can people lose their memory? How?

What happens if people lose their memory?

Writing

4. **CW.** Think and invent other things that can boost up brain power. Look through the pictures and answer the questions.

- Can these things improve memory?
- What other kinds of food can make our memory strong?



REMEMBER

Improve your writing Punctuation/Capitalization

We use capital letters for:

- *people's initials and names, their marital status and job titles;*
- *names or initials of companies;*
- *names of places;*
- *languages, nationalities and religions;*
- *days, months and public holidays (Novruz, Christmas, New Year);*
- *the titles of books, magazines, films, etc.*

5. **IW.** Revise and complete the paragraph about memory. Look through the model and add your ideas. Pay attention to the punctuation.

memory is the faculty of the mind by which information is encoded stored and retrieved memory is vital to experiences and related to **limbic systems**, it is the **retention** of information over time for the purpose of influencing future action if we could not remember past events we would not be able to learn or develop language relations or personal identity the process of encoding a memory begins when we are born and occurs continuously important memories typically move from short-term memory to long-term memory the transfer of information to long-term memory for more permanent storage can be happen in several steps.

Lesson 3. Ways of Treatment

What you'll learn:

Vocabulary: Ways of Treatment

Grammar: Perfect and Continuous tenses in the Passive Voice

Speaking: Asking and giving advice

Writing: A paragraph on “Ways of Treatment”

WORD FILE

acupuncture ['ækjʊ.pʌŋ(k)tʃə] (*n*) a system of complementary medicine in which needles are inserted in the skin at specific points along and used in the treatment of various physical and mental conditions.

diminish [dɪ'mɪnɪʃ] (*v*) make or become less.

*The pain will gradually **diminish**.*

imagery ['ɪmɪdʒ(ə)rɪ] (*n*) visually descriptive or figurative language, especially in a literary work. *Tennyson uses **imagery** to create a lyrical emotion.*

fake [feɪk] (*n*) a thing that is not genuine; false, artificial.

***Fakes** of Old Masters.*

lotion ['ləʊʃ(ə)n] (*n*) a thick, smooth liquid preparation designed to be applied to the skin for medicinal or cosmetic purposes.

*Itching can be relieved with **lotion** or tablets.*

refine [rɪ'faɪn] (*v*) remove impurities or unwanted elements from (a substance), typically as part of an industrial process.

*Sugar was **refined** by boiling it in huge iron barrels.*

miraculous [mɪ'rækjələs] (*adj*) of the nature of a miracle or having the power to work miracles. *A **miraculous** cure.*

placebo [plə'sɪ:bəʊ] (*n*) a harmless pill, or a medicine or procedure prescribed for the psychological benefit to the patient rather than for any physiological effect. *The **placebo** effect.*

sand cure [sænd kjuə] (*n*) treatment, therapy, remedy or healer with sand

spiritual healing [sprɪtʃʊəl hɪ:lɪŋ] (*n*) the use of spiritual practices, such as prayer, for the purpose of affecting a cure

Listening-Speaking

1. **CW.** Listen and fill in the gaps with the words from the box. Evaluate the content of the statements/thoughts.

a) yoga b) puzzles c) sand cure d) carrot juice e) calcium
f) doctor g) yogurt h) juice i) water j) music k) walnuts

You should:

- *Drink some cups of ... every day! Water helps your body in many ways.*
- *Get enough ... ! Your bones need calcium. Dairy food, like ... , milk and cheese have calcium.*
- *Get enough nuts and ... ! They're good for your brain.*
- *Listen to relaxing ... ! It can give you energy!*
- *Start the day with ... ! Then have breakfast -a big glass of ... !*
- *The ... diet cleans out toxins in the body.*
- *Lie on the sand and try the ... !*
- *An apple-a-day keeps the ... away!*
- *Do something to challenge your brain. For example do crossword ... or read a new book.*

Kinds of Treatment

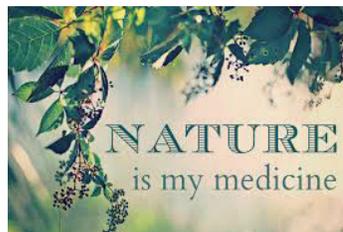


Listening/Speaking

2. GW. Listen and share your ideas on different ways of treatment. Pay attention to the use of the verb forms in the Passive Voice.

Surgical techniques have greatly improved over the last century.

Conventional medicine can be traced back to the fifth century B.C. in ancient Greece. It is based on the scientific study of the human body and illness. There has been great progress in what doctors have been able to do with modern surgery and new medications. These scientific advances have made **conventional** (*traditional*) medicine the method that many people choose first when they need medical treatment.



Acupuncture

Acupuncture originated in China over 5,000 years ago. Today it is used worldwide for a variety of problems. An acupuncturist inserts needles at certain points on the body to **relieve*** pain or restore health.

Spiritual Healing

Many believe medication or prayer may help in healing diseases.

Various forms of spiritual healing exist around the world. Known as faith healing, or “Mind and body connection”, this is a form of healing that uses the mind or religious faith to treat illnesses. A number of conventional doctors say that when they are not able to help a patient, spiritual healing just may work.

Sand Cure has been used by people for many years. And recently this treatment has been gaining popularity among tourists. People make a big hole and get in it and stay there for a while on sunny days, but they must protect their head from the sun. Sand cure is very good for your bones, muscles and blood circulation.

Yoga is one of the most ancient forms of exercise, originating in India 5,000 years ago. Recently much more attention has been paid to yoga. Yoga can be practised by anyone at any age, in any physical condition, depending on their physical need. You can practise yoga every day. It is helpful for health.

3. GW. Complete the table according to the task above and with your own ideas.

Ways of treatments	Importance
Acupuncture	
Yoga	improves memory and concentration
Music	
Laughing	encourages you, gives high spirit
Sand Cure	is good for bones, muscles and blood circulation

*relieve- cause (pain, distress, or difficulty) to become less severe or serious.

Grammar Booster

The Perfect and Continuous tenses in the Passive Voice

VERB TENSES	ACTIVE VOICE	PASSIVE VOICE
Present Continuous	• <i>He is delivering the letters.</i>	• <i>The letters are being delivered.</i>
Past Continuous	• <i>He was delivering the letters.</i>	• <i>The letters were being delivered.</i>
Future Perfect	• <i>He'll have delivered the letters by 5 tomorrow.</i>	• <i>The letters will have been delivered.</i>
Present Perfect	• <i>He has delivered the letters.</i>	• <i>The letters have been delivered.</i>
Past Perfect	• <i>He had delivered the letters.</i>	• <i>The letters had been delivered.</i>

4. GW. Change the sentences into the Passive Voice paying attention to the Grammar Booster.

Model: -People are destroying huge areas of rainforests nowadays.
 -Huge areas of rainforests are being destroyed by people nowadays.

- Jane has written the best composition in class this week.
- A German scientist Felix Hoffman changed aspirin into a modern medicine in 1897.
- Everybody can practise yoga at any age.
- People have used acupuncture in Chinese medicine for over 5,000 years.
- The director has offered Sally a new job.
- He'll have cleaned his room by the time the match begins.
- The teacher is telling a story to her students.
- The doctor will examine the patient in 10 minutes.

5. IW. Write the sentences in the Active Voice.

- A lot of herbs are being used for fighting diseases in Azerbaijan.
- New species of fish are being discovered every year.
- Roberto is being treated for a bad burn on his arm in hospital now.
- In our country certain prices such as the price of medical supplies are controlled by the government.
- The first fish appeared on the earth about 500 million years ago. Up to now, more than 20,000 kinds of fish have been named and described by scientists.

Reading

1. GW. Read the text and place the removed sentences correctly.

Powerful Placebos

Many doctors know the story of “Mr Wright”. In 1957 he was diagnosed with cancer, and given only days to live. (a) __. He heard that scientists had discovered a new medication, Krebiozen, that was effective against cancer, and begged the doctor to give it to him. His physician, Dr Philip West, finally agreed. (b) __. The astonished doctor found his patient out of his “death bed”, joking with the nurses the following Monday. (c) __. Two months later, Mr Wright read medical reports that the medication was **fake**. His condition immediately got worse again. “Don’t believe what you read in the papers”, the doctor told Mr Wright. Then he **injected*** him with what he said was “a new super-refined double strength” version of the drug. Actually, there was no drug, just a mix of salt and water, but again the **tumours*** melted. Mr Wright was in good health for another two months until he read an official report saying that Krebiozen was worthless. He died two days later. (d) __. Scientists have discovered that the placebo effect is more powerful than they had ever thought and themselves are surprised as they discover how such **miraculous** results are achieved. Through new techniques of brain **imagery**, it can be shown that a thought, belief or desire can cause chemical processes in the brain which can have powerful effects on the body. (e) __. But by what the brain expects to happen next. Placebos are “lies that heal”, said Dr Anne Harrington, a historian of science at Harvard University. (f) “__ And it is typically a treatment that a doctor gives to anxious patients to please them,” she said. “It looks like medication, but has no healing ingredients at all.” (g) __. But these treatments have not **diminished** the power of the **placebos**.



1. *He had tumours the size of oranges.*
2. *Mr Wright had been given an injection on Friday afternoon.*
3. *This story has been ignored by doctors for a long time, dismissed as one of those strange tales that medicine cannot explain.*
4. *Scientists are learning that some body reactions are not caused by information coming into the brain from the outside world.*
5. *“The word placebo is Latin for “I shall please” (or I shall make you happy).*
6. *Nowadays, doctors have much more effective medicines to fight disease.*
7. *The doctor wrote later, “The tumours had melted like snowballs on a hot stove.”*

***inject** - introduce (a liquid, especially a drug or vaccine) into the body

***tumour** - a swelling of a part of the body, generally caused by an abnormal growth of tissue

Reading

2. GW. Discuss treatments you would choose for each ailment and make a plan.

Ailment (illness/disease)	You think	Your partner thinks
a headache	medicine	conventional
a backache		
a high fever		
a toothache		
high blood pressure		

3. PW. Say the sentences in the Passive/Active Voice.

1. Scientists will discover useful medicine for different illnesses.
2. Archeologists have discovered an ancient temple.
3. The girls should decorate the room with flowers.
4. The ambulance took the injured man to hospital.
5. The film has brought Daniel a lot of popularity.
6. Some placebos were given to the patient yesterday.
7. A cure for cancer might be soon discovered.
8. Several valuable paintings have been stolen from the Art Gallery.
9. They have cancelled the concert because of bad weather.
10. Doctors are using placebos nowadays.

4. GW. Discuss the following questions and give your comments.

(See Task 1, page 30)

- What effects did the first injection have on Mr Wright?
- What caused Mr Wright's death according to the story?
- How did the doctors react in this situation?
- What new findings are there these days about the placebo effect?
- Do you believe that placebos can have a healing effect?

5. IW. Find the definitions or the close meanings of the verbs.

Use them in your own sentences.

to heal	to melt	to diminish	to inject
to practise	to cancel	to achieve	
to discover	to ignore	to beg	

Writing

1. **PW.** Complete the sentences with the correct passive form of the verb in brackets.

1. I've not been feeling well for some time, so I ... (to give) some mild medication.
2. Placebo effects ... (to cause) by the power of the human mind, and not by medication.
3. Every year new types of plant ... (to find) in the rainforests.
4. Different plant medicines ... often (to use).
5. Some plants growing in the jungles of South America can ... (to use) in the fight against cancer.
6. The bark of some trees ... (to use) to prevent millions of people around the world from malaria.

2. **GW.** Write about the funniest jokes you know and their importance for health looking through the information. Say which place in Azerbaijan is famous for its jokes and retell a few of them.

A recent experiment in the UK attempted to discover the world's funniest jokes. Dr Richard Wiseman from the University of Hertfordshire invited people from all over the world to send in their funniest jokes and rate the jokes sent in by other people. The experiment showed many things about what different nationalities find funny.



Many European countries, such as France and Denmark, preferred jokes about things we normally worry about for example, death, illness and marriage. Americans and Canadians liked jokes where someone was better at something than someone else. Germans, in particular, seem to be keen on jokes. Nowadays music, humour and laughing are important and the best medicine for people.

3. **GW.** Choose and create a paragraph on:

1. "Which treatment/treatments can help you?"
2. "How to treat illnesses with the help of Yoga, water, humour, sand, oil or spiritual healing?"
3. "Do you think jokes indeed have importance for health? Why?"

Model:

It is widely believed that drinking pure water is useful for health. The more water you drink, the better your skin will look. Also drinking water throughout the day will curb your appetite-making it easier to eat less and lose weight. And I've heard that not only water, but also fish, beans and nuts are very good and helpful for our body. This food may also help prevent hair loss.

Assessment

1. Interpret the content of the text and answer the questions before reading.

- *How often do you have a headache?*
- *What causes you to have a headache?*
- *How do you treat your headaches?*

Let's treat Headaches!

1. There are several kinds of headaches. Each one begins in a different place and needs a different treatment. One kind of headache starts in the arteries in the head. The arteries swell and send pain signals to the brain. Sometimes these headaches start with a change in vision. The person sees wavy lines, black dots, or bright spots in front of the eyes. This is a warning that a headache is coming. You think another man is inside your head, **pounding** on your brain with a hammer. Beside him, a rock musician is playing a drum. Your head feels as if it is going to explode. You have a headache, and you think it will never go away.



2. The headache occurs only on one side of the head. Vision is **blurred**, and the person may **vomit** from the pain. These headaches, which are called migraine headaches, are more frequent in women than in men. Sleep is the best cure for them. Headaches, which also start in the arteries, are called *cluster headaches*. There are no more for several months or even years. A cluster headache lasts up to two hours and then goes away. At the beginning of the headache, the eyes are red and **watery**. There is a **steady** pain in the head. When the pain finally goes away, the head is **sore**. Men have more cluster headaches than women do.

3. The muscle headache, which starts in the muscles in the neck or forehead, is caused by tension. A person who works too hard, is nervous about something, or has problems at work, school, or home. The neck and the head muscles become tense and a headache starts. A muscle headache usually starts in the morning and gets worse as the hours pass. There is a steady pain and also pressure.

4. How do doctors treat headaches? If a person has frequent headaches, the doctor has to decide what kind of aches they are. Medicine can help, but there are other ways to treat them. The doctor asks the patient to analyze his or her daily living patterns. A change in diet or an increase in exercise might stop the headaches. If the patient realizes that difficulties at home, work, or school are causing the tension, it might be possible to change a lifestyle and decrease these problems.

2. Write the main idea of each paragraph.

3. Provide tips for headache relief. Here are some examples:

Have more pure water!

Listen to some light music!

Have more tea with lemon, cornelian or cherry!

Lesson 4. Natural Helpers

What you'll learn:

Vocabulary: Medicinal Plants/Natural Helpers

Speaking: Using natural medicine for health problems

Writing: A paragraph on: "Solving health problems"

WORD FILE

cinchona tree [sɪŋ'kəʊnə trɪ:] (*n*) an evergreen South American tree or shrub with fragrant flowers, cultivated for its bark.

foxglove ['fɒksɫəʊv] (*n*) a tall Eurasian plant with erect spikes of pinkish-purple or white flowers shaped like the fingers of gloves.

Foxglove a source of the drug.

frustrating [frʌs'treɪtɪŋ] (*adj*) making you feel annoyed or less confident because you cannot achieve what you want.

A very frustrating experience.

lavender ['læv(ə)ndə] (*n*) a small aromatic evergreen shrub of the mint family, with narrow leaves and bluish-purple flowers, used in perfumery and medicine.

quinine ['kwɪnɪ:n] (*n*) a bitter crystalline compound present in cinchona bark, used as a tonic and formerly as an antimalarial drug.

relieve [rɪ'li:v] (*v*) cause (*pain, distress, or difficulty*) to become less severe or serious. *The drug was used to promote sleep and to relieve pain.*

sap [sæp] (*n*) the fluid which circulates in the vascular system of a plant, consisting chiefly of water with dissolved sugars and mineral salts.

self-esteem [ˌself'sti:m] (*n*) confidence in one's own worth or abilities; self-respect. *The training is for those with low self-esteem.*

strenuous ['streɪnjʊəs] (*adj*) requiring or using great effort or exertion.

The government made strenuous efforts to upgrade the quality of the teaching profession.

remedy ['remədi] (*n*) treatment; medicine.

An effective remedy.

Listening / Speaking

1. **PW.** Listen and make two lists answering the question and discuss which list to add these things to. Share your ideas looking through the model.

• *Do you know what is good for you (physically and psychologically)?*

Good for you

- Belonging to a community
- A low-fat diet
- Eating chocolate
- Having natural medicine
- Having natural juice
- Feeling out of control
- Gentle/**strenuous** exercise

Bad for you

- Doing absolutely nothing
- Low **self-esteem**
- High blood pressure
- Watching soap operas
- Playing computer games
- Chewing gum
- Drinking tea and coffee

2. **CW.** Listen and discuss the views and opinions on natural helpers expressed below.

Model:

To my mind natural medicine is important. Natural medicine has been used for thousands of years. People have various ideas about how to prevent and treat diseases. I think that if you eat lots of onions and garlic, you won't get sick as they are rich in vitamins.

Kate



I want to speak about saffron. Saffron is a spice collected and dried to be used mainly as a seasoning and colouring agent in food. Saffron, long among the world's most costly spices by weight, has been cultivated in Azerbaijan and other countries. It has been used not only for its taste and **fragrance***, but also its benefit for health. It prevents digestive problems, headaches, blood pressure, etc. as it contains a lot of minerals.

Aydan



***fragrance** – a pleasant, sweet smell

Listening/Speaking

3. **GW.** Express your points of view about medicinal plants and natural helpers by answering the following questions.

- *Have people ever used medicines made from plants or flowers?*
- *Have you ever used medicines made from plants? For what purpose?*
- *Do you think herbs are good for health?*

4. **GW.** Choose and match the words to the pictures. There are two extra pictures.

a) garlic

b) foxglove

c) cinchona tree

d) aloe vera

e) lavender

f) willow tree



Raisin:

- *is good for your mouth and teeth*
- *is good for your weight management*
- *helps against anemia*
- *prevents cancer*
- *helps treat infections*
- *is good for eyes*



Walnut:

- *improves metabolism*
- *controls diabetes*
- *slows down the spread of cancer, etc.*



Almond:

- *strengthens bones*
- *improves digestion*
- *reduces cholesterol*
- *helps to lose weight*



Almond prevents:

- *heart diseases*
- *diabetes*
- *hair fall*

Reading

1. **GW.** Give your comments on the text sharing and relating your ideas about health problems to the real life.

Natural medicine

Natural medicine has been used for thousands of years. Do you know, for example, that aspirin was originally made from the bark of the willow tree? In the 5th century BC the Greek doctor, Hippocrates, gave it to his patients to stop their aches and pains.



Another natural remedy is **quinine**, which used to be an important drug in the battle against malaria. It comes from the bark of the **cinchona tree**, which grows in the Andes in South America. Quinine has been used for centuries to cure fever by Peruvian Indians and other people. In 1775 a British doctor, William Withering, was unable to treat a patient who had a serious heart problem. However the patient made a complete recovery after taking something local woman had given him. The woman told the doctor she'd made the remedy from purple foxgloves. This natural medicine is still given to people with heart problems because it makes your heart beat more slowly.

Many of the most effective natural **remedies** can be found in our homes and gardens. Put some lavender oil on your pillow at night to help you sleep. Or break open the leaves from an aloe vera plant and put the **sap** on your burns or cuts. This will help them to heal and might also stop you getting a **scar***. The Egyptian queen, Cleopatra, used aloe vera, this remarkable plant to keep her skin soft and young-looking. Finally, we mustn't forget the healing power of garlic. It thins and cleans the blood, and it has been used for stomach problems and coughs for many years, and it's a natural antiseptic. So next time you have a cold, try a mixture of garlic, lemon and honey. It's magic!

2. **IW.** Change one word in each sentence to make it correct.

1. Aspirin was originally made from the bark of the willow tree.
2. Quinine came from a tree in India.
3. Dr Withering heard about foxglove from a patient.
4. Cleopatra used to put aloe vera on her food.
5. If you have a back problem, try taking garlic.

3. **PW/GW.** Think and match 1-8 with the health problems: a - h.

- | | | | |
|-------------|------------------|-------------------|---------------------|
| 1. raisin | 2. almond | a) heart problems | b) stomach |
| 3. saffron | 4. lavender | c) hair fall | d) fever |
| 5. garlic | 6. aloe vera | e) burns and cuts | f) insomnia* |
| 7. foxglove | 8. cinchona tree | g) skin | h) cold |

***insomnia**-sleep problems

***scar** - trace, tear

Reading

4. GW. Interpret the content of the text. Give your comments on the following thoughts in the text , and add your own ideas. (See task 1 page 37)

1. Natural medicine has helped people for thousands of years.
2. Aspirin is being used to stop aches and pains.
3. The bark of the cinchona tree, quinine has been used for centuries to cure fevers.
4. The remedy from purple foxgloves is given to people with heart problems.
5. Garlic has been used for stomach problems and coughs for many years, and it's also a natural antiseptic.
6. It is widely believed that herbs can heal everything.

5. PW. Make up a dialogue reading and using the expressions in the box below.

A: *Are you OK? You look ill. What's wrong?*

B: *Oh, I've got a stomach problem.*

Asking about someone's health	Expressing sympathy	Giving Advice to sick people
How are you? Are you OK? What's wrong?	Oh, dear! I hope you'll get better soon!	You should take a day off!
		Go home and take a rest!

6. GW. Project. Find some information on the Internet, ask your biology teacher or parents, grandparents if they use herbs for different illnesses and create a presentation about it.

7. IW/PW. Change the sentences into the Passive Voice.

Sample: Astronauts are exploring space. (**Active Voice**)

Space is being explored by astronauts. (**Passive Voice**)

1. The waitress offered me a cup of tea with lemon.
2. Nowadays many people prefer herbs.
3. They will build a new hospital in our town.
4. Jack's father has promised him a trip to Mexico.
5. We always care for the elderly people in our country.
6. They have published the doctor's experiment in a scientific journal this week.

Writing

1. PW/GW. Choose the correct meanings a or b and fill in gaps with them.

(See task 1 page 37)

- | | | |
|---------------|------------------|------------------------------------|
| 1. remedy | a) a medicine | b) a type of plant |
| 2. battle | a) a fight | b) a type of illness |
| 3. treat | a) give money | b) give medical attention |
| 4. leaf | a) a young plant | b) a green part of a plant |
| 5. heal | a) get better | b) get worse |
| 6. scar | a) a bad cold | b) a mark on your skin after a cut |
| 7. remarkable | a) very unusual | b) very dangerous |

Another natural ... is quinine.

Quinine is an important drug in the ... against malaria.

William Withering was unable to ... a patient.

Pull off one ... from an aloe vera plant.

This will help them ... quickly.

It might also stop you getting a

Cleopatra used this ... plant.

2. PW. Find punctuation mistakes in the essay and make corrections.



people are living to be much older these days for a number of reasons the main reasons are great access to health care and better nutrition basic health care is available to more people now when someone is seriously ill he or she can go to a public hospital. there are also more clinics and doctors than there used to be years ago health care wasn't available to everyone some people didn't live near a doctor or hospital and others couldn't pay for the care they needed.

people also live longer because the quality of health care has improved doctors now know more about diseases and cures years ago, people died young because of simple things such as an infection or a virus now we have antibiotics and other medicines to help cure infections we eat more healthfully than we used to we know that eating low-fat food can prevent heart disease and eating fruits and vegetables can prevent cancer improved health care and healthy eating habits allow us to live longer now we need to make sure that everyone in the world has these benefits



Writing

3. IW. Create a paragraph looking through the model.

Model:

Many of us already know that drinking coffee raises blood pressure but according to the latest research, it can also make people **bad-tempered**.

I've heard that the substances found in tea can reduce the risk of heart attacks, and have a beneficial effect on cholesterol levels and high blood pressure. And tea doesn't keep you awake

at night either! Azerbaijan tea is appreciated very highly not only in Azerbaijan, but also in the whole world. It contains a lot of useful minerals. People in Azerbaijan drink tea with different herbs and jam which prevent them from being ill.



Shahin

4. GW. Discuss and choose the correct statements. Then write a paragraph on one/two of the following sentences.

- After **strenuous** exercises people are often more/less active for the rest of the day.
- Doing nothing for a couple of hours every day is the best way to keep fit /increase your immunity.
- A low-fat diet will make you slimmer/fatter but more/less aggressive.
- The substances in coffee/tea/chocolate reduce the risk of heart disease.
- The substances in coffee/chocolate/tea protect you from coughs and colds.
- Children who play a lot of computer games have better social skills/behaviour than children who don't.
- The biggest cause of backache is depression/heavy lifting/sitting for a long time.
- People who watch soap operas have/do not have a sense of belonging to a community.

5. PW. Write the answers to the questions and compare them with your partner's.

A: What do you do when you get sick or you are in pain?

B: _____.

A: Do you treat the problem yourself or see a doctor right away?

B: _____.

A: What medical herbs would you use for health problems?

B: _____.

A: Is there anything else you could do to make your lifestyle healthier?

B: _____.

Writing

6. IW/GW. Project. Make a presentation giving advice on:
***"I can't sleep. What natural helpers can solve my problem?
How can you help me?"***

Last night I was fast asleep by 11 p.m., but I woke up again at 1 a.m. Even though I was exhausted when I went to bed, I was suddenly wide awake and it was impossible to get back to sleep again. So, I just lay there watching the clock change from three to four, to five without sleeping- it was very **frustrating**. That was a typical night for me. I've had insomnia for so long, I'm amazed that anyone else actually sleeps through the night. And when this goes on for too many nights, I feel really shattered. I've tried nearly everything to cure my insomnia-herbal teas, yoga, meditation-you name it, I've tried it, but with no effect yet. How can you help me? What can you advise me?



7. IW. Choose and write a paragraph on one of these problems.

1. You are a health care worker who is going into a poor area of a big city. You have seen several cases of tuberculosis and influenza this month. Your intention is preventing an epidemic among the people in this area. What will you say to them?

2. A government official in your country has asked you for your suggestions about improving health care. What will you say to the official?

8. IW. Project. Search on the Internet and make your own "Health Rules".
Use the following questions to help you think and write in the appropriate style.

- *Which treatments do you think are the most effective? Why?*
- *What herbs do your parents give you when you get ill? Why?*
- *Which is better: herbs or medicines prescribed by the doctor?*
- *Why do you think so?*

9. PW. Reorder the words and make up sentences.

1. with/vision/start/sometimes/a change/headaches/in.
2. could/you/your lifestyle healthier/what/to make/do?
3. you/do/your/treat/how/headaches?
4. headaches/has/everyone/to/time/from/time.
5. the risk of heart/reduce/can/the substances/in tea/attacks?
6. problems/use/what/would/medical herbs/you/for health?
7. the biggest/is/one of/cause/of backache/sitting/ for a long time.
8. is used/for stomach/garlic/problems/coughs/and different diseases.

Assessment 1

1. Read the text and give your comments on a type of medical treatment.

Reflexology is a natural treatment dating back to ancient times. It is based on the idea that there are zones, or areas, in the feet and hands that are related to other parts and systems of the body. For example, the tips of the toes and fingers are related to the head and neck, and the ball of the foot is related to the heart and chest. A reflexologist applies pressure to specific areas in a patient's feet and hands to relieve symptoms or pain in other related areas. This type of treatment does not cure or diagnose specific health problems and it does not involve any medication. Many patients believe that it successfully relieves symptoms of stress and disease. Reflexology is effective for pain, headaches and insomnia among other ailments. Applying pressure to the feet and hands relieves tension, improves blood circulation, and relaxes muscles. It promotes the natural, healthy functions and well-being of the entire body. Reflexology is often used along with other types of treatments, including conventional medicine.



Some reflexologists suggest at least a five minute reflexology session into every day for long-term relief of stress and pain.

2. Find the close meanings of the words and use them in your own sentences.

symptom -

patient -

medication -

treatment -

ailment -

relief -

ache -

heart -

depression -

disease -

lifestyle -

lavender -

3. Complete the chart using the Internet information and adding your own ideas.

Ways of Treatment	Good sides	Bad sides
Laughing		
Listening to music		
Doing exercises		
Sand cure		
Spiritual healing		

Assessment 2

1. Choose the correct variant.

1. A reflexologist is a ____

- a) person who provides reflexology treatment
- b) patient
- c) doctor
- d) person who receives reflexology treatment

2. The article doesn't mention that reflexology can relieve ____

- a) headaches
- b) problems with the feet
- c) tension
- d) symptoms of disease

3. Reflexology ____ with other treatments.

- a) can be combined
- b) is never combined
- c) isn't usually combined
- d) might be combined in the future



4. In a typical session of reflexology, about ____ is spent on the feet.

- a) one hour
- b) ten minutes
- c) fifty minutes
- d) half the time

5. The ideas behind reflexology are most similar to those of ____

- a) conventional medicine
- b) herbal therapy
- c) spiritual healing
- d) acupuncture

2. Create a paragraph using the words and expressions in the box.

natural medicine *for health* *drinking tea*
high blood pressure *a low-fat diet* *mint tea*
how to prevent *good diseases* *to treat*
infections *contain* *vitamins* *raisin nuts*

Multiple Choice

1. Choose the correct variant.

1. When someone sees black dots or wavy lines, this is a change in ____.

- a) blurring
- b) clusters
- c) vision

2. A migraine headache causes ____ .

- a) blurred vision
- b) red and watery eyes
- c) a bursting feeling

3. ____ is the best cure for migraines.

- a) sleep
- b) aspirin
- c) arteries

4. ____ have more headaches that leave the head sore.

- a) Women
- b) Men
- c) Older people

5. A ____ headache starts in the morning and gets worse.

- a) migraine
- b) cluster
- c) muscle

6. Tension causes a ____ headache.

- a) migraine
- b) cluster
- c) muscle

7. Medicine is ____ headaches.

- a) the best treatment for
- b) not usually helpful for
- c) one way to treat

8. A change in a patient's lifestyle can ____ .

- a) help cure headaches
- b) cause headaches
- c) both a and b

Progress Portfolio

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

- | | | | |
|-------------|------------|--------------|-------------|
| a) pounded | b) swells | c) lifestyle | d) migraine |
| e) clusters | f) sore | g) forehead | h) aspirin |
| i) recur | j) analyze | k) hammer | |

1. To ___ means to happen again.
2. If your arm is ___, it hurts. You have a ___ in your arm.
3. The ___ is the top part of the face.
4. ___ helps some kinds of headaches.
5. When we went to our friend's apartment, we knocked and then ___ on the door, but no one answered.
6. One kind of headache is called a ___.
7. A ___ is one of the tools.
8. When you put air in a bicycle tire, the tire ___ until it fits the wheel exactly.
9. Even though he is very rich, his ___ is just like an ordinary person's.
10. Before you do anything, you should ___ the situation carefully.

3. Find out and match the words with their definitions.

- | | |
|----------------|--------------------|
| 1. reflexology | 2. herbal medicine |
| 3. homeopathy | 4. acupuncture |

- a) a method of treating disease with small amounts of remedies, that in large amounts in healthy people, produce symptoms similar to those being treated.
- b) a therapeutic method of relieving pain by stimulating specific pressure points on the feet and hands.
- c) type of alternative medicine consisting of steel needles being inserted into the skin.
- d) a medicine made from plants and used to prevent or treat disease or promote health.

4. Make collocations and build up sentences using them.

- | | |
|----------------|-----------------------------|
| 1. to relieve | a. the children and the old |
| 2. to diagnose | b. a patient |
| 3. to forget | c. symptoms |
| 4. to have | d. the past |
| 5. to treat | e. a good memory |
| 6. to care for | f. health problems |

UNIT 2. GENERATION

Lesson 1. PERSONALITY

What you'll learn:

Vocabulary: Personality

Grammar: Other, another, others

Speaking: Comparing personalities/Discussing the nature-nurture controversy

Writing: A paragraph about personality

WORD FILE

brim ['brɪm] (v) fill or be full to the point of overflowing.

*A **brimming** cup.*

controversy ['kɒntrəvɜːsi] (n) prolonged public disagreement or heated discussion. *The design of the building has caused **controversy**.*

cope with [kəʊp wɪð] (v) deal effectively with something difficult; manage,

handle, carry on; *To **cope with** a pile of work.*

discarded [dɪskɑːdɪd] (adj) ejected, rejected, thrown away.

extrovert ['ekstrəvɜːt] (n) an outgoing, socially confident person.

***Extroverts** enjoy being in a group.*

genes [dʒiːnz] (n) (in informal use) a unit of heredity which is transferred from a parent and is held to determine some characteristic of the offspring. *Playing tennis is in my **genes**.*

inherit [ɪn 'hɛrɪt] (v) receive (money, property, or a title) as an heir at the death of the previous holder. *She **inherited** a fortune from her father.*

introvert ['ɪntrəvɜːt] (n) a shy and typically self-centered person.

nature-nurture controversy [neɪtʃə 'nɜːtʃə 'kɒntrəvɜːsi] (n) dispute about nature.

nurture ['nɜːtʃə] (v) care for and protect someone or something while they are growing. *Jarrett was **nurtured** by his parents.*

rebel ['reb(ə)l] (n) a person who rises in opposition or resistance against an established government or leader.

*He had been a **rebel** at school.*

Listening / Speaking

1. CW. Look at the pictures and talk about the personality traits.



1. I am creative.
2. I am popular. I've got a lot of friends.
3. I am a **rebel**.
4. I am self-critical.
5. I always break rules. I am naughty.
6. I love to clown around and make people laugh.
7. I am a pessimist.

2. CW. Listen and fill in the gaps with the words from the box matching 1-8 with a-h.

- | | |
|---------------------------|------------------------------|
| a) true character shine | e) was painfully shy |
| b) kind of personality do | f) lot over the years |
| c) see what they say | g) I look angry when I don't |
| d) have passed on to | h) interesting to explore |

What (1) _____ you have?

Have you ever thought about your personality?

I have. I think it's very (2) _____ personality. My own personality has changed a (3) _____. When I was a child, I (4) _____, but now I'm brimming with confidence. I have learned how to be with people and let my (5) _____. The personalities of my friends (6) _____ me, which I'm happy about. There are parts of my personality I'm not too happy with. I'm quick to get angry with people and sometimes (7) _____ get my own way. I think overall I have a good personality. I'm easy to get on with and I'm quite happy and cheerful. I might take some personality tests and (8) _____ about me.

Reading

1. **GW.** Read the paragraphs about personality. Choose a sentence from 1-6 that fits each gap a-e. There is an extra sentence which you don't need to use.

What is personality?

Many people define personality as a person's usual manner or style of behavior. These patterns of behavior **tend** to be predictable throughout a person's lifetime. Some people are **introverts**, *others* are **extraverts**.

(a) _____. Their emotions are usually under control: they don't get extremely angry about little things. *Others*, at the other end of the personality **spectrum***, are more emotional, experiencing higher highs and lower lows. Most people's personalities, however, don't fall at the extreme ends but rather fall somewhere in-between.

Where do we get our personality?

For hundreds of years, psychologists have been debating this fascinating question. (b) _____. The people who believe in this theory say that babies are not born with a personality and it's the environment that forms, each child's nature. This is called the **nurture** school. (c) _____. These people consider that personality is not determined by the environment, but rather by genetics and that each baby is born with a personality.

The nature-nurture controversy?

"The nature-nurture controversy" is a very old issue. (d) _____. However, it is very difficult, if not impossible, to conduct research on real people with real lives. There's just no way to put people in a laboratory and watch them develop. For this reason, there's no scientific way to settle the **nature-nurture controversy**. Recently, however, most researchers have come to believe that both the environment and the **genes** - nurture and nature - work together and are both important. (e) _____. It seems that everyone has an opinion.



Reading

1. At the other end of the **continuum*** we find people who believe that personality is determined by “nature”, or the characteristics we receive, or “**inherit**”, from our parents biologically, through their genes.

2. Some people have easygoing personalities: they are usually cheerful, calm and able to **cope with** life’s difficulties without much trouble.

3. Experimental psychologists have tried to discover which of these two factors, genetics or the environment is more important in forming our personality.

4. I love to clown around and make people laugh.

5. Even though the experts have largely discarded the idea that personality development is so black and white, the nature-nurture controversy remains a popular discussion among friends.

6. Some people think personality develops as a result of the environment - the combination of influences that we learn from, such as our families, our culture, our friends and our education.

2. CW. Explain the meaning of the words and build up sentences using them.

extrovert inherit to cope with a sociable person
introvert typically a self-centered person tend

REMEMBER

get on **with**

be bored **with**

get angry **with**

be crazy **about**

get angry **about**

be afraid **of**

be sick **of/** be tired **of**

to talk **to/about**

to think **of/about**

Sample:

• *Don't get angry about unnecessary things.*

• *Some people are able to cope with life's difficulties without much trouble.*

get excited **about**

get happy **about**

get sad **about**

(never) complain **of/about**

worry **about**

believe **in**

apologize **for**

object **to**

Extroverts don't worry ... (1) talking in public. They believe ... (2) being honest and they get bored ... (3) being alone. They may talk ... (4) staying home and reading a book, but when they do, they complain ... (5) having no one to converse. They object ... (6) being by themselves.

***continuum** – a continuous sequence

Grammar Booster

Pronouns	
one-ones are used if we do not want to repeat a countable noun	Would you like the green sweater or the blue one ?
other means “more” or “different”	There are many other places I’d like to see.
the other = <i>the rest</i>	There are two books on the table. One of them is mine, the other is yours.
others = <i>more, apart from those already mentioned</i>	Some people like coffee while others prefer tea.
another = <i>one more or different</i>	If neither of the rooms is comfortable, ask for another one.

4. IW. Complete the survey to find out if you are an introvert or an extrovert.

Instructions: From each pair of personality traits, check one that sounds like your personality. At the end, add up your selections for each column. Then decide for yourself:

Are you an introvert, extrovert or ambivert*?

introvert

extrovert



- | | |
|----------------------------------|-------------------------------------|
| 1. enjoy being in a group | 9. be compassionate* |
| 2. think insilence | 10. enjoy being alone |
| 3. seek peace for | 11. avoid interacting unnecessarily |
| 4. be hard to understand | 12. be active |
| 5. know few people, but well | 13. be quiet |
| 6. talk without thinking | 14. be curious |
| 7. be easy to understand | 15. know many people, but a little |
| 8. express their opinions openly | 16. keep their ideas to themselves |

a) I am an extrovert b) I am an introvert c) I am ambivert

Extroverts tend to:	A mixture of both/ambivert:	Introverts tend to:
•	•	•
•	•	•

*ambivert – a person whose personality has a balance of extrovert and introvert features; a mixture of both

*compassionate – feeling or showing concern for others

Writing

1. **PW.** Change the sentences from Direct into Indirect Speech.

1. "The nature-nurture controversy is very old", said the teacher.
2. "There is a difference between optimists and pessimists," says my grandmother.
3. "Personality is nature specific to each individual," said Jane.
4. "Optimists always expect the best things though they have a lot of problems," said the doctor.
5. "The researchers believe that the environment and the genes, nurture and nature - work together and are both important," said Ben.

2. **IW.** Create a paragraph about "Optimism or pessimism".

a) Read the model text below and find out the main idea in it.

b) Correct the punctuation mistakes.

I think there is a difference between optimists and pessimists and it isn't a difference in life experiences an optimist who is going through a hard time feels confident that life will get better while a pessimist is more cynical and believes anything will always be difficult and painful optimists always expect the best though they have a lot of problems. But pessimists tend to expect the worst and see only problems while an optimist looks at the bright side and instead of seeing a problem pessimists may give up trying to be optimistic maintaining a positive hopeful yet realistic perspective in the face of hard times can be a real challenge -everybody is facing right now in the world but it is essential to live peacefully and happily As for me it is important to see the beauty love generosity and goodness as well

3. **IW.** Write at least two paragraphs about the personality of someone you know well. Use "other, others, another" and ideas from the topic.

4. **PW.** Fill in the gaps with the words from the box. Some pronouns can be used more than once.

a) other b) another c) the other d) others e) one f) ones

1. Some English people have got their own houses, ... live in flats.
2. There are two books on the table. One is English and is German.
3. The girl didn't like the blouse that the shop assistant offered and she asked her to show ... one.
4. Give me ... cup of tea, please!
5. What ... remedies do you take for your backache?
6. Some streets in our city are crowded, but ... are very quiet.
7. The students in my class began learning ... foreign language.
8. What ... languages does your father know?
9. Sensitivity to ... people's feelings makes him a kind person.

Writing

5. **PW.** Take turns asking and answering the questions about your own likes, dislikes and personality.

Yusif: What are your likes?

Nigar: _____

Yusif: What are your dislikes?

Nigar: _____

Yusif: Which extrovert personality traits do you have?

Nigar: _____

Yusif: Which introvert personality traits do you have?

Nigar: _____

Yusif: Which personality traits would you like to take after your parents/relatives? Why?

Nigar: _____

6. **IW.** Read the quotation by Winston Churchill (*British Prime Minister, 1940-1945; 1951-1955*) and write a paragraph saying if you agree with him or not .

*“A pessimist sees the difficulty in every opportunity.
An optimist sees the opportunity in every difficulty.”*

7. **PW.** Write your own questions and make personal comparisons and compare them with your partner’s.

Model:

- *Is your personality similar to or different from your parents’? How?*
- *Can difficult experiences make a person stronger?*

8. **PW.** There is a mistake in each sentence. Find and correct it giving explanation.

1. Some people like travelling by bus, but other love by plane.
2. Shams reads “The New York Times” every day, she doesn’t read any another newspapers.
3. Turgut has got two sisters. One of them is in high school, the another is in college.
4. Two countries border on the United States. One is Canada, other is Mexico.
5. What the other books have you read this month?
6. My sister didn’t like any of these shirts and she had to look other one.
7. Bella invited all of her friends to the party, Jane, Mary and Ted came, but the other couldn’t come.

Assessment

1. Match the halves and use the words in your own sentences.

1. object
2. get excited
3. believe
4. worry
5. be afraid
6. talk
7. cope

- a) about (2)
- b) in
- c) with
- d) to (2)
- e) of

2. Group adjectives describing personalities positively or negatively.

annoying	funny	gifted	modest	smart	naughty
friendly	talkative	impolite	easygoing	helpful	serious
professional	silly	offensive	moody	passionate	cheerful

Positive

-
-
-

Negative

-
-
-

3. Write a paragraph about your personality. Tell something about yourself and say where your personality traits come from-nature, nurture or astrology.

4. Write a paragraph on one of these comments giving your ideas.

1. You have to be practical. Probably there will be some problems in life that you can solve and some you can't. What's important is realizing when something is beyond your control. Then it's better just to move on.

2. Life is likely full of hard times. You just have to accept the fact that bad things happen and there's very little you can do about it.

3. It's important to see a problem as both a challenge to be faced and an opportunity for success. Difficult experiences can make a person stronger.

5. Think and match the words and phrases given in two columns.

1. genes
2. environment
3. emotions
4. the "nature school" (of thought)
5. personality
6. the nurture school (of thought)

- a) a person's usual pattern of behaviour
- b) what we feel, such as anger, love and happiness
- c) the source of traits we inherit from our parents
- d) the world around us
- e) the belief that learning determines personality
- f) the belief that genetics determines personality

Lesson 2. What Affects Teenagers' Personality?

What you'll learn:

Vocabulary: What Affects Teenagers' Personality

Grammar: Indirect Questions

Speaking: Discussing teenagers' problems, their personality and roles in the family

Writing: Writing an essay "Family's influence on teens' success"

WORD FILE

adoption [ə'dɒpʃ(ə)n] (*n*) the action or fact of adopting or being adopted.

*She gave up her children for **adoption**.*

affectionate [ə'fekʃ(ə)nət] (*adj*) readily feeling or showing fondness or tenderness. *I like his **affectionate** nature.*

downside [daʊnsaɪd] (*n*) the negative aspect of something otherwise regarded as good or desirable.

*He says being a rock star is a fun line of work when you're young, but admits fame can have its **downsides**.*

competitive [kəm'petɪtɪv] (*adj*) relating to or characterized by competition. *A **competitive** sport.*

foster ['fɒstə] (*v*) bring up (a child that is not one's own by birth) *Would you think about **fostering** a child?*

manipulative [mə'nɪpjʊlətɪv] (*adj*) characterized by unscrupulous control of a situation. ***Manipulative** behaviour.*

moody ['mu:di] (*adj*) (of a person) given to unpredictable changes of mood. *His **moody** adolescent brother.*

fulfill [fʊl'fɪl] (*v*) carry out (a task, duty, or role) as required or expected. *To **fulfill** a promise.*

Listening / Speaking

1. **CW.** Listen to the parents' and children's ideas and answer the questions looking through the photos.



- Have you ever heard parents or children make these complaints? Which ones?
- Have you ever had any complaints like these about your family members?

Parents about their children

My children:

don't help around the house
don't follow my advice
dress badly and have ugly hairstyles
don't study well enough
don't eat much fruit
I think

Teens about their parents

My parents:

- don't often agree to my opinion
- don't like my friends
- don't like my appearance
- always tell me what to do
- sometimes ignore me

I think

2. **PW.** Listen and practise. Generalize and express your points of view on it.

Mr Field: Jason, Jason! Turn down the TV a little, please.

Jason: Oh, but this is my favourite programme!

Mr Field: I know. But it's very loud.

Jason: Ok, I'll turn it down.

Mr Field: That's better. Thanks.

Mrs Field: Lisa, please pick up your things.

They're all over the living room floor.

Gabi: In a minute, Mom. I'm on the phone.

Mrs Field: Ok, But do it as soon as you hang up.

Gabi: Sure. No Problem!

Mrs Field: Goodness! Were we like this when we were kids?

Mr Field: Definitely!

Listening / Speaking

3. **GW.** Listen and share your ideas and evaluate the content of the text.

“Parents have an important influence on their children’s success.”

We know parents have more influence on a child’s success than other people around him/her. Classmates also have an important social impact on one another, especially as they get older, but the effect of parents is stronger. Parents love their children, and they have a lot of expectations of them. All of these have great influences on a child’s success at school.



Parents are significant role models for their children. Do you know that young children like to copy other kids? I think that they like to imitate adults. When children see their parents read, they do the same. When children hear their parents talk about books, news or politics, they think these are interesting subjects. Children may learn other things from their friends and classmates too, but the examples they get from their parents are stronger. Parents love and take care of their children. And children know how important this is, and they adore their parents, as well. They may have close friends at school, but feelings for their parents are more important. If they feel loved and cared at home, they will have a strong confidence to do well at school. Parents expect their children to behave well and be good people, also successful in life. Children want to please them, so they try to **fulfill** their parents’ expectations. On the other hand, they want to be nice to their classmates and friends and get along with them.

4. **PW.** Create a plan and talk about: “Influence on a child’s success”.

- Parents’ influence
- Friends’ and classmates’ influence

5. **PW.** a) Discuss the following questions with your partner.

b) Prepare a speech to deliver in front of the class.

1. Do you think it’s better to be an elder or a younger sister or brother in a family with two children? Why?
2. Does a child’s position in the family have an influence on his/her personality?
3. Why are parents important in a child’s life?
4. Don’t you think that classmates or friends also influence children?

Listening / Speaking

Grammar Booster

Embedded questions are usually used in Indirect Speech.

Direct Questions Yes/No questions: Is that magazine interesting?	Embedded (Indirect questions) For Yes/No questions If and Whether (They have the same meaning). Be careful! <i>I wonder if is that magazine interesting.</i> (wrong) <i>I wonder if that magazine is interesting.</i> (correct)
<ul style="list-style-type: none"> • <i>Have you read this book?</i> • <i>Can I borrow your pen?</i> 	<ul style="list-style-type: none"> • <i>I want to know</i> whether he has read this book. • <i>I wonder</i> whether I can borrow your pen.
For Wh/How questions begin with question words: Who, What, When, Why, How, Where, etc	
Direct questions:	Embedded/Indirect questions:
<ul style="list-style-type: none"> • <i>What's the article about?</i> 	<ul style="list-style-type: none"> • <i>Tell me what the article is about.</i>

To report questions we can use: wonder, ask, remember, do you know, want to know, know, etc.

REMEMBER

- I don't know
- Please tell me
- I wonder
- I don't remember

- Can you tell me
- I'm not sure
- I can't tell you
- I'd like to know

6. PW. Write the sentences in the Indirect Speech looking through the Grammar Booster. And correct your partner's mistakes.

Model: "What are you doing in Spain, Jane?" said Joe.

Joe wondered what Jane was doing in Spain.

1. "Have you ever been to the aquarium?" said the guide.
2. "Why are parents the best role models for their children?" asked Lala.
3. "Can I help you?" said the young girl.
4. "What time is it?" said Kamran.
5. "Who has gone to the party?" asked Clara.
6. "Do classmates also influence the children?" said the teacher.

Reading

1. **GW.** a) Read the text and explain the meanings of the words given in bold.
b) Pay attention to the use of the words such as: *too, also, either, quite and rather.*

A Child's Position in the Family

It's true that our position in the family is the strongest factor that influences our personality. Psychologists say that the eldest children get maximum attention from their parents, and as a result they become *quite* **self-confident** people. They grow as good leaders. The eldest children are often **ambitious**. They're more likely to enter universities than their brothers or sisters. They often get the top jobs, *too*. They are *also*



responsible people, because they often have to look after their younger brothers or sisters. The **downside** of being older is that they worry a lot about things. They can *also* be *quite* bossy and even aggressive, especially when they don't get what they want. The middle children are usually independent and **competitive**. It's because they have to fight with their brothers and sisters for their parents' attention. They're sociable, they like being with people, probably because they always have other children to play with. But the middle children are often **jealous** of their brothers and sisters and they can be **moody**.

If a child is the youngest in the family, he or she will probably be very charming, **affectionate** and *quite* relaxed. On the other hand, the youngest children are often *rather* **lazy**. This is because they always have their elder brothers and sisters to help them. And they can be *quite* **manipulative** - they use their charm to get what they want.

The only children in the family don't have to share with anyone, so they're often spoilt by their parents and grandparents. As a result, sometimes they can be quite **selfish**. They think of themselves more than other people. But they are usually well-organized and **responsible**, and they can be very imaginative, *too*.

2. **PW.** Give your opinion about these statements.

1. The middle children are often jealous of their brothers and sisters.
2. The youngest children are often lazy.
3. The only children are usually well-organized.
4. The eldest children get a lot of attention from their parents.

Reading

3. **PW.** Take turns asking and answering the questions. Give reasons for your answers.

- *What do you think about your personality?*
- *Do your personality traits come from your parents' genes?*
- *How does parents' behavior affect a child's development?*
- *Can you give quotes or proverbs on this topic? Sample:*
"Parents, keep your children closer when they are young, because they will keep you closer when you're old."

4. **IW/PW.** Find the definitions of the words. Use them in sentences and make up a dialogue.

1. independent	a) having a natural ability to do one or more things extremely well
2. imaginative	b) being able to think of new and interesting ideas
3. energetic	c) very active, physically and mentally
4. responsible	d) showing a strong liking for something and being very dedicated to it
5. gifted	e) trusting in his/her own ability
6. passionate	f) willing to talk and be engaged in activities with other people; friendly
7. sociable	g) free from outside control, not depending on others
8. quite self-confident and ambitious	h) having an obligation to do something as a part of one's job

5. **IW.** Choose the suitable variants and correct your partner's writing.

1. I *also/too/either* like instant messaging.
2. I've never sent an attachment, *too/also/either*.
3. Brian blogs, *but/too/either* he's never created a website.
4. We've played online games and we've chatted *too/also/either*.
5. The restaurant has excellent food. It's *also/too/either* very good value.
6. The food we ate wasn't healthy *too/also/either*.
7. Aygun is *also/too/either* responsible and well-educated.
8. Elnur is *quite/too* intelligent, but *rather/either* lazy.
9. The students I study with are *but/quite/either* friendly.

Writing

1. **PW/GW.** Complete the sentences with the appropriate adjectives from the box. Consult a dictionary if necessary. There are some extra words.

*trustworthy aggressive ambitious manipulative energetic
envious imaginative moody sensitive spoilt sociable
selfish responsible charming bossy jealous competitive*

1. ... people always want to win and be successful in life.
2. ... people like doing things on their own without help.
3. ... people like giving orders.
4. ... people think about themselves and not about others.
5. ... people are good at influencing others to do what they want.
6. ... people are friendly and enjoy being with other people.
7. ... people get angry quickly and like fighting.
8. ... people have an attractive personality that makes others like them.
9. ... people are those whom you can trust.
10. ... people show that they like other people very much.
11. ... people think that someone loves another person more than them, or wants anything other people have.
12. ... children behave badly because they are given everything they wish.

2. **IW.** Write a paragraph using the words and expressions from the box on “A child’s position in the family”.

*I think especially the middle children the youngest
on the other hand in the family on the one hand
the middle-aged because the only children however*

3. **PW.** Change the Direct questions into Indirect questions and write.

Model: *Do teenagers have many problems today?*

I wonder if teenagers have many problems today.

1. Are social events a very popular conversation topic among teenagers?
2. Do teenage years bring luck to them?
3. Does your personality come from nurture or nature?
4. Do the only children in the family have to share with anyone?
5. Are the middle children usually independent and competitive?

Writing

4. **IW.** Read the paragraph about fostering children and express your attitude in written form.

Living with a foster family

Children are usually raised in their own families until they are **mature*** enough to live independently. Sometimes parents or relatives aren't able to look after their children. In this case, the government will often take responsibility for them. The children may be looked after in orphanages or arranged **adoption** with families. Fostering means taking a child into your family for a period of time and caring for him or her as your own child. The government makes payments to the family to cover extra food, clothes and other necessities while the child is staying there.



Fostering allows children to experience a normal family life. Foster families are very carefully selected to be sure that the child will lead a happy life. Children who need the company of brothers and sisters will be placed in large families, whereas a child who requires a lot of individual attention will usually be placed in a small one. The foster child may make lifelong friendship with the foster family and continue to keep in touch long after he or she has grown up.

5. **PW.** Rearrange the sentences paying attention to the model and write.

Model: *I want to know how take care children of people.
I want to know how people take care of children.*

1. I'd like to know if watch children TV a lot.
2. Can you tell me what is your dislike?
3. Do you know if do teenagers face any problems?
4. I would like to know if teenage years bring luck to them.
5. I don't know how can teens' mates influence their lives.
6. Please tell me whether children usually in their own families are cared for.
7. Can you tell me that teenagers to be taken seriously are too young?
8. Do you know that is it important to speak today's teens' problems.
9. You can't believe so much attention paid you teenagers to.
10. I want to know that teens' parents let them do anything they want.

6. **IW.** Write a paragraph on: "Family's Influence on Teens' Success".

***mature** – having reached a stage of mental or emotional development characteristic of an adult

Lesson 3. Teenage Years' Life

What you'll learn:

Vocabulary: Teenagers' Problems, Weblish

Speaking: Analysing teenage life from personal experience

Writing: Writing an essay or paragraph on teens' problems

WORD FILE

chore [tʃɔ:] (*n*) a routine task, especially a household one.

*The early risers were up and about, doing their **chores**.*

cute [kju:t] (*adj*) attractive in a pretty way.

*She had a **cute** little nose.*

desperately ['desp(ə)rətli] (*adv*) in a way that shows despair.

*He looked around **desperately**.*

exceptionally [ɪk'sepʃ(ə)nəli] (*adv*) to a greater degree than normal; unusually.

*The weather was **exceptionally** mild for the time of the year.*

frustrated [frʌ'streɪtɪd] (*adj*) feeling or expressing distress and annoyance resulting from an inability to change or achieve something.

*Young people get **frustrated** with the system.*

graffiti [grə'fi:tɪ] (*n*) writing or drawings scribbled, scratched or sprayed on a wall or other surface in a public place.

*The station was covered in **graffiti**.*

metropolis [mɪ'trɒp(ə)lɪs] (*n*) the capital or chief city of a country or region.

*He preferred the peaceful life of the countryside to the **metropolis**.*

shorthand ['ʃɔ:θænd] (*n*) a method of rapid writing by means of abbreviations and symbols, used especially for taking a dictation.

*He took notes in **shorthand**.*

Listening / Speaking

1. CW. Listen and discuss the following views.



■ Education is the most important thing for teenagers today. Teens are getting ready to continue their education either in their country or abroad. They understand that a good education is the key to a better future. Besides their school subjects they begin taking different courses like IELTS, SAT, GMAT, etc. My friend Ilhama, who had the highest score-700 points, studied all subjects well and one of her wishes came true. Ilhama got admission in Law Faculty of Baku State University last year. **Shaig**

■ I think everyone can see that English plays an important part in a teenagers' world. It is a way which teenagers around the world use to communicate with one another and share a common culture. The example of this is the existence of **graffiti** written in English in many different countries. **Agil**

■ Education, music, sports and games, computer games, television and movies play an important role in teens' life. Unsurprisingly, they can easily exceed national boundaries. For example, today one can hear rock and roll in the Chinese **metropolis** of Shanghai. It is common to find people wearing jeans or T-shirts in every place of the world. US films are popular worldwide. American painters are being influenced by European artists. Mexican style fast food restaurants or Japanese sushi bars can be found in different corners of the planet. **Lamiya**



Listening / Speaking

2. IW. Listen and analyze the words given below and say the difference between formal and informal English.

Here is a glossary of some of the key expressions and symbols used in chat rooms.

GLOSSARY

Weblish* - Global Language Network

U - you	Nite - night
C - see	Wanna - want to
2 - to	Yup - yes
R (are)	Cos - because
b - be	U bet - you bet (this means a strong “Yes”)
4 - for	Cheer him - it’ll cheer him up
Thnx - thanks	Best - best wishes
Gr8 - great	Hru - How are you?
L8 - late	CUL - see you later
b4 - before	LTNS - long time no see
cu - see you	mu - miss you
HAND - have a nice day	sis - sister

Young people are individuals and must be encouraged to find together their individual and cultural differences. Teens express themselves, for example, in Weblish, the new **shorthand** English used in text messaging and in the Internet chat rooms. Weblish is a kind of “**slang**” idiomatic English which often breaks the rules of correct English.

3. PW. Act the dialogue out and express your attitude to the Weblish language.

Agil: Hi! Hru, Lamiya? I mu. LTNS.

Lamiya: Thnx. And u?

Agil: I’m OK. I wanna go to the cinema, b4 it gets darker.

Lamiya: I hope I will cu L8. Maybe tomorrow?

Agil: OK. HAND. CUL.

*Weblish [webliʃ] (v/n) (Computer Science) informal, the shorthand form of English that is used in text messaging, chat rooms, etc.

Listening / Speaking

4. PW. Listen to the dialogue and report it. Pay attention to the words in italics and explain them looking through Glossary. (See page 64.)

Aygun: Oh, I can't believe my eyes. Is that you, Musa? *Hru?*

Musa: *Yup!* Hi, Aygun. Why are you surprised?

Aygun: It's a small world. What are you doing in London?

Musa: I've come here with a group of teachers and students to take part in the event on ecological problems.

Aygun: I see. Where are you staying? Do you need any help?

Musa: Oh, thank you. Everything has been arranged beforehand. We live in a students' hostel. Now we are going to the British Museum. Do you want to join us?

Aygun: *Thnx* a lot. I'd like to join you, but I can't. I'm *L8*, I'm in a hurry. I have to go to college. How long are you going to stay here?

Musa: We are leaving on 14 July.

Aygun: Great! We still have enough time to talk. *Wanna* go to the aquarium? I can take you there before you leave.

Musa: *Thnx*, I'd be grateful to you.

Aygun: *CUL!*

Musa: *HAND!*

5. IW. Make a presentation looking through the points of discussion below and share your ideas.

Teens' serious social problems	_____
Teens' weekend activities	_____
Adults' advice to teenagers	_____
Teens' school projects	_____
Teens' creative works	_____
Teens' future plans	_____

6. IW. Find and match the halves.

- 1) dominant
- 2) youth
- 3 different
- 4) cultural
- 5) interesting
- 6) social
- 7) long-life
- 8) future

- a) experience
- b) problems
- c) activities
- d) differences
- e) language
- f) style
- g) courses
- h) plans

Reading

1. **GW.** Read the teens' opinions and share your own ideas on these statements.

Which of these teenagers thinks that being a teenager _____

- *is a great fun?*
- *brings a lot of luck?*
- *brings a lot of serious problems?*
- *allows you to do exciting and wonderful things?*
- *is a kind of duty and makes you feel responsible for what you do?*

The world is becoming a very mysterious place. I'm sure bad habits combined with personal problems influence teenagers. I've got some friends who don't drink at all, but some do. It seems to me that adults are generally quite indifferent to what their children do. Once you reach the age of sixteen or seventeen, your parents think you are mature enough to decide everything yourself and do what you want. The best thing for me is that I have no problems with my parents and sisters at home as they help me in challenging situations.



John McCarty, 17

I go to a private school which makes my school life easier. I focus more attention on doing my homework. My friends and I usually have fun just being together. There are some teen clubs close to where we live. We usually attend these clubs and find interesting weekend activities to do, talk about funny things, and also discuss serious social problems. My friends and I try to help one another if we can. Being a teenager is **a chore** (duty). You have to go to school and your parents want you to get good grades, which is hard enough, and you have to deal with your own problems, too.



Bart Naik, 14

Today parents and teachers keep in touch with schools and in this way they are aware of our problems. They are always there with their warm smile and long-life experience. Social events such as discos and parties are a very popular conversation topic among teenagers. At school, subjects and exams are discussed quite a lot. Some teens are football-fans, others are movie-lovers and some teens are very interested in their appearance and clothes, some are fond of nature or music, others are book-lovers. "Tastes differ" as the proverb says. And being a teenager is a great fun.



Rufat Abbasov, 16

Reading

As official reports admit AIDS, violence, drugs and alcohol are more serious social problems. What has gone wrong? Some specialists explain that the changes of our society, the system of our life force young people to choose their own lifestyle. On the one hand, our society agrees that 15-17-year - old people grow up enough to be responsible for what they do and give them quite a lot of freedom and rights. On the other hand, most adults think that teenagers are too young. This misunderstanding raises many problems. Actually, a lot of teenagers say that their parents let them do anything they want. No doubt, one way out of these problems is that teens and adults should solve them together. And teenagers ought to feel that they are cared for.



Anny Brown, 17

2. **GW.** Answer the questions on the passages above and explain.

1. How do John, Bart, Anny and Rufat feel about today's teens' life?
2. What problems do teens face today?
3. Which of the problems do they find serious?
4. Do their mates influence these teens' lives much?
5. How do they spend their time together?
6. Why does Rufat think that being a teenager is "a chore"?
7. Where do teens have few problems? Why?
8. Do you feel any support by the adults around?

3. **IV.** Think and find True or False statements.

1. You can see jeans or T-shirts everywhere in the world.
2. US films are not popular today.
3. Graffiti is a universal language of teenagers today.
4. All teenagers should know English well.
5. The Internet enables a modern teenager to feel himself/herself in the center of a trend.
6. Young people are not individuals on the Internet.
7. Weblish is a kind of shorthand English.
8. Some teenagers are sport-fans and the others are interested in their appearance and clothes.

4. **IV.** Complete the expressions and build up sentences using them.

to keep in touch with ..., to share ..., to become ..., to deal with ..., to communicate with ..., to attend ..., to be interested in ..., to discuss ..., to be very conscious of ..., to talk about

Writing

1. GW. Explore and fill in the gaps with the words from the box. There are some extra words.

a) the most difficult b) probably we pass from c) change d) time
e) our emotions f) short g) in a few h) a bit
i) new j) part of all this k) put a strain on l) all those moods

Our teenage years are (1)_____ period of our lives. This is the (2)_____ childhood into adulthood. So many things are happening to us. Our bodies change, (3)_____ and our whole life changes. We have to learn to be independent, mature and responsible (4)_____ years. We have to take exams, get a job and perhaps start a family. That must (5)_____ shock for most teenagers. (6)_____ independence is teenage behaviour. This is probably the most difficult part of parents' lives. (7)_____ all that sulking. It can (8)_____ family life. People always think they really want babies and children; no one ever says "I want (9)_____ a teenager".

2. IW. Write a paragraph of your own about your lifestyle, today's problems, education and future plans.

3. IW/PW. Send a message to your friend. Try to use some Weblish and tell the class about your friend's/partner's attitude to it.

LTNS HRU sis d8 2day
gr8 L8 b4 thnx
HAND CUL

4. IW. Write an essay about teenagers' problems using the following expressions given in the Useful Language box.

Useful Language

One way out would be ...

It is too bad that ...

What worries ... is ...

The answer could be ...

The difficulty is ...

The best thing is ...

The only thing to do is ...

The trouble is that ...

One possibility may be ...

Writing

5. **IV.** Reorder the words in the sentences.

1. the key/future/teenager's/for/a good education/is to a better
2. role/English/ an important/ in a teenager's world/plays.
3. very/among/teenagers/social/events/popular/conversation/are/topic.
4. always/situations/parents/in/help/their children/challenging.
5. should/intelligent/teenagers/ responsible/be/ independent/and.
6. and/find/interesting/teens/attend/to do there/different clubs/ weekend activities.
7. drugs/serious /AIDS, violence/and/ are the most/problems today.
8. own/lifestyles/help/people/the changes/young/of our society/choose/ their/independently.

Self-Assessment	Level Reached			
Description of Achievement	Excellent	Good	Fair	Poor
<p>Listening and Speaking I can listen and:</p> <ul style="list-style-type: none"> • generalize my opinions on teens' ideas • explain the meaning of the words • analyze the words and say the difference between formal and informal English • act out a dialogue on Weblish • make a presentation looking through the plan and share my ideas • act the dialogue out and express my attitude to the Weblish language 				
<p>Reading I can read and understand:</p> <ul style="list-style-type: none"> • the teens' opinions and share my own ideas on them • the questions on the teens' problems and luck • True/False sentences 				
<p>Writing I can:</p> <ul style="list-style-type: none"> • write an essay about today's problems, education and future plans • send a message using Weblish • fill in the gaps with the words from the box 				

Lesson 4. How do the Elderly Live?

What you'll learn:

Vocabulary: Elderly people and their lifestyle

Grammar: Tag Questions/Sentences with conjunctions and prepositions

Speaking: Comparing opinions, generalizing real-life situations

Writing: A project

WORD FILE

breakdown [brekdaʊn] (*n*) a mechanical failure.

Breakdowns could totally disrupt production.

burden [bæ:d(ə)n] (*n*) a load, typically a heavy one. *To carry a **burden**.*

compelling [kəm'peliŋ] (*adj*) evoking interest, attention, or admiration in a powerfully irresistible way. *His eyes were strangely **compelling**.*

consume [kən'sju:m] (*v*) eat, drink, or ingest food or drinks.

*People **consume** a good deal of sugar in drinks.*

despite [di'spaɪt] (*prep*) without being affected by; in spite of.

*He remains a great leader **despite** his age.*

distinctive [di'stɪŋ(k)trɪv] (*adj*) characteristic of one person or thing, and so serving to distinguish it from others; typical, particular, exclusive, peculiar, special. *A **distinctive** flavor.*

foresee [fɔ:'si:] (*v*) predict. *We did not **foresee** any difficulties.*

impressionable [ɪm'preʃ(ə)nəb(ə)l] (*adj*) easily influenced.

*Children are highly **impressionable**.*

otherwise [ʌðəwaɪz] (*adv*) in any other way, differently.

*He saw **otherwise**.*

sane [sem] (*adj*) (of a person) of sound mind; not mad or mentally ill.

*Hard work keeps us **sane**.*

vulnerable ['vʌln(ə)rəb(ə)l] (*adj*) exposed to the possibility of being attacked or harmed, either physically or emotionally.

*A **vulnerable** position.*

Listening / Speaking

1. **CW.** Talk about your family's life circles and use age words while answering the questions.

- Do you like taking photos?
- Do you like keeping old photos?



2. **CW.** Match ages with life stages.

Ages	Life Stages
0-1 approximately	• a baby
1-2	• a toddler
2-12	• a child (this period is your childhood)
13-19	• a teenager
20-29	• in your twenties
30-39	• in your thirties
40-50	• people are middle-aged
60 or 65	• retirement time (when people stop to work/they are retired)
75-year-old	• old age (you can describe people as elderly)

Listening / Speaking

3. **PW.** Try to say ten important names, dates and places related to your parents'/ grandparents' past and present. Then create a chart and include information about your future career and life plans looking through "Remember" Box.

YOUR PAST

1. A valuable person
2. A crucial date
3. An important person you haven't seen for several years
4. An interesting town or city you've visited
5. The name of the teacher you remember
6. A memorable destination you went with your family

YOUR PRESENT

1. The house or apartment that is important for you
2. An important birthday
3. Your favourite day of the week
4. Someone you have met for the first time recently
5. The number of people living in your family

YOUR FUTURE

-
-
-

Family Quotes/Sayings

- *The love of a Family is Life's Greatest Blessing.*
- *Families are like branches on a tree. We grow in different directions yet our roots remain as one.*
- *Our Family is a circle of strength, Founded on Faith, Joined in Love, Kept by God, Together Forever!*
- *Family is not only an important thing, it is everything!*

REMEMBER

Everyone who has a happy family background can consider themselves to be lucky. To have loving and caring parents, brothers and sisters is really important. When we turn sixteen or so, most of us begin to think of having families of our own. We all want to have good families because good and happy families in the long run make a happy society.

Listening / Speaking

4. **PW.** Listen and act the dialogue out. Give the main idea. Pay attention to tag questions.

Rufat: Hi, Fidan, How are you?

Fidan: Hi, Rufat, I'm doing well, thanks. I've heard you visited the home for elderly people.

Rufat: Yes, we went there with a group of students and our teachers last weekend. They were so happy to meet us.

Fidan: That's great! If I had known, I'd have joined you for sure. I've been to some Children Homes, but I've never visited the Home for Elderly People. Could you tell me more about its function, please?

Rufat: Sure, why not! Homes for Elderly People are Residential Care Homes trusted by millions. They are for the lonely and those who have illnesses and need nurse care. Care Homes are everywhere all over the world.

Fidan: You are right. We do have it in Bilgah, Baku. They provide lodging, meal services and assistance with daily living activities, home style living environment, and health management supported by our government.

Rufat: That's great. As in other countries we have all the necessary living conditions, don't we?

Fidan: Yes, we do. I agree with what you're saying. We should value our traditions and take care of the old, shouldn't we? If we don't do it, so who will take care of us when we're old!

5. **GW.** Make up a presentation looking through "Do You Know...?" box and say how you take care of the elderly people.

DO YOU KNOW...?

Elderly care or simply eldercare is the fulfillment of the special needs and requirements of the senior citizens. Traditionally, the Azerbaijanis respect and look after the elderly and the retired, but sometimes they are lonely and supposed to get help from neighbours or close relatives. If they

have no relatives to help or take care of them, with the financial support of our government, there are shelters for homeless elderly people. Following Leyla Aliyeva's example, we have to take care of our elderly – grandfathers and grandmothers. They should always be surrounded by the warmth and love of their families. Let's respect, love and take a good care of our elderly!



Reading

1. **PW.** Read and give a title to the text. Think of the life of the elderly people in Azerbaijan and share your ideas with your classmates.



When older adults contribute to the well-being of the youth, it cultivates a sense of purpose and is beneficial in both ways. Such relationships are important for society. They can help and ensure children and teens receive the kind of attention and mentoring that they often lack, especially among the most **vulnerable** population. These relationships also offer older adults opportunities to learn about new technology and trends, and experience the excitement of seeing the world through a younger perspective. Laura Carstensen, a Stanford psychology professor and the director of the Stanford Center for Longevity, who led the report said, “There is a growing reason to think that beliefs that older population consume would go to the youth, and older people may be just the resource that children need.” Carstensen’s prior research has found that as people get older, their brains actually improve in many ways, including in complex problem-solving and emotional skills. “It is a huge loss for society not to offer such council and experience to others, especially to young people,” she said.

The aging population has “**distinctive** qualities to meet the needs of youth,” she and her co-authors wrote. “Older adults are exceptionally suited to meet these needs, because they welcome meaningful, productive activity and engagement. They need and seek purpose in their lives.” Older people benefit as well, experiencing emotional satisfaction in relationships with young people. One way to achieve such contact is through volunteer service. From a **societal*** view, these interactions are positive, too.

“Focusing volunteer efforts on young people improves their (young people’s) chances of success in life,” Carstensen said. “These mutual benefits are perhaps the most **compelling** reasons for programs that connect the young and the old.”

***societal** – relating to the society

Reading

2. **PW/GW.** Read some opinions on :“The world needs the life experience of the elderly. Compare your opinions with your classmates and group them in the table.

Bad Points	Good Points
Being Elderly	
•	•
•	•

- | | |
|---|---|
| <ul style="list-style-type: none"> • Become ill and disabled • Become a burden to children • Have a lot of time to meet friends • Suffer the fear of death • Become incapable of living independently • Get wiser, have more experience • Need a regular care and nursing • Have special talents | <ul style="list-style-type: none"> • Do not have to go to work • Lose friends and spouses • Have financial problems • Work in their garden • Go in for sports • Live a boring life • Help others • Travel |
|---|---|

3. **PW.** Speak about the life of the people in Azerbaijan and in different countries and compare.

4. **PW.** Play a role asking and answering the questions.

A: ... ?

B: The relationship between adults and youth is very important for the society.

A: ...?

B: This relationship can help teens receive a lot of attention and mentoring.

A: ... ?

B: She said, “Older people may be just the resource children need.”

A: ... ?

B: The aging population has distinctive qualities to meet the youth’s needs.”

A: ... ?

B: Adults have more experience than the young.

5. **PW.** Complete the expressions and build up sentences using them.

vulnerable___, compelling___, emotional___, mutual___, growing ___
 regular ____, special ____, distinctive ____, financial ____, living___ .

Reading

Grammar Booster

Sentences with conjunctions and prepositions.

We use **while/whereas/although/though** conjunctions to join clauses.

Sample:

- *In Britain the NHS (National Health Service) provides health care, **while** in the USA there is no public health service.*

We use prepositions **in spite of/ despite/because of** before nouns/pronouns/gerunds.

- ***Despite** the fact (that) the USA is one of the most developed countries in the world, it does not provide health care for all.*
- ***Despite** being a very rich person Mr Brown does not help the poor.*
- ***Because of** the crisis, health care reform should be carried out.*

6. PW. Discuss these facts and opinions below paying attention to the conjunctions and prepositions.

- In Britain, medical insurance is organized by the government and it is compulsory, **while** in some other countries it is not.
- The country doesn't spend a lot of money per person on health care, **whereas** in some other western countries health care systems are much more expensive.
- **Despite** the shortage of money, the system of medical care works well.
- **In spite of** being poor, you can get good medical care in Britain.
- The exceptions to free medical care are teeth and eyes, **even though** this care is available to large numbers of people who do not have to pay.
- **Although** Britain has public health care, it has a private sector, too. The biggest is BUPA. (**B**ritish **U**nited **P**rovident **A**ssociation)
- **Because of** the central organization of public health care, there is little cooperation between public health care service and the private sector.

7. GW. Project. Team Work (Ss work together with their teacher)

Think of the elderly people of your community. Make a survey in order to find out their needs and wishes. Fill in the survey interviewing the elderly people. After defining the problems try to help them. Ask your school community and authorized organization for help. If necessary, make up posters inviting volunteers. Having finished the project, report about your activities.

Reading

8. **GW.** Look through the Fact File about health care service in Great Britain below and add your ideas about social service in Azerbaijan.

FACT FILE

Family doctors work in practices, a partnership of several GPs (**GP**-General Practitioner), and offer general health care. Patients can visit surgery, the GP's office, for two or three hours in the morning and evening. GPs also make home visits. GPs are paid fees by the National Health Service (NHS) for each visit or for the number of patients on their list.



Social services try to do their best **to cheer the old people up**, but they don't have much success in doing it.

At the homes the elderly patients are provided with lots of entertainment.

The Good Samaritans Group (GSG) members go out into the community to help people, including home patients for elderly people.

9. **IW.** Create a paragraph on "Health care in Azerbaijan".

10. **IW.** Think and give the equivalents of these sayings in your native language and share your opinions.

- *Love your parents! We are so busy growing up, we often forget they are also growing old.*
- *Live your life and forget your age! (Norman Vincent Peale)*
- *Growing old is compulsory, growing up is optional. (Bob Monkhouse)*
- *Old age is just a record of one's whole life. (Muhammad Ali)*
- *A family with an old person has a living treasure of gold. (Chinese proverb)*



Writing

Grammar Booster

Tag/Tail questions and Disjunctive Questions

Question tags are short questions placed at the end of the statement.

Formation

If the statement is positive, the question tag is negative.

If the statement is negative, the question tag is positive.

Examples

She is coming to work, isn't she?

You can drive a car, can't you?

They can't help us, can they?

I am ready, aren't I? (is common in spoken English)

or I'm ready, am I not? (is formal English)

Open the window, will you? Let's go to the concert, shall we?

Sentences with negative words take affirmative tags.

Note:

The tag pronoun for *this/that* = **it**

The tag pronoun for *these/those* = **they**

For *everything* = **it**

For *everyone* = **they**

They is usually used in a tag to refer to everyone, everybody, someone, somebody, no one, nobody.

Nothing is wrong, is **it**?

Nobody called on the phone, did **they**?

1. PW. Complete the questions looking through the Grammar Booster.

1. My parents are great and very broad-minded, ___ ?
2. Mehriban never shows her feelings, ___ ?
3. Let's go to the library, ___ ?
4. Don't be late for the lessons, ___ ?
5. Jessica had to come to the party, ___ ?
6. The country spends a lot of money per person on health care, ___ ?
7. People in some countries nod their heads to mean "yes", ___ ?
8. You can get good medical care in our country, ___ ?
9. She is ready, ___ ?
10. My brother couldn't waste the money he had, ___ ?

2. PW. Correct the wrong tag questions and compare with your partner's.

1. Social services do their best to cheer the elderly up, doesn't it?
2. The country always spends a lot of money on health care, don't they?
3. Everybody can get medical care in our country, can they?
4. Children always need care, aren't they?
5. You should go in for sports, do you?
6. We always want to have good families, didn't they?
7. My friends have to go to the Children's Home, haven't they?

Writing

3. **PW/GW.** a) Search for information about the government care for the elderly, the disabled and the veterans in different countries.
 b) Answer the questions, generalizing and comparing your thoughts with your partners’.

How does the government care for the disabled, the veterans and the elderly?

What **privileges*** do the elderly people have in our country and other countries?

Countries/Privileges	Azerbaijan	X	X
50% reduced payment for housing, telephone and public benefits/advantages			
Free medical care, wheelchairs, cars and petrol at a discount.			
Free accommodation in a health resort.			
Free return passage by sea, by air or by railroad once a year.			
Housing, telephone, etc. without going on a waiting list.			
Retirement is possible at the age of 60 (not at 65)			
Medical service at a reduced price; mobility allowance; a tourist’s pass at a reduced price (the amount of discount depends upon the transport company).			
Air, railroad and other kinds of tickets at a reduced price. (Tickets for those looking after people with disabilities are free of charge)			
Free of charge assistance about the house for a certain group of people with disabilities (invalids).			

4. **PW.** Write about the similarities and differences about the life of the elderly people in Azerbaijan and different countries.

* **privilege** – a special right granted or available to a particular person or a group of people

Writing

5. IW. Unjumble the words to make sentences. Develop your writing comparing and correcting your mistakes through peer correction.

Model: • *What does family mean to you?*

mean family does What you to? In a perfect world, all families should be happy get should everyone and well on together. a know I have that families of lot many problems. Brothers and sisters who each don't other like, parents who never talk to each other. I wonder why this is. How so to can live close your you family members and feel apart from them? There is a lot of talk in the news family of **breakdown** the about life. Divorce is rising everywhere in the world. This means single parents have less to with children time spend their, which creates problems. Maybe the stress modern puts much of life too pressure on families. It seems as though family life was or generation a better ago two. Is this true for families in your country?



6. IW. Give solutions on: "How to support the elderly!"

Self-Assessment	Level Reached			
Description of Achievement	Perfect	Good	Fair	Poor
1. Listening and Speaking I can listen: <ul style="list-style-type: none"> • <i>to the sayings and understand their meaning</i> • <i>and give the main idea on the sayings</i> • <i>and say how we take care of the elderly</i> • <i>and answer the questions on life circles</i> 				
2. Reading I can read and: <ul style="list-style-type: none"> • <i>understand elderly people's opinions</i> • <i>share my own ideas with the partner's</i> • <i>answer questions on the relationship between adults and youth</i> 				
3. Writing I can: <ul style="list-style-type: none"> • <i>complete tag questions</i> • <i>correct spelling mistakes</i> • <i>write paragraphs on the topic of the lesson</i> • <i>write the words correctly</i> 				

Assessment 1

1. Complete the sentences matching them.

1. Despite the fact that GPs (a family doctor) are considered to be overworked
2. Although public health care is not bad,
3. Though health care in case of emergency worked well,
4. Because of the financial problems in the National Health Service
5. Because of the nurses improper behavior
6. In spite of the proper/exact diagnosis
7. While Dr Taylor's diagnosis was acne vulgaris,



- a) Adrian's Granny was sure it was fever.
- b) people have to wait to be operated on for many years.
- c) neither Adrian nor his Granny were satisfied with it.
- d) private health treatment is better.
- e) Adrian decided to join a health organization
- f) they examine their patients well.
- g) Adrian's Granny decided to complain to the Medical Council.

2. Ask your classmates questions about their grandmothers' and grandfathers' living conditions. Then complete the chart below.

- *What benefits and privileges do your grandparents have?*
- *How do they enjoy these privileges?*

Grandparents	Living Conditions
Grandpa	<ul style="list-style-type: none"> • My grandpa is paid well by the government. • My grandparents get Health Care Medical Insurance.
Grandma	<ul style="list-style-type: none"> • My granny goes to health resorts every year. • She visits foreign countries with Friendship Force.

Assessment 1

3. Read and answer the questions relating them to the real life.

- *Can you imagine yourself in ten years' time?*
- *What will your professional career and your family life be like?*
- *What are your strong and weak points?*
- *What are your priorities now? Do you think they will change with time?*
- *What features do you appreciate in people in general?*
 - *Do you think you have these features? What would you like to change in yourself?*
 - *What is the greatest dream you have?*
 - *Are you doing anything to make your dream come true?*



4. Read and generalize your ideas.

“How does it feel to be young in the world which faces so many complicated and confusing questions?” Even grown-ups can't answer. If the grown-up world has some stability, the world of teenagers is, in most cases, full of doubts in themselves and their future. Establishing relations with other people - parents, teachers, friends-doesn't always come easy either. What may comfort you is that these problems aren't unique as most people pass through this difficult stage, too. Young people are usually quite **impressionable** and sensitive and tend to jump to conclusions as they don't often have enough experience and wisdom to evaluate the situation and **foresee** all possible results of their behaviour. Naturally that may lead to certain problems and misunderstanding. What does the future hold for me? Am I going to be happy? Shall I find a good job? All these questions are of primary importance for you and your peers. Your future begins today and largely depends on what you are doing now.

5. Write a letter to your school council/ community.

Imagine some people have no good living conditions.

Describe the causes of the problems and suggest solutions for help.

6. PW. Correct tag questions and explain your choice.

1. My friends won't come to the concert, won't they?
2. Nobody helped us to carry the bag, didn't he?
3. Everyone took the test, didn't she?
4. There was a meeting yesterday, wasn't it?
5. Tom has never been to the Urals, hasn't he?
6. Everything is OK, is it?
7. That is your wallet, aren't they?

Assessment 2

1. Complete the chart with the Internet information about charity activities you are familiar with.

Sources: www.heydar-aliyev-foundation.org
www.doctorswithoutborders.org
www.ideacampaign.org
www.unicef.org

Model:

Kinds of Charity	Name of A Charity Organization	What they do	Who they help
Care	HAF- H eydar A liyev F oundation	?	?
Care and Help	DWB- D octors W ithout B orders An International Independent Humanitarian Organization	?	?
Care and Help	IDEA-International D ialogue for E nvironmental A ction (Azerbaijan)	?	?
Care and Help	UNICEF - U nited N ations I nternational C hildren's E mergency F und	?	?

**2. Add the missing words in the right places in these sentences.
Develop your writing by peer correction.**

alcohol the young try out suppose
 teens options it's a pity adults

There are real problems that make _____ and adults complain about.
 It's a fact that there are _____ who have already had an experience with _____ or drugs. _____ but there are _____ too who appear to be quite indifferent to what their children do. Some parents _____ that their children are old enough to decide what to do and so they let them do what they want. This makes many teenagers feel free and _____ all sorts of _____. Their choice is sometimes wrong and makes life hard.

Progress Portfolio

1. Discuss the questions about today's teens in groups and give comments.

1. Do you agree that music, television and movies cross the boundaries?
2. Does a new generation appear on the world scene? Prove your opinion.
3. Do computers create a new kind of neighbourhood? Why?
4. Do teenagers like to be different?
5. What is Weblish? Why did it appear?

2. Give your opinion about the following ideas.

1. Young people tend to unite in groups or organizations because they enjoy being together.
2. Today teenagers join different clubs because they like to relax and discuss various things.
3. Wearing the same clothes, listening to the same music and sharing the same ideas make membership of such youth organizations or cultures more attractive and give young people a sense of belonging.
4. Youth cultures usually annoy adults and they have a good reason for that.
5. Some teens are volunteers for different activities.
6. Doing part-time jobs teaches teenagers to budget their time and be self-disciplined in order to be a success in life.
7. All young people should have some work experience. It can help them in the adult world and decide what to do in the future.



3. Generalize different views and draw a conclusion on youth cultures.

Youth Cultures

- are formed in reaction to society's values

- help young people become independent from their families

- The values of a youth culture don't matter - just have to be different from those of the older generation.
Are they good or bad?

Multiple Choice

1. Choose the correct variant.

Social service always tries to do its best ____ the old.

- a) to grow up
- b) to cheer up
- c) to make visits
- d) to visit

2. Choose the correct variant.

The Good Samaritans Group members go out into the community ____ .

- a) to help people
- b) to get health care
- c) to pay money
- d) to make membership

3. Choose the incorrect variant.

- a) The adults have more experience than the young.
- b) Older people maybe a resource for children.
- c) Relationship between the old and the young isn't very important for a society.
- d) Focusing volunteer efforts on the young can improve their chances of a successful life.

4. Choose the correct variant.

_____ means to encourage the development of something desirable.

- a) to influence
- b) to respect
- c) to fulfill
- d) to foster

5. Choose the correct variant.

We should always help the elderly, _____?

- a) don't we
- b) should we
- c) shouldn't we
- d) didn't we

UNIT 3. CUSTOMS AND CULTURES

Lesson 1. Cultural Awareness

What you'll learn:

Vocabulary: Dinner etiquettes/Customs of greetings/ Table manners

Grammar: Advice/Commands/Requests in Reported Speech

Speaking: Polite requests and apologising in society

Writing: A text describing customs and traditions

WORD FILE

awareness [ə'weənəs] (*n*) knowledge or perception of a situation or fact.

Computer awareness.

confusion [kən'fju:ʒ(ə)n] (*n*) uncertainty about what is happening.

Complete confusion.

cultural literacy [kʌltʃ(ə)r(ə)l lɪt(ə)rəsi] (*n*) knowing about and respecting the culture of others.

customary [kʌstəm(ə)rɪ] (*adj*) usual or traditional in a particular culture.

Customary law.

discourteous [dɪs'kɔ:tɪəs] (*adj*) showing rudeness and a lack of consideration for other people. *It would be discourteous to decline a visit.*

etiquette ['etɪket] (*n*) the “rules” for polite behaviour in a society or a group.

Diplomatic etiquette.

punctuality [pʌŋ(k)tʃʊ'æltɪ] (*n*) the habit of being on time.

Punctuality is the politeness of kings. (Idiom)

taboo [tə'bu:] (*n/adj*) not allowed because of very strong cultural or religious rules; ban, prohibition. *To break a taboo.*

take hold of (*v*) start to have an effect. *Despair took hold of her.*

unavoidable [ʌnə'vɔɪdəb(ə)l] (*adj*) not able to be avoided, prevented.

Unavoidable loss.

notify ['nəʊtɪfaɪ] (*v*) inform (someone) of something, typically in a formal manner. *To notify a crime to the police.*

lasagna [lə'zɑ:njə] (*n*) pasta in the form of wide strips.

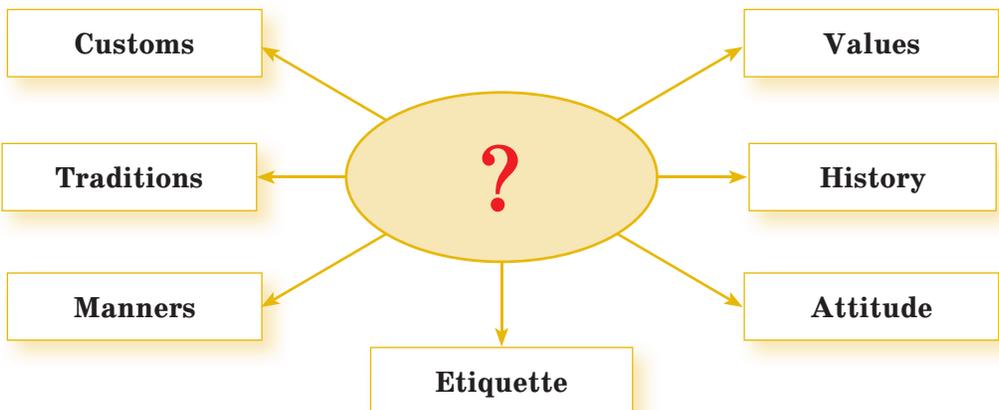
permissible [pə'mɪsɪb(ə)l] (*adj*) permitted; allowed.

A permissible level.

Listening / Speaking

1. **CW.** Speak about different cultures looking at the photos and graph with aspects of each category.

Model: Each nation has different customs and traditions. They have their own greeting, farewell, wedding traditions.



Listening / Speaking

Grammar Booster

Commands-Requests-Advice in Reported/Indirect Speech

To report commands, requests, advice, warnings or suggestions, we use the verbs **tell, ask, beg, order, command, advise, forbid, warn, encourage**, etc. + (object)+full infinitive.

Direct Speech	Reported/Indirect Speech
• <i>“Read the text silently!” our teacher said to us.</i>	• <i>Our teacher told us to read the text silently.</i>
• <i>“Could you keep the volume down, please?” George said to his neighbour.</i>	• <i>George asked his neighbour to keep the volume down.</i>
• <i>“Don’t talk while you have food in your mouth!” my mother said to my brother.</i>	• <i>My mother told my brother not to talk while he had food in his mouth.</i>

2. **PW.** Listen and act out the dialogue. Discuss the question and express your own ideas.

- *How do people usually apologize in your country?*

George: Hi, I’m your new neighbour, George Riviera. I live the next door.

Stephanie: Hi, I’m Stephanie Lee.

George: So, you just moved in? Do you need any help?

Stephanie: Not right now. But thanks.

George: Well, let me know if you do. By the way, would you mind turning your stereo down? The walls are really thin, so the sound goes right into my apartment.

Stephanie: Oh, I’m sorry! I didn’t realize that. I’ll make sure to keep the volume down. Oh, by the way, is there a good Italian restaurant in the neighbourhood?

George: Yeah. There’s a great one not far from our house. Try their **lasagna**. It’s delicious!

3. **PW/GW.** Change the sentences into Indirect Speech.

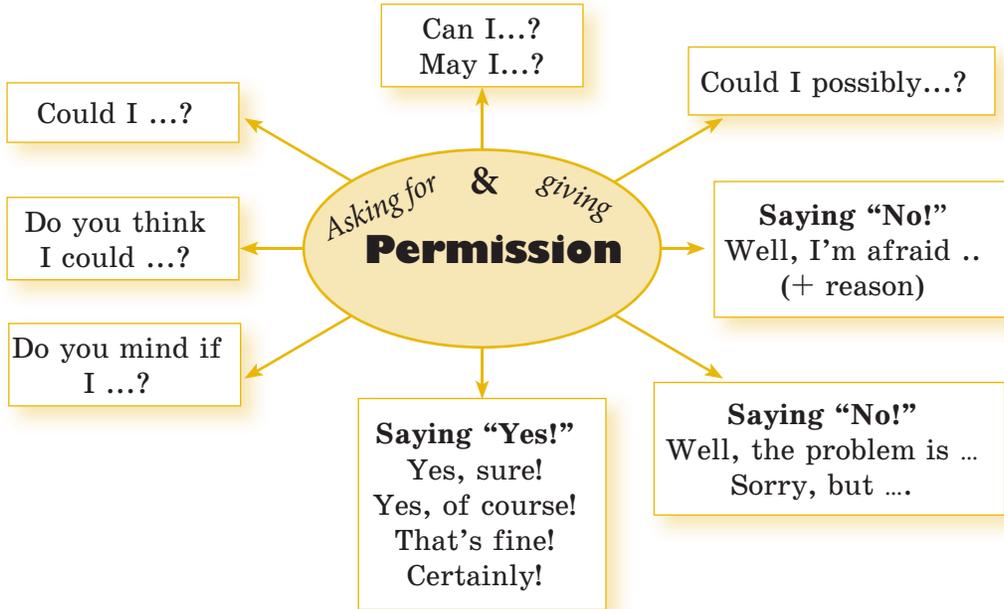
1. “Follow the classroom rules!” said the teacher to her students.
2. “Don’t lie to me,” said Bella’s sister.
3. “Wait for some minutes before beginning the meal!” said mother.
4. “Don’t shout,” said Jane to her brother.
5. “Try to help your friend,” says Murad.
6. “Don’t take other people’s photos without permission,” said the guide.
7. “Let’s go for a walk!” says mother to her children.
8. “Don’t wait for me if I’m late,” Sona said to me.
9. “Bring me a glass of water, please,” she said to him.

Listening/Speaking

4. **PW.** Complete the dialogues using polite requests given in the “Remember” box below and act them out.

REMEMBER

- *Polite requests*
- *Asking if you can do things (asking for permission)*



People apologize in different ways. For example, if anyone complains about the noise from your stereo, you can:
Apologize and give an excuse: “I’m sorry. I didn’t realize.”
Admit a mistake: “I forgot I left it on.”
Make an offer: “I’ll turn it down right now.”
Make a promise: “I’ll make sure to keep the volume down.”

- 1) **Aydan:** Can I ask you to help me with this task, mum?
Mum:
- 2) **Mum:** Why were you so late, Murad?
Murad:
- 3) **Khadija:** Could you close the window, please?
Javad:
- 4) **Semra:** Could you say it again, please?
Vagif:

Reading

1. **GW.** Read the paragraphs and define the reading style. Express your ideas about dinner party etiquette below.

- *Wait for some minutes before beginning the meal!*
- *Do not eat too fast!*
- *Do not talk while you have food in your mouth!*
- *Keep the mouth closed while you chew your food!*
- *Don't rest your hands or arms on the table **to push yourself up!***
- *If an accident happens at the table, apologize briefly to your hostess!*

Formal Dinner Etiquette

■ It is very **discourteous** for a guest to be late. Arrive at least five minutes before the hour set for the dinner. If for some **unavoidable** reasons you cannot arrive on time, make a call to the hostess and explain the reasons to her. **Etiquette** only requires that you wait for fifteen minutes before beginning the meal. If it has been impossible for you **to notify** her and she has started the meal, go to her, offer apologies and take your place at the table.



Seating

■ The hostess/the host lead the guests into the dining room. The host and the male guests follow. The hostess then tells her guests where to sit. She must always have the seating arrangement planned in advance in order to avoid **confusion** and delay. Each person stands casually behind his chair until the hostess starts to take her seat. The man helps his dinner partner to be seated and also helps move her chair as she rises. Each person moves to the left of the chair to be seated and also rises from the left.

Reading

The Meal

■ At a small dinner party, do not start to eat until all guests are served. At a large dinner party, you may start to eat as soon as those near you have been served. Do not eat too fast. Do not talk while you have food in your mouth and keep the mouth closed while you chew your food. Elbows should not be put on the table when you are eating. If an accident happens at the table, apologize briefly to your hostess. The hostess continues to eat as long as her guests do. When all finish eating, she rises from the table and the others follow her.



Departing

■ If you have no dinner partner, push your chair from the table by **taking hold of** each side of the seat of the chair. Don't rest your hands or arms on the table to push yourself up. It is not necessary to remain longer than thirty minutes after a dinner if the invitation does not include the entire evening. However, one should avoid appearing in a hurry to leave.

2. **GW.** a) Comment on the aspects in the paragraphs comparing them to everyday dinner behaviour in your culture.
b) Use ideas from the questions below.

- *What are some good ways to teach children etiquette? Give examples.*
- *Do you know any differences in etiquette between your culture and others? Give examples.*
- *Why are table manners important almost in all cultures?*
- *How would people behave if there were no rules?*

Writing

1. **GW.** Answer the questions about dinner party etiquettes.

1. If the dinner party invitation is for 8:00, what time should guests arrive?
2. If a guest is going to be late, what should he or she do?
3. Who decides where guests should sit at the table?
4. What are the different roles of men and women at a dinner party?
5. When should a guest begin eating?
6. What should a guest do if a fork or a knife falls on the floor?
7. What should a guest do if he or she spills a drink on the table?
8. How long should the host or hostess continue eating?
9. What should a guest do when the host or hostess leaves the table?

2. **PW.** Share your ideas about the table manners in Azerbaijan nowadays and complete the table below making notes in your copybooks.

FORMALITY	
It's polite to ...	?
It's impolite to ...	?
It's offensive to ...	?
It's customary to ...	?
It isn't customary to ...	?

3. **GW.** Change the sentences into Indirect Speech and write.

1. Gabi said, "If many people in a society value money, this will be reflected in the amount of attention that the society gives to it."
2. "Listen to this song," my mother said to us.
3. "Please, tell me the time," the man said to the boy.
4. Ali says, "The values of a society form the basis of its rules or norms."
5. Mehri said, "Men usually shake hands when they greet each other."
6. "Ask permission to leave the table after a meal," said mother.
7. "Come to the party in time!" said Suleyman.
8. Semra says, "Guests are the most valued in Azerbaijan."

4. **CW.** Cross out the word that has a different meaning.

1. offensive rude polite
2. customary taboo traditional
3. impolite valuable rude
4. etiquette punctuality manner
5. conservative offensive impolite

Writing

5. GW. Find the behaviour that would be considered rude at a dinner party. Then write the correct behaviour.

1. You arrive five to ten minutes after the hour set for the dinner.
2. You arrive late and dinner has started, so you take your seat as quickly as possible and start eating.
3. If you are a man, you enter the dining room after the women.
4. You take the seat at the table that your hostess has planned for you.
5. You start to eat as soon as the food is served to you so that it is still hot when you eat it.
6. If you are the hostess, you should leave the table as soon as you finish eating.
7. You leave immediately after the dinner is over.

6. PW. Choose the wrong sentences, make corrections explaining your answers.

1. It isn't a bad table manner to eat soup without a spoon.
2. Speaking with a mouth full of food is a good sample of table manners.
3. Many people think that punctuality is very important.
4. Keep your mouth closed while you chew your food.
5. Never ask permission to leave the table after the meal.

7. IW. Create short texts comparing dinner etiquette and table manners in different cultures.

Self-Assessment	
Criteria	Activities
I remember everything about	<ul style="list-style-type: none"> ▪ the word-stock and the meanings of the words about dinner etiquettes, customs and greetings and table manners
I have no problems with	<ul style="list-style-type: none"> ▪ building up sentences using new words and their meanings about customs, table manners and dinner etiquettes ▪ sharing and expressing my thoughts with my partners about table manners in Azerbaijan and different countries
I think I need some more practice with	<ul style="list-style-type: none"> ▪ writing a paragraph/an essay on dinner etiquettes and table manners in different countries
I think I need a lot more practice on	<ul style="list-style-type: none"> ▪ creating paragraphs comparing dinner etiquette and table manners in different cultures

Assessment

1. Complete each sentence with the correct word or phrase from the Vocabulary.

1. It's *taboo/impolite* to eat pork in some religions.
2. Many people believe that *cultural literacy/punctuality* is important and that being late is impolite.
3. In some cultures, it's *offensive/customary* to take pictures of people without permission, so few people do that.
4. Some people think that talking with a mouth full of food is an example of bad *cultural literacy/table manners*.
5. In some cultures, it's *customary /offensive* to name children after a living relative, and most people follow that tradition.
6. Each culture has rules of *cultural literacy/etiquette* that are important for visitors to that country to know.
7. In more conservative cultures, it's slightly *impolite/taboo* to call someone by his or her first name, but it isn't truly offensive.
8. The most successful global travellers today have developed their *punctuality/cultural literacy* so they are aware of differences in etiquette from culture to culture.

2. Match the words with their definitions.

1. punctuality a) not allowed because of very strong cultural rules
2. etiquette b) the habit of being on time
3. taboo c) the rules for polite behaviour in the society

3. Role Play a conversation with a visitor to your country. Tell the visitor about your culture. While speaking use the phrases from the table etiquette.

A: It's a bad table manner to pick up a soup bowl and drink soup from it. You have to use a spoon.

B: It's not customary for a man to extend his hand to shake hands with a woman. He should wait for the woman to do that.

C: It is not polite to take photos of people without permission.

Agreement	Disagreement
I agree ...	I disagree ...
I think you are right ...	Actually, I don't agree, because ...
I support ...	I don't think ...
I think ...	But I think ...
Really ...	Really?! ...

Assessment

4. Change the sentences into Indirect/Direct Speech.

1. "Try to respect other people's ideas," said my granny.
2. "Always plan the seating arrangement in advance," said the man.
3. "Teach your children table manners," said my aunt to mother.
4. "Don't speak with your mouth full of food," said Asim's granny.
5. The doctor always tells her not to worry.
6. Turgut's grandfather told him not to forget to brush his teeth.
7. "Speak a bit louder. I can't hear you," said the man.
8. "Kamran, could you close the door?" said the teacher.
9. "Don't go near the river!" mother said to her little son.
10. Shahin asked Semra to give him her phone number.

5. Answer the questions.

- What should guests do when the host/hostess leaves the table?

- What should guests do if they are late?

6. Choose the suitable variant.

1. If someone invites you somewhere, what do you say when you agree?

- A) I don't think it is a good idea. B) I don't agree at all.
C) No, I don't think so. D) I'll join you with pleasure.

2. Which variant expresses agreement?

Will you join us for dinner?

- A) With pleasure. B) I object to it.
C) No, I don't think so. D) It's impossible.

3. A person ... always shows respect for other people.

- A) who thinks only about himself/herself B) who is selfish and rude
C) who has bad manners D) who is polite and friendly

4. Choose the wrong statements.

1. You should be kind to people. 3. It's polite to speak with a full mouth.
2. Nobody trusts honest people. 4. It's impolite to tell the truth.

Lesson 2. Customs Differ

What you'll learn:

Vocabulary: Different customs and traditions

Speaking: Different customs and cultures

Writing: A paragraph about different customs and cultures

WORD FILE

acceptable [æk'septəb(ə)l] (*adj*) able to be agreed on; suitable.

*The electoral arrangements must be **acceptable** to the people.*

apparently [ə'pærəntli] (*adv*) as far as one knows or can see.

*He was **apparently** content with it.*

attitude ['ætɪtju:d] (*n*) a settled way of thinking or feeling about something.

*He was questioned on his **attitude** to South Africa.*

counterpart ['kaʊntəpɑ:t] (*n*) a person or thing that corresponds to or has the same function as another.

*The minister met his foreign **counterparts**.*

eternity [ɪ'tə:nɪtɪ] (*n*) time without an end. *His name will live for all **eternity**.*

eventually [ɪ'ventʃʊ(ə)li] (*adv*) in the end, especially after a long delay.

***Eventually**, I arrived at the hotel.*

fertility [fə'tɪlɪtɪ] (*n*) productiveness. *Soil **fertility**.*

inappropriate [ˌɪnə'prɒpriət] (*adj*) not suitable or proper in the circumstances. *It would be **inappropriate** for me to comment.*

lick [lɪk] (*v*) pass the tongue over (something) in order to taste, moisten, or clean it. *He **licked** the stamp and stuck it on the envelope.*

trend [trend] (*n*) tendency, a general direction in which something is developing or changing. *An economic **trend**.*

split [splɪt] (*v*) break or cause to break forcibly into parts, especially into halves or along the grain. *The ice cracked and **split**.*

Listening/Speaking

1. **PW.** Listen to the following opinions and talk about different customs and traditions in Azerbaijan and different countries.



Model:

Some traditions and customs such as weddings, birthdays and graduation ceremonies are fairly similar from country to country. Candles, cakes, balloons, birthday and wedding wishes are for good luck. Some customs are quite different in many countries.

For example: In Vietnam everyone celebrates their birthdays on New Year's Day, or on **Tet** as it is known in Vietnam. The Vietnamese do not acknowledge the exact day they were born. Babies are considered to be one year old on Tet no matter when they were born. On the first morning of Tet, adults congratulate children on becoming a year older by presenting them red envelopes that contain "**Lucky Money**", or "**li xi**".

Listening/Speaking

2. PW. Listen and complete the dialogue. Then act it out.

I: So what kind of things would a visitor to Thailand need to know about? Are there any social customs that are very different from European countries?

N: _____ .

I: How is that?

N: _____ .

I: What, even in a formal situation?

N: _____ .

I: Oh, you mean it's the same for men and women?

N: _____ .

I: And are there any things that you find different in public places? Is it true that it's not acceptable for a young couple to hold hands in public?

N: _____ .

I: And what other traditions?

N: _____ .

I: Right. So if anyone invites you to their home, is there anything you should know about how to behave?

N: _____ .

I: Do you have to do it?

N: _____ .

I: Right! Okay! Anything else, any other "dos/do's" and "don'ts"?

N: _____ .

I: That is very good! Well, thank you very much for your help. I'll try to remember everything you've just told me. Thanks a lot!

N: _____ .

3. GW. Listen and give comments on "Social Custom tips in Great Britain" (Customs you should know before a trip) and create a paragraph on "Social Customs tips in Azerbaijan".

In Great Britain _____

- If you want to ask someone a question in the street, you should say "Excuse me!" to attract their attention.
- When talking to British people you shouldn't ask very personal questions (like "How much do you earn?") as some people might think this is rude.

Reading

1. PW. Read and comment on the text.

Countries have a lot in common. For example, a night out in Tokyo is much the same as a night out in Milan. Whether you live in Korea or Canada, Italy or Ireland, a typical night out is spent eating burgers, seeing American films or listening to English-language music in clubs and bars. However, there are some individual differences: the ballet is still particularly popular amongst Russians, while more Japanese favour an evening of Karaoke, but American culture is everywhere.



Differences in the social behaviour are also disappearing. A couple should split the bill when they go out together. For most young people these are the biggest differences between their own generation and their parents.



However, the vast majority of the young people interviewed say that parents are still stricter with daughters than sons about places where they go and whom they go with. Overall, only 10 per cent think that parents treat their sons and daughters equally, and almost no one thinks parents are stricter with their sons. In

most countries, it was also agreed that such rules tend to be stricter outside the big cities. Important national differences appear. However, when it comes to time-keeping in the Far East and in Eastern Europe a night out starts and finishes much earlier: seven o'clock is the average time given for meeting up with friends. For many Southern Europeans and South Americans, an evening out doesn't even start until ten or eleven o'clock, when many of their Korean and Japanese **counterparts** are safely at home in bed!

Parents' rules reflect this. Most Japanese parents expect their teenagers to be at home by ten o'clock or even earlier, whereas in Europe it is more likely to be at home by eleven or twelve o'clock. It is **apparently** quite normal for a 15 and 16- years-old **youngster*** to stay out late at night. Perhaps this is because their parents have less to worry about.

***youngster** – a child, a young person

Reading

REMEMBER

The following generalizations about Thai culture come from the travel guide. Notice how we use “It” to introduce generalizations.

Model:

- *It is important to take your shoes off!*
- *It is not usual to shake hands.*

2. GW. Find some more information about customs and traditions in different countries and prepare a presentation looking through the “Remember” box.

REMEMBER

- *In Azerbaijan* it is acceptable to wait for all family members to come and sit around the dinner table. As in all customs Azerbaijanis also say “Nush olsun”, which means “Have a nice meal!” (Bon appetit) before starting to eat.
- *In Great Britain and in most countries* it is polite to ask permission to leave the table after a meal, especially in the case of children.
- *In many countries* it’s important not to point at people with your finger.
- *In Mongolia* it’s polite to **lick** own bowl from which you’ve eaten.
- *The French* think it is impolite not to carry on a conversation at the dinner table.
- *The Japanese* think it is impolite to talk very much at mealtimes. So do Chinese people. In Japan it’s important that you don’t wear shoes indoors.
- *In many Asian countries* it is important not to eat with your left hand.

CLOTHES FOOD SOCIETY
LITERATURE COUNTRIES
CULTURE MUSIC
CIVILIZATION ART PEOPLE
TRADITIONS CUSTOMS

3. PW. Complete the following sentences according to the text.

1. Couples have to share
2. The ballet is still popular
3. In social behaviour of the two
4. For many southern countries ... doesn’t even start
5. It is impolite to talk very much
6. It is important in many Asian countries not
7. It is polite to lick the bowl

Reading

4. **PW./GW.** Read the conversation about “Culture in My Country” and create a survey on “Culture and Customs in Azerbaijan” using the model.

Model:

- *It is important ...*
- *It is acceptable...*
- *It is normal ...*
- *It is not acceptable ...*
- *It is common ...*
- *It is polite...*

Culture in My Country

Aydan: Azerbaijan is a country that holds its national traditions sacred. We always respect our grandparents who are the head of the family. Guests are always most valued for our people. We always offer them the best room, our national food and warm welcoming. It is customary to do our best for them. When we have guests at the dinner table, they should start first to taste anything. Azerbaijani people have wise proverbs about hospitality: “A house without a guest is like a mill without water”, or “The provision (*food*) for a guest comes before the guest.” **(Azerbaijan)**

Rosy: In Peru, if you visit your friends, you never arrive on time. It’s perfectly okay if you’re not punctual and arrive an hour late, nobody cares - it’s expected! But if you really want people to be punctual, you have to say “**Hora Inglesa**” which means “English time”. **(Peru)**

Pavel: Men usually shake hands when they greet each other, not only for the first time they meet, or if they haven’t seen each other for a long time, like people do in England, but every day. When a man enters a room, it’s quite common to shake hands with all the other men in the room. **(Russia)**

Gabriella: The people in Spain lead a different lifestyle. For example, they don’t have a big breakfast in the mornings. But they have an old custom to have a rest and sleep after lunch which is called “**siesta**”. The siesta is a short nap taken after the midday meal. It is not only the traditional daytime sleep in Spain, but also common in some other countries. The main reasons for siesta- unbearable high temperature and a big midday meal that make it welcome at home. **(Spain)**

Lee Kuan: When you go to Singapore, people expect you to dress smartly. The wearing style is important. Your clothes can’t be dirty or old. And it’s important to be fashionable, especially for women, with nice make-up and jewellery. **(Singapore)**

Reading

5. GW. Complete the chart according to task 4 on page 101.

Questions	Answers
What things are the same in our culture?	
What things are different in our culture?	
In which country is it normal to go out late?	
In which country is the dress more important?	
What things are new for you?	

REMEMBER

Mrs-is a title used before a surname or full name of a married female/woman.

Miss means "unmarried" woman.

Ms-means "woman" and **Ms** is not an abbreviation.

Note: Ms can be used for a woman, regardless of her marital status

6. PW. Choose adjectives from the box to make true sentences about your country, starting with "It's".

Model: It's important to treat old people with respect.

- | | |
|-------------------|---|
| 1. acceptable | a) couples hold hands in public places |
| 2. not acceptable | b) stand up when older people come in |
| 3. important | c) serve food in large bowls in the middle of the table |
| 4. not important | d) men bow to women |
| 5. Okay | e) say rude things about the royalty |
| 6. normal | f) strangers call you by your first name |
| 7. not normal | g) keep your shoes on in people's houses |
| 8. respectful | h) treat old people with respect |
| 9. rude | i) friends shake hands when they meet |
| 10. polite | j) give a seat to older people on a bus |
| 11. not usual | k) use "Mr" and "Mrs" when you address people |

Writing

1. GW. Complete the table on the customs/traditions and add your ideas comparing them.

Countries Customs/Traditions	Azerbaijan	Great Britain	Japan	other
It is not a good manner to talk too much at meal times.				
It is polite to ask permission to leave the table after a meal.				
It is important not to eat with your left hand.				

2. PW. Find mistakes in the following sentences and develop your writing by peer correction.

1. Men never shake hands when they greet each other in Russia.
2. The Spanish always have a big breakfast in the mornings.
3. If you want people to be punctual, you have to say “hora inglesa” in Spain!
4. It’s unimportant to be fashionable, especially for women, with nice make-up and jewellery in *Singapore*.
5. The English have an old custom to have a rest and sleep after lunch.
6. It is polite to talk very much at mealtimes in China.

**3. IW. Complete the essay on the saying below:
“Everyone has a culture - Everyone is different.”**

Begin like this:

Culture is everything that humans are socialized to do, think, use and make. Culture is very important in everybody’s life. It determines many of the experiences we have and the meanings we give to them. Culture is

Writing

4. PW. Answer the questions and write.

1. Is a night out in Japan, Russia and Azerbaijan the same? If not, what's the difference?
2. What can you say about differences in social behaviour of the young in foreign countries and Azerbaijan?
3. What is the difference of splitting the bill when going out in the past and now?
4. Why are the rules of a night out still stricter?
5. How's the evening out in different countries?

5. IW. Write about social behaviour, values, customs and traditions in our country and use the ideas from the Useful Language box below.

Useful Language

How to behave in public	Addressing people
The way people dress	Typical times for going out
Greeting people	It's polite/common to
It is not acceptable	People should/shouldn't
Activities people do when they go out	People tend to

Self-Assessment	Level Reached			
Description of Achievement	Perfect	Good	Fair	Poor
1. Listening and Speaking I can: <ul style="list-style-type: none"> • <i>listen to the following generalizations and talk about different customs</i> • <i>listen to the questions, answer and give comments on the tips</i> • <i>play a role sharing my ideas on customs and traditions</i> 				
2. Reading I can: <ul style="list-style-type: none"> • <i>read the text and interpret the content of it</i> • <i>give my comments on some cultural events</i> • <i>complete the sentences according to the text</i> • <i>read the teens' ideas and express my opinion</i> • <i>answer the questions</i> • <i>find the mistakes and correct them</i> 				

Assessment 1

1. Change the sentences into Indirect Speech.

1. "Don't wear dirty clothes," said my grandmother to me.
2. "Stand up when older people come in," said our teacher to us.
3. "Value how we live our lives," said my grandfather.
4. "Don't talk too much at meal times," mother told her son.
5. "Share your ideas with your friends about our culture and customs," said the teacher to her students.

2. Respond to each question. Use another piece of paper if you need more space.

- *What is considered polite/impolite/rude in your family?*
- *What manners have you been taught? (table manners, greeting people, behaviour toward guests, how to thank for a meal, etc.)*
- *What do you wear on special occasions?*
- *What days are celebrated in your family?*
- *How often do you see your extended family?*
- *What national values are the most important for you?*

3. Create a plan using these questions.

1. What/How do you prefer to be called by your family members? ____
2. What do you like to be called by your friends? ____
3. What do you like to be called by your classmates or teachers? ____

4. Choose the logically correct variant.

1. It is bad ...

- A) to support friends in a difficult situation B) to respect the old
C) to be frank with others D) to interrupt somebody while speaking

2. It is good ...

- A) to argue with people very often B) to treat children kindly
C) to cause problems or difficulties D) to hurt people

3. It is wise ...

1. to trouble others 2. to respect people 3. to be impolite
4. to protect nature 5. to be late for lessons 6. to be frank with others

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

4. Which pieces of advice are good?

1. Don't support your family!
2. Never follow your parents' advice.
3. Try to be polite!
4. Never keep your promise!
5. Always respect children and old people!

Assessment 2

1. What would you say in the following situations?

A. Someone tells you that a friend of yours has broken his leg and is at home on his own all day. What would you say?

- I'll phone him next week.
- I'll send him a card.
- I'll go and see him.

B. A colleague is complaining that he/she hasn't got any money to buy lunch. What would you say?

- I'll buy you lunch.
- I'll lend you some money if you want.
- I'll share my sandwiches with you

C. A friend phones up to say he/she is stuck with his/her English homework. What would you say?

- I'll come round and help you.
- I'll do it for you if you want.
- I'll meet you later when you've finished it.

D. You are round at a friend's house for dinner. Nobody seems to be enjoying themselves. What would you say?

- I'll put some music on.
- I think I'll go now.

2. Find and correct the punctuation/capitalization mistakes.

in many european countries it is a custom to give multiple kisses when you greet someone but it pays to be careful because the customs vary in spain austria and scandinavian countries,twokissesareinthecustominthenetherlands it is three in france it depends where you are- in paris, four kisses is the norm in **Brittany*** it is three, and in other parts it is two in belgium it can be very tricky it is one kiss for someone your own age and three for someone at least ten years older



a kiss on both cheeks is a traditional greeting between arabic men, and in the middle eastern countries heads of state are often seen kissing and embracing each other on tv news bulletins

in the middle ages, **knights*** kissed before doing battle just as boxers touch gloves before they begin the fight

the practice of putting an X at the bottom of a personal letter came from the middle ages. people who could not read or write would draw an X instead of writing their names on contracts they will then kiss the contract to show they were sincere **eventually** the "X" came to be a sign for a kiss

***Brittany** – is a cultural region in the northwest of France

***knight** – (in the Middle Ages) a man who served his sovereign or lord as a soldier in armour.

Assessment 2

3. Respond to each question. Use another piece of paper if you need more space.

- *How do people greet one another when they meet for the first time?*
- *Are greeting customs different for men and women/ How?*
- *When and how do you address people formally/informally?*
- *What are some dos/do's and don'ts for table manners?*
- *Are certain foods or beverages taboo?*
- *What are some taboo conversation topics?*
- *What are the customs about punctuality?*
- *What is a customary gift when you visit someone's house?*
- *Are there any gift taboos (kinds of flowers, etc.)*
- *Are there places where certain clothes would be **inappropriate**?*
- *Is there an important aspect of your culture that's not on this list?*

4. Match the correct response to each statement or question.

1. Nice to meet you! _____
2. What is a custom here? _____
3. How would you like to be called? _____
4. Are most people on a first-name basis? _____
5. Nice to meet you, Mr Hanson. _____

- a) *Not really. People tend to be more formal here.*
- b) *Please call me by my nickname.*
- c) *Nice to meet you, too.*
- d) *No need to be so formal.*
- e) *Please call me Robert.*

5. Find the mistakes and correct them according to task 2 on page 100.

1. In most countries it's polite to point at people with your finger.
2. In Japan it's polite to lick own bowl from which you've eaten.
3. The Chinese think it is impolite not to carry on a conversation at the dinner table.
4. The Japanese think it is not bad to talk at meal times.
5. In France it's important that you don't wear shoes indoors.

Lesson 3. What Ticks You Off?

What you'll learn:

Vocabulary: Unacceptable public behaviour

Speaking: Social behaviour in public spaces

Writing: Making a survey “What Ticks You Off?”

WORD FILE

courtesy [ˈkɔːtɪsɪ] (*n*) the showing of politeness in one's attitude and behaviour towards others.

*He treated the players with **courtesy** and good humour.*

fine [faɪn] (*n*) an amount of money paid as a punishment.

for not obeying a rule or law. *A **fine** for illegal parking.*

honeymoon [ˈhʌnɪmuːn] (*n*) a holiday spent together by a newly married couple. *They flew to the West Indies on **honeymoon**.*

inconsiderate [ɪnkənˈsɪd(ə)rət] (*adj*) thoughtlessly causing hurt or inconvenience to others.

*It's **inconsiderate** of her to go away without telling us.*

irritate [ˈɪrɪteɪt] (*v*) make someone annoyed. *His tone **irritated** us.*

linker [lɪŋkə] (*n*) a word or a phrase used to join ideas.

*The essay is full of **linkers**.*

moderately [mɒd(ə)rətli] (*adv*) to a certain extent; quite.

*The event was **moderately** successful.*

pointless [pɔɪntləs] (*adj*) having little or no sense, or purpose.

*A **pointless** exercise.*

public conduct [ˈpʌblɪk kənˈdʌkt] (*n*) behavior in public places.

*A code of **public conduct**.*

self-socialization [self səʊʃ(ə)lɪˈzeɪʃ(ə)n] (*n*) the activity of mixing socially with others.

spit [spɪt] (*v*) eject saliva forcibly from one's mouth. *Todd **spat** on the street.*

tick off [tɪk əf] (*v*) to make someone angry or annoyed.

*Her rudeness **ticked me off**.*

unhygienic [ˌʌnhɪˈdʒiːnɪk] (*adj*) not clean or sanitary.

*Damp, **unhygienic** accommodation.*

virtually [ˈvɜːtʃʊəli] (*adv*) actually, in fact, de facto. *The building is **virtually** empty.*

Listening/Speaking

1. PW. Listen and discuss answering the questions.

Young people all over the world were given the questionnaire.

1. How should people behave in public places?
2. What kind of behaviour can tick you off?
3. What is acceptable/ not acceptable for people in public?



Model 1:

Here is something that gets on my nerves. I hate it when people use their cell phones in public places. They annoy other people, not only on trains and buses but also in theatres. They should have the **courtesy** either to turn their phones off or leave them at home. It really makes me angry. I guess it's kind of my **pet peeve***.

Ismayil

Model 2:

I've never understood **bullying***. Why do some people make the life of another person so miserable? Why do some people think they have the right to punch and kick someone they think is weaker than them? I was bullied when I was a child. I didn't feel safe during the breaks. But thanks to my school teachers they stopped bullying and were punished. My parents also helped me to stand for myself and be more confident.



Tom

***pet peeve** – something that a particular person finds especially annoying

***bullying** – using superior strength or influence to intimidate (smb), typically to force them to do something

Listening / Speaking

2. PW. Listen to the interview and share your ideas on public conduct.

What ticks you off?

Yusif Mammadov, 16

Baku, Azerbaijan

I don't like it when people are late for school. I think punctuality is very important for everybody. As the greatest English playwright and poet William Shakespeare said, "**Better three hours too soon than a minute too late**".



Wendy Kwon, 16

Chicago, USA

What ticks me off? Well, I can't understand why people litter. Who do they think is going to clean up after them? Either they should throw their garbage in a trash can or hold on to it till they find one. I think it's great that people have to pay a **fine** for littering. Maybe they'll think before doing it again.



Yuan Yong Jing, 17

Beijing, China

It really **bugs*** me when people **spit** on the street. It is not only disgusting, but it's also **unhygienic**. It's important to think about other people's feelings and public health. I think everyone supports me on this.



Isabella Fraser, 18

Toronto, Canada

Do you know what gets on my nerves? Smoking. It's such an **inconsiderate** habit. Secondhand cigarette smoke is neither good for your health nor pleasant to be around. I'd like to see smoking banned in more public places. All non-smokers have rights, too.



3. PW. Give your advice to teens' ideas paying attention to the model below.

Teens' ideas	Your advice
Smoking is not good for our health.	
Spitting on the street is not only disgusting, but it's also unhygienic.	

*bug – annoy or bother

Reading

1. **PW.** Read and choose the correct linker between two variants given in the composition about mobile phones. Then give the best title for the text.

Many people have mixed feelings about the use of mobile phones in public places like restaurants and cinemas. *Whereas/However* they were almost unknown twenty years ago, these days they are part of everyone's life, and the world would now feel strange without them. One of the strongest arguments in favour of



banning mobile phones is the annoyance they cause other people. *Although/Despite* people are always asked to turn off their mobile phones when they go to the cinema, you can be sure that the film you are watching will be interrupted by the sound of at least five ringing tones! *Therefore/What* is more many people insist on continuing their conversation, *in spite of/even though* hundreds of people can hear them! *For this reason/Besides* many people would welcome a ban on mobile phones in places where they might **irritate** other people. *On the other hand/Although* there are a number of arguments against such a ban. It is really difficult to stop people bringing their mobile phones into public places, and *however/therefore* it would be **virtually** impossible to enforce any ban.

Some people would see this as an **infringement*** of their rights, *even though /while* other people would say they need them in case of an emergency. And *despite /besides* being asked to turn their mobile phones off, some people insist on leaving them on, or simply beat to silence them. Perhaps the most important point is that, *although/in spite of* all the disadvantages, many people these days simply feel that they can't live without their mobiles.

It seems to me that a ban on mobile phones would be **pointless**. People will always find a way round any ban. *Nevertheless/Although*, people should be discouraged from using them in places like cafes, buses, trains, unless it is absolutely necessary. People should be made aware that it's a very bad manner to use them at certain times. *However/Furthermore*, there will always be someone who thinks their call is much more important than other people's peace and quiet!

***infringement** – the action of breaking the terms of a law, agreement, etc.; violation.

Reading

2. GW. Read the article about punctuality. Then check *True, False or No information* according to the article.

Right On Time



Everyone knows that different cultures have different ideas about punctuality. But one country-Ecuador-is trying something new. “Citizen Participation” in Ecuador has found that being late costs the country about \$724 million each year. They report that more than half of all public events, as well as many

government appointments and social activities, begin late. The group is trying to make people aware of punctuality and is reminding them to be on time. The government, including the Ecuadorian president, is supporting the effort.

Hundreds of Ecuadorian organizations and companies have signed agreements to be on time. Posters have been put up to remind people: “If you’re late, someone else is waiting”. One newspaper prints a list of government officials who arrive at events late.

The Campaign has generally been well-received by the Ecuadorian people, and it seems to be working. A lot of business people have reported that more meetings are now beginning on time.

1. The country of Ecuador made more money because people were often late.
2. “Citizen Participation” doesn’t think punctuality is very important.
3. The government of Ecuador wants people to be on time.
4. Signs and posters have been made to remind people to be punctual.
5. Punctuality is more important now in Ecuador than in many other countries.

3. PW. Complete the expressions with your own ideas.

1. We should all improve our manners ...
2. The high-tech lives of people have had a big effect on the society ...
3. Bad behaviour has become typical in our world, and ...
4. People can do a lot of things about it, ...
5. Many people think that modern technology is making them ruder ...
6. People are more stressed now than a few years ago
7. Today manners and behaviour have become typical in our world,...

Writing

1. **PW.** Match the words with their definitions and compare it with your partner's.

1. peeved
2. courtesy
3. fine
4. self-socialization
5. honeymoon
6. infringement
7. public conduct

- a. behavior in public places
- b. the activity of mixing socially with others, communication skills.
- c. penalty
- d. rather annoyed
- e. the showing of politeness in one's attitude
- f. a holiday spent together by a newly married couple
- g. the action of breaking the terms of a law

2. **IW.** Correct the punctuation mistakes and write.

being polite neat and family-oriented are characteristics of the well-socialized american socialization (the process of learning what to expect and how to behave in the society the individual lives in) is the process of learning how to behave in the society we live for societies to exist there must be some organized way of teaching the members what is expected of them and how they are to behave through socialization, the infant develops into a person like one of those described above every society tries to socialize its members the task is performed by several groups and institutions (called socializing agents) the family the school and the peer group (that is people of the same age) are the most socializing agents of these the family is the most especially during the first few years of life a review of various studies of families has concluded that warm, supportive moderately strict family environments usually produce happy and well-behaved children and that cold rigid and overly strict families tend to cause youngsters to become rebellious and insecure

3. **IW.** Make posters on "Let's be well-behaved!"

4. **PW.** Make a survey on "What Ticks You off?" and play a role. *One student asks the other student as an interviewer in the street about what gets on their nerves. Use these phrases in the conversation.*

I can't understand why....	
What really ticks me off is....	
Do you know what really bugs me?	
I'll tell you what really gets on my nerves... .	

Writing

5. **GW.** Write your comments on the following statements.

1. I think people have to pay a fine for littering.
2. It really bugs me when people fight in the street.
3. Smoking is such an inconsiderate habit.
4. Spitting on the street is unhygienic.
5. I hate people who laugh and speak loudly in public places.
6. I think students shouldn't be late for classes.

Self-Assessment	Level Reached			
Description of Achievement	Excellent	Good	Fair	Poor
<p>1. Listening and Speaking I can listen:</p> <ul style="list-style-type: none"> • to the questions and answer them • to the interview and understand the main idea • to the complaints and share my ideas • and give comments on some statements • and make generalization and express my ideas • and take part in discussions on public behaviour 				
<p>2. Reading I can read and :</p> <ul style="list-style-type: none"> • understand the content of the article/ the composition • choose the best linkers in the composition • share my own ideas about punctuality • express my ideas giving reasons on punctuality • find True/False statements 				
<p>3. Writing I can:</p> <ul style="list-style-type: none"> • make a survey on the question “What ticks you off?” • add the correct linkers to the group in the table • match the words with their definitions • correct the mistakes in the paragraphs • make a presentation on the questions • make posters on “Let’s be well-behaved” 				

Assessment

Multiple Choice

1. Choose the correct variant.

1. Spitting on the street isn't only disgusting, but also ____

- a) unhygienic
- b) polite
- c) appropriate
- d) acceptable

2. Better late ____ .

- a) than usual
- b) than never
- c) too late
- d) as well as

3. It is really ____ people bringing their mobile phones into public places.

- a) difficult stop
- b) appropriate begin
- c) difficult to stop
- d) necessary ban

4. ____ means behaviour in public places.

- a) courtesy
- b) public conduct
- c) society
- d) institution

5. ____ means not clean or sanitary.

- a) rebellious
- b) supportive
- c) unhygienic
- d) fresh

2. Choose the correct question.

- a) What kind of behaviour ticks you off?
- b) What really tick you off?
- c) What really bug you?
- d) What get your nerves on?

Progress Portfolio

1. Complete the table answering the question:

How important is punctuality to you for each of the following events?

Ideas	very important	important	not important	why?
<i>Work or school</i>				
<i>Dinner at a friend's house</i>				
<i>Doctor's appointment</i>				
<i>A movie</i>				
<i>Other</i>				

2. Find the definition of the words below and build up sentences using them.

annoyance

moderately

infringement

peeve

irritate

courtesy

fairly

rigid

a ban

pointless

3. Think of polite requests. Make posters following the examples below.

Model:

- Never spit on the street!
- Don't be late for school!
- Try to be friendly and kind to others!
- Never fight!
- Never talk in a loud voice in social places!

4. Change the sentences into Passive and write them down.

1. People shouldn't use mobile phones on buses or trains.
2. All throw rice at the bride and the groom at western weddings.
3. Adults congratulate children on becoming a year older by presenting them red envelopes on the first morning of Tet.
4. The teacher has taught us social customs in Thailand today.
5. Drivers shouldn't use mobile phones while driving cars.
6. One American train company has banned mobile phones in one carriage of some trains, which is called a "Quiet Car".

Progress Portfolio

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

a) I mean b) definitely c) whether d) as far as e) I think
f) but g) really (2) h) if i) I know j) I am not sure

I (1) ___ agree that drivers shouldn't use any kind of a mobile phone when they are driving. (2) ___ - you can't (3)___ concentrate on the road (4) ___ you are having a telephone conversation on the road at the same time. A hands-free mobile might be OK, - (5) ___. (6)___ that some people try to read text-messages or even write them while they're driving. I think that's crazy. I mean it's (7) ___ dangerous because they stop looking at the road and look at their mobiles. **Tim**

(8) ___ you should move away from other people when you're talking on a mobile. It's a good manner. And you shouldn't play noisy games or talk really loudly if you're on a bus or train or somewhere where there are lots of people nearby. It doesn't really bother me, (9) ___ some people find it very annoying. (10)___ I know, you mustn't use a mobile at all in a car, (11) ___ you're moving or not, even for text messages- it's against the law. **Rosy**

6. Summarize and think about how culture has changed since your grandparents were at your age. Complete the survey.

CULTURE SURVEY		
Cultural Aspects	Then	Now
Table manners		
Musical tastes		
Relationship rules		
Clothing customs		
Rules about formal behavior		
Rules about punctuality		
Forms of address		
Male/Female roles in the home		
Male/Female roles in the workplace		

UNIT 4. MONEY AND BENEFITS

Lesson 1. Money Matters

What you'll learn:

Vocabulary: Money Matters

Grammar: Numbers

Speaking: Talk about your money spending habits

Writing: Make a poster on “Spending Money”

WORD FILE

add up [æd ʌp] (v) increase in amount, number, or degree.

*Watch those air miles **add up**!*

cellulose [seljʊləʊz] (n) an insoluble substance which is the main constituent of plant cell walls and of vegetable fibres such as cotton.

charge for [tʃɑ:dʒ fɔ:] (v) to send the bill to a person or organization for payment. *They **charged** us ten dollars for it.*

durable [ˈdjʊərəb(ə)l] (adj) strong and lasting a long time without breaking or becoming weaker. *A **durable** pair of boots.*

impulse [ˈɪmpʌls] (n) a sudden strong and unreflective urge or desire to act.

*I had an almost irresistible **impulse** to giggle.*

keep track (of) [ki:p træk] (v) keep fully aware of or informed about.

*To **keep track of** events.*

quotient [kwəʊʃ(ə)nt] (n) a result obtained by dividing one quantity by another. *If you divide 10 by 2, the **quotient** is 5.*

swap [swɒp] (v) take part in an exchange.

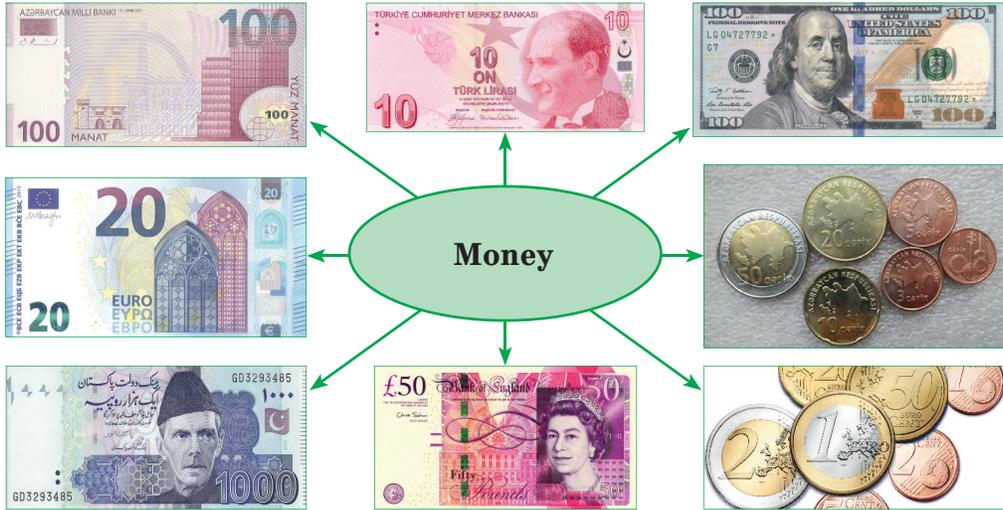
*We **swapped** phone numbers.*

wrinkle [ˈrɪŋkl] (n) a slight line or fold in something, especially fabric or the skin of the face.

*To fit without a **wrinkle**.*

Listening/Speaking

1. **PW.** Talk about the pictures expressing your own ideas about money.



The currency in _____

- **pound sterling** - the UK
- **dollar** - America
- **euro** - the European Union
- **manat** - Azerbaijan
- **rubl** - Russia
- **lira** - Turkey
- **escudo** - Portugal

The currency - the money used in a particular country at a particular time

2. **PW.** Listen to the proverbs and sayings in English and share your own ideas with the partner's giving comments about money.

Model:

Proverb: Money can't buy happiness.

The meaning: a) While money can buy most things, it cannot purchase the constant feeling of joy.

b) I've heard that once a rich man lost everything in his divorce. It's proof that money can't buy happiness.

Money isn't everything.
Money makes money.

Money makes a man.
Money doesn't grow on trees.

Listening / Speaking

3. **GW.** Listen to the information in “Do You Know .. ?” box and explain the process of paper money production to a friend.

DO YOU KNOW...?

Though credit and debit cards are more popular than ever, most people still carry around a few bills with them. Paper money is something we are all familiar with, but is it really made out of paper? Regular paper is made out of wood cellulose which is a product that comes from trees. Paper makers mix chemicals with the wood to break it down into **cellulose** fibers. Machines then press these fibers together and roll them into thin sheets to create the material we call paper. When paper gets wet, the cellulose fibers become very weak. This can cause most paper to completely **fall apart*** when it is wet.



Paper money is not made out of this material. Think about the last time you found a dollar in the pockets of pants that went through the washing machine. The dollar probably had **wrinkles**, but it didn't completely fall apart because it got wet. Money is not made from the same paper that you write on. It is made out of something called “**rag paper***”. Rag paper is a mixture of 75% cotton and 25% linen. Cotton and linen fibers do not become weak when they get wet. They are much stronger than cellulose fibers. Unlike regular paper, money can be folded many times without causing serious damage to the bill. The material that money is made out of is much stronger and much more **durable** than regular paper.

4. **CW.** Give your opinion to the statements with “Money” using the words from “Remember” box.

1. All I want is to have enough money to enjoy life.
2. Money is very important to me. I'd like to earn as much as possible.
3. I would be happy to have less money and fewer possessions.

REMEMBER

Common Verbs with the word “Money”

spend **on** something

get cash **for**

charge **for**

borrow **from**

save **up for** something

put **away into**

pay **for** something

go **into** debt

lend **to**

waste **on** something

add **up**

keep track **of**

*fall apart – collapse, fall to pieces

*rag paper – paper made from cotton

Reading

1. **GW.** Read the article about a woman who lives without money and answer the questions.

1. What was Heidemarie's job?
2. What possessions does she have now?
3. How did the experiment start?
4. Where has she lived since the experiment started?
5. What does she do when she needs something?
6. What is she trying to show with her experiment?
7. What did she do with the money she earned from her book?
8. How do you think she survives?
9. Is it possible to live without money?

Life Without Money

At the age of 54 Heidemarie Schwermer (a famous German writer) gave up her job as a psychotherapist, gave away all her money and her flat and threw away her credit cards. Today, apart from a few clothes (three sweaters, two skirts, two pairs of shoes, and a coat) and a few personal belongings, she doesn't own anything. It all began as a one-year experiment. In her home city of Dortmund she set up a **swapping** circle where people swap services without using money, for example, a haircut for a mathematics class. To prove that this could work, she decided to give up using money for a year. At first she stayed at her friend's house in return for watering the plants and looking after their animals. At the moment she is staying in a student residence where she can sleep, have a shower, or use a computer in return for cooking for the young people who live there. She also works as a psychotherapist. "Before I treated very wealthy people but now I help anyone who turns up. Sometimes they give me something in return, but not always," she says.



Heidemarie Schwermer says, "I can live thanks to my contacts. A lot of people who know me understand what I'm doing and want to help me. When I need a bus ticket, for example, or a new tube of toothpaste I think, "Who can I ask? What can I give them in return?" If I want to go to the cinema, I might offer to look after somebody's children for the afternoon. Sometimes some people judge others according to how much they earn and how they spend money. In my opinion, all jobs are equally important. You may not earn a lot of money but you may be worth a lot as a person. That's my message."

So what did she do with all the money she earned from the sales of the book "*My Life without money?*". She gave it all away... .

Reading

2. PW. Answer the questions expressing your opinion.

1. Do you agree with Heidemarie Schwermer that?

- all jobs are equally important
- most people don't like their jobs
- people judge you according to how much you earn

2. What do you think of Heidemarie Schwermer?

Would you like to have friendship with her?

3. CW. Change the sentences into Indirect Speech.

1. Elnur said, "My brother lives within his means."
2. My dad says, "We always have enough money for what we need."
3. Mother said to her son, "Never spend all the money you have".
4. "Start saving while you are young", said our teacher to us.
5. Jalal's father asked, "What did you spend the money on?"
6. She said, "Financial-planning software can help you keep a **budget*** by adding up your income."
7. Daniel said to his friend, "Put away a small amount of money each week."

REMEMBER

Numbers

1. In English, thousands, millions and billions are written with commas.

425,950

9,310,896

2,856,487,000

2. Decimals are written with a decimal point. We say each number to the right of the decimal point individually.

4.75=four point seven five. Not "four point seventy-five".

4. IW. Say the numbers correctly paying attention to punctuation.

1) 2,657,000 ...

2) 76,872...

3) 5,324,453 ...

4) 5.67 ...

5) 893,986...

6) 8,420,333 ...

***budget** - a financial plan of expences and income

Writing

1. **GW.** Find adjectives and write the opposite and close meanings.

1. Actor Daniel Radcliffe is very rich, but he doesn't buy expensive things.
2. This famous actor always tries to save his money.
3. Nuray is not a mean person, she is generous and sometimes donates money to help the people who are in need.
4. My elder sister often spends money on unnecessary things.

2. **PW.** Fill in the gaps with the suitable words from the box.

- | | | |
|-------------------|------------------|--------------|
| a) a cash machine | b) borrowed from | c) waste on |
| d) paid for | e) puts | f) saving up |

1. My dad ... some money aside every week for the next holiday.
2. Kate's granny went to ... and got 200 manats.
3. Vagif ... a lot of money ... the bank.
4. My friend ... 30 manats ... her new desk.
5. I'm ... for my holiday, I'm hoping to go to New York.
6. Parents always think that children ... their money ... sweets and other things they don't need.

3. **PW.** Match the words with their definitions.

- | | |
|-----------------------|---|
| 1. cash machine | a) a piece of money made of metal |
| 2. loan | b) money a person gets for the work |
| 3. coin | c) money that you pay to the government |
| 4. salary | d) money that somebody or a bank lends you |
| 5. currency | e) type of money used in a particular country |
| 6. price | f) the amount of money |
| 7. tax | g) a machine inside or outside a bank where you can get money |
| 8. standard of living | h) the level of money and comfort people have |

4. **GW.** Make a poster on "What things to spend money on and how to spend it?"

Lesson 2. Financial Planning

What you'll learn:

Vocabulary: Money matters

Grammar: Future Perfect/Perfect Infinitive

Speaking: Talking about financial goals/Financial Budget

Writing: Making a poster for managing a personal budget

WORD FILE

cues [kju:z] (*n*) remarks, words, reminders. *I followed her **cues**.*

emergency [ɪ'mə:dʒ(ə)nsɪ] (*n*) a serious, unexpected, and often dangerous situation requiring immediate action.

*Survival packs were carried in case of **emergency**.*

expense [ek'spens] (*n*) the cost required for something.

*Conference rooms were equipped at great **expense**.*

fall back on [fɔ:l bæk ɒn] - (*v*) have recourse to when in difficulty.

*I have no extra money I can **fall back on**.*

indulgence [ɪn'dʌldʒəns] (*n*) the state or attitude of being tolerant

*She regarded his affairs with a casual, slightly amused **indulgence**.*

max [mæks] (*v*) reach the limit of capacity or ability.

*Job growth in high technology will **max out**.*

owe [əʊ] (*v*) have an obligation to pay or repay (something, especially money) in return for something received.

*They have denied they **owe** money to the company.*

put aside [ˌpʊtə'saɪd] (*v*) dismiss, reject. *We should **put aside** our differences.*

saving account [ˌseɪvɪŋ ə'kaʊnt] - (*n*) a deposit account.

*To open a **saving account** with a bank.*

well off [wel əf] (*adj*) rich, wealthy. *Her family is quite **well-off**.*

Listening/Speaking

1. **PW.** Listen to the dialogue and express your points of view on it. Use the Glossary below for the meaning of some new words.



A: Uh, could I borrow a few **bucks** until payday? I'm a little **strapped for cash**.

B: Yeah, I guess, but I'm pinching pennies myself, and you still owe me 20 AZN. Mom said you borrowed some money from her last week.

A: To be honest, I'm fully in debt and I can't seem **to make ends meet** these days.

B: I heard you **landed a great job** recently, so you must **be loaded**.

A: Well, I do have a job, but I've used my credit cards to pay off a lot of things recently.

B: Do you have a **budget**? I mean, how do you **keep track of** your income and expenses?

A: Well, when my money **runs out**, I come to you.

B: OK, I think we should speak about your budget later but now I must go. See you.

A: Hope to see you soon. Bye.

Glossary

buck - a dollar

be strapped for cash (*idiom*) - have no money available

pinch pennies (*idiom*) - be careful with money

payday - the day when one gets salary

make ends meet (*idiom*) make enough money to live

load - find

be loaded -have a lot of money

stick to a budget - control spendings

run out of money (*phrasal verb*) have no money

land a great job - find a well-paid job

be in debt - (*idiom*) - owe (the situation of owing money, especially when you cannot pay)

Listening/Speaking

2. **GW.** a) Listen to these financial tips and say if you have a high financial IQ.
b) Match the titles to the paragraphs.

- A) Live within your means
- B) Don't go into debt
- C) Save Money

IQ - Intelligence Quotient - *a comparative measure of a person's intelligence*



1. _____

Start saving while you are young. When you have money in your pocket, the **impulse*** to spend it can be very strong. When you get your **paycheck***, don't run to the mall. If you put away a small amount of money into a **saving account** each week and earn interest, your money will grow.

Judy

2. _____

The secret to financial success is spending less than you earn. If you make a lot of money, but spend it all, you are not really rich or financially secure. If you lose your job, or get seriously ill, you will have nothing **to fall back on**. People who make less money than you, but don't spend it all, are actually much wealthier because they are able to handle any emergency that arises. Fortunately, today's technology makes managing your money easier than ever. Financial-planning software can help you keep a budget by adding up your income and expenses and keeping track of your spending.

David

3. _____

It is a lot easier and sometimes safer to pay with a credit card than to carry around a lot of cash in your pocket or purse. However, it is easy to get into trouble with credit cards if you use them as a substitute for money you don't have. If you charge so much that you can't keep up with your monthly bills, interest charges will quickly add up. Going into debt because of credit card bills is the surest sign of a low financial IQ.

Julia

3. **GW.** Discuss the questions and support your answers with the information given above.

- *Do you think Judy makes a lot of money?*
- *Do you think David is good at saving money?*
- *What did Judy do to change her financial situation?*
- *How would you describe Judy's financial IQ?*
- *Are you more like Judy, Julia or David?*

***paycheck** – a check for salary or wages made out to an employee

***impulse** – a sudden strange unreflective desire to act

Grammar Booster

Future Plans and Perfect Infinitive

We can express general future plans with the verbs: expect, hope, intend or plan and an infinitive.

- *We hope to start putting some money away.*
- *I don't plan to be financially dependent for the rest of my life.*

Use the Perfect form of an Infinitive to express that an action will or might take place before a specified time period in the future.

- *By this time next year, I plan to have saved up enough cash to buy a new car.*
- *Her goal is to have paid off all her debt in five years.*

Future Perfect/Finished Future Actions

Use the Future Perfect to indicate an action that will be completed by a specified time period in the future.

- *By next year, I will have completed my studies, but I won't have got married.*

Use the Present Perfect in an adverbial clause to distinguish between a completed future action and one that will follow it.

- *Once I've completed my studies, I'll get married.*
- *I'm going shopping when I've finished my report.*

Be careful: Don't use the Future Perfect in the adverbial clause of time.

Wrong: I'm going shopping when I will have finished my report.

Correct: I'm going shopping when I have finished my report.

1. PW. Complete the paragraph about Ms Kemper's future plans. Use expect, hope, intend or plan and Infinitive form of the verb.

Jessica Kemper _____ (1. to complete) business school this semester, and then she _____ (2. to find) a job in the financial industry. However, Ms Kemper has a lot of debts to repay. She's borrowed some money from her parents and some from the bank, but she _____ (3. to pay) everyone back as soon as she can. She _____ (4. to get) a part-time job to make ends meet while she's paying off her debt.

Reading

2. PW. Read and explain the meaning of new expressions and share your ideas on “How to create a realistic budget and how to keep it”.

Five Benefits of Keeping a Budget

1. A budget allows you to spend money on things you really need or want. A budget requires you to **keep track** of your **expenses**. You see where your money actually goes and plan where to cut back on spending. The money you used to spend daily on little things like coffee or taxis can go toward something more important.



2. A budget can **keep you out of debt**. With a budget, you know whether or not you’re **living within your means**. If you use credit cards, this may not be **obvious**. You might have extra cash at the end of each month and think that you’re OK. But, if you’re not paying your credit card bills in full, you’re probably **living beyond your means**.

3. A budget can make you better prepared for emergencies. A budget requires you to **put some money away in savings**. So, if you find yourself in a difficult situation or faced with unexpected expenses, you’ll have some extra money you can **fall back on**.

4. A budget can help you reach your saving goals. Whatever you are saving for, you need a plan that tells you how much you have, how much you need to spend, and how much you can save.

5. A budget gives you peace of mind because it allows you to stop worrying about how you’re going to make ends meet.

3. PW. Read and discuss the steps in creating a budget.

1. Define your income
2. List and reconsider your expenses
3. Find the difference. Are you spending more than you’re earning each month?
4. Create your realistic budget:
 - a) remove or lower your unnecessary budget
 - b) find a part-time job to increase your income
5. Spend at least one hour per month on financial planning

4. PW. Complete the expressions and use them to make up sentences.

to quit ...

to make ...

to have ...

fall back on ...

keep you out of debt ...

to put away ...

to keep ...

to add up ...

to create a realistic budget ...

to increase ...

Reading

5. PW. Explore and answer the questions.

1. What's the minor indulgence (the state or act of having or doing whatever you want; something small and unnecessary;) that you spend money on regularly? (*for example, a daily cup of coffee or a weekly magazine*) _____
2. How much does this indulgence cost? _____
3. Calculate how many times per year you spend money on it. For example, a cup of coffee each weekday: 5 days x 52 weeks = 260 times per year. _____
4. Multiply the cost (your answer to question 2) by the number of times (*your answer to question 3*). _____
5. Were you surprised by the results?
Can you think of anything else you'd like to spend that money on? _____

6. PW. Choose and explain the statements that best apply to you. Then compare your answers with your partner's.

I live within my means.	I live beyond my means.
I keep track of my expenses.	I don't know where the money goes.
I regularly put something away into savings.	I spend everything I have and never save.
I always try to pay my credit card bills in full.	I can't make ends meet.
I always have enough money for what I need.	I don't worry about paying my credit card bills off every month.

7. GW. Express your attitude to the following quotes/sayings and write.

- *Money doesn't always bring happiness.*
- *Money isn't the most important thing in life, but it's reasonably close to oxygen on the "gotta have it" scale.*
- *Money can't buy you happiness.*
- *Those who believe that money can do everything, in fact, can do anything for money.*

Writing

1. **PW.** Act the dialogue out answering the questions.

Samir: Why is it important to keep track of your expenses?

Aysel: _____

Samir: Why can using credit cards be a problem?

Aysel: _____

Samir: Why can a budget make you better prepared for emergencies?

Aysel: _____

Samir: Which benefit from the article is the most important?

Aysel: _____

2. **PW.** Read the text on page 128 again and check if the following statements are correct or incorrect.

1. Keep track of your expenses.
2. If you don't have enough money for something, use your credit card to treat yourself.
3. Buy financial planning software.
4. **Cut back*** on your spending.
5. Live beyond your means.
6. Wait until you're older to start saving.
7. Make sure your income is more than your expenses.
8. Pay the least possible amount on your credit card bills each month.
9. Put some money away in savings each month.
10. If you're feeling down, go shopping.

3. **IW.** Write a short paragraph. Use the Future Perfect with the verbs *expect*, *hope*, *intend*, or *plan* and the Perfect form of an Infinitive.

4. **IW.** Respond to the e-mail. Write three suggestions for a person who wants to budget his/her money to save for a TV.

From: joesoccer@mail.com

Subject: Need Advice

Hey, did you see the game last night? I can't believe I missed it again! I have to get a new TV, but I just can't manage to save up any cash. What am I going to do?

5. **IW.** Project Work. Imagine you want to start a project of redesigning your house/flat. Think and write about your income and expenses using the new vocabulary you have learned.

***cut back** – reduce the amount of smth, especially money

Writing

6. PW. Complete the paragraph about Mr Randall's future plans.

Use the words *expect, hope, intend or plan* and Perfect Form of the infinitive.

Raul Randall has been “drowning in debt”, so he’s decided to make some changes in his financial habits. By the end of this month, he _____ (1. create) a realistic budget that he can follow. As a matter of fact, he _____ (2. pay off) one of his last credit cards by October. In addition, he _____ (3. begin) putting some money away in savings. If he can **stick to his budget**, he _____ (4. pay back) most of his debt within the year.

7. PW. Write the sentences in the Future Perfect tense form.

1. By the end of this month/I/put 10 percent of my paycheck in the bank.
2. By the summer/I/save/enough to go to Italy.
3. you/pay off/your credit card balance by December.
4. When/they/pay the bill in full?
5. By the time you get home I/clean/the house.
6. I think the rain/stop/before we arrive.
7. How he/pay back his debt/by the end of the month?
8. By the end of the year he/put some money away/in saving.

8. IW. Find the meaning of the given idioms about money. Match the phrases on the left with their definitions and use them in sentences. One definition is extra.

1. to make ends meet
2. to put something away for a rainy day
3. to max
4. to drown in debt
5. to keep your head above water
6. to live within your means

- a) to owe so much money that your financial situation is almost impossible to deal with
- b) to have just enough money to buy what you need
- c) to use something to its limit or so much that there is nothing left.
- d) to manage to deal with all your debts or some other problems, but it’s so difficult that you can’t do it.
- e) to save something, especially money, for a time when you’ll need it
- f) to reach the limit of capacity
- g) to spend only the money or income that you have, no more

9. IW. Make a poster on solutions “How to keep a financial plan/ budget?”

Assessment 1

1. Describe your future financial goals.

Model:

“By the time I graduate, I hope to have saved enough to buy a new car.”

“Once I’ve started working, I plan to put a little money into savings every week.”

2. Write your short-term and long-term goals in your notebook.

Model:

Ideas	Short-Term Goals	Completion dates	Long-Term Goals	Completion dates
Be financially independent	Buy a new car	By this time next year	Buy a house	By the time I’m thirty
Save enough to buy				
Cut back on expenses				
Create my budget				
Pay my debts in full				
Live within my means				

3. Fill in the gaps with the words and expressions in the box. There are some extra words.

*to make ends meet beyond your means to put away
emergencies bills in full out of debt peace of mind*

1. A budget requires you... some money ... in saving.
2. A budget gives you
3. A budget helps you
4. A budget makes you better prepared for
5. If you’re not paying your credit card ... you’re living.
6. A budget can keep you

4. Odd one out and explain.

- | | | |
|--------------|-----------|------------|
| 1. emergency | financial | substitute |
| 2. arise | handle | expense |
| 3. bill | paycheck | wealthy |
| 4. budget | impulse | actually |

Assessment 2

Multiple Choice

1. Choose the correct variant.

1. A budget requires you ____ of your expenses.

- a) borrow from
- b) keep out
- c) keep track
- d) run out

2. ____ can keep you out of debt.

- a) pay day
- b) expense
- c) budget
- d) cues

3. ____ means: to be without money.

- a) run out of money
- b) keep a record of
- c) have a lot of money
- d) earn a lot of money

4. ____ means: to make enough money to live.

- a) put aside
- b) fall back on
- c) make ends meet
- d) have an obligation to pay

5. ____ means: to find a well-paid job

- a) land a great job
- b) be fully in debt
- c) downing debt
- d) keep track of

2. Choose the incorrect variant.

If you make a lot of money but spend it all, you're not really ____.

- a) wealthy
- b) well off
- c) poor
- d) rich

Lesson 3. National Insurance

What you'll learn:

Vocabulary: Insurance

Grammar: Past/Future Perfect Continuous

Speaking: Speaking about Insurance

Writing: Social Assistance in Azerbaijan

WORD FILE

allowance [ə'laʊəns] (*n*) the amount of something that is permitted, especially within a set of regulations or for a specified purpose.

*Your baggage **allowance**.*

claim [kleɪm] (*v*) make a demand for (money)

*Not every employee is eligible **to claim** unfair dismissal.*

dignity ['dɪɡnɪti] (*n*) the state or quality of being worthy of honour or respect. *The **dignity** of labour.*

dole [dəʊl] (*n*) benefit paid by the state to the unemployed.

*I was on the **dole** for three years.*

entitle [en'taɪt(ə)l] (*v*) (**be entitled to**) give (someone) a legal right or just claim to receive or do something.

*Employees are normally **entitled** to redundancy pay.*

payment [peɪm(ə)nt] (*n*) the action or process of paying someone or something or of being paid. *Ask for a discount for **payment** by cash.*

regardless [rɪ'gɑːdləs] (*adv*) despite the prevailing circumstances.

*They were determined to carry on **regardless**.*

welfare state [welfeə(r)steɪt] (*n*) a system whereby the state undertakes to protect the health and well-being of its citizens, especially those in financial or social need.

*A country practising a **welfare state** system.*

Listening/Speaking

1. CW. Comment on these pictures using the model below.



Model:

There are several payments which are paid to different categories of people in almost all countries. In Azerbaijan these are mainly the displaced like refugees from Garabagh, the disabled, the elderly and some other categories of people assisted by the government and charity organizations. The government of Azerbaijan will provide the refugees with all kinds of provision till the end of the war conflict.

2. PW. Act out the dialogue answering the questions.

Shaig: What categories of citizens are **entitled** (have rights) to social payments?

Sevda: _____

Shaig: What categories of citizens can **claim** social benefits in Azerbaijan, Great Britain, the USA and other countries?

Sevda: _____

Shaig: What types of benefits are available to different categories of people in Azerbaijan, Britain, the USA and other countries?

Sevda: _____

Shaig: Who makes contributory benefits in Azerbaijan, Britain, the USA and other countries?

Sevda: _____

Listening/Speaking

3. CW. Watch a video about Insurance on Youtube and speak about it.

4. CW. Listen to the information and answer the following questions.

- *What's insurance?*
- *When and where did insurance appear?*
- *Why is insurance important?*
- *What can you say about the insurance system in Azerbaijan?*

The History of Insurance System

Insurance is one of the oldest fields of the economy. The first insurance activity appeared 4,000 years ago in Babylon. The purpose of it was protecting people's personal and property interests from danger and was first practiced by early Mediterranean sailing merchants. From the beginning of the XIV century insurance turned into tradable and profitable field in European countries. The importance of insurance system in the world is very high because it protects people from loss and danger.

When people work, they must pay contributions to the National Insurance fund. Contributions are also made by the employer and the government. National Insurance benefits are available to the unemployed, the sick and the retired. The disabled and the widowed are also provided with financial help.

Developed countries have big insurance markets. Insurance is a new field in Azerbaijan. But despite this fact, it plays an important role in the economy of the country. There are more than 20 insurance companies in Azerbaijan.

5. PW. Correct the mistakes giving your comments.

1. National Insurance benefits are available only to the retired.
2. When people work they shouldn't pay contributions to the National Insurance fund.
3. Insurance protects children from bad habits.
4. The insurance system in the world is very low.
5. The first insurance activity appeared 400 years ago in Germany.
6. Insurance doesn't protect people from loss and danger.
7. There are twelve insurance companies in Azerbaijan.
8. All people are provided with financial help in the world.

Reading

1. **GW.** Read and discuss the following views, on both positive and negative sides of a welfare state.

▪ Although many people support the idea of a **welfare state**, there are some people who speak for the necessity of its partial change and there are those who do not support the idea at all. In the welfare state, most benefits are available to everybody who is **entitled** to them and it's very good. In the welfare state, nobody is allowed to live in poverty.

Everybody is to have proper health care and education **regardless** of their income. The welfare state helps the disabled, people who are unable to work to earn money on their own. The welfare state system provides the elderly with an income that allows them to live to some degree of **dignity**. I think with the help of welfare state system people will have been living a comfortable life for many years.

Mr Abbasov

▪ In a welfare state you don't have to be poor in order to receive your pension, **dole** money or your child's benefit. Only those people who really need benefits should get them. There are some other problems.

Some people who are entitled to various benefits do not receive them, because they don't understand the complicated system and they are not able to fill in all the forms. Some other people do not know what they are entitled to receive. The poor simply don't know about their rights to receive particular benefits.

Others may be too proud to apply, so they refuse to accept help.

Mrs Hope

▪ I think the welfare state is ineffective. First of all, it is a waste of money. Besides, it is not selective! What else? The provision of benefits weakens the family. In other words, if there were less provision by the state, families would have to cope and this would make them stronger. I know a family that has been living on the provision of the welfare state for a decade. No one in the family tried to find a job. As you see, the provision of benefits deprives individuals of their desire to look after themselves. There is no need to help the unemployed or homeless. People should be responsible for what they do and have. I personally believe that anyone who is willing to work can find a job. The welfare state should help only those who cannot help themselves.

Mr Green

2. **PW.** Read the text again and answer the question.

Reading

What do Mr Abbasov, Mr Green and Mrs Hope say about the advantages and disadvantages of the welfare state?

Model: Rufat says that only those people who really need benefits should get them. Take a child benefit, for example. It is available to everybody in a welfare state, though many middle-class people do not actually need financial help.

3. PW. Answer the questions and express your points of view generalizing/evaluating them.

Questions	Answers
<i>What is one of the most important disadvantages of the welfare state according to Mr Abbasov?</i>	
<i>What does Mr Abbasov suggest?</i>	
<i>Do all the people who are entitled to benefits receive them?</i>	
<i>Why is Mr Green against the welfare state?</i>	
<i>What are the main disadvantages of this system?</i>	
<i>Where should people get help from according to Mr Green?</i>	
<i>Why is Mrs Hope for the welfare state?</i>	
<i>Who does the welfare state help?</i>	
<i>What benefits is Mrs Hope for exactly?</i>	
<i>What would happen in case people didn't get their benefits?</i>	

4. PW. Complete the sentences with your own ideas and explain.

1. Some people don't support the idea of a welfare state ____.
2. In the welfare state most benefits are available to everybody ____.
3. Without financial help some people can't live ____.
4. Some people don't know what they are entitled to receive ____.
5. Some people refuse to accept help ____.

5. IW. Write a paragraph on social assistance in Azerbaijan.

Grammar Booster

Past Perfect Continuous Forms

had been + P.I (Present Participle)

We use the Past Perfect Continuous to show that something started in the past and continued up until another time period in the past. “For five minutes” and “for two weeks” are both durations which can be used with the Past Perfect Continuous.

James **had been teaching** at the university for 2 years before he left for Asia.

The Future Perfect Continuous

will have been + P.I (Present Participle)

The Future Perfect Continuous is a verb tense that describes actions that will continue up until a point in the future. By the end of next year she **will have been working** on the project.

1. **GW.** Complete the sentences paying attention to Grammar Booster above.

Model: *We had been waiting there for more than two hours when she finally arrived.*

1. The government ... (to pay) my uncle mobility allowance for 4 years before he passed away.
2. This insurance company ... (to work) for 10 years by next August.
3. They ... (to wait) at the bus stop for 15 minutes by the time I came.
4. She ... (to do) her homework for half an hour before we get home.
5. When my granny retires next month, she ... (to teach) for 40 years.

2. **PW.** Write a paragraph about social help in Azerbaijan and compare your work with your partner’s looking through the model.

Model:

Great Britain is a welfare state, a country that has a system of ensuring the welfare of its citizens by means of social services, provided by the state. At the national level the government is responsible for the National Health Service, National Insurance and Social Security. The systems of National Insurance and Social Security provide financial help for different categories of citizens.

Writing

3. PW. Answer the questions and match 1-7 with a-g.

The National Insurance and the Social Security benefits paid to different categories of people are known by different names.

- *What are some of these names?*
- *Who receives these benefits?*

Model: A retirement pension is paid to retired people.

1. Retirement pension
2. Widow's pension
3. Maternity (motherhood) pay
4. Family credit
5. Unemployment benefit
6. Invalidity pension
7. **Mobility*** allowance

- a) A person who is unable to work after a sickness period
- b) Families with children who have very low incomes
- c) Disabled people to pay for transport or to buy a special vehicle
- d) Women who leave work to have a baby
- e) A person who is out of work for up to year
- f) Retired people/pensioners
- g) Women whose husbands die before they retire if they are aged 45 or over.

4. GW. Fill in the gaps using the words and expressions a-e.

- a) be responsible for b) to pay for c) entitled to
d) provided with e) express

1. People should what they do and have.
2. Some people who are ... various benefits do not receive them.
3. My grandparents always ... support for the welfare state.
4. The unemployed are ... unemployment benefit for a year.
5. Mobility allowance is for disabled people ... transport or to buy a special vehicle.

*mobility - the ability to move or be moved freely and easily

Assessment

1. Answer the following questions reading the dialogue.

- *Who are the speakers?*
- *What's the problem with the insurance company?*
- *Is a lawyer needed? Why?*
- *Do you find it difficult to deal with the insurance company?*
- *Has an insurance company ever made a settlement with you/your relative/friend?*

A: That's really too bad. This whole thing has turned into a terrible mess.

B: Yeah, and I didn't expect it. It seemed like the right thing to do at the time.

A: Well, have you had any help from the insurance company?

B: Not really. They just **hem and haw*** about making some kind of a settlement.

A: It sounds to me as if you have got a strong case in your favour. Have you talked to a lawyer?

B: Not yet. But if the insurance company doesn't do anything by next week, I think I will.

A: Well. Let me know if you want the name of a good one. My cousin is a lawyer and I'm sure he'll help you.

2. Make a reasonable speech on insurance system in Azerbaijan using these words.

to hem and haw - in one's favour the right thing to do
at the time case - make a settlement - mess - lawyer -*

3. Read the information below and find out what the laws in Azerbaijan say about these cases. Generalize different points of view.

In many countries:

- Women who leave work to have a baby have a right to ask maternity **allowance** from the government.
- There are allowances paid to elderly people. Retired people can get a salary or wage, and still receive their pension in full.
- A wide range of other payments exists. For example, a child allowance is a small monthly payment for each child, usually paid directly to mothers.
- People who do not work have the right to get a monthly payment too. Scholarships are paid to young people, college and higher school students, if they do not pay fees (money) for their education.
- People who are disabled can receive an invalidity pension.
- Widows can get payment for their husbands who died.

***hem and haw** – to put off; delay

Lesson 4. If you had a lot of money ?

What you'll learn:

Vocabulary: Charity/Investment

Grammar: Reported Speech

Speaking: Financial Goals

Writing: Insurance in Azerbaijan

WORD FILE

chemotherapy [kɪ:mə(ʊ)'θerəpi] (n) the treatment of disease by the use of chemical substances, especially the treatment of cancer .

*To go through **chemotherapy**.*

invest (in) [ɪn'vest] (v) put (money) into financial schemes, shares, property, with the expectation of achieving a profit.

*Getting workers **to invest** in private pension funds.*

generosity [dʒenə'rɒsəti] (n) the quality of being kind and generous.

*I was overwhelmed by the **generosity** of friends and neighbours.*

sainthood ['seɪnthʊd] (n) the status of a saint.

*She deserves **sainthood** for taking in that many foster children.*

subsidize [səbsɪdaɪz] (v) support (an organization or activity) financially.

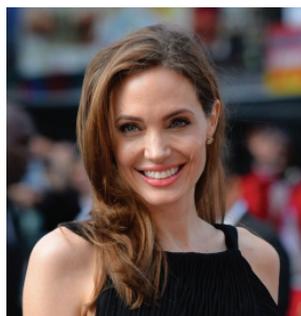
*The mining industry continues to be **subsidized**.*

temporarily [temp(ə)r(ə)rɪli] (adv) for a limited period of time;
not permanently.

*Symptoms may disappear **temporarily**.*

Listening/Speaking

1. **GW.** Look at the photos and talk about these people and their charity activities.



2. **GW.** Discuss: "How to spend money?"

Your family has won 10,000 AZN in a competition, so you are having a family conference to discuss how to spend money. The aim is to persuade the family that your ideas for spending the money are the best.

Mum:

I think it is important to spend the money on something sensible and practical which will bring lasting benefits. I want to spend it on new furniture, curtains, carpets and a new washing-machine.

Dad:

I want to save the money for the future. Eventually the family will need money to move into a house, for the children's education or for retirement. It is silly to rush into spending the money without being sure of the best way to use it. A good investment account will earn high interest on the savings so the money will be worth more in the future.

Son:

I want my family to build a swimming pool in the garden. There is no swimming pool near our house and I'm a keen swimmer. It would be a good way for the whole family to get exercise and cool off after school.

Daughter:

I want to donate that money to the disabled people from Khojaly who live in the students' hostel and have very bad living conditions. I think it will be a great help to them and those poor people would be very thankful to me.

Reading

1. **GW.** Read the text and discuss reasons for charity giving your own opinions.

- *What reasons does Paul Newman give for donating to charity?*
- *What are some reasons why people donate money?*
- *What kinds of people or organizations get contributions? Why?*

Charity and Investment

Actor Paul Newman began acting in 1953 and appeared in more than fifty films in his lifetime. He won an Oscar for best actor in 1986 for the *Colour of Money*. In 1993, Newman received a special Oscar for humanitarian service. These two awards reflect his dual success as an actor and a philanthropist. In 1982, Newman and his friend, A.E. Hotchner, founded Newman's Own, a not-for-profit food products company. The company's first product was a **salad dressing*** that Newman and Hotchner made at home themselves. Newman was told that the salad dressing would be sold only if his face was on the label. Though he didn't want to call attention to himself, Newman agreed because he planned to donate all profits to charity. The salad dressing was a big success: in the first year, Newman contributed approximately \$ 1,000,000 to charitable organizations. Newman's Own expanded, and the company made many other food products. Every year Newman donated 100% of the profits from the sale of Newman's Own products to thousands of educational and charity organizations. And since Paul Newman's death in 2008, Newman's Own Inc. has continued this practice and has donated more than \$ 295 million to charities in the USA and 31 other countries around the world.

To Paul Newman, **generosity** was simply a human trait, a commonsense way of living. "I respect generosity in people. I don't look at it as philanthropy. I see it as an investment in the community. I am not a professional philanthropist," said Newman. "I'm not running for **sainthood**. I just happen to think that in life we need to be a little like the farmer who puts back into the soil what he takes out."

Paul Newman, the actor and philanthropist

2. **PW.** Match the halves and build up sentences using them.

1. to run for
2. to donate
3. to call
4. to reflect
5. to win
6. to respect

- a) attention
- b) a special Oscar
- c) sainthood
- d) generosity
- e) a million dollars
- f) success

***salad dressing** – a sauce for salads typically one consisting of oil and vinegar with herbs or other flavourings

Reading

3. IW. Build up sentences using the words from the box.

expand generosity put back into charitable contribute
donate on the label all profits attention human trait

4. PW. Say the years and read through the text to find out what they stand for.

1986

1953

1993

2008

1982

31

5. PW. Find the explanation of the words and match.

1. charity

2. contribution

3. investment

4. philanthropist

5. profit

6. benefit

7. welfare

a) money that you gain by selling things or doing business

b) an advantage that something gives you

c) a system by which the government provides a range of free services to people who need them, for example medical care, money for the unemployed, the old

d) an organization that gives money, goods or helps people who are poor, sick, etc.

e) the money that people or organizations have put into a company, business or bank, in order to get a profit or to make a business activity successful

f) a rich person who gives money to help people who are poor

g) something that you give or do in order to help

6. GW. Correct the sentences paying attention to the use of the Reported Speech.

1. Julia said what reasons does Paul Newman give for donating to charity.
2. The student said if actor Paul Newman began acting in 1954 and appeared in more than fifty films in his lifetime.
3. Anar said whether anyway in the future a cure for cancer will be found by our doctors.
4. The boy asked me if my grandfather has been working for 30 years.
5. She says that if the widowed will have been receiving a humanitarian service by the time they come to the city.
6. The teacher says if scientists will have discovered the treatment for the common cold by the end of the 21st century.

Writing

1. GW. Put each of the following words or phrases in its correct place in the passage below.

- | | | |
|-------------------------|------------------------|-------------|
| a) welfare state | b) social workers | m) eligible |
| c) pension | d) social services | |
| e) low incomes | f) subsidized | |
| g) medical treatment | h) benefits | |
| i) schooling | j) physically disabled | |
| k) mentally handicapped | l) out of work | |

A country which helps its old, sick, disabled and unemployed is called a (1) __. Elderly people receive a state (2) __ when they are at the age of 60-65. People with (3) __ who can't afford to buy or rent decent accommodation are given houses or flats with (4) __ rents, which means that the government or local council supports the rent to keep it low. Sick people get free (5) __ from their doctor or at the hospital. Mothers of small children get special state financial (6) __ and, of course, older children receive free (7) __. (8) __ people who move with difficulty, and (9) __ people whose minds are not fully developed, also receive special assistance and, if necessary, special equipment to help them live normal lives. People who are (10) __ are normally (11) __ to receive unemployment benefit, which is paid by the state. The (12) __ (government departments responsible for people's well-being) will help people who financially, physically or psychologically, have difficulty in coping with life and (13) __ will visit such people in their homes.

2. PW. Explain the difference between the words.

- 1) blind and deaf
- 2) free and subsidized
- 3) a hearing aid and braille

3. PW. Build up sentences looking through Grammar Booster. (See page 139)

Sample: 1. Paul had been working for two hours on his school project when his mother came home. **(to work)**

2. Father had been repairing the engine of the car for 45 minutes by the time we returned home. **(to repair)**

to provide to cope with to visit to run for to lend
to contribute to something to retire to put back into
to donate to save to borrow

Writing

4. **GW.** Write a paragraph on “Insurance in Azerbaijan” using Useful Language box below.

Useful Language

- | | |
|---|---|
| <ul style="list-style-type: none">• <i>The welfare state is ...</i>• <i>First of all, ...</i>• <i>For example ...</i>• <i>Besides ...</i>• <i>Effective</i> | <ul style="list-style-type: none">• <i>Insurance</i>• <i>Effective but (although)</i>• <i>Let’s take ... as an example.</i>• <i>Above all ...</i>• <i>... such as ...</i> |
|---|---|

5. **PW.** Read the article from the Teen’s magazine and match the letters A-D with the numbers 1-3. One subtitle is extra.

The article is about Anthony Leanna from Wisconsin. Anthony who is only 13, is one of those teenagers who are using their hearts and smarts to make the world the better place.

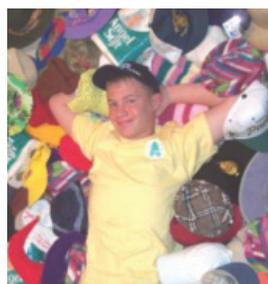
A) The Way He Helped

B) Big Dreaming

C) His Inspiration

D) You Can Make a Difference

1. _____ Three years ago Anthony spent a lot of time in hospitals while his grandmother underwent the treatment for cancer. During his visits, he began to notice the effects of hair loss on the cancer patients’ spirits. To cheer them up, Anthony came up with the idea of donating hats to those going through **chemotherapy**. He wants to “put a smile on the faces of people at such difficult time in their lives”.



2. _____ Through his Heavenly Hats Foundation, Anthony has delivered more than 25,000 hats to more than 125 hospitals and clinics around the country. He gathers the donated toppers from hat companies, business and individuals. “Several of the patients have told me that the hat was a sign of hope. It made them feel better about themselves and it gave them the courage to fight the cancer,” Anthony says.

3. _____ It is my hope that someday in the future a cure will be found and my hats will no longer be needed,” he says. “However, until that day, I just want to help any way I can.”

Progress Portfolio

1. Put each of the following verbs in the correct space in the conversation.

pay spend afford earn borrow lend open owe save pay back

Joy: Pam, I'm in trouble. I (a) ... \$200 a week from my job, but I need to (b) ... about \$250 a week just on basic things like food, rent and fares. I can't make ends meet on \$200. I've got to (c) ... some money. Can you help me?

Pam: OK. I'm quite well-off at the moment. I can (d) ... you \$100. Here you are! But why don't you (e) ... a bank account? It's very simple. Then you can (f) ... a little bit every week, and you won't be so hard up.

Joy: Pam, I haven't got enough money to put in a bank account. I can't (g) ... my gas and electricity bills. I can't (h) ... to go on holiday. I'm not just a bit hard up. I've got no money at all. I'm broke! Anyway, thanks for your help. Promise to (i) ... the \$100 next month. I don't like to be in debt. I won't forget. I now (j) ... you \$100.

2. Put the verbs into the correct form (Future and Past Perfect Continuous).

1. By the end of the month I (to work) in this bank for ten years.
2. My sister (to sleep) for three hours by the time we get home.
3. By May the fifth he (to provide) us with financial help for 3 years.
4. By 10 o'clock she (to watch) TV for 4 hours.
5. She (to sleep) for 10 hours by 11 o'clock.
6. We (to look for) him for 40 days by next Saturday.
7. They (to talk) for over an hour before Tony arrived.
8. When Joe finishes eating we (to walk) in the park for an hour.
9. Kate (to work) at that company for three years when it went out of business.

3. Answer each question about your financial goals using the following:

- a) *I intend to put away 100 dollars in saving each month.*
- b) *I will have saved enough to buy a laptop by next March.*

1. What is something expensive that you hope to buy?
a) _____ b) _____
2. Do you have a debt you'd like to pay off? What is it?
a) _____ b) _____
3. What is one way you can cut back on your spending and save more each month?
a) _____ b) _____

Progress Portfolio

4. Answer the following questions.

- 1) *What do you spend your money on?*
- 2) *How much pocket money did you have when you were 15 years old?*
- 3) *Do you save any money? If so, how? (bank, cash)*
- 4) *Is it easy to open a bank account in your country? How much do you need to start?*
- 5) *Do you owe money? Whom? When will you pay back the money?*
- 6) *Is there anything you want to do but can't afford to?*
- 7) *Do you often lend money? Who do you lend it to?*
- 8) *Do you often borrow money? Who do you borrow it from?*
- 9) *Are you in debt, broke, hard up or well-off?*
- 10) *How much do you need to make ends meet?*
- 11) *Do people in your country receive a state pension when they are old? How old are they when they begin to receive it?*
- 12) *What bills do you have to pay?*

5. Fill in the gaps with the prepositions from the box. Some can be used more than once.

for of on at with out of in

- 1) Disabled people sometimes find it difficult to cope ... public transport.
- 2) He's been ... work for over a year.
- 3) ... a welfare state the government is responsible ... people's well-being.
- 4) Social workers visited her ... her home.
- 5) Vugar's grandfather retired ... the age ... 65.
- 6) She has to make ends meet ... 500 manats a month.
- 7) I put some money ... my bank account.
- 8) After the accident, he received a disability pension ... the rest of his life.

6. Match each item on the left below with its meaning on the right.

- | | |
|------------------------------|---|
| a) taxes | 1) cinema, theatre, restaurant meals etc. |
| b) pocket money | 2) money for transport, e.g. bus, train, taxi |
| c) salary | 3) part of income paid to government |
| d) entertainment | 4) money parents give children every week |
| e) rent | 5) money from work, usually hourly or weekly |
| f) interest | 6) money for lighting, heating in your house |
| g) wages | 7) money from work, usually monthly or annually |
| h) pension | 8) e.g. 6% a year from your money in the bank |
| i) fares | 9) money for people who stop working at the age of about 60 |
| j) gas and electricity bills | 10) weekly or monthly payments for your room or flat |

UNIT 5. FASHION AND STYLE

Lesson 1. Don't judge people by their appearance!

What you'll learn:

Vocabulary: Clothes/Fashion

Grammar: Order of Adjectives

Speaking: Describing clothes, describing people's appearance

Writing: A paragraph about your clothes

WORD FILE

avoid [ə'vɔɪd] (v) keep away from or stop oneself from doing (something)

Avoid excessive exposure to the sun.

be keen (on) [br: ki:n] (v) be interested in. *She is keen on music.*

beware [br'weə] (v) be careful, be protected. **Beware of making a mistake.**

daring [deə:rɪŋ] (adj) (of a person or action) adventurous or brave.

A daring explorer.

disapproval [dɪsə'pru:vəl] (n) expression of an unfavourable opinion.

Jill replied with a hint of disapproval in her voice.

eccentric [ek'sentrik] (adj) (of a person or their behaviour) slightly strange.

Her eccentric appearance surprised everybody at the party.

outfit ['aʊtfɪt] (n) a set of clothes worn together, especially for a particular occasion or purpose. *Her wedding outfit.*

pop in [pɒp ɪn] (v) suddenly appear. *To pop in to say goodbye.*

provoke [prə'vʊk] (v) stimulate someone to do or feel something, especially by arousing anger in them

The decision provoked a storm of protest.

roll neck [rəʊlnek] (n) a high loosely turned-over collar

A black roll-neck sweater.

stereotype [stɛrɪə(ʊ)taɪp] (n) a widely held but fixed and simple image or idea. *To break old stereotypes.*

stripy [straɪpɪ] (adj) striped. *A stripy T-shirt.*

undergo [ʌndə'gəʊ] (v) experience, go through, undertake.

To undergo changes.

Listening/Speaking

1. PW. Look at the photos. Give your opinions of the outfits looking through the model.

Model:

- I think she looks cool/great, etc.
- Her dress is really elegant! Her hair looks great!
- Those pants look great on you!
- What a lovely necklace! She is wearing elegant, **baggy***, long trousers.
- I think she looks great, etc.



2. PW. Listen and practise.

Shop assistant: Can I help you?

Customer: Thanks. I heard you have some special offers, so I just **popped in** to see better this pair of leather trousers here. It looks really trendy. How much is it?

Shop assistant: Let me see! It's 90 manats.

Customer: It's beautiful, of course! But I am afraid it's expensive for me.

Shop assistant: It's a pair of designer trousers and I think it's a good price even very reasonable. What about these jeans?

Customer: Oh, no. I don't like dark colours. I think light colours suit me more.

Shop assistant: Oh, here are lighter ones. What size do you wear?

Customer: Medium, please!

Shop assistant: Here you are! Would you like to try them on?

Customer: OK, Where are the changing/fitting rooms?

Shop assistant: They are over there. Oh, the jeans fit you perfectly! They are just the right size.

Customer: Thanks, I'll buy them.

Shop assistant: These jeans are in fashion these days, you know.

Customer: All right. Here you are!

***baggy** – (of clothing) loose and hanging in folds.

Listening/Speaking

GRAMMAR BOOSTER

The order of Adjectives

Opinion Adjectives usually go before **fact adjectives**.

Sometimes we use two or more fact adjectives together. Usually (but not always) we put adjectives in this order.

Opinion	Size and length	Shape and width	Age	Colour	Nationality	Material
<i>nice</i> <i>lovely</i> <i>interesting</i> <i>frightening</i>	<i>big</i> <i>small</i> <i>long</i> <i>short</i>	<i>thin</i> <i>round</i> <i>square</i> <i>wide</i>	<i>old</i> <i>new</i>	<i>red</i> <i>blue</i>	<i>American</i> <i>Azerbaijani</i> <i>English</i>	<i>wooden</i> <i>metal</i> <i>woolen</i>

Example: *an old plastic container, a useful digital alarm clock, a frightening old wooden mask*

Determiners +opinion adj. +fact adj+noun					
Size	Age	Colour	Country	Material	+Noun
1. How big?	2. How old?	3. What colour?	4. Where... from?	5. What is it made of?	+ Noun
big	old	brown	Korean	wooden	mask

Adjectives describing clothes and shoes

*flowery plain spotty stripy baggy loose short cotton
leather nylon furry* shiny smooth tight*

3. PW. Put the adjectives in brackets in the correct position.

Model: a table (wooden/round/ beautiful)

a beautiful round wooden table

1. a/an ring (gold/ extraordinary)
2. a pullover (nice/new)
3. an film (old/American)
4. clouds (black/big)
5. a face (thin/long)
6. a village (old/lovely/little)
7. a box (black/small/metal)
8. a/an painting (interesting/Italian/old)
9. a/an umbrella (new/yellow/enormous)

*furry – covered with fur

Reading

1. PW. Read and match the headings with the paragraphs.

- A) *First impressions are important.* B) *Uniforms for everyone!*
C) *Are you serious about your job?* D) *United by clothes!*

1. We shouldn't judge a person by their appearance. In fact, the experts say that when we meet someone for the first time, we make a decision about what that person is like in three seconds. What do we look at? One of the most important things is clothes, but the brand of clothes people wear isn't so important. The important thing is to wear the right clothes for the occasion.



2. Experts say that students should wear a school uniform. A lot of teachers think that a uniform makes students feel that they are part of their school and their uniform helps them to be serious about their studies. If all the students wear the same, they can't judge one another because of their clothes. There are no arguments about who or what is fashionable.

3. However, it is not only schools that want people to dress in a certain way. We all really have **stereotypes** about what the people in certain professions should wear. If we visit a doctor, we expect to see respectable clothes under the doctor's white coat. When we go into a bank we expect the staff to wear suits or dresses. In fact, a lot of companies have dress codes for their staff. Even University students, who often wear a casual "uniform" like jeans and T-shirts, invest in suits or dresses to attend job interviews in their final year. They know a smart appearance can help them get a job.



4. Can our clothes really tell people what we are like? Maybe not, but they can show our attitude to what we're doing at that moment. When people see us in the right clothes they think we are serious about what we are doing. Furthermore, if we are clean, smart and polite, people will have confidence in us. Are the clothes people wear really important if they are good at their jobs? Well, would you feel happy visiting a doctor who is wearing a dirty old T-shirt and torn jeans?

2. PW. Create a paragraph on: "Do you judge people by their appearance?"

Reading

3. PW. Read and interpret the content expressing your opinions.

Today teenagers want to wear their own clothes so that they can express their personalities. But if you ask the same students what they wear when they get home, they'll answer- jeans!

Most teenagers like wearing jeans because they are a symbol of freedom. When you wear jeans you say that you don't have *to follow the dress codes* of offices, and factories. However, although jeans have this image today, they were originally the uniform of the working man.



The first people wearing jeans were sailors in the Italian city of Genoa. That was 1600! In fact, the name for these trousers comes from the French name for the city: Genes. More than two hundred years later in California, a man called Levi Strauss sold extra strong jeans to a miner and they became the working trousers for American men. Today jeans are very fashionable, but most people wear them for the same reasons as the Italian sailors: they are comfortable and practical. In fact, they are so popular that some people say they are the uniform of the 21st century.

4. PW. Make up sentences looking through the Glossary below.

Confusing verbs:

to wear- when you wear your clothes, shoes or jewellery, you have them on your body.

to put on- to place clothes on your body

to dress-to put clothes on

to dress down - to dress informally

to dress up - to dress in smart or formal clothes

to match - 1) to be in harmony with something

2) to have a pleasing appearance when used together

to suit - 1) to be convenient for somebody or the best choice in a particular situation

2) to make somebody look attractive

to fit - to be of the correct size or shape

Samples:

- *Buy this white blouse. The colour really **suits** you!*
- *Fashionable women usually buy handbags to **match** their shoes.*
- *These shoes don't **fit** me, I need a bigger size.*
- *She was wearing a beautiful diamond necklace with matching earrings.*

Writing

1. IW/PW. Make up a paragraph about clothes.

Model:

Clothes can be comfortable and casual, smart and stylish, or colourful and **eccentric**. That's fine, but **beware** of clothes that are too different. It is not your personality, but your appearance can cause **disapproval**. Clothes can sometimes **provoke** a strong reaction.

2. PW. Write a short paragraph about (A) or (B).

A) The clothes that you wear at school:

- Do you have to wear a school uniform? Do you have a school dress code?
- Do you think school uniforms are a good or bad idea?

B) The clothes that you like to wear outside school:

- What clothes do you like to wear ?
- What do you wear when you meet your friends?
- Do your friends wear similar clothes?
- What do your parents think of your clothes?

3. PW. Group the adjectives describing the clothes and put them in the correct column.

blue large old wonderful plastic patterned white short
brown woolen amazing silk cotton fashionable shiny*

opinion	size	age	colour	material	noun
• wonderful	• short	• old	• white	• cotton	•
•	•	•	•	•	•
•	•	•	•	•	•

Self-Assessment	Level Reached			
Description of Achievement	Perfect	Good	Fair	Poor
<p>Reading/Writing</p> <p>I can:</p> <ul style="list-style-type: none"> • read and match the headings to the paragraphs • express my own ideas on clothes/uniforms • read and interpret the content of the text • find the words in the text according to their definitions • create paragraphs on the topic of clothes • group the adjectives describing the clothes and put them in the correct column 				

*patterned – shaped, decorated, ornamented.

Writing

4. PW. Choose the best conclusion for the text. (See task 1 on page 153).

- A) People's appearance doesn't tell us anything about them. Their clothes can't tell you if they are good at their jobs.
- B) We use clothes to help us make decisions about the people we meet. Clothes can show us what other people are like and how serious they are about the things they are doing.
- C) Clothes give us a lot of information. Sometimes teachers use clothes to make quick decisions about their students.



5. PW. Put the words in the correct order and make up sentences.

Model: She's wearing elegant black high-heeled shoes.

1. wearing/shoes/elegant/black/she's/high-heeled.
2. shiny/is/roll neck/great/this/nylon/a
3. mustn't/a person/people/by/judge/appearance/their.
4. should/wear/a uniform/students/at school.
5. wear/I'd/stripy/and/top/jeans/a/stylish.
6. right clothes/for/the occasion/to wear/is/the important thing/the

6. PW. Complete the sentences with the words given in the box.

- | | | |
|----------------|----------------|-----------|
| a) dress code | b) attitude | c) jeans |
| d) fashionable | e) white coats | f) casual |

1. Do we use the adjective ____ to describe formal or informal clothes?
2. Which adjective means something is popular at a particular time? ____
3. Physicians and scientists always wear ____.
4. The first people who wore ____ were Italian sailors.
5. Nowadays a lot of schools have a ____.
6. Clothes can show our ____ to what we're doing at that moment.

Assessment

1. Choose the best answers. You can choose more than one answer.

1. People

- a) decide very quickly what the people they meet are like
- b) only need three seconds to ask about the clothes brands you wear
- c) never judge others by their appearance
- d) want their clothes to be very fashionable

2. School uniforms

- a) help students to be serious about clothes
- b) make students understand that school is important in their lives
- c) make teachers feel students are a part of their school
- d) look the same on rich and poor students

3. University students

- a) never wear jeans and T-shirts in their final year
- b) often wear white coats over their casual clothes
- c) know it's important to dress well for an important occasion
- d) prefer to wear brand clothes

4. Clothes can tell us

- a) what we think about our work
- b) what someone studied at university
- c) that we are confident
- d) the character of the people

2. Answer the questions and use your own words and ideas looking through task 1 on page 153.

1. Do you think the author is right about school uniforms? Why?/ Why not?
2. Do you have stereotyped images of the clothes people should wear for particular jobs? Give some examples.
3. What do you think your clothes can tell people about you?
4. Apart from clothes, what can other things tell us about a person?

Lesson 2. Looking Good

What you'll learn:

Vocabulary: Appearance

Grammar: Quantifiers

Speaking: Complimenting on clothes or appearance

Writing: A paragraph about a culture note in Azerbaijan

WORD FILE

beholder [bi'həuldə] (*n*) a person who sees or observes someone or something. *The building and landscape can elicit imaginative responses from the **beholder**.*

bridal [brəd(ə)] (*adj*) of or concerning a bride or a newly married couple. *The **bridal** party came out into the church porch.*

extravagant [ik'strævəg(ə)nt] (*adj*) exceeding what is reasonable or appropriate; excessive *It was rather **extravagant** to buy both.*

fad [fæd] (*n*) a temporary fashion, manner of conduct *Some regard green politics as no more than the latest **fad**.*

grace [greɪs] (*n*) elegance or beauty of form, manner or action. *She moved through the water with effortless **grace**.*

indulge [in'dʌldʒ] (*v*) allow oneself to enjoy the pleasure of. *We **indulged** in a cream tea.*

striking [straɪkɪŋ] (*adj*) attracting attention by reason of being unusual, extreme, or prominent. *It is **striking** that no research into the problem is being carried out.*

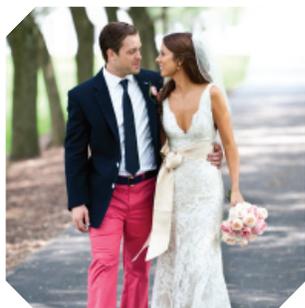
zipper ['zɪpə](*n*) a device used to open and close parts of clothes and bags that consists of two rows of metal or plastic teeth. *A **zipper** fastener.*

well-to-do [,wel tə 'du:] (*adj*) rich enough to be able to buy. *A **well-to-do** family.*

wig [wɪg] (*n*) a covering for the head made of real or artificial hair. *To wear a **wig**.*

Listening/Speaking

1. **PW.** Look at the photos, compare them and say what countries the clothes belong to.



Model: We see different national clothes in these pictures. Some of them such as silk kalaghayi, chukha and bukhara papag are Azerbaijani national dresses. Usage of these traditional clothing is typically restricted to occasions like national holidays, weddings and other occasions.

2. **PW.** Listen and practise. Pay attention to the Remember box below.

A: You look beautiful in that kimono. Is this your wedding photo?

B: Yes, it is.

A: Do most Japanese women wear kimonos when they get married?

B: Yes, many of them do. Then after the wedding ceremony, the bride usually changes into a western **bridal** dress during the reception.

A: Oh, I didn't know that.

REMEMBER

Complimenting on Someone's Clothes and Appearance

- What a beautiful dress! It matches your eyes very well!
- This is a smart blouse!
- Your **puffy*** skirt fits you perfectly!
- I love your hairstyle!
- Wow! You look beautiful!

***puffy** – gathered to give a rounded shape.

Listening/Speaking

3. PW. Listen and express your ideas.



These pictures depict of ideal beauty at different times and in different places.*

Do you find any of these fashion styles attractive?

In Azerbaijan, India, Pakistan, the Middle East, and Africa, women paint their faces and hands with henna for special occasions and at the weddings.

Paduang women of Myanmar begin **lengthening*** their necks with gold hands at the age of five or six.

In New Zealand, it is traditional for Maori men to decorate their faces and bodies.

In the 18th century in Europe, **well-to-do** men and women wore extravagant **wigs** and clothing.

4. PW. Listen and answer the questions.

The Story of the Zipper

Whitcomb L. Judson got a patent for the **zipper** in 1890. But this zipper didn't work and nobody wanted it. Judson showed it to millions of people at World's Fair in Chicago. He sold only 20 zippers. In 1913 Gideon Sundback made a better zipper. But this zipper wasn't sold well either. Then ten years later, BF Goodrich company became interested in the zipper. That's when zippers started to be sold. At that time BFGoodrich had a new product for the feet. He made rubber boots to protect people from the rain. He called these boots "galoshes." He liked the zipper and bought 150,000 for his galoshes. After that zippers were sold everywhere.

- *When and where was the zipper made?*
- *What do people do today to make their looks more attractive?*
- *Which techniques do you think are the most successful?*
- *Why do tastes change over time from culture to culture?*
- *What do you think about this expression:
"Beauty is in the eye of the beholder."*

**depict* – show or represent by drawing, painting or another art form, describe
**lengthen* – make or become longer.

Listening/ Speaking

5. PW. Listen and practise. Generalize your opinions.

Bella: Hello! Don't you think you might be a little **overdressed***?

Paul: What do you mean?

Bella: The invitation says "casual".

Paul: Oops. I thought we were supposed to get dressed up.
Be right back.

Bella: How's this?

Paul: Now that's a little too casual.

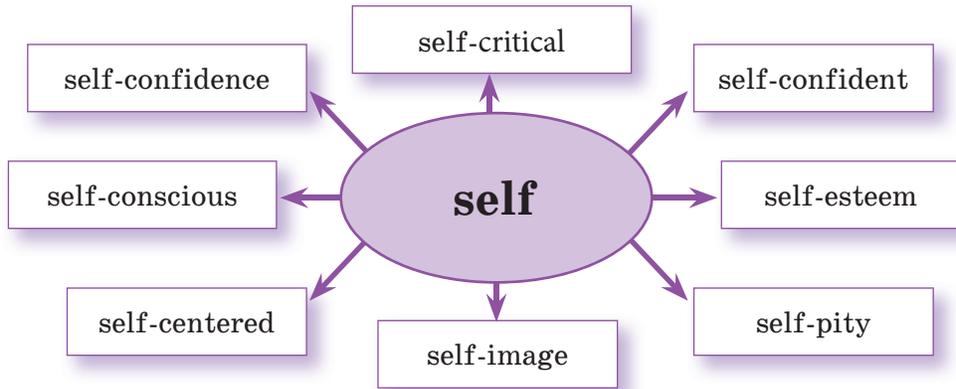
Bella: I wish you'd make up your mind.

Paul: And what's with the baggy pants?

Bella: OK. If I change into a polo shirt and a pair of slacks
(*loose trousers*) will that work?

Paul: Perfect!

6. PW. Discuss how physical appearance is related to self-esteem (a feeling of being happy with your own character and abilities). Use a dictionary to find other words with the prefix self-.



- the belief that one has the ability to do things well
- the opinion one has about one's own abilities, appearance, and character
- the feeling of being sorry for oneself
- the attitude of acceptance and approval of oneself
- sure of oneself/not shy or nervous in social situations
- tending*** to find fault with oneself
- nervous or uncomfortable because you are worried about what people think about you

***overdressed** – dressed in a way that is too decorated/perfected or formal for a particular situation.

***tending** – regularly or frequently behaving in a particular way or having a certain characteristic.

Reading

1. **GW.** Read the text and find the quantifiers. (See Grammar Booster page 163)

Dressing up for Work

Most professionals around the world wear formal business attire to work in company offices. In many countries there is an unwritten dress code making **mandatory*** for a man and a woman to wear a dark suit and a tie. But in several countries more companies are experimenting with casual business dress during working hours. In Australia during the hotter summer months, a number of companies are allowing



employees to leave their suits at home. And in the United States, half of all office workers are allowed to dress down on Fridays. One third of U.S. companies makes the standard business suit optional—allowing casual clothing every day. There is a great deal of interest



in a casual dress code because of its attraction to new employees. However, some critics complain that casual dress in the office causes a lot of problems, such as less productivity. Each manager needs to decide if “business casual” is right for his or her company. A few experts in the fashion industry claim that the trend toward a casual office dress is on the way out. But a recent survey has found that a majority of employees say their company’s dress code is at least as casual or more casual than it was two years ago.

2. **GW.** Discuss and answer the following questions.

- *What jobs do you think the people in the pictures have?*
- *What do you think a person’s clothes can tell us?*
- *How do professionals dress for work in our country?*
- *Do people ever wear “business casual”?*
- *Do you think the way a person dresses has an effect on how he or she works? In what way?*

*mandatory – compulsory

Reading

Grammar Booster

Quantifiers

One/each/every can be used only with singular count nouns. One of/each of/every one of are followed by plural nouns.				
<i>one</i> person	<i>each</i> manager	<i>every</i> employee	one of the boys	each of the girls
Some quantifiers can be used with plural count nouns.				
<i>two</i> problems	<i>several</i> young people	<i>a few</i> managers	<i>most/a majority</i> <i>of</i> professionals	<i>both</i> girls
Some quantifiers can be used only with non-count nouns.				
<i>a little</i> productivity	<i>much</i> respect	<i>a great</i> <i>deal of</i> interest	<i>not as much</i> satisfaction	<i>a large</i> <i>amount</i> of money
Some quantifiers can be used with both count and non-count nouns.				
<i>Count Nouns</i>			<i>Non-count Nouns</i>	
<i>more/most</i> students <i>no</i> people <i>some/any/all</i> employees			<i>more/most/</i> money/time <i>no</i> choice <i>some/any/all</i> money	

3. PW. Fill in the gaps with the quantifiers in the box looking through the Grammar Booster above. There are some extra quantifiers.

1. ... people like dancing.
2. I spend ... my time at school.
3. ... teenagers like wearing jeans.
4. ... students know ... Chinese.
5. ... employees are going to Moscow next year.
6. ... manager knows that bosses are interested in all innovation.
7. He knows ... foreign languages.
8. ... of the girls was invited to the party.

a lot of *a little* *many*
much *a few* *most*
a number of *all*
every *each*

4. PW. Read the sentences that are true about your country. If they aren't true, change them using the new vocabulary appropriately.

1. People in offices tend to wear casual clothes to work.
2. People don't tend to dress up when they go out.
3. Women tend to wear a lot of make-up and jewellery.
4. Young women don't tend to go out in groups.
5. Parents tend to be strict with their daughters about going out.

Writing

- 1. PW.** a) Search for a Culture Note on clothes in Azerbaijan and prepare a presentation about it looking through the model.
b) Make appropriate corrections comparing it with your partner's.

Culture Note

In Britain people usually compliment on the things or the clothes they like about the people they are talking to. They also expect to hear "Thank you!" in response to a compliment. Besides, they add something to support the conversation. In Britain people usually don't mind compliments. Sometimes they compliment in return. Most people in Britain are used to paying big compliments even if they are describing everyday objects and events. Too many compliments may be considered as **insincerity***. But lack of compliments may be considered as a sign of dislike.

- 2. PW.** a) Read the opinions, think and explain your attitude to them.
b) Write your comments on these opinions:

1. Clothing should express your individuality. I don't want to behave and think in the same way as most other people do. I prefer to stand out in a crowd.
2. "What I wear may not be the most trendy-but I like it that way. I'd rather be more comfortable than fashionable."
3. The way you dress affects how people perceive you, so it's important to dress well. I always choose designer labels- "They're the best".
4. I draw the line at wild and crazy clothes. I just don't like to attract attention to myself. I'm a lot more comfortable in subdued (*unusually quiet, not very bright*) colors and classic styles."
5. "I prefer a look that isn't just a **fad**, something interesting for a short period of time that won't be in style for very long. I prefer clothes that are well made - they may cost a bit more, but they last longer."

- 3. GW.** Create a short paragraph answering these questions.

- *Do you think most people are self-conscious about how they look?*
- *Do you think people should just accept the way they look or try to change their appearance?*
- *What should one's self-esteem be based on in an ideal world?*

*insincerity – the quality of not expressing real feelings.

Writing

4. **IW/PW.** Correct the mistakes paying attention to the quantifiers.

1. There was many time left and we hurried up.
2. I have got a few good news for my friends.
3. Every students have already passed the exams.
4. Sally studied little, so very many people expected her to enter a university.
5. One of the employees are going to the meeting.
6. The strange city terrified the manager, as he was alone and he had very many money.
7. Every of the girls want to learn three foreign languages.
8. Both of the students was interested in the policy of the country.
9. Each of the members were present at the talent show yesterday.

5. **IW.** Unscramble the words and write them.

*vagantextra dalbri selfemeste sucaal bederhol hionfasable
naaltion acegr ingstrik essdr tractiveat*

Self-Assessment	
Criteria	Activities
I remember everything about	<ul style="list-style-type: none"> ▪ the word-stock and the meanings of the words describing clothes such as <i>chic, striking, elegant, fashionable, trendy, flashy, attractive, unattractive</i>, etc.
I have no problems with	<ul style="list-style-type: none"> ▪ building up sentences using new words and their meanings about clothes ▪ finding correct/suitable quantifiers ▪ grouping the words in the table showing attractive and unattractive fashions and giving reasons
I think I need some more practice with	<ul style="list-style-type: none"> ▪ thinking and explaining different quotes on wearing clothes and writing about them ▪ writing a paragraph/an essay on national clothes in different countries
I think I need a lot more practice on	<ul style="list-style-type: none"> ▪ making a culture note in Azerbaijan and different countries

Assessment

1. Complete the sentences with the words from the box and explain their meaning.

self-pity self-esteem low-esteem self-confidence(2)
self-conscious self-critical self-image

1. Parents can build their children's ... by praising their accomplishment.
2. High ... can help a person succeed, and ... can be damaging.
3. Everyone at the meeting was dressed casually, so I felt ... in my suit.
4. Suleyman's ... improved after he started his new job.
5. It's easy to indulge in ... when you're faced with problems.
6. Elnur is too ... He always focuses on his mistakes rather than his accomplishments.
7. Aydan is a very ..., capable girl. She'll do well at university.

2. Fill in the gaps with the suitable verbs. Some words can be used twice.

dress put on wear suit fit match

1. Policemen ___ uniforms so everyone knows who they are.
2. It's cold. I think I'll ___ a pullover before I go out.
3. I always ___ very quickly in the morning.
4. William is only a baby. His mother has to ___ his shoes for him.
5. At a wedding, people usually ___ their best clothes.
6. After I get out of swimming pool, I dry myself, ___ and go home.
7. The jacket is fine, but the trousers don't ___ .
8. You don't have to ___ your tie to your outfit.
9. My brother couldn't find clothes to ___ him.

3. Think and match the words with their definitions .

1. judge
2. casual
3. trendy
4. occasion
5. uniform
6. appearance
7. jewellery

- a. the way that someone or something looks
- b. the distinct clothing worn by members of the same organization or body
- c. valuable ornament
- d. very fashionable or up to date in style
- e. relaxed or unconcerned
- f. to form an opinion about
- g. particular time or instance of an event

Assessment

4. Comment on fashion and style. Complete each statement about fashions in your own way.

1. I prefer clothes that
2. I don't like to
3. I like it when people wear clothes that
4. I dislike it when people wear clothes that
5. We prefer traditional
6. I dislike extravagant... .

5. Group the words in the table and write why you find some fashions attractive and some unattractive. Give reasons.

old-fashioned out of style tacky flashy shocking well-made classic comfortable stylish elegant striking trendy

Attractive

- fashionable
- _____
- _____
- _____
- _____

Unattractive

- **tacky** (*sticky*)
- _____
- _____
- _____
- _____

6. Circle the correct quantifier. Explain your choice.

1. **Most/much** business people today prefer to dress casually.
2. **A number of/a great deal of** companies would prefer not to change their dress codes.
3. **All/every** manager has to decide what is the best for the company and its employees.
4. **One/several** company in New Zealand decided to try a “casual summer” because the summers are always so hot.
5. Research has shown that a business casual dress code has resulted in **less/a few** job dissatisfaction among professionals.
6. **A little/a few** companies are returning to a more formal dress code.

Lesson 3. We Need to Recycle Clothes

What you'll learn:

Vocabulary: Recycling Clothes/Fashion

Speaking: Famous fashion shows

Writing: A short essay about recycling clothes, and a poster on the topic

WORD FILE

bead [bi:d] (*n*) a small piece of glass, stone, or similar material that is threaded with others to make a necklace or sewn on to fabric. *Long strings of white beads* matched her shoes.

convey [kən'vei] (*v*) transport or carry to a place. *To convey passengers.*

disorder [dis'ɔ:də] (*n*) a state of confusion, lack of order. *Mental disorder.*

excessive [ik'sesiv] (*adj*) more than is necessary, immoderate.

Excessive concern.

impact ['impækt] (*n*) the striking of one object against another, forceful contact, influence, effect. *The impact of a book on its readers.*

initially [i'niʃ(ə)li] (*adv*) at first.

Initially, he thought the new concept was nonsense.

keep up with [ki:p ʌp wið]- (*v*) learn about or be aware of (current events or developments).

Even though he's been travelling, he's kept up with what's going on back home.

patch [pætʃ] (*n*) a piece of cloth or other material used to mend or strengthen a torn or weak point. *The jacket was of well-worn tweed with leather patches on the elbows.*

scent [sent] (*n*) a distinctive smell, especially one that is pleasant.

The scent of freshly cut hay.

sweatshirt [swetʃə:t] (*n*) a loose, warm sweater, worn when exercising or as leisure wear. *A cotton sweatshirt.*

tatty ['tæti] (*adj*) worn out and shabby; in poor condition. *Tatty clothes.*

frayed [freid] (*adj*) worn out. *Jeans with frayed edges.*

Listening/Speaking

1. PW. Listen and discuss the questions.

- *Have you ever seen fashion shows?*
- *Do you like fashion shows?*
- *Have you ever thrown away clothes?*
- *How can old-fashioned clothes be recycled?*



Azerbaijani fashion designer Fakhriya Khalafova received higher education on her interest, fashion design in Turkey. Since 1997, she has continued her own business in fashion design and manufacturing. Since 2005, she has been giving lessons in Baku State University, Fine Arts Model Design Department. Fakhriya Khalafova has prepared numerous collections and received many international awards since 1997. According to Fakhriya Khalafova, every painting tells something about a style that gives a dress its soul and the fabric, pattern and color harmony. When naturality combines with a matching style, a magnificent glow (glitter, passion) appears. She has always followed this principle when preparing pre-made (in advance) clothes. Fakhriya Khalafova's dress designs are clearly based on the Azerbaijan national clothing. In her designs you'll find all the shades of Azerbaijan's colours: blue, red and green.

Her designs are like a synthesis of the east and the west.

Reading

1. **GW.** Read and find the correct answer. Say and explain why recycling and reusing clothes is important.

The text is about designers who...

- a) save energy at their fashion shows.
- b) never throw away clothes.
- c) make clothes from recycled materials.



A. People from all over the world come to London Fashion Week. This year, one fashion show at the Science Museum is different. Models walk down the **catwalk*** to loud music and photographers take hundreds of photos. But that happens in every show, so what's different? The answer is, of course, the clothes.

B. All the models are wearing clothes made from reused materials which usually end up in our rubbish bins. For example, one model is wearing a hat and jewellery made from old CDs, another is wearing a jacket made from firemen's old trousers and another is wearing a pair of shoes created from car seats.

C. The show is from five "eco-designers" who have new collections. They want to make clothes, but not to create waste. These designers recycle and reuse old materials to create their new styles.

D. The designers are all worried about the **impact** of clothes on the environment. "We are seeing a culture where people are buying clothes, then throwing them away," says one of the designers. "We need to recycle much more."

E. Every year in the UK, people throw away two billion kilograms of clothes, which often come from cheap fashion shops. This creates too much rubbish for councils and it's sometimes difficult to recycle the materials.

London is an important fashion capital city. The London Fashion Week is held every year. The Fashion Show is open to journalists and public. It is an important business event.

2. **PW.** Search the Internet and find facts of reusing clothes in Azerbaijan and share them with the class.

***catwalk** – a platform extending into an auditorium, along which models walk to display clothes in fashion shows.

Reading

3. **GW.** Think and match headings 1-6 with paragraphs A-E on task 1, page 170.
One heading is extra.

1. The problem of cheap clothes
2. Designers who recycle
3. Clothes made from rubbish
4. One designer's opinion
5. Fake designer goods
6. A fashion show with a difference



4. **GW.** Read the text again and decide if the sentences are True or False.

1. Photographers take a lot of pictures at the show.
2. A designer made jewellery from old CDs.
3. All the models wear firemen's trousers.
4. The show has clothes from two designers.
5. People often recycle clothes from cheap fashion shops.
6. Recycling materials can sometimes be a problem.
7. Only people from the UK come to London Fashion Week.

5. **PW.** Answer the questions and act it out.

Farid: Where is the fashion show held every year?

Mehriban: _____.

Farid: What did the designers use car seats for?

Mehriban: _____.

Farid: What did the designers use to make a jacket?

Mehriban: _____.

Farid: How are these special designers called?

Mehriban: _____.

Farid: What worries the designers?

Mehriban: _____.

Farid: What does one designer think we need to do?

Mehriban: _____.

Farid: Why is throwing clothes a problem?

Mehriban: _____.

Writing

5. IW. Complete the following sentences with the words and phrasal verbs from the box in an appropriate form.

dress up get away with keep up with
pull on put together smart stand out

1. I go to at least ten big fashion shows a year, just to the latest designs.
2. Joan asked me to paint the flat with her, so I ... an old sweatshirt and my tattiest pair of jeans.
3. Henry could ... wearing jeans in his last job, but now he has had to ... himself.
4. Ismayil... for the party, but when he arrived, he really ..., as everyone else was wearing casual clothes.
5. Alice has an amazing outfit using recycled clothing and glass beads.

6. GW. Discuss how culture has changed, include these topics into your discussion.

- Which changes do you think are good? Which changes are not good? Explain your Reasons.
- How do you think older people feel about these changes?
- Do you think men and women differ in their feelings about cultural changes? If so, how?

- I think clothing customs have become less modest. My mother had to wear a uniform at school. But when I started school, girls did not wear a uniform. Now girls can go to school in jeans and even in shorts!

7. GW. Fill in the gaps with the words from the box. Correct your partner's mistakes.

a) unfashionable b) a month's salary c) the same(2)
d) the craziest e) strange f) to feel trendy g) luxury brands
h) at half the price i) expensive j) brand fashion

Have you ever thought how ... (1) fashion is? People tell us what clothes to wear. That's weird. Fashion stores tell us what is in this summer or winter. People then buy ... (2) clothes and look like every one else because they want ... (3) . The thing is, fashion is about being an individual, but then we all wear clothes that are ... (4) as everyone else's! Keeping up with fashion is... (5) these days. Everyone is into ... (6). Have you seen how much the most fashionable sneakers are? How can kids afford themselves? ... (7) fashion is the ... (8). People spend ... (9) or more, on a handbag or watch. That's crazy. I'm happy with an unknown brand ... (10). I don't mind being... (11) .

Assessment 1

1. Read and say if you agree (A) or disagree (D) with the sentences.

1. If they had just one wish, girls ages eleven to seventeen say they would wish to be thinner.
2. Between the ages of ten and fourteen, the percentage of girls who are “happy with the way I am” drops from 60% to 29%.
3. 80% of ten-year-old girls are on diets.
4. Between 5 and 10 million teenage girls and young women have an eating disorder-extreme dieting, that can be very dangerous for their health.
5. Teenage cosmetic surgeries are growing at an **alarming rate***
6. 70% of girls say they have wanted to look like an actress. About 30% have actually tried to.

2. Cross out one quantifier that cannot be used in each sentence.

1. **Every/a few/most** older people find today’s fashion styles pretty shocking.
2. Our company says that it will allow us to dress down **one/a couple of/a few** days a week.
3. **Most/many/every** young girls aren’t worried about the way they look.
4. **Much/A majority of/A number of** researchers are concerned about the effect the media has on young boys.
5. **Many/Most/Much** men wore their hair very short in the 1930s.
6. I’d say your sister could use **some/a little/a few** fashion help.
7. There are **several/much/many** reasons why so many people have digestive disorders.
8. A new study says that **most/many/every** children who watch TV for more than six hours a day may have problems with self-esteem as teenagers.

3. Write a paragraph about “Beauty” using these words or phrases.

*Do you know besides furthermore even though on the
one hand nevertheless therefore in spite of on the
other hand while first of all the fact is that’s why
in conclusion fact file that*

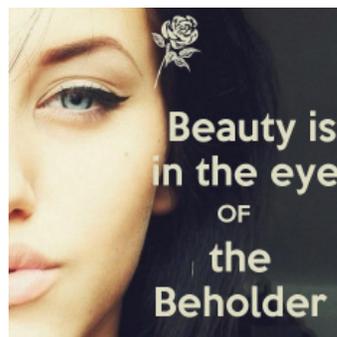
*alarming rate – worrying or disturbing.

Assessment 2

1. Read and say if you agree with this view point. Share your ideas with your classmates.

Beauty is in the eye of the beholder

The line above is from the song “Not Pretty enough,” written and performed by Kasey Chambers, an Australian folk singer and songwriter. The words tell us a lot about what it’s like to be a female in a society in which media such as television, movies, and magazines define what it means to be beautiful. In cultures where success and happiness are **equated*** with being thin and attractive “just like models or movie stars,” many young women are left feeling either invisible or fat and unaccepted.



It might not surprise you to read that 75 percent of women in the United States think that they are “too fat”. But many people don’t realize how these ideas about body image have affected teenagers and children. You don’t have to look much farther than a **billboard sign***, magazine advertisement, or popular television show to see how girls and women are being presented and to understand how it affects them. Young people can benefit from realizing how much they are being targeted as a consumer group and how media messages are used to either sell them products or **convey** messages about body image, self-esteem, social values and behavior.

2. Choose and write a paragraph on one of the following themes.

- ◆ About the clothes you wear
- ◆ About our national clothes
- ◆ About popular fashion shows in Azerbaijan and abroad
- ◆ About famous designers in Azerbaijan and abroad
- ◆ About famous people and their styles



3. **IV.** Write a paragraph explaining your opinion about one of these expressions. Give concrete examples from your life.

- Beauty is only skin-deep.
- Beauty is in the eye of the beholder.
- Beauty is happiness.
- Beauty without **virtue*** is like a rose without scent.
- Look at Leyli with Majnun’s eyes. (*Nizami Ganjavi*)

***equate** – consider (one thing) to be the same as or equivalent to another.

***billboard sign** – a large outdoor board for displaying advertisements.

***virtue** – behaviour showing high moral standards.

Progress Portfolio

1. Read and answer the questions relating them to real life clothing.

- *How important are clothes to you?*
- *What do these people think about clothes, shopping and shoes?*

1. I don't buy clothes very often and I don't think what people wear is very important. When I go shopping, I buy the clothes I need and that's all. I usually wear a pair of jeans, a T-shirt and some trainers, and a jumper or a jacket when it's cold. And I hate buying shoes - I've only got three pairs of shoes!

Tural, from Azerbaijan

2. I like looking good and I spend a lot of money on clothes every year, especially shirts and ties. I'm a lawyer, so what I wear at work is important. I go shopping every month and today I want to get some new trousers and a suit. Yes, what I wear is really important to me and to my friends!

Yolanda, from Australia

3. Oh, I love clothes! I buy fashion magazines every week and watch programmes about clothes on TV. And I really love shoes-I've got more than fifty pairs at home. My friends and I talk about clothes a lot and we go shopping every Saturday afternoon. What do I want to buy today? Some new shoes, of course!

Michael, from the USA

Teens	Teens' opinions	Your advice
Michael		
Yolanda		
Tural		

2. Match the halves and build up sentences using them.

1. judge somebody
2. express
3. provoke
4. show
5. sound
6. keep up

- a. a reaction
- b. attitude
- c. excessive
- d. with fashion
- e. by appearance
- f. one's personality

Progress Portfolio

3. Read the text and express your opinions looking at the photo of a pair of jeans. Say how old they are.

\$25,000 may sound **excessive** for a **tatty** pair of jeans, but the ones in this picture are not an ordinary pair of jeans. They are said to be one of the two oldest pairs left. They are certainly the most expensive!

Discovered last year in an old coal mine in Colorado, they were **initially** sold for \$10,000. Another investor paid \$15,000, and Seth Weisser, owner of one of the vintage stores in New York City, paid even more for them. He then decided to contact Levi Strauss in San Francisco, "I sent them pictures of the jeans and they were delighted. They would have paid \$40,000!"



Levi Strauss has its own museum and Lynn Downey, the company historian, said, "I knew this would be a treasure that everyone in the company would want us to have, so we agreed to pay one of the highest sums ever for a pair of old jeans."

Apart from a hole in the left pocket and **frayed** edges at the bottom, the jeans are in remarkably good condition for their age. Ms Downey was able to date them by their leather **patch**, which was added in 1886, and the single back pocket. A second pocket was added in 1902. She said, "Perhaps the most important reason why Levi Strauss bought these jeans is that the company lost everything in the 1906 San Francisco earthquake and the first 50 years of our history was destroyed."

4. Now read these statements from the text and say whether they are true or false.

1. There are no other jeans as old as these.
2. Seth Weisser paid \$10,000 for the jeans.
3. The jeans are made completely of one material.
4. The jeans have fewer pockets than ones made after 1902.

5. Match the 1-5 with a-e.

1. too much
2. common
3. pleased
4. worn out
5. surprisingly

- a) remarkably
- b) frayed
- c) delighted
- d) excessive
- e) ordinary

UNIT 6. ATTRACTIONS OF THE WORLD

Lesson 1. Attractive Places

What you'll learn:

Vocabulary: The highest/the coldest/the driest/the wettest places in the world

Grammar: Revision of the degrees of adjectives

Speaking: Describing the highest/the coldest/the driest/the wettest places in the world

Writing: Designing “a dream tour” to any region/country/continent that you would like to visit

WORD FILE

hence [hens] (*adv*) as a consequence; for this reason.

Hence new actions will be required.

plateau [ˈplætəʊ] (*n*) an area of high ground.

A continental plateau.

plummet [ˈplʌmɪt] (*v*) to fall, drop rapidly.

The prices are plummeting.

prominence [prɒmɪnəns] (*n*) the state of being important.

Historical prominence.

straddle [stræd(ə)l] (*v*) sit or stand with one leg on either side.

He straddled over a stone.

subcontinent [sʌbˈkɒntɪnənt] (*n*) a large distinguishable part of a continent, such as North America.

subsidiary [səbˈsɪdiəri] (*adj*) less important than but related or supplementary to something. *A subsidiary company.*

summit [ˈsʌmɪt] (*n*) the highest point of a hill or mountain.

She climbed back up the path towards the summit.

venue [venju:] (*n*) the place where something happens.

A venue for the conference.

vicinity [vɪˈsɪnɪti] (*n*) the area near or surrounding a particular place.

In close vicinity.

Listening/Speaking

1. **GW.** Look at the photos or watch a video and fill in KWL chart with the information on *the highest, the coldest and the hottest* places.

K	W	L
Lake Baikal is the deepest lake in the world	Where is it situated? Why is it known as the pearl of Siberia?	It contains most of fresh drinking water of the world.
	What is the driest/ wettest place in the world?	



Model:

Lake Baikal, the clearest and the deepest lake in the world, holds around 23 percent of the world's fresh water. Located in Siberia, the 25-million-year-old lake is surrounded by mountain ranges. Known as the Pearl of Siberia, Lake Baikal is the home of several resorts.

Valley of Geysers in Russia

The Valley of Geysers situated on the Kamchatka Peninsula in the Russian Far East is the second largest geyser field in the world. Since 1941 it has become one of the most popular tourist attractions.

Reading

1. **GW.** Read and fill in the gaps with the words from the box. Pay attention to the degrees of adjectives. There are extra words.

- | | | | |
|------------|--------------|-----------|---------------|
| a) coldest | b) hottest | c) best | d) dehydrated |
| e) largest | f) dangerous | g) boring | h) difficult |
| i) driest | j) wettest | | |

DO YOU KNOW...?



Welcome to the (1)___, highest and (2)___ places in the world! How do people live in **Mali, West Africa**, where the temperature is often $+50^{\circ}\text{C}$? John Baxter, a BBC journalist in Mali, says, "People get up very early and they don't move very much in the afternoon. Surprisingly, they wear a lot of cotton clothes as this helps

them not to get (3)___. Houses are very hot and don't have air conditioning- the (4)___ place to sleep is on the roof."

Victoria Falls

In Southern Africa, the Zambezi River flows across a flat **plateau** that extends hundreds of kilometres in all directions. It is here that one will find the (5)___ waterfall in the world. It is formed as the full width of the Zambezi river **plummets** into a 108 metres high **cleft***. During the wet season, the spray from the falls can be seen nearly 50 kilometres away, **hence** the local name Mosi-oa-Tunya (The smoke that Thunders).



One of the (6)___ places in the world is **Mount Wai'ale'ale** [waɪ.ɑːleɪ.ɑːleɪ], in Hawaii. It rains 335 days a year, with an average rainfall of 9,763 mm a year. One of the world's (7)___ places is the **Atacama Desert** in Chile. It gets less than 0.01 cm of rain a year.

***cleft** – a split in rock or the ground

Reading



Can you imagine living in a place which is four times colder than your freezer? This is **Yakutia in Siberia**, where in winter it is often -50°C or lower. Valeria Usimenko, a housewife, says, "After a few minutes outside your nose fills with ice. It snows a lot and there is always a lot of ice and snow on top of the houses. The most (8) __

time is the spring - when the ice falls, it can kill people. The winter is very (9) __ because we can't go out much."

Bolivia

La Paz, the capital city in the world is 4,090 metres above sea level. It can be (10) __ to breathe because there isn't much oxygen. Liz Tremlett, a travel agent who lives there, says, "When people arrive at El Alto airport we sometimes need to give them oxygen." The next day you feel terrible because you get more dehydrated. But La Paz is a very good place to play golf.



2. PW. Interview your partner asking more questions.

1. Where do people wear a lot of cotton clothes?
2. Which place is good for playing golf?
3. In what country do people sleep on the roof?
4. Where is it dangerous in spring?
5. Where are people given oxygen and why?
6. What is Lake Baikal famous for?
7. How do people call Lake Baikal? Why?

3. PW. Make up sentences according to the information. (See task 1.)

1. golf/is/place/La Paz/a/very good/to play.
2. on top of the houses/a lot of ice/ in Yakutia/is/there/and snow.
3. in the world/wettest/one of the/places/Mount Wai'ale'ale/is/in Hawaii.
4. of rain/only/gets/Atacama Desert/0.01 cm/a year/the.
5. oxygen/La Paz/because/much to breathe/difficult/it/can be/there isn't/in

Writing

1. PW. Complete the sentences according to the passages. (task 1, page 180)

1. During the ... season, the spray can be seen 50 km away.
2. The falls is ... in the world.
3. The falls ... be viewed from the opposite side of the
4. The Atacama desert is... .
5. It's formed as the of the Zambezi river ... into a 108 metres high cleft.

2. PW. Pay attention to the punctuation and spelling mistakes and correct them.

antartica is the eldest place in the world and it has the worst weahter the lowest temperatur on record is -89°C antarctica is also the wetest and the driest place in the world how is this possible it is the wettest place because 70% of the world's fresh water is in antarctica and 90% of the world's ice and it is the driest because in one place the dry valleys it never rains or snows the dry valleys is the most difficult place in the world for plants and animals-nothin can live or grow there



3. PW/IW. Search for more information and answer the questions.

1. Which are the longest rivers in the world?
2. Which are the largest countries in the world?
3. Which is the smallest country in the world?
4. Which is the most densely populated place in the world?
5. Which country in Europe has the largest area?
6. Which is the largest island in the world?
7. Which are the highest mountains in the world?
8. Which country in the world has the greatest number of neighbours?
9. Which country in the world has the longest coastline?

4. GW. Project Work.

1. Design "a dream tour" to any region/country/continent that you would like to visit.
2. Find the hottest/the coldest/the wettest, etc. places in Azerbaijan and prepare a presentation.

Writing

5. PW. Correct the sentences and change them into the Direct Speech.

Model: I want to know where La Paz is situated.

“Where is La Paz situated?”

1. Can you tell me what is the deepest sea in the world?
2. Do you know that the world’s driest place is the Atacama Desert?
3. She says that the Valley of Geysers is the second largest geyser field in the world.
4. Do you know that Antarctica is the wettest place because 70 percent of the world’s fresh water is in Antarctica?
5. The teacher says to the students which country in the world has the most neighbours.
6. Can you tell me which country in the world is the largest by area?
7. Shams wants to find out whether the Great Barrier Reef is included in the World Heritage list.

6. PW. Make up word combinations and build up sentences.

Model: *subsidiary peaks*

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. subsidiary 2. major 3. the longest 4. the smallest 5. non-profit 6. objective 7. mountain | <ol style="list-style-type: none"> a) chains b) country c) measure d) coastline e) ranges f) attractions g) peaks |
|--|--|

Self-Assessment

Criteria	Activities
I remember everything about	<ul style="list-style-type: none"> ▪ the word-stock and the meanings of the words describing the largest by area, the wettest, the driest, etc. places in the world
I have no problems with	<ul style="list-style-type: none"> ▪ building up sentences using new words and their meanings about different places in the world ▪ making up combinations according to the passages
I think I need some more practice with	<ul style="list-style-type: none"> ▪ thinking and speaking about different places in the world ▪ correcting sentences and changing them into the Direct Speech
I think I need a lot more practice on	<ul style="list-style-type: none"> ▪ designing a dream tour to any region, country or continent ▪ completing sentences according to the information

Assessment 1

1. Read and comment on the content of the passage.

Notable Peaks

Europe's highest mountain is **Mount Elbrus** 5,642 m (18,510 ft) in the Caucasus Mountains. Elbrus is 832 m (2,730 ft) higher than Mont Blanc, the highest peak in the Alps at 4,810 m (15,780 ft). The Caucasus Mountains are defined as the continental divide between Asia and Europe for the region between the Black and Caspian Seas.



The highest peak on Earth is **Mount Everest**. Mount Everest is in the Himalayas, the highest mountain range in the world. It is about 8,848 m (29,029 ft) high. Mount Everest has been the inspiration for many Guinness World Records: from the simple fact of being the world's highest peak, to being the **venue** for the world's highest-altitude concert. As the world's highest peak, Everest always attracts adventurous climbers.

Despite being the highest peak on Earth, Everest is not the highest mountain. At 8,848 m (29,029 ft), Everest reaches the highest altitude — but the highest is actually Mauna Kea in Hawaii, the USA. You can only see 4,205 m (13,796 ft) of it (the rest is underwater), but from its submarine base it reaches up for a total of 10,205 m (33,480 ft).



2. Complete the table according to the information given in task 1.

Places	Mountains/Peaks	Facts and events
Asia		
America		
Europe		
other		

Assessment 2

1. Read the passages and create a presentation on the highest mountains/peaks on the earth.

There are at least 109 mountains on Earth with elevations greater than 7,200 metres (23,622 ft) above sea level. The vast majority of these mountains are located on the edge of Indian subcontinent and Tibet, with some peaks in Central Asia. Only those **summits** that are included by an objective measure may be considered individual mountains as opposed to subsidiary peaks. If we were to measure by peak height above sea level, then starting with **Mount Everest** all 25 of the highest mountains in the world would be in the Himalayas.

Grandfather Mountain in the USA

Grandfather Mountain is a mountain, a non-profit attraction, and a state park near Linville, North Carolina. At 5,946 feet (1,812 m), it is the highest peak on the eastern **escarpment*** of the Blue Ridge Mountains, one of the major chains of the Appalachian Mountains. The Blue Ridge Parkway passes by the south side of the mountain and also passes over the nearby Grandmother Gap.

It is located at the meeting point of Avery, Caldwell (the highest point), and Watauga (the highest point) counties.



Babadagh in Azerbaijan

Babadagh is a mountain in Quba District, Azerbaijan. It is considered a sacred site. Left: Babadagh (Grandfather Mountain) is the fourth highest peak in the Caucasus in Azerbaijan at 3,629 meters. It is located to the north of Ismayilli. There is a “pir” (a sacred place) dedicated to Hasrat Baba, a person received as a holy man here in the past.

***escarpment** – a long, steep slope, especially one at the edge of a plateau or separating areas of land at different heights.

Lesson 2. Main Attractions of the World

What you'll learn:

Vocabulary: Attractive places

Speaking: Describing the main attractions of the world

Writing: A short descriptive text about tourist attractions

WORD FILE

astounding [ə'staʊndɪŋ] (*adj*) so surprising that it is difficult to believe.

Astounding views.

clam [klæm] (*n*) a shellfish that can be eaten. It has a shell in two parts that can open and close.

dugong ['du:gɒŋ] (*n*) a large sea animal with thick greyish skin, which lives mainly in the Indian Ocean and eats plants

dwelling [dwɛlɪŋ] (*n*) a house, flat, or other place of residence.

*The proposed **dwelling** is out of keeping with those nearby.*

inshore [ɪn'ʃɔ:] (*adj/adv*) towards or close to the land. *To swim **inshore**.*

inadvertently [ɪnəd've:t(ə)ntli] (*adv*) without intention; accidentally.

*His name had been **inadvertently** omitted from the list.*

mangrove ['mæŋgrəʊv] (*n*) a tropical tree that grows in mud or at the edge of rivers and has roots that are above ground

penetrate [penɪtreɪt] (*v*) go into or through (something), especially with force or effort.

*Tunnels that **penetrate** deep into the earth's core.*

quaint [kweɪnt] (*adj*) attractively unusual or old-fashioned.

***Quaint** country cottages.*

reef [ri:f] (*n*) long line of rocks or sand near the surface of the sea. *A coral **reef**.*

snorkel ['snɔ:k(ə)l] (*n*) a tube for a swimmer to breathe through while under water. *To **snorkel** around reefs.*

streamer ['stri:mə] (*n*) a long, narrow strip of material used as a decoration or symbol. *Plastic party **streamers**.*

subsequent [sʌbsɪkw(ə)nt] (*adj*) coming after something in time; following. *The theory was developed **subsequent** to the earthquake of 1906.*

Listening/Speaking

1. **GW/CW.** Speak about the the following attractions/pictures and say:
What are they remarkable for?
Which of them would you like to visit? Why?
Why do these wonders attract many people?



Model:

Lahij, one of the most picturesque and ancient human settlements in Azerbaijan, is located within the Ismayilli Region on the southern slopes of the Greater Caucasus. It was built in the 5th century B.C. on the canyon of the river Girdmanchay. The territory is recognized as a cultural reserve and is considered a popular tourist destination of the Great Silk Way. Here you can see very old houses, unique handmade items from copper adorned with carving in the form of oriental ornaments, knitted and weaved goods, wood and leather ware, souvenir knives and many other things.



The Sultan Ahmed Mosque is more commonly known as the Blue Mosque because of the colour of tiles inside the building. The building was designed by Sedefkar Mehmet Aga and the construction started in 1609 during the reign of Ahmed I. The mosque was constructed to show the power of the Ottoman Empire to the world and it is considered to be the last great mosque to be constructed during the glorious era of Muslim rule. The mosque has five main **domes***, six minarets, and eight secondary domes.

Hermitage Museum

The State Hermitage Museum, situated in Saint Petersburg, Russia, the second largest one in the world, is a massive museum of art and culture. It was founded in 1764 when Empress Catherine the Great acquired an impressive collection of paintings. The collections occupy a large complex of six historic buildings including the Winter Palace, a former residence of Russian emperors.



***dome** - a round roof of a building or structure, typically with a circular base

Reading

1. **GW.** Find the meaning of unknown words. Read the passages and make a presentation.

Cliff Dwellings

The cave complexes in modern day Turkey, Cappadocia were built for defense as much as a shelter. Their narrow passages made it difficult for invaders to penetrate the dwellings. **Tucked away*** in the northwest corner of Iran there is a



quaint and mysterious thirteenth century village of Kandovan. It's a village in Sahand Rural District, in the Central District of Osku County, East Azerbaijan Province, Iran. This village consists of man-made cliff dwellings which are still inhabited. The troglodyte homes, excavated inside volcanic rocks and tuffs similar to dwellings in the Turkish region of Cappadocia, are locally called "Karaan".

The Great Barrier Reef

Visible from outer space, the World Heritage-listed **Great Barrier Reef** is one of the world's largest coral reef system on our planet. In 1975 the Great Barrier Reef Marine Park was established to protect its fragile ecosystems, which include more than 2,900 individual reefs; 900 islands; 300 **coral** cays; and **inshore mangrove** islands. The park stretches for 2,300 km (1,400 miles) over an area of



approximately 344,400 square kilometres. The reef is located in the Coral Sea, off the coast of Queensland, Australia. Diving and **snorkelling** are spectacular. The **astounding** array of sea life includes soft and hard corals, more than 1,600 species of tropical fish, sharks, dolphins, turtles, rays, and giant **clams**.

*tuck away – store something in a secure place

Reading

Pamukkale

The surreal, brilliant white **travertine*** terraces and warm, limpid pools of Pamukkale hang, like the petrified cascade of a mighty waterfall, from the rim of a steep valley side in Turkey's picturesque southwest. Truly spectacular in its own right, the geological phenomenon that is Pamukkale, literally "Cotton Castle" in Turkish, is also the site of the remarkably well-preserved ruins of the Greek-Roman city of Hierapolis.



St. Basil's Cathedral (1555-1561) or the Cathedral of Vasily the Blessed is a church in Red Square, Moscow. It has been among the top tourist attractions in Russia. It is not the building's interior artifacts that attract visitors, but rather the cathedral's distinctive architecture. Designed to resemble the shape of a bonfire in full flame, the architecture is not only unique to the period in which it was built but to any subsequent period. There is no other structure on the earth like this.

The Great Buddha of Kamakura is a colossal outdoor representation of Amida Buddha, one of Japan's most celebrated Buddhist figures. Cast in bronze, the Great Buddha stands over 13.35 metres (43.8 feet) high and weighs nearly 93 tonnes. The statue reportedly dates from 1252. Although it originally was housed in a small wooden temple, the Great Buddha now stands in the open air as the original temple was washed away in a tsunami in the 15th century.



2. PW. Search for more information about the most visited tourist attractions and complete a table looking through the model.

Attractions/Places	Countries	Facts and events
The Great Buddha of Kamakura		
St. Basil's Cathedral		
Pamukkale		
Cappadocia		
The village of Kandovan		
Great Barrier Reef		

*travertine – white or light coloured chalky rock deposited from mineral springs

Writing

1. GW. Find out some information about the attractions/places of worship (mosques, churches and synagogues) in Azerbaijan and write a short descriptive text/essay.

2. PW. Write about some other wonders of the world and answer:

- *What are they remarkable for?*
- *Which of them would you like to visit? Why?*
- *Why do these wonders attract many people?*
- *Why is the Sultan Ahmed mosque called the Blue Mosque?*
- *How many minarets does the Sultan Ahmed mosque have?*
- *Where is the Great Barrier Reef situated?*
- *Is the Great Barrier Reef a man-made or natural wonder?*
- *What animals live in the Reef?*
- *What village consists of man-made cliff dwellings which are still inhabited?*

3. IW. Complete the sentences according to the passage.

- 1) The Sultan Ahmed Mosque is more commonly
- 2) The Sultan Ahmed Mosque is called in Turkish.
- 3) by Sedefkar Mehmet Aga and the construction
- 4) to complete the mosque
- 5) The mosque was built with and one large

4. GW. Give the definitions of the following words and make up /create a story.

*coral man-made reef steep wonder indulgence
attractions mosque synagogue heritage hawker*

5. GW. Create a web project on “Main Attractions of the World.”

6. PW. Write Indirect questions.

Model: *I want to know where the manmade cliff dwellings are situated.*

1. *Where are the man-made cliff dwellings situated?*
2. *Is Grand Canyon a man-made or natural wonder?*
3. *When was St. Basil's Cathedral built?*
4. *What natural wonders do you know in the world?*
5. *What is the shape of St. Basil's Cathedral?*
6. *Where does the Great Buddha of Kamakura stand now?*
7. *Are these places called natural wonders?*

7. IW. Find out what these numbers stand for based on the information given in the passages.

1. 1764 _____
2. 300 _____
3. 1252 _____
4. 1554 _____
5. 13 _____
6. 3000 _____
7. 1609 _____
8. 93 _____

Assessment

1. Answer the questions based on the information given in the passages and make three more to ask your classmates.

1. What is the size of Kamakura Buddha?
2. How much does it weigh? Where does it stand?
3. What happened to the original temple?
4. Where are the man-made cliff dwellings situated?
5. What can you say about the Great Barrier Reef?
6. Who was the Hermitage Museum founded by?
7. How many minarets and domes does The Sultan Ahmed Mosque have?

2. Match the words with their definitions.

1. snorkelling	a) a hard substance that is red, pink or white in colour, and that forms on the bottom of the sea from the bones of very small creatures.
2. clam	b) a long line of rocks or sand near the surface of the sea
3. reef	c) towards or close to the land
4. coral	d) a tropical tree that grows in mud or at the edge of rivers and has roots that are above the ground
5. dugong	e) the sport or activity of swimming underwater with a snorkel
6. inshore	f) so surprising that it is difficult to believe
7. astounding	g) a large sea animal with thick greyish skin, which lives mainly in the Indian Ocean and eats plants
8. mangrove	h) a shellfish that can be eaten. It has a shell in two parts that can open and close.

3. Correct the mistakes in the sentences.

1. The Great Barrier Reef is not included in the World-heritage list.
2. The Great Barrier Reef Marine Park stretches for 1,300 km along Australia's north coast.
3. The Great Barrier Reef Marine Park was established in 2000 for the people.
4. More than 600 species live in the Reef.
5. Hermitage Museum is called "Dance of the Spirits".
6. The Hermitage Museum was founded in 1864.
7. St Basil's Cathedral is centered in modern day Turkey.

Lesson 3. Welcome to Azerbaijan

What you'll learn:

Vocabulary: Places of interest

Grammar: Revision

Speaking: Describing places of interest in Azerbaijan

Writing: Notes and a plan for an oral presentation about places of interest of Azerbaijan.

WORD FILE

adorn [ə'dɔ:n] (v) make more beautiful or attractive. *Pictures **adorned** his walls.*

blaze [bleiz] (n) a very large or fiercely burning fire.

*Twenty firemen fought the **blaze**.*

boulder ['bəuldə] (n) - a very large rock which has been shaped by water or the weather. *A natural formation of **boulders**.*

eloquent [eləkwənt] (adj) fluent or persuasive in speaking or writing.

*An **eloquent** speech.*

engraving [ɪn'greɪvɪŋ] (n) a picture made by cutting a design into a surface.

*Glass **engraving**.*

gas endowment [gæs ɛn'dəʊm(ə)nt] (n) natural gas possession.

ignite [ɪg'naɪt] (v) catch fire or cause to catch fire. *To **ignite** the hatred.*

reallocation [ri:ˌælə'keɪʃən] (n) allocate again or in a different way.

*Tests are used to **reallocate** some pupils to a new stream.*

remains [ri'meɪnz] (n) the parts of something that are left after the other parts have been used, eaten, etc. *Organic **remains**.*

revenue [rɛvənju:] (n) income, especially when of an organization and of a substantial nature. *Traders have lost £10,000 in **revenue** since the traffic scheme was implemented.*

sustainable [sə'steɪnəb(ə)l] (adj) able to be maintained at a certain rate or level. ***Sustainable** economic growth.*

transparency [træ:n'spær(ə)nnsɪ] (n) the condition of being transparent.

*The **transparency** of ice.*

testimony ['testɪməni] (n) testimony (to something) (formal) a thing that shows that something else exists or is true. *Reliable **testimony**.*

ware [weə] (n) pottery, typically that of a specified type. *Kitchen **ware**.*

Listening/Speaking

1. **CW.** Think of your future plans and share your ideas with your classmates, find out about your friends' plans for future. Which one would you choose? Why?

Imagine: You are leaving school soon. Time has come to make a decision about your future independent life which can offer you a lot of chances. But challenging decisions demand more consideration, skills and responsibilities. It is difficult to determine the best option among a variety of choices:

- Going to a college in your own country;
- Going abroad to get a higher education;
- Finding a job;
- Joining the army;
- Using a gap year and travel;
- Attending a vocational school;

Explain your choice as in the model:

Model: I have been thinking about my choice for 2 years. I have asked myself this question many times. Of course, I have listened to my parents' and teachers' advice on making a decision, but after all, it's my life and I have to decide myself. So I am interested in travelling and I want to see the attractions of the world. But I think I'll need some money for travelling. So I'm going to take vocational courses that provide students with practical skills. With a vocational qualification, I am more likely to be able to start working sooner.

2. **IW.** Listen and fill in the gaps with the given words.

1) *no hotel reservation*

3) *off the beaten track*

5) *many wonderful experiences*

7) *and share information*

2) *understand local culture*

4) *everything in advance*

6) *prefer staying in hostels*

8) *planning trips*

Travelling gives you ___a___ you cannot find in your own country. You meet local people and get to ___b___. It's so exciting. I enjoy ___c___ and doing some research on the country or countries I want to visit. Sometimes I like to plan ___d___, my flights, hotels and tours, etc. For me, the most exciting thing is arriving in a country ___e___ and no fixed plans. I ___f___ and guest houses. You get to meet and talk to different and interesting people ___g___. I also like to visit places that are ___h___. Being somewhere with thousands of other tourists? It's not my cup of tea.

Listening/Speaking

3. PW. Listen to the dialogue and practise it sharing your ideas about your summer plans.

Summer Holiday Plans

Yusif: I'm so excited! We're going to leave school soon!

Laman: Yes, that's great! The school leavers' party and uh-huh... Exams! I think you haven't forgotten them, have you?

Yusif: Yes, you're right. Anyway, after all, summer holidays are coming! I feel I have to get away from it all.

Laman: Yes, I also want some changes. Do you have anything special on your mind?

Yusif: I'm not sure. I guess I'll just stay home for a week and maybe I'll catch up on my reading. And then I'm going to Turkey. And you? Have you made any plans for summer?

Laman: I've already decided, I'll go to my grandfather.

Yusif: That's great!

Laman: And what made you travel to Turkey? You spent last summer there. Is anyone going with you?

Yusif: You know, I am keen on seeing historical places. This time I'm going with my cousin to Cappadocia and Pamukkale. Oh, you haven't told me where your granddad lives.

Laman: My grandfather is from Shusha. Now he lives in Gabala. Then I'm planning to see Lahij and then Khynalyg. I think my granddad will tell me more about the people and their traditions.

Yusif: Yeah, especially people in Khynalyg speak different languages and the traditions they follow as well as the way they live have not changed much, as people are settled at high altitudes.

Laman: You are right. Maybe I will ride a horse or go hiking, because my granddad doesn't like using vehicles. He has his own rules of living. He says we need to move much in order to be healthy and keep fit.

Yusif: How nice! I think we'll have a wonderful time and take interesting photos and videos.

4. PW. Answer the questions.

1. How are you going to spend your summer holidays?
2. When are you going to take your holidays?
3. Which places are you going to see?
4. Who are you going to travel with?

Reading

1. **PW.** Read the article and find out the unknown words and use them in your speech while giving your opinion on the article.

My country is at war with Armenia. I want liberty and justice for my people. I do it because I hear the call of the spirit of our ancestors and like many other Azerbaijani young people I want to revenge on the enemy for our murdered innocent people. Every time I remember Khojaly tragedy I feel the goose bumps on my skin rise. The conflict between the two South Caucasus countries began in 1988 when Armenia made territorial claims against Azerbaijan. As a result of this war, in 1992 Armenian armed forces occupied 20 percent of Azerbaijan, including the Nagorno-Karabakh region and seven surrounding districts. The 1994 ceasefire agreement was followed by peace negotiations.

But starting from the early morning of April 2, 2016, Armenia intensified its military activity in the conflict area, which had been accompanied with numerous acts of violation of international humanitarian law tantamount (equal) to war crimes and crimes against humanity. Substantial damages were inflicted upon private and public property, including civilian critical infrastructure. 232 private houses, 99 electricity poles, 3 electrical substations, kilometers of water and gas pipelines were destroyed. Guided missile attacks were directed on social facilities, including schools, hospitals, and places of worship. Instruction had to be suspended in 28 of the damaged schools. One mosque was hit during prayer with high-caliber artillery shells. As a result of those deliberate attacks, a large number of civilians have been deprived of their basic rights to life, health, property, education, communication, and practicing their religion.

Azerbaijan took appropriate measures to counter Armenia's use of force against its territorial integrity and sovereignty, and to ensure the safety of civilian population and property within its internationally recognized borders.



Reading

- 2. GW. a) Give a short review of the text generalizing your point of view.**
b) Find more information on the April Battles in 2016 and create a presentation.

Shusha - located in the western part of Azerbaijan, is the town most directly affected by the Garabagh conflict. In the spring of 1992 Armenian invaders occupied the town. The town's people have always imagined their town to be **invincible**. To this day, Shusha is still under the occupation of Armenian military forces.



For Azerbaijanis, Shusha is considered to be “the Heart of Garabagh”, “the Conservatoire of the Caucasus” and “the Paradise of the Caucasus”. We are especially proud of its culture, beautiful carpets, brilliant musicians and eloquent poets. The fact that no Azerbaijanis live there today is felt as a deep psychological wound and insult. The government of Azerbaijan tries to solve the problem in a peaceful way and we believe that using appropriate foreign policy instruments, the government will return our occupied territories to Azerbaijani people sooner or later. We do hope to free our Shusha and the whole Garabagh from invaders and see all the refugees and Internally Displaced People (IDP) go back to their home land. We'll be happily celebrating this great day.

The April Battles once again clearly proved that Azerbaijan has not reconciled and will never reconcile itself to the loss of its occupied territories. During four April days, from 1 to 5 April, Armenia started the same aggressive actions and barbarities against Azerbaijan as it had in the early 1990s. As a result at the counter offensive, Azerbaijan Military Forces managed to destroy enemy's plan and free about 2,000 ha of territories. We strongly believe that one day if not peacefully, then using our military forces we'll liberate our occupied territories from the enemy.



- 3. PW. Find out what these numbers stand for and express your attitude to the facts given in the text generalizing your point of view on them.**

20 1992 1988 1994 2000 3 232 99 2016 28

***Invincible** – incapable of being overcome or subdued

Reading

4. **GW.** Read the “Do you know?” passage and answer the following questions.

What do you think about Azerbaijan’s prosperity in the economy and its success in many spheres of life?

How could Azerbaijan develop from a poor country into a developed one in such a short period of time?

DO YOU KNOW...?

After the restoration of independence in 1991, the Republic of Azerbaijan began to realize its sovereign rights in economic field and to implement independent policy. One of the main tasks of the country’s leadership in that period was efficient use and **reallocation** of the benefits from rich oil and **gas endowment**. In order to solve this task, in 1999 the national



leader Heydar Aliyev adopted the Decree promoting cooperation with international companies in this field. Additionally, in order to channel the **revenues** from oil exports to the priority sectors of the economy and important social and economic projects, the State Oil Fund was established. At the current moment, international organizations evaluate positively Oil Fund’s activity and its provision of **transparency**. All these were realized thanks to far-sighted policy and intensive activities of the national leader of the Azerbaijani people Heydar Aliyev. The main directions and specifications of socio-economic policy strategy, which is continued successfully and improved by the President of Azerbaijan Ilham Aliyev, is to transit to market economy and to form social, diversified national economy, which possesses ability of **sustainable** self-development and integration to the world economy.

5. **GW.** Complete the expressions looking through the information above and build up your own sentences using them.

social and economic ... , national ... , priority... , sustainable ... , international ... , intensive ... , sovereign ... , state ...

Writing

1. PW. a) Create a detailed speech plan for a presentation about modern Baku and Azerbaijan using the words and expressions in the box and also your previous notes.

transparency self-development reallocation independence
sovereign rights economic projects today's prosperity intensive
activities to channel benefits Oil Fund's activity to
implement independent policy international

b) Imagine that you are going to present Azerbaijan to a foreign audience. Use the following questions and pictures below.

- *What would you include in your report? Why?*
- *What can you say about the wonders of Azerbaijan?*
- *Can you add any other wonders to the list?*
- *Which of them are natural wonders?*
- *Is there a place like Duzdagh or Khynalyg anywhere in the world?*
- *Which of these wonders would you visit first? Why?*



Writing

2. **GW.** a) Create a project on the topic "Welcome to Azerbaijan!" looking through the model.

b) Compare your work with your classmates!

- Which trip sounds the most exciting?
- What advice would you give someone who wants to travel to Azerbaijan?
- Which hotels, restaurants, means of transportation and stores would you recommend?

"Azerbaijan - Hearth of Fire! Land of Fire!

Baku- City of Winds!

Azerbaijan - The Land of Rich History!

Azerbaijan - Birthplace of Music and Art!

Goychay - Land of Pomegranates!

Guba - Land of Delicious Apples

Gabala - Home of Jazz Music Festival!

Formula One Azerbaijan!

Baku 2017 Islamic Solidarity Games!

Baku 2015 First European Games!

Welcome to Azerbaijan!



3. **PW.** Make up questions according to the given answers.

Khadija: _____ ?

Shahin: It is a historical-architectural landmark.

Khadija: _____ ?

Shahin: It was built in the 15th century BC.

Khadija: _____ ?

Shahin: It was built on the canyon of the river Girdmanchay.

Khadija: _____ ?

Shahin: Because the wood used in the construction reduced the strength of the earthquakes.

Khadija: _____ ?

Shahin: They are mainly handmade from copper, leather, wood.

4. **GW.** Make collocations and use them in your own story.

great

handmade

gigantic

peaceful

architectural

historical

significance

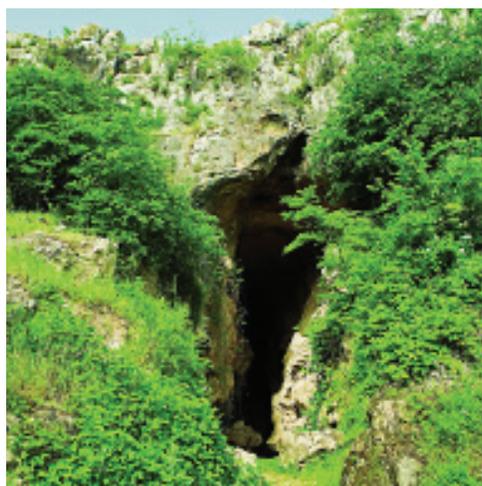
Progress Portfolio

1. Read and find True/ False sentences. Then make a presentation about Gobustan/Azykh Cave.



Gobustan Rock Art Cultural Landscape covers three areas of a plateau of rocky boulders rising out of the semi-desert of central Azerbaijan, with an outstanding collection of more than 6,000 rock engravings bearing testimony to 12,000 years of rock art. The site also features the remains of inhabited caves, settlements and burials, all reflecting an intensive use by the inhabitants of the area during the wet period that followed the last

Ice Age, from the Upper Paleolithic to the Middle Ages. The site, which covers an area of 537 ha, is a part of the larger protected Gobustan Reservation and was declared a UNESCO World Heritage Site in 2007.



Azykh Cave - is located in the south-eastern slopes of the Lesser Caucasus Mountains in the south-west of Azerbaijan on the left bank of the Guruchay River. The cave is in the territory of Khojavand region and, unfortunately, this territory has been under Armenian occupation since 1993 and there is no information about the condition of the cave after occupation. The cave covers 800 square kilometres of area. There are 8 corridors, which stretch to the length of 600 meters.

1. Gobustan Rock Art cultural Landscape rises out of the semi-desert of central Azerbaijan.
2. The site covers an area of 5,370 ha.
3. There are about 60 rock engravings in Gobustan.
4. Rock engravings bear testimony to 4,000 years of rock art.
5. The inhabitants used the area during the wet period.
6. The Azykh cave has been under Armenian occupation since 1995.
7. Wet period followed the last Ice Age.

Progress Portfolio

2. Find and correct factual errors in the sentences based on the information given in the texts.

Model: *There are at least 109 mountains on Earth with elevations greater than 7,200 metres (23,622 ft) above sea level.*

1. There are more than 229 mountains on Earth with elevations greater than 7,200 metres above sea level.
2. Babadagh (Grandfather Mountain) is the fifth highest peak in the Caucasus in Azerbaijan at 5,829 meters.
3. The majority of the highest mountains are located in Europe.
4. The world's wettest place is the Atacama Desert in Chile.
5. The hottest place in the world is Yakutia in Siberia.

3. Match the words with their definitions.

1. boulder	a) a picture made by cutting a design on a piece of metal and then printing the design on paper
2. engraving	b) a thing that shows that something else exists or is true
3. testimony	c) the parts of something that are left after the other parts have been used, eaten, removed, etc.
4. remains	d) a very large rock which has been shaped by water or the weather

4. Write a paragraph about wonders looking through the model and complete the table.

Northern Lights – Aurora Borealis [ɔːˈrɔːrəˌbɔːrɪˈeɪlɪs] – one of the natural wonders of the world, appears in the North sky and is visible only from the Northern Hemisphere. The Aurora Borealis is named after the Roman Goddess of Dawn, Aurora and the Greek name for the north wind, Boreas. The people in Central Canada call this phenomenon the “**Dance of the Spirits**”.



Wonders	Countries	Facts and events
Aurora Borealis		
other		

Grammar Reference

The Passive Causative Have/get something done

We use have something done to say that we arrange for somebody else to do something for us. If you have something done, you don't do it, somebody does it for you.

Sample: The roof of Jane's house was damaged in a storm. Yesterday a workman came and repaired it. Jane had the roof repaired yesterday.

This means: Jane arranged for somebody else to repair the roof.

She didn't repair it herself.

Compare:

Jane repaired the roof = (she repaired it herself)

Jane had the roof repaired = (she arranged for smb else to repair it)

Get something done

There is no difference in meaning between have and get. You can also say "get something done" instead of "have something done" (mainly in informal spoken English):

When are you going to get the roof repaired?=(have the roof repaired)

I think you should get your hair cut really short.

REMEMBER: In the Passive Voice, a "by" phrase is used when the information is important.

We had the office painted last week. It looks great. (No "by" phrase)

We are having the office painted by Royal Painting Services.

They are the best.

Gerund or Infinitive

Some verbs are followed by either a gerund or an infinitive with no change in meaning. For example: love, hate, like, prefer, begin, start, continue.

Begin enjoying/to enjoy the simple things in life.

Some verbs change meaning, depending on whether they are followed by a gerund or an infinitive.

remember+infinitive=remember to do something

Remember to make time for the important people in your life.

I have to remember to send an e-mail to my friend.

remember+gerund=remember something that happened in the past.

I remember having more time for myself.

Do you remember going there when you were a kid?

forget+infinitive=forget to do something

Don't forget to turn your cell phone off.

He always forgets to call on my birthday.

forget+gerund=forget something that happened in the past

I'll never forget seeing the mountains for the first time.

Can you ever forget going to the beach?

Stop+infinitive=stop in order to do something

Stop to smell the roses.

Can you stop to pick up some chocolates for the party?

stop+gerund=stop an ongoing action

Stop over-scheduling and spend quality time with friends and family.

You need to stop worrying so much.

VERB TENSES	ACTIVE VOICE	PASSIVE VOICE
PRESENT SIMPLE	He delivers the letters	The letters are delivered.
PAST SIMPLE	He delivered the letters	The letters were delivered.
FUTURE SIMPLE	He will deliver the letters	The letters will be delivered.
PRESENT CONTINUOUS	He is delivering the letters.	The letters are being delivered.
PAST CONTINUOUS	He was delivering the letters	The letters were being delivered.
PRESENT PERFECT	He has delivered the letters	The letters have been delivered.
PAST PERFECT	He had delivered the letters	The letters had been delivered.
INFINITIVE	He has to deliver the letters	The letters have to be delivered.
MODALS	He should deliver the letters	The letters should be delivered.

Opinion Adjectives usually go before fact adjectives.

Sometimes we use two or more fact adjectives together. Usually (but not always) we put adjectives in this order.

Opinion adjectives -they tell us what somebody thinks of something or somebody	Size and length	Shape and width	Age	Colour	Material	Nationality
<i>nice lovely interesting beautiful frightening</i>	<i>big small long short</i>	<i>thin fat slim round wide</i>	<i>old new</i>	<i>red blue white black</i>	<i>golden wooden woolen</i>	<i>American Azerbaijani English French</i>

Example: *an old plastic container, a useful digital alarm clock, a frightening old wooden mask*

Determiners + opinion adj. +					
Size	Age	Colour	Country	Material	+Noun
1. How big?	2. How old?	3. What colour?	4. Where... from?	5. What is it made of?	+ Noun
big	old	brown	Korean	wooden	mask

Pronouns

<p>“One-Ones” are used if we do not want to repeat a countable noun</p>	<p>Would you like the green sweater or the blue one? Where are the glasses? I need some big ones.</p>
--	---

“Other/the other” can be used as an adjective and pronoun in a sentence.

<p>“Other” means “more “ or “different”. Used to refer to people or things that are additional or different from people or things that have been mentioned or are known about.</p>	<p>Mr Harris and Mrs Bate and three other teachers were there. Are there any other questions? What other writers do you know?</p>
--	---

<p>After words the, my, your, etc. is used to refer the second of two people or things</p>	<p>My other brother is a doctor. I’ve got two sons. One of them lives in England and the other one studies in Spain. He raised one hand and then the other.</p>
--	---

<p>After the words the, my, your, etc. it is used to refer to the remaining people or things in a group.</p>	<p>This book isn’t interesting. What about the other ones?</p>
--	--

<p>After the article “the” it is used to refer to a place, direction, etc. that is opposite to where you are, what you are doing, etc.</p>	<p>I work on the other side of the town</p>
--	---

<p>others-the rest =more, apart from those already mentioned</p>	<p>Some people like coffee, others prefer tea.</p>
--	--

“Another” can be used as a determiner and pronoun in a sentence.

<p>another=one more. It can also go with expressions of time, distance or money.</p>	<p>I’d like another glass of apple juice</p>
--	--

<p>another means one more; an extra thing or person.</p>	<p>Would you like another drink? She has got another question.</p>
--	--

<p>another means different, a different person or thing.</p>	<p>The room is small, let’s see if they have got another one.</p>
--	---

Embedded (Indirect) Questions

When the Direct question doesn't have a question word, the indirect question begins with **If** or **Whether**.

Direct Yes/No questions: Is that magazine interesting?	Indirect Yes/No questions: If and Whether have the same meaning. Be careful! <i>I wonder if is that magazine interesting.</i> (wrong) <i>I wonder if that magazine is interesting.</i> (correct)
<ul style="list-style-type: none"> • <i>Have you read this book?</i> • <i>Can I borrow your pen?</i> 	<ul style="list-style-type: none"> • <i>I want to know whether he has read this book.</i> • <i>I wonder whether I can borrow your pen.</i>
Note: If the questions begin with a question word:	
Direct questions:	Indirect questions:
<ul style="list-style-type: none"> • <i>What's the article about?</i> 	<ul style="list-style-type: none"> • <i>Tell me what the article is about.</i>

To report questions we can use: *wonder, ask, remember, want to know, know, etc.*

I don't know
 Please tell me
 I have no idea
 I wonder
 I don't remember
 Do you remember
 Do you know

Can you tell me
 Are you sure
 I'm not sure
 I can't tell you
 I'd like to know
 I'm interested to know

Punctuation Note: Use a period at the end of the included question if the sentence is a statement. Use a question mark if the sentence begins with a question.

I don't know what time it is.

Do you know what time it is?

Usage Note: When asking for information, especially from a stranger, an included question sounds more polite than a direct question.

Direct Question: Who is the director of the day care center?

More polite: Can you tell me who the director of the day care centre is?

Yes/No questions	Yes/No questions in Indirect Speech are not real questions so they do not have the word order of questions or a question mark (?); If and Whether have the same meaning. Be careful! Don't say: I wonder if is that magazine interesting. Tell me if is that magazine interesting.
Have you finished this newspaper? Can I borrow your pen?	When the original question doesn't have a question word, the indirect question has if or whether. As well as "ask" we can use "wonder" and "want to know" to report questions. E.g. I'd like to know whether he liked the article. I wonder whether I could borrow your pen.
"When will I hear from David?" Jane asked herself.	Jane wondered when she would hear from David.
What's the article about? Why did you have to take this book? When was this poem written?	Tell me what the article is about. Could you tell me why you had to take this book? I'd like to know when this poem was written.

Tag Questions

Question tags are short questions placed at the end of the statement.

Formation	Examples
auxiliary/modal verb+subject pronoun	You can drive a car, can't you?
if the statement is positive the question tag is negative	She is coming to work, isn't she?
if the statement is negative, the question tag is positive.	She isn't coming to work, is she?

Question tags are asked with rising intonation, when we are not sure about some information and are asking for confirmation.

You have a driving licence, don't you?

With falling intonation, when we are sure about some information and expect the listener to agree.

It's quite cold today, isn't it?

I am your best friend, aren't I?
Let's go out tonight, shall we?
This/That is an amazing story, isn't it?
Nothing is wrong, is it?
There is no reason for him to come over, is there?
They have got three children, haven't they?
She has lunch at 12 o'clock, doesn't she?
Everyone agreed with his proposal, didn't they?

Commands-Requests-Advice Tell/Ask somebody to do something	
To report commands, requests, advice, warnings or suggestions, we use the verbs tell, ask, beg, order, command, advise, forbid, warn, encourage, etc. +(object)+full infinitive.	
Other Reporting Verbs	
Offer/promise +object+full infinitive	
Direct Speech	Reported Speech
"I'll pick you up from the airport," he said.	He offered to pick me up from the airport.
Accuse smb of/complain to smb about/insist on/admit to/deny/apologize for+ing form	
Susan said, "He stole the old woman's bag."	Susan accused him of stealing the old woman's bag.
"My coffee is too cold,"she said.	She complained that her coffee was too cold
"Mind your own business!" he said to us.	He told us to mind our own business.
"Keep the volume down!" George said to his neighbour.	George told his neighbour to keep the volume down.
"Don't talk while you have food in your mouth!"my mother said to my brother.	My mother told my brother not to talk while he had food in his mouth.

Punctuation: Capitalization

We use capital letters for:

- people's initials and names, their marital status and job titles:
Ms Brown, Personnel Manager
- the names or initials of companies:
International Chemicals, IBM
- Names of places:
New Zealand, Park Road
- Languages, nationalities and religions:
Tom speaks Chinese, a Greek statue, Arif is Muslim.
- Days, months and public holidays: Novruz, Christmas, New Year
- The most important words in titles of books, magazines, films, etc:
Empire of the Sun

Future Plans and Finished Future Actions

We can express general future plans with the verbs:

expect, hope, intend or plan and an infinitive.

- *We hope to start putting some money away.*
- *I don't plan to be financially dependent for the rest of my life.*

Use the Perfect form of an Infinitive to express that an action will or might take place before a specified time period in the future.

- *By this time next year, I plan to have saved up enough cash to buy a new car.*
- *Her goal is to have paid off all her debt in five years.*

Future Perfect

Use the Future Perfect to indicate an action that will be completed by a specified time period in the future.

- *By next year, I will have completed my studies, but I won't have got married.*

Use the Present Perfect in an adverbial clause to distinguish between a completed future action and one that will follow it.

- *Once I've completed my studies, I'll get married.*
- *I'm going shopping when I've finished my report.*

Be careful: Don't use the Future Perfect in the adverbial clause of time.

Wrong: I'm going shopping when I will have finished my report.

Correct: I'm going shopping when I have finished my report.

Past Perfect Continuous Forms

had been + P.I (Present Participle)

We use the Past Perfect Continuous to show that something started in the past and continued up until another time period in the past. "For five minutes" and "for two weeks" are both durations which can be used with the Past Perfect Continuous.

James **had been teaching** at the university for 2 years before he left for Asia.

The Future Perfect Continuous

will have been + P.I (Present Participle)

The Future Perfect Continuous is a verb tense that describes actions that will continue up until a point in the future.

By the end of next year she **will have been working** on the project.

Some quantifiers can be used with singular count nouns.

one person	each manager	every employee		
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Some quantifiers can only be used with plural count nouns.

two problems	several young people	a few managers	A couple of employees A number of companies A majority of professionals	both teachers
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Some quantifiers can be used with non-count nouns.

A little productivity	much choice	A great deal of interest	Not as much satisfaction	a large amount of money
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Some quantifiers can be used with both count and non-count nouns.

Count nouns/Countable nouns	Non-count nouns/Uncountable nouns
no people some/any employees a lot of companies a third of the companies plenty of businessmen all teenagers most students more cities	no choice some/any conformity a lot of individuality a third of the money plenty of satisfaction all the time most dissatisfaction more interest

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VOCABULARY

A a

absorb [əb'sɔ:b] (*v*) take in and understand fully (*information, ideas, or experience*)

acceptable [ək'septəb(ə)l] (*adj*) able to be agreed on; suitable.

acupuncture [ˈækjʊ,pʌŋ(k)tʃə] (*n*) a system of complementary medicine

add up [æd ʌp] (*v*) increase in amount, number, or degree.

adorn [ə'dɔ:n] (*v*) make more beautiful or attractive

affectionate [ə'fekʃ(ə)nət] (*adj*) readily feeling or showing fondness or tenderness.

ailment [ˈeɪlm(ə)nt] (*n*) an illness, typically a minor one.

awareness [ə'weənəs] (*n*) knowledge or perception of a situation or fact

apparently [ə'pærəntli] (*adv*) as far as one knows or can see

alarming rate [ə'la:mɪŋ reɪt] worrying or disturbing.

altitude [ˈæltɪtju:d] (*n*) the height of an object or point in relation to sea level or ground level.

attire [ə'taɪə] (*n*) clothes, especially fine or formal ones.

astounding [ə'staʊndɪŋ] (*adj*) so surprising that it is difficult to believe

avoid [ə'vɔɪd] (*v*) keep away from or stop oneself from doing (something)

B b

bad-tempered [ˌbæd'tempəd] (*adj*) easily annoyed or made angry.

baggy ['bægi] (*adj*) of clothing) loose and hanging in folds.

bead [bi:d] (*n*) a small piece of glass, stone, or similar material that is threaded with others to make a necklace

beholder [br'həʊldə] (*n*) a person who sees or observes someone or something.

be keen (on) [br:ki:n] (*v*) be interested in

beware [br'weə] (*v*) be careful, be on one's guard, be protected

billboard sign [ˌbɪlbɔ:d saɪn] (*n*) a large outdoor board for displaying advertisements.

blaze [bleɪz] (*n*) a very large or fiercely burning fire.

boost [bu:st] (*v*) help or encourage (something) to increase or improve.

boulder ['bəʊldə] (*n*)- a very large rock which has been shaped by water or the weather

breakdown [breɪkdaʊn] (*n*) a mechanical failure.

bridal [ˌbraɪd(ə)l] (*adj*) concerning a bride or a

newly married couple.

brimming ['brɪmɪŋ] (*v*) full to the point of overflowing.

burden [ˌbɜ:d(ə)n] (*n*) a load, typically a heavy one.

C c

catwalk [kætʊə:k] (*n*) a platform extending into an auditorium, along which models walk to display clothes in fashion shows.

cellulose [seljələʊz] (*n*) an insoluble substance which is the main constituent of plant cell walls and of vegetable fibres such as cotton.

charge [tʃɑ:dʒ] (*n*) demand/ amount as a price for a service provided or goods supplied.

chasm [kæzm] (*n*) a deep fissure in the earth, rock, or another surface.

chemotherapy [ki:mə(θ)'θerəpi] (*n*) the treatment of disease by the use of chemical substances.

chore [tʃɔ:] (*n*) a routine task, especially a household one.

chunk [tʃʌŋk] (*n*) thick, solid pieces of something.

cinchona tree [sɪŋ'kəʊnə] (*n*) an evergreen South American tree or shrub with fragrant flowers, cultivated for its bark.

clam [klæm] (*n*) a shellfish that can be eaten. It has a shell in two parts that can open and close.

cognitive [ˈkɒgnɪtɪv] (*adj*) relating to cognition.

confusion [kən'fju:z(ə)n] (*n*) uncertainty about what is happening, intended, or required

continuum [kən'tɪnjʊəm] a continuous sequence

convey [kən'veɪ] (*v*) transport or carry to a place.

consume [kən'sju:m] (*v*) eat, drink, or ingest food or drink

constant [ˈkɒnst(ə)nt] (*adj*) occurring continuously over a period of time.

controversy [kən'trɒvərsɪ] (*n*) prolonged public disagreement or heated discussion.

commit [kə'mɪt] (*v*) perpetrate or carry out, function, put to use (a mistake, crime, or immoral act)

competitive [kəm'petɪtɪv] (*adj*) relating to or characterized by competition.

compelling [kəm'pɛlɪŋ] (*v/adj*) evoking interest, attention, or admiration

cope with [kəʊp wɪð] (*v*) deal effectively with smth difficult; manage, handle, carry on; satisfy or fulfill; "meet a need".

corpus callosum [ˈkɔ:pəs kə'ləʊsəm]- (*n*) a board band of nerve fibers joining the two hemispheres of the brain

counterpart [ˈkaʊntəpɑ:t] (*n*) a person or thing

that corresponds to or has the same function as another person.

courtesy [ˈkɔːtɪsɪ] (*n*) the showing of politeness in one's attitude and behaviour towards others.

cultural literacy [kʌltʃ(ə)r(ə)l lɪt(ə)rəsi] (*n*) knowing about and respecting the culture of others.

cues [kjuːz] (*n*) remarks, words, reminders.

customary [kʌstəm(ə)rɪ] (*adj*) usual or traditional in a particular culture.

cute [kjuːt] (*adj*) attractive in a pretty or endearing way.

D d

daring [dɛərɪŋ] (*adj*) (of a person or action) adventurous or brave.

data [ˈdeɪtə] (*n*) facts and statistics collected together for reference or analysis.

dehydrate [diːhaɪˈdreɪt] (*v*) cause (a person or their body) to lose a large amount of water.

depict [dɪˈpɪkt] (*v*) represent by a drawing, painting, or another art form.

desperately [dɛsp(ə)rətli] (*adv*) in a way that shows despair.

despite [dɪˈspart] (*prep*) without being affected by; in spite of.

dignity [ˈdɪgnɪtɪ] (*n*) the state or quality of being worthy of honour or respect.

diminish [dɪˈmɪnɪʃ] (*v*) make or become less.

disapproval [dɪsəˈpruːvəl] (*n*) possession or expression of an unfavourable opinion.

discarded [dɪskɑːdɪd] (*adj*) 1. ejected, rejected, thrown away (*v*) 2. get rid of someone or something as no longer useful or desirable.

discourteous [dɪsˈkɔːtəs] (*adj*) showing rudeness and a lack of consideration for other people.

disorders [dɪsˈɔːdə] (*n*) a state of confusion.

distinctive [dɪˈstɪŋ(k)tɪv] (*adj*) characteristic of one person or thing, and so serving to distinguish it from others.

distinction [dɪˈstɪŋ(k)ʃ(ə)n] (*n*) a difference or contrast between similar things or people.

dome [dəʊm] (*n*) a round roof of a building or structure, typically with a circular base

dole [dəʊl] (*n*) (usually the dole) (British informal mass noun) Benefit paid by the state to the unemployed.

downside [daʊnsaɪd] (*n*) the negative aspect of something otherwise regarded as good or desirable.

dugong [ˈduːɡʊŋ] (*n*) a large sea animal with thick greyish skin, which lives mainly in the Indian Ocean and eats plants

durable [ˈdjʊərəb(ə)] (*adj*) something that is strong and lasts a long time without breaking or

becoming weaker.

dwelling [dwellɪŋ] (*n*) a house, flat, or other place of residence.

E e

eccentric [ekˈsentrɪk] (*adj*) (of a person or their behaviour) unconventional and slightly strange.

edge [edʒ] (*n*) the outside limit of an object, area, or surface.

effortlessly [ˈefətəʃli] (*adv*) in a manner requiring no physical or mental exertion.

eloquent [ɛləkwənt] (*adj*) fluent or persuasive in speaking or writing.

engraving [ɪnˈɡreɪvɪŋ] a picture made by cutting a design into a surface.

entitle [enˈtaɪt(ə)l] (*v*) (be entitled to) give (someone) a legal right or just claim to receive or do something.

equate [ɪˈkweɪt] (*v*) consider (one thing) to be the same as or equivalent to another.

etiquette [etiˈket] (*n*) the “rules” for polite behaviour in society or in a particular group

eternity [ɪˈtɜːnɪtɪ] (*n*) is time without an end or a state of existence outside time.

eventually [ɪˈventʃʊ(ə)li] (*adv*) In the end, after a long delay, dispute.

excessive [ɪkˈsɛsɪv] (*adj*) more than necessary, normal, or desirable; immoderate.

exceptionally [ɪkˈsepʃ(ə)nəli] (*adv*) to a greater degree than normal; unusually.

expense [ekˈspens] (*n*) the cost incurred or required for something.

expenditure [ɪkˈspɛndɪtʃə] (*n*) expenses, charges, outlay

explicit [ɪkˈsplɪsɪt] (*v*) stated clearly and in detail, leaving no room for confusion or doubt.

extravagant [ɪkˈstrævəɡ(ə)nt] (*adj*) lacking restraint in spending money or using resources.

extrovert [ˈɛkstrəvɜːt] (*n*) an outgoing, socially confident person.

F f

fad [fæd] (*n*) an intense and widely shared enthusiasm for something, especially one that is short-lived.

fake [feɪk] (*n*) a thing that is not genuine.

fatal [ˈfeɪt(ə)l] (*adj*) causing death.

fertility [fɜːˈtɪlɪtɪ] (*n*) the quality of being fertile; productiveness

fine [faɪn] (*n*) 1. penalty, surcharge 2. petty, small

foresee [fɔːˈsiː] (*v*) be aware of beforehand; predict.

foster [ˈfɒstə] (*v*) encourage the development of something desirable

foxtglove [ˈfɒksɡlʌv] (*n*) a tall Eurasian plant with erect spikes of pinkish-purple or white

flowers shaped like the fingers of gloves.

fulfill [fʊl'fɪl] (*v*) carry out (a task, duty, or role) as required, or expected

G g

gas endowment [gas ɛn'dəʊm(ə)nt] (*n*) an income or form of property given or bequeathed to someone

generosity [dʒɛnə'rɒsətɪ] (*n*) The quality of being kind and generous.

genes [dʒi:nz] (*n*) (in informal use) a unit of heredity which is transferred from a parent and is held to determine some characteristic of the offspring.

grace [greɪs] (*n*) smoothness and elegance of movement.

graffiti [grə'fi:tɪ] (*n*) writing or drawings scribbled, scratched or sprayed on a wall or other surface in a public place.

glow [gləʊ] (*n*) a steady radiance of light or heat

gorge [gɔ:dʒ] (*n*) a narrow valley between hills or mountains, typically with steep rocky walls and a stream running through it

H h

hem and haw [hem ənd hɔ:]- to put off, delay, postpone

hemisphere ['hemɪsfɪə] (*n*) a half of a sphere

hence [hens] (*adv*) as a consequence; for this reason

honeymoon ['hʌnɪmu:n] (*n*) a holiday spent together by a newly married couple.

hybrid [haɪbrɪd] (*n/adj*) the offspring of two plants or animals of different species or varieties, such as a mule.

I i

ignite [ɪg'naɪt] (*v*) catch fire or cause to catch fire.

imagery ['ɪmɪdʒ(ə)rɪ] (*n*) visually descriptive or figurative language, especially in a literary work.

impact ['ɪmpəktɪ] (*n*) the action of one object coming forcibly into contact with another.

impressionable [ɪm'preʃ(ə)nəb(ə)l] (*adj*) easily influenced.

implicit [ɪm'plɪsɪt] (*adj*) suggested though not directly expressed.

impulse ['ɪmpʌls] (*n*) a sudden strong and unreflective urge or desire to act.

inappropriate [ɪnə'prəʊprɪət] (*adj*) not suitable or proper in the circumstances.

inadvertently [ɪnəd'vɜ:t(ə)ntli] (*adv*) without intention; accidentally.

inconsiderate [ɪnkən'sɪd(ə)rət] (*adj*) thoughtlessly causing hurt or inconvenience to others.

indulge [ɪm'dʌldʒ] (*v*) allow oneself to enjoy the

pleasure of.

indulgence [ɪm'dʌldʒəns] (*n*) the state or attitude of being indulgent or tolerant

inherit [ɪn'herrɪt] (*v*) receive (money, property, or a title) as an heir at the death of the previous holder.

insincerity [ɪnsɪn'sɪərɪtɪ] (*n*) the quality of not expressing genuine feelings.

inshore [ɪm'ʃɔ:] (*adj/adv*) towards or close to the land

inject [ɪn'dʒekt] (*v*) introduce (a liquid, especially a vaccine) into the body.

initially [ɪ'nɪʃ(ə)li] (*adv*) at first.

interfere [ɪntə'fɪə] (*v*) intervene in a situation without invitation or necessity.

introvert [ɪn'trɒvɜ:t] (*n*) a shy and typically self-centered person

invest (in) [ɪn'vest] (*v*) put (money) into financial schemes, shares, property, or a commercial venture with the expectation of achieving a profit.

irritate ['ɪrɪteɪt] (*v*) make someone annoyed or a little angry.

K k

keep up with [ki:p ʌp wɪð]- (*v*) learn about or be aware of (current events or developments)

keep track [ki:p træk] be fully aware of or informed about.

L l

lasagna [lə'zɑ:njə] (*n*) pasta in the form of wide strips

lavender ['læv(ə)ndə] (*n*) a small aromatic evergreen shrub of the mint family, with narrow leaves and bluish-purple flowers, used in perfumery and medicine.

lean forward [li:n'fɔ:wəd] (*v*) move into a sloping position; in the direction that one is facing - towards the front

lick [lɪk] (*v*) pass the tongue over (something) in order to taste, moisten, or clean it.

limbic system [lɪmbɪk sɪstəm] (*n*) a complex system of nerves and networks in the brain, involving several areas near the edge of the cortex concerned with instinct and mood.

linker [lɪŋkə] (*n*) a thing that links other things, in particular

lotion ['ləʊʃ(ə)n] (*n*) a thick, smooth liquid preparation designed to be applied to the skin for medicinal or cosmetic purposes.

M m

make ends meet [meɪk endz mi:t] (*v*)- make enough money to live

mandatory ['mændətɪrɪ] (*adj*)- required by law or

mandate; compulsory.

mangrove ['mæŋgrəʊv] (*n*) a tropical tree that grows in mud or at the edge of rivers and has roots that are above ground

manipulative [mə'nɪpjʊlətɪv] (*adj*) characterized by unscrupulous control of a situation

marvel [mɑ:v(ə)l] (*v*) be filled with wonder or astonishment.

maternity [mə'tɜ:nɪtɪ] (*n*) motherhood.

mature [mə'tʃʊə] (*adj*) having reached a stage of mental or emotional development characteristic of an adult

max [mæks] (*v*) reach the limit of capacity or ability.

metropolis [mi'trɒp(ə)lɪs] (*n*) the capital or chief city of a country or region.

miraculous [mi'rækjʊləs] (*adj*) of the nature of a miracle or having the power to work miracles.

mobility [məʊ'bɪlətɪ] (*n*) the ability to move or be moved freely and easily.

moderately [mɒd(ə)rətli] (*adj*) to a certain extent; quite; fairly.

modesty [mɒdɪstɪ] (*n*) the quality or state of being unassuming in the estimation of one's abilities.

moody ['mu:di] (*adj*) (of a person) given to unpredictable changes of mood.

N n

nappy ['næpi] (*n*) a piece of towelling / soft thick cloth or paper wrapped round a baby's bottom in order to soak up its urine

nature-nurture controversy [neɪtʃə 'nə:tʃə 'kɒntrəvɜ:sɪ] (*n*) dispute about nature

notify ['nəʊtɪfaɪ] (*v*) inform (someone) of something, typically in a formal or official manner

nurture ['nɜ:tʃə] (*v*) care for and protect someone or something while they are growing.

O o

otherwise [ʌðəwaɪz] (*adv*) in circumstances different from those present or considered; or else.

outfit ['aʊtɪt] (*n*) a set of clothes worn together, especially for a particular occasion or purpose.

overdressed [əʊvə'drest] (*adj*) dressed in a way that is too elaborate or formal for a particular situation.

owe [əʊ] (*v*) have an obligation to pay or repay (something, especially money) in return for something received.

P p

patch [pætʃ] (*n*) a piece of cloth or other material used to mend or strengthen a torn or weak point.

payday [peɪdeɪ] (*n*) the day when one gets salary

payment [peɪm(ə)nt] (*n*) the action or process of paying someone or something or of being paid.

peeve [pi:v] (*v*) make (someone) rather annoyed; irritate.

penetrate [penɪtreɪt] (*v*) go into or through (something), especially with force or effort.

perplexing [pə'pleksɪŋ] (*adj/v*) 1. completely baffling, very puzzling, mystifying, mysterious, bewildering, confusing. 2. cause (someone) to feel completely baffled.

philanthropist [fɪ'lænθrəpɪst] (*n*) a person who seeks to promote the welfare of others, especially by the generous donation of money to good causes.

placebo [plə'si:bəʊ] (*n*) a medicine or procedure prescribed for the psychological benefit to the patient rather than for any physiological effect.

plateau ['plætəʊ] (*n*) an area of high ground

plummet ['plʌmɪt] (*n*) 1 a steep and rapid fall or drop 2 a plumb or plumb line

pop in [pɒp ɪn] (*v*) appear suddenly

pointless [pɔɪntləs] (*adj*) having little or no sense, use, or purpose.

pounding ['paʊndɪŋ] (*n/v*) repeated and heavy striking or hitting someone or something.

prominence [prə'mɪnəns] (*n*) the state of being important

provoke [prə'vəʊk] (*v*) stimulate or incite someone to do or feel something, especially by arousing anger in them

punctuality [pʌŋ(k)tʃʊ'ælɪtɪ] (*n*) the habit of being on time

punctuate ['pʌŋ(k)tʃʊ'eɪt] (*v*) insert punctuation marks in (text)

put aside [ˌpʊtə'saɪd] (*v*) dismiss, reject

Q q

quaint [kweɪnt] (*adj*) attractively unusual or old-fashioned

quinine ['kwɪnɪ:n] (*n*) a bitter crystalline compound present in cinchona bark, used as a tonic and formerly as an antimalarial drug.

quotient [kwɒʃj(ə)nt] a result obtained by dividing one quantity by another.

R r

rapper [ræpə] (*n*) a person who performs rap music.

reallocation [ri:ælə'keɪʃən] (*n*) allocate again or in a different way.

rebel ['reb(ə)l] (*n*) a person who rises in opposition or armed resistance against an established government or leader.

refine [ri'faɪn] (*v*) remove impurities or unwanted

elements from (a substance), typically as part of an industrial process.

reef [ri:f] (*n*) long line of rocks or sand near the surface of the sea

regardless [ri'gɑ:dləs] (*adv*) despite the prevailing circumstances.

remains [ri'meɪnz] the parts of something that are left after the other parts have been used, eaten, removed, etc.

retention [ri'tenʃ(ə)n] (*n*) the continued possession, use or control of something.

retain [ri'teɪn] (*v*) continue to have something; keep possession of.

revenue [rɛvənju:] (*n*) income, especially when of an organization and of a substantial nature.

rigid [rɪdʒɪd] (*adj*) unable to bend or be forced out of shape; not flexible.

roll neck [rɒlnek] (*n*) a high loosely turned-over collar.

S s

sainthood ['seɪnthʊd] (*n*) the status of a saint.

salad dressing [sæləd dresɪŋ] (*n*) a source for salads, consisting of oil and vinegar with herbs

sand cure [sænd kjuə] (*n*) treatment, therapy, remedy or healer with sand

sane [seɪn] (*adj*) (of a person) of sound mind; not mad or mentally ill.

sap [sæp] (*n*) the fluid which circulates in the vascular system of a plant, consisting chiefly of water with dissolved sugars and mineral salts.

saving account ['seɪvɪŋ ə'kaʊnt] (*n*) - a deposit account

scar (*n*) - trace, tear, cicatrice

scent [sent] (*n*) a distinctive smell, especially one that is pleasant.

self-esteem [ˌselfe'sti:m] (*n*) confidence in one's own worth or abilities; self-respect.

self-socialization [sɔʃ(ə)lɪ'zeɪʃ(ə)n] (*n*) the activity of mixing socially with others, communication skills.

sensory ['sensəri] (*adj*) relating to sensation or the physical senses

seth [seθ] (*n*) a merchant or banker.

siblings ['sɪblɪŋ] (*n*) each of two or more children.

shorthand ['ʃɔ:θænd] (*n*) a method of rapid writing by means of abbreviations and symbols.

skin-deep [skɪn'di:p] (*adj*) not deep or lasting; superficial.

slack [slæk] (*adj*) - not tightly held in position; loose.

snorkel ['snɔ:k(ə)] (*n*) a tube for a swimmer to breathe through while under water

societal [sə'saɪətɪl] (*adj*) relating to society

spectrum ['spektrəm] (*n*) a range of different

colours, as seen in a rainbow

spiritual healing [spɪrɪtʃʊəl hi:lɪŋ] (*n*) the use of spiritual practices, such as prayer, for the purpose of effecting a cure of or an improvement in an illness.

split the bill [splɪt ðə bɪl] (*v*) to share the bill.

spit [spɪt] (*v*) eject saliva forcibly from one's mouth, sometimes as a gesture of contempt or anger.

stereotype [stɛrɪə(ʊ)taɪp] (*n*) a widely held but fixed and oversimplified image or idea of a particular type of a person or thing.

straddle [stræd(ə)l] (*v*) sit or stand with one leg on either side of.

streamer ['stri:mə] (*n*) a long, narrow strip of material used as a decoration or symbol

strenuous ['streɪnjuəs] (*adj*) requiring or using great effort or exertion.

stripy [straɪpɪ] (*adj*) striped.

store [stɔ:] (*v*) keep or accumulate (something) for future use.

subcontinent [sʌb'kɒntɪnənt] (*n*) a large distinguishable part of a continent

subdued [sʌb'dju:d] (*adj*) (of a person or their manner) quiet and rather reflective or depressed.

subsidiary [səb'sɪdɪəri] (*adj*) less important than but related or supplementary to something.

subsidize [sʌbsɪdaɪz] support (an organization or activity) financially.

subsequent [sʌbsɪkw(ə)nt] (*adj*) coming after something in time; following.

sulk [sʌlk] (*v*) be silent and bad-tempered out of annoyance or disappointment

summit ['sʌmɪt] (*n*) the highest point of a hill or mountain.

sustainable [sə'steɪnəb(ə)l] (*adj*) able to be maintained at a certain rate or level.

swap [swɒp] (*v*) take part in an exchange.

sweatshirt [swetʃɜ:t] (*n*) a loose, warm sweater, typically made of cotton, worn when exercising or as leisure wear.

T t

taboo [tə'bu:] (*n/adj*) not allowed because of very strong cultural or religious rules; ban prohibition, embargo, interdict

tatty ['tæti] (*adj*) worn out and shabby; in poor condition.

take hold of ['tæɪk həʊld] (*v*) start to have an effect

tedious ['ti:diəs] (*adj*) too long, slow, or dull; tiresome or monotonous.

temporarily [temp(ə)r(ə)rɪli] (*adv*) for a limited period of time; not permanently.

tend [tend] (*v*) regularly or frequently behave in a

particular way or have a certain characteristic.

tension ['tɛnʃ(ə)n] (*n*) the state of being stretched tight.

testimony ['testɪməni] a thing that shows that something else exists or is true

tick off [tɪk ɒf] (*v*) mark an item in a list with a tick to show that it has been dealt with.

track [træk] (*n*) a rough path or road, typically one beaten by use rather than constructed.

transparency [træ.nə'spær(ə)nʃi] (*n*) the condition of being transparent.

travertine ['trævətɪn] (*n*) white or light coloured chalky rock deposited from mineral springs

trendy [trendɪ] (*adj*) very fashionable or up-to-date.

trend [trend] (*n*) a general direction in which something is developing or changing.

tuck away [tʌk əweɪ] (*v*) store smth. in a secure place

tumour ['tju:mə] (*n*) a swelling of a part of the body, generally without inflammation caused by an abnormal growth of tissue

U u

unavoidable [ʌnə'vɔɪdəb(ə)l] (*adj*) not able to be avoided, prevented, or ignored; inevitable.

undergo [ʌndə'gəʊ] (*v*) experience force; something unpleasant or painful; go through, experience, undertake

unhygienic [ʌnhɪə'dʒɪ:nɪk] (*adj*) not clean or sanitary.

V v

venue [venju:] (*n*) the place where something happens, especially an organized event such as a concert, conference, or sports competition.

vicinity [vɪ'sɪnɪtɪ] (*n*) the area near or surrounding a particular place.

virtually [vɜ:tʃʊəli] (*adv*) actually, in fact, de facto, nearly; almost.

virtue [vɜ:tju:] (*n*) behaviour showing high moral standards.

vulnerable ['vʌln(ə)rəb(ə)l] (*adj*) exposed to the possibility of being attacked or harmed, either physically or emotionally.

W w

ware [weə] (*n*) pottery, typically that of a specified type

weblish [weblɪʃ] (*n*) (Computer Science) informal, the shorthand form of English that is used in text messaging,

well-to-do [wel tə'du:] rich enough to be able to do and buy most of the things.

welfare state [welf steɪt] (*n*) a system whereby the state undertakes to protect the health and

well-being of its citizens, especially those in financial or social need, by means of grants, pensions, and other benefits.

well off [wel əf] (*adj*) rich, wealthy

wig [wɪɡ] (*n*) a covering for the head made of real or artificial hair, typically worn by judges and barristers in law courts or by people trying to conceal their baldness.

wrinkle ['rɪŋkl] (*n*) a slight line or fold in something, especially fabric or the skin of the face

Y y

youngster ['jʌŋstə] (*n*) a child, a young person

Z z

zipper ['zɪpə] (*n*) a device used to open and close parts of clothes and bags that consists of two rows of metal or plastic teeth which separate or fasten together as you pull a small tag along them.

Buraxılış məlumatı

İNGİLİS DİLİ 11

Ümumtəhsil məktəblərinin 11-ci sinfi üçün
İngilis dili (əsas xarici dil kimi)
fənni üzrə dərslik

Tərtibçi heyət:

Müəlliflər: **Qızıtamam Quliyeva,
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PULSUZ

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Sənə təhsildə uğurlar arzulayırıq!