

STUDENT BOOK

# ENGLISH

AS THE MAIN  
FOREIGN LANGUAGE

# 9





# Azərbaycan Respublikasının Dövlət Himni

*Musiqisi Üzeyir Hacıbəylinin,  
sözləri Əhməd Cavadındır.*

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

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

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



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



KHALIDA RUSTAMOVA  
GIZTAMAM GULIYEVA  
GUNAY NADIROVA

# ENGLISH

# 9

## STUDENT BOOK

*English as the main foreign language for the 9<sup>th</sup> grade  
of the general education schools*

Your inquiries, comments and suggestions should be sent to  
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email addresses. Thank you for your cooperation in advance.



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# I LANGUAGE UNIT

**1.1 My Language, My Soul!**

**1.2 Foreign Languages in Today's World**

**1.3 With Languages, You Are at Home Anywhere**

**1.4 Review Time**

**1.5 Student Portfolio**

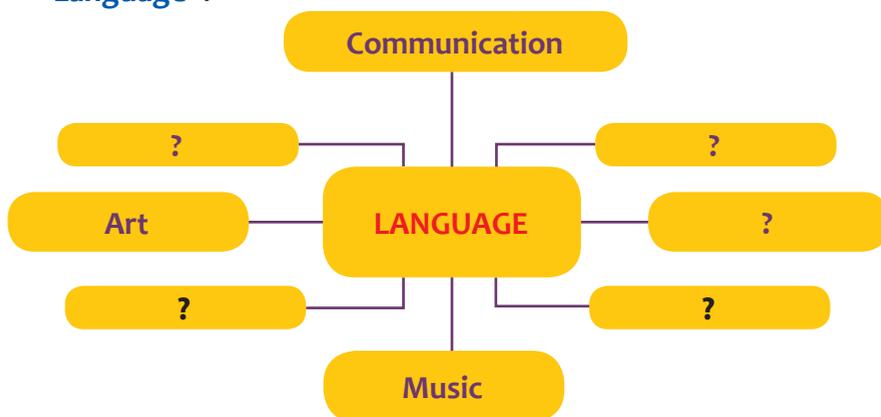
<b>Listening</b>	Four monologues about different languages
	A conversation about learning foreign languages
<b>Speaking</b>	Discussing sayings/quotations on the importance of language
	Interviewing classmates about learning new languages
<b>Reading</b>	A text about the Azerbaijani language
	An interview about the ways of studying foreign languages
<b>Writing</b>	Preparing an application for Essay Competition
	A paragraph on the topic "Should There Be One Global Language?"



# 1.1 My Language, My Soul!

## SPEAKING

- 1** Say what words come to your mind when you hear the word “Language”.



## LISTENING

- 2** Listen to the teens talking about languages and match speakers 1-4 with photos A-D. (Audio 1)



**3** Listen again and decide if the statements are True or False.

Speaker	Statements
Speaker 1	a) She can speak English, French, Russian and Turkish. b) To her mind, such phrases as, "Jan", "Ay jan", "Ahu gozlum" etc. sound like a sweet melody in English.
Speaker 2	a) He thinks that Spanish is one of the hardest foreign languages to learn. b) He says it's easy to communicate with the Spanish when you know their language.
Speaker 3	a) She thinks knowing German will open up more career opportunities for her. b) The reason why she's chosen the German language is more people speak it as their native language in Europe.
Speaker 4	a) He thinks knowing more languages is the key to different cultures, art and history. b) He agrees that Spanish is the main language of international conferences, airline services, medicine, diplomacy and international competitions.

**4** Analyse the statements and give your comments on them.

- My Language, My Soul
- A language is the key to art, culture and history

**VOCABULARY**

**5** Match the words with their definitions.

- |                       |  |
|-----------------------|--|
| 1. diplomat           | a. the management of relationships between countries   |
| 2. major              | b. despite this, but                                   |
| 3. moreover           | c. an official representing a country abroad           |
| 4. widespread         | d. more important, bigger, or more serious than others |
| 5. diplomacy          | e. also and more importantly; in addition              |
| 6. however            | f. universal; global; worldwide                        |
| 7. without hesitation | g. immediately and willingly                           |

**6 Find and correct the mistakes in sentences 1-6. There is one mistake in each sentence.**

0. Margaret knows some foreign languages so she wants to be a **diplomacy-diplomat**
1. English is the widespread most and a major world language.
2. The whole report is badly written. However, it's inaccurate.
3. English is the major language of international conferences, airline services, medicine, diplomat and international competitions.
4. Germany plays a role in the European Union major.
5. This is one possible solution to the problem. Moreover, there are others.
6. Most players would, of course, sign the contract hesitation without.

**GRAMMAR**

**7 Choose the correct alternative to complete the rules.**

**RULES**

1. We *use/don't use* the definite article **THE** before the names of countries/cities/languages.
2. We *use/don't use* the definite article **THE** before the names of nationalities.
3. We *use/don't use* the definite article **THE** when the name of a language is followed by the word "language".

**See page 183**

**8 Fill in the gaps with the suitable articles.**

0. English is **the** language of diplomacy, sports and music.
1. Dieter is from **xxx** Germany, so he speaks **xxx** German fluently.
2. Hiroko lives in **xxx** Baku. She can speak **xxx** Azerbaijani, but her native language is **xxx** Japanese.
3. Gabriella and Isabella are from **xxx** Spain. They are **xxx** Spanish. They can speak both **xxx** Spanish and **xxx** English very well.
4. Jane is from **xxx** France. As she has lived in China, apart from **xxx** French, she also speaks **xxx** Chinese language.
5. Muhammad is from Morocco. He knows some foreign languages. He speaks **xxx** Arabic, **xxx** English and **xxx** French.
6. **xxx** Japanese have a long and interesting history. Their official language is **xxx** Japanese.

## SPEAKING

- 9** Work in pairs. Give comments on the sayings/quotations using "Useful Language".

"As a person speaks, you can define whether he is wise or foolish!"

*Prophet Muhammad*

"A language is a great wealth of people. Without the development of literary language, progress of the spiritual culture is impossible".

*Heydar Aliyev*

"A language is the key to the treasure of the courageous person. The more this door is locked, the less we know what the treasurer sells: litter or diamond?!"

*Saadi Shirazi*

"As you speak, I can tell you who you are!"

*Socrates*

## USEFUL LANGUAGE

I believe...

I don't think...

I agree ...

I agree, but on the other hand ...

As for me ...

I disagree...

I think ...

## READING

- 10** Discuss the questions.

?

• What is the second widely spoken language in our country?

?

• Does our language have any words adopted from English? Which words?

• What dialects does our language have?

- 11A** Read the text. Then match gaps 1-5 in the text with sentences A-F. There is one extra sentence which does not fit any of the gaps.

- A.** In addition, among some nations, the Azerbaijani language is used as a second language.
- B.** He highlighted the role and functions of the Azerbaijani language as an attribute of an independent state.
- C.** The language created by our people is now called Azerbaijani.
- D.** He really cared about his nation and his native land.
- E.** Together with closely associated Turkish, Turkmen and Gagauz languages, it forms the southwestern group of Turkic languages.
- F.** "The state language of the Republic of Azerbaijan is the Azerbaijani language."

A language is a very important tool for the **existence** and **development** of society. Every nation **maintains** and develops its language after it has established its own language for communication.

xxx **(1)** The Azerbaijani language is the state official language of Azerbaijan and the means of **linguistic** communication of the 10 million population of the country (2019).

The Constitution of independent Azerbaijan, accepted through national voting, **confirmed** the Azerbaijani language as the state language of the country in Article 21 The State Language.

It **verifies**, xxx **(2)** It was followed by a series of **decrees** on the development of our language.

The Azerbaijani language is used both in our country and abroad. About 45 million Azerbaijanis, who live in different countries, use this language as their mother tongue. xxx **(3)** Today, a number of minorities living in Azerbaijan use their own languages.

The Azerbaijani language belongs to the Turkic group of languages.

xxx **(4)** The Azerbaijani language is one of the oldest literary languages that has passed a long path of development.

On June 18, 2001 the national leader Heydar Aliyev signed a decree on "Improvement of the State Language". xxx **(5)** According to the new decree on "The Establishment of the Azerbaijani Alphabet and the Azerbaijani Language" (August 9, 2001), August 1 is celebrated in Azerbaijan as the day of the Azerbaijani Alphabet and the Azerbaijani Language.

**11B** Look through the passage and speak about the path of the development of the Azerbaijani language.

**12** Put the sentences in the correct order to show the sequence of the paragraphs in the text.

- A. Article 21 was followed by a series of decrees on the development of our language.
- B. Together with closely associated Turkish, Turkmen and Gagauz languages, it forms the southwestern group of Turkic languages.
- C. August 1 is celebrated in Azerbaijan as a day of the Azerbaijani alphabet and the Azerbaijani language.
- D. About 45 million Azerbaijanis, who live in different countries, use this language as their mother tongue.
- E. Every nation maintains and develops its language after it has established its own language for communication.

## VOCABULARY

**13** Match the boldfaced words in the text with their definitions.

- a) to approve someone or something officially by formal agreement
- b) to continue to have/to keep in existence
- c) the process of growing or changing and becoming more advanced
- d) the state of being real, or of being known
- e) an official statement that something must happen
- f) connected with language or the study of language
- g) to make certain or prove that something is true or accurate

**14** Complete the sentences by choosing the most suitable word from each of the 3 possible options.

- 0. The report could not immediately be **verified**.
- 1. Only a minority of people support the military **xxx**.
- 2. Flights should be **xxx** 48 hours before departure.
- 3. I'm particularly interested in the **xxx** development of young children.
- 4. A large house costs a lot to **xxx**.
- 5. The theatre company that they started is still in **xxx** today.
- 6. The early learning years are significant to a child's educational **xxx**.

- |                       |               |              |
|-----------------------|---------------|--------------|
| 0. a) <b>verified</b> | b) planned    | c) asked     |
| 1. a) development     | b) attendance | c) decree    |
| 2. a) realized        | b) confirmed  | c) put       |
| 3. a) amazing         | b) linguistic | c) attentive |
| 4. a) maintain        | b) practise   | c) become    |
| 5. a) attendance      | b) conference | c) existence |
| 6. a) development     | b) decree     | c) existence |

## WRITING

- 15** There is a sample application to participate in *Language Contest*. Prepare your own application to take part in *Essay Competition*.

### STUDENT LANGUAGE COMPETITION APPLICATION

***To be completed by Student:***

By entering this competition you agree to have your project shown at our website as well as on social media sites!

Student's Name \_\_\_\_\_  
Age \_\_\_\_\_  
Grade \_\_\_\_\_  
City \_\_\_\_\_  
Zip \_\_\_\_\_  
Phone \_\_\_\_\_  
Email \_\_\_\_\_  
School \_\_\_\_\_  
School Address \_\_\_\_\_  
Department \_\_\_\_\_  
Department Head \_\_\_\_\_  
Signature \_\_\_\_\_  
Date \_\_\_\_\_

Do you want your work back?

\_\_\_ yes (if yes, send a return mailing label)

\_\_\_ no

**Please Circle One:**

***Primary student***

***Secondary student***

To be signed by instructor or department head:

Instructor/Department Head's Name \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

***Deadline for Entries:*** Application and samples must be submitted to your School Design Department no later than October 18<sup>th</sup>. Grand Prize winners will be announced at our website! Celebration is in the spring.

To contact Language Competition Team email  
*saveanapplication@languagecompetiton.com*

Please keep a copy of this application for your records.

## 1.2 Foreign Languages in Today's World

### SPEAKING

1 Work in groups. Discuss the questions.

How important is knowing a foreign language?

What challenges did you face in acquiring a new language?

Do you agree that the future can be multilingual?

How has knowing another language affected and benefited your life?

If you speak only one language, have you ever wanted or tried to learn a new one?

### READING

2 Work in groups. Read the language facts and match the titles to the parts they best describe. There is one extra.

A. Language in Europe  
B. Language in Africa  
C. Language in Asia  
D. By the Numbers  
E. Language in Details

F. Language in the Americas  
G. More Fun Facts  
H. Cultural Facts  
I. About the Alphabet

1

A language is a system of sounds, gestures, or characters used to **convey** ideas and feelings.

- There are over 7,000 languages worldwide, and most of them are dialects.
- Of all the language facts, this one will fascinate you most – at least half of the world's population is **bilingual!**
- The English language contains the most words, with over 250,000.
- 2,400 of the world's languages are in danger of becoming **extinct**.

**2**

- The Papuan language of Rotokas only has 11 letters, making it the smallest alphabet.
- Cambodian has the longest alphabet with 74 characters. Try making that into an alphabet song!
- The English word “alphabet” comes from the first two letters of the Greek alphabet – alpha and beta.

**3**

- The first printed book was in German.
- There are over 200 **artificial** languages in books, movies, and TV shows, such as “Klingon”.
- The Pope tweets in nine languages, but his Spanish account has the most followers.

**4**

- The language of La Gomera spoken off the coast of Spain consists **entirely** of whistles. But what if you can’t whistle?
- Italy has a lot of regional dialects, but the Florentine dialect was chosen as the national language.
- Over 20,000 new French words are created each year.

**5**

- The United States has no “official language.” Most people just **assume** it’s English.
- Hawaiians have over 200 different words for “rain.”
- The U.S. has the second highest number of Spanish speakers, after Mexico.

**6**

- About  $\frac{2}{3}$  languages are from Asia and Africa combined.
- Botswana has a language made up of five primary “click” sounds.
- South Africa has the most official languages with 11.

**7**

- People who speak and understand Chinese use both sides of the brain, **whereas** English only uses the left side.
- Mandarin Chinese is the most spoken language in the world. If you speak it, you can speak to 13% of the world’s population!
- In Indonesian, “air” means “water.”

**8**

- Spanish contains about 4,000 Arabic words.
- Russian was the first language spoken in outer space.
- Cryptophasia is a language phenomenon that only twins can understand.
- Over 300 languages are spoken in London alone.

**3 Read the statements and decide if they are True, False or Not Given.**

0. At least half of the world's population is monolingual! -F
1. Chinese has the longest alphabet with 74 characters.
  2. There are over 200 artificial languages in books, movies, and TV shows.
  3. The language of La Gomera spoken off the coast of Spain consists entirely of gestures.
  4. The US has no "official language." Most people just assume it's English.
  5. About  $\frac{2}{3}$  of all languages are from Asia and Africa combined.
  6. Papua New Guinea has most languages-at 840.
  7. People who speak and understand English use both sides of the brain, whereas Chinese only uses the left side.
  8. Over 300 languages are spoken in Baku alone.
  9. Spanish is the second most spoken language in the world.

**VOCABULARY**

**4 Choose the correct option.**

1. **Convey** *is*
  - a) to express feelings, thoughts, or information to other people.
  - b) to move someone or something from one place to another.
2. **Bilingual** *means*
  - a) able to use two languages equally well.
  - b) able to use one language well.
3. **Artificial** *means*
  - a) made by people, often as a copy of something natural.
  - b) as found in nature and not involving anything made or done by people.
4. **Entirely** *means*
  - a) completely.
  - b) to some degree, but not completely.
5. **Assume** *is*
  - a) to accept something to be true without question.
  - b) to give no attention to something or someone.
6. **Whereas** *means*
  - a) compared with the fact that; but.
  - b) not in contrast or comparison with the fact that.
7. **Extinct** *means*
  - a) not now existing.
  - b) still existing.

**5** Choose the wrong word.

1. “And”, “but” and “*whereas*”/“*artificial*” are conjunctions.
2. The sofa was *entirely*/ *extinct* occupied by two large dogs.
3. There are a lot of *bilingual* /*artificial* lakes in Italy.
4. Please *assume* /*convey* my good wishes to your mother.
5. We cannot *assume*/ *convey* anything in this case.
6. Many animals and birds are now *extinct*/ *artificial*.
7. Helen is *extinct* /*bilingual* in English and Spanish.

**SPEAKING**

**6** Work in pairs. Discuss the questions.

- ? What’s the strangest language you have ever heard of?
- ? Can you name any languages that are no longer spoken?
- ? What borrowings do you know in the Azerbaijani language?



**7** Work in groups. Think about the Azerbaijani language fun facts. Share your ideas with the other groups.

**GRAMMAR**

**8** Match sentences 1-5 with a-e that have similar meaning.

- |  |  |
|--|--|
| 1. I always eat too much.                      | a. I should have more money to buy a car.                |
| 2. Too many people spend hours in the kitchen. | b. I make everyone really happy.                         |
| 3. I don't have enough money to buy a car.     | c. I eat more than I should.                             |
| 4. I am too busy to talk to you.               | d. More people than necessary spend time in the kitchen. |
| 5. I make everyone very happy.                 | e. I'm so busy that I can't talk to you.                 |

**9** Choose the correct alternative.

**RULES**

- A. 1. Use **too much/too many** with countable nouns  
2. Use **too much/too many** with uncountable nouns
- B. 1. **Enough** comes *before/after* a noun.  
2. **Enough** comes *before/after* an adjective or an adverb
- C. 1. **Very** can be used as an *adverb/adjective* before adjectives and adverbs.  
2. **Very** can be used an *adverb/adjective* only before a noun

See page 184

**10** Choose the correct alternative.

- 0. Kanan doesn't have *enough time/time enough* to learn a foreign language.
- 1. I drink *too much/too many* coffee.
- 2. Sakina does some *too/very* difficult tasks in her work.
- 3. Isabel is sometimes *enough/too busy* to study English.
- 4. Leo spends *too many/very much* hours online.
- 5. Your pronunciation is good *too many/enough*.
- 6. Aynura advised Isa to spend *too many/too much* time on his English in order to pass his exams.
- 7. They went down to the *very/too much* bottom of the sea.

**11** Complete the sentences so they are true for you.

- 1. I worry too much about xxx.
- 2. One thing I find too difficult is xxx.
- 3. One thing that makes me very happy is xxx.
- 4. We don't have enough time to xxx.
- 5. These days too many people xxx.
- 6. I have enough patience to xxx.
- 7. I am being very modest xxx.
- 8. We spend too much time on xxx.

**12A** Read the interview and fill in the gaps with the words from the box.

too                      very                      enough

**Aydan:** Today on Lingholic we have a polyglot and language teacher Prof. Keith Brendon. There are many reasons, professor, why we begin to study foreign languages. We get (1)xxx many questions about how to learn them.

**Prof. Brendon:** Well, I would say that foreign languages are (2)xxx necessary for people nowadays, because of growing international contacts with foreign countries. Anyone who has a willing can learn them.

**Aydan:** Most people think it's (3)xxx late to start learning a language if they are (4)xxx old.

**Prof. Brendon:** Hmm... As the proverb says, "Better Late than Never!" If a person has got (5)xxx motivation, he or she will soon make progress.

**Aydan:** What should learners do then?

**Prof. Brendon:** Well, they should use the language they learn as often as they can. First of all they should practise it every day. However, they shouldn't start with newspapers or books which may be (6)xxx difficult for beginners. They should read adapted versions of books. Hmm... The main thing is to be enthusiastic (7)xxx.

**Aydan:** Should they watch movies?

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

**Aydan:** And what about listening?

**Prof. Brendon:** Oh, listening is a very productive way of learning a foreign language. Learners should listen to different accents of native speakers as well as non-native. That will improve their speaking skills and their ability to understand and produce the language.

**Aydan:** Well, learning a language demands (8)xxx patience. Thank you very much, Prof. Brendon.

**12B** Listen and check. (Audio 2)

**12C** Look through the interview and share your opinions about the saying "*It is never too late to learn a language*".

## WRITING

**13** Work in pairs. Make up sentences on languages using too much/too many/very/enough. Then compare with your partner's.

# 1.3 With Languages, You Are at Home Anywhere

## SPEAKING

1 Do you agree with the quote by Edward De Waal? Why? Why not?

*With languages, you are at home anywhere.*

2 Work in pairs. Comment on the speakers' opinions.

People learn a foreign language to... .



*find highly-paid jobs*



*read international business newspapers*



*watch foreign films in the original*



*travel all over the world*

## LISTENING

3 Listen to the people talking about how important learning a foreign language is, take notes and answer the questions. (Audio 3)

?

What are the two reasons Martin suggests for native speakers of English being lazy with foreign languages?

?

Why is Leila learning Hindi?

?

What part of foreign languages does Paul find difficult?

?

Why does Juliette sometimes find her job frustrating?

?



LANGUAGES

**4 Listen again and decide whether the following statements are True, False or Not Given.**

0. Juliette thinks foreign languages are interesting but not useful. **F**
1. Paul can understand a little bit of French TV.
2. Leila enjoys learning Hindi.
3. Martin is fluent in Italian.
4. Paul enjoys some parts of his language lessons at school.
5. Leila is learning French to help her with her job.
6. Martin has travelled abroad recently.
7. Juliette can speak most of European languages.

**VOCABULARY**

**5 Match the boldfaced words with their definitions. (See pages 156-157)**

1. not polite; offensive or embarrassing
2. the possibility that something good might happen in the future
3. ability to control people and events
4. in a way that is easy to understand or see
5. making you feel annoyed, disappointed
6. physical or mental activity needed to achieve something
7. completely

**6 Complete the sentences with the words from the box.**

rude      frustrating      prospect  
effort      quite      power      obviously

1. Tunar doesn't listen to what I say and it's so **xxx**.
2. Major developments are in **xxx** for the company.
3. If you make an **xxx** to study a foreign language, you will get good results.
4. We're **xxx** going to need more help.
5. He who stands alone has no **xxx**.
6. The two situations are **xxx** different.
7. He is so **xxx** that no one respects him.

## SPEAKING

- 7** Role play. Imagine you are going to interview a person who knows foreign languages. Make sure to ask the following questions.

**Student A:** *an interviewer*

**Student B:** *a person who speaks some foreign languages*

?

• What are the benefits of learning a foreign language?

?

• Do you think that a language other than English should be used as an “international language”? Why? Why not?

?

• Can you think of some disadvantages of being monolingual?

• Could you suggest the most effective methods of improving the language one learns?

## WRITING

- 8** Work in groups. Read about Bronya’s three reasons to learn foreign languages. Add more reasons to the list.

### The importance of languages

*As a language student, I value very highly the learning of languages but many people nowadays don’t agree. My view is that learning languages is essential and invaluable for the following reasons.*

*by Bronya*

**1** Languages are a passport to another world.

Passports and planes can take you anywhere in the world, but can you really know a country without knowing the language? With a language you can meet people from that country and talk to anyone you may meet on the street. You can ask for directions and know what you’re ordering in a restaurant.

**2** It’s a sign of respect and creates instant connections.

Even if someone speaks your language, to arrive in their country and assume they wish to speak it to you is slightly ignorant. Even attempting a few words when in a shop or asking for directions shows that you have had enough respect to them. I have found that speaking someone’s mother tongue to them creates *instant\** friendship as well because they feel more comfortable around you when they can be themselves.

*\*instant* – happening immediately, without any delay

**3****A lot of things are “lost in translation”.**

Some of the translations are very embarrassing! There are a lot of idiomatic phrases that cannot be translated because they only make sense in that language. Things like humour and play on words can also be appreciated in the original language.

**SPEAKING**

**9A** Read the comments on the message board. Say if statements 1-7 apply to you. Mark each statement:

Strongly agree	Agree	Disagree	Totally disagree
xxx	xxx	xxx	xxx

1. I always watch and read articles in English and that helps me a lot.

*Suleyman*

2. I always look for opportunities to use and learn the language outside class. I just need to keep practising.

*Isabella*

3. As a rule, I’m happy to take risks with language and experiment with new ways of learning.

*Nuray*

4. I try to be very analytical. Like a detective, I look for clues that help me understand how language works.

*Semra*

5. I have a tendency to make mistakes with grammar, but I have a good ear for language, so nine times out of ten I’ll just know if something is wrong. I use my instinct and when I don’t know, I guess.

*Ilham*

6. When I started, I tended to get frustrated because I kept making mistakes. Now, I’ve learned how not to be embarrassed.

*Chen*

7. At first, I would spend hours studying grammar rules, but I didn’t use to have confidence to speak. So I decided to set myself goals to improve my pronunciation and speak as much as it’s possible.

*Tunar*

**9B** Work in pairs and compare your answers.

- Is there anything you do that should be included on the list?
- How could we improve our learning skills?
- What possible ways of speaking fluently do you know?

## GRAMMAR

### 10 Discuss the quotes and proverbs.

Learning is a treasure that will follow its owner **everywhere**.  
(Chinese proverb)

When you have **nothing** to say, say **nothing**.  
(Charles Caleb Colton)

**Anyone** can catch your eye, but it takes **someone** special to catch your heart.  
(Anon)

He knows **nothing** and he thinks he knows **everything**.  
(George Bernard Shaw)

We know **nothing** of what will happen in future, but by the analogy of experience.  
(Abraham Lincoln)

### 11 Choose the correct word in italics. Pay attention to the boldfaced words given in Exercise 10 above.

#### RULES

*some*      *any*      *every*      *no*

1. *Body (One)/Thing/Where* is used for things.
2. *Body (One)/Thing/Where* is used for people.
3. *Body (One)/Thing/Where* is used for places.

See page 185

### 12 Choose the correct alternative.

1. Clarice knows *some/any/every* thing about computers.
2. Who did you meet? *No/Any/Some* one. The party was over.
3. I want to read *any/some/no* thing about W. Shakespeare. I'll buy a book about him.
4. Do you know *some/any/no* body in Rio de Janeiro?
5. There is *any/no/every* thing to do in this city! I'm bored.
6. Suleyman goes *every/any/some* where with his motorcycle. He never drives his car.

**13** Fill in the gaps with the correct word from the box.

anything	nobody/no one	everywhere
somewhere	nothing	anybody/anyone
something	everybody/everyone	somebody/someone

0. Fidan didn't say **anything** about her job when I spoke to her.
1. I'm sure you'll find it **xxx** in the house if you keep looking.
2. **xxx** who wants can learn foreign languages.
3. Gabi had to go to the cinema on her own because she couldn't find **xxx** to go with her.
4. Can I speak to you for a moment? I want to discuss **xxx** with you.
5. I can't help you. There is **xxx** I can do about this problem.
6. Rufat looked for his glasses **xxx** but he couldn't find them.
7. Are you free now? **xxx** wants to see you.
8. **xxx** was at home when Shahin arrived.

**WRITING**

**14** Use the following information to make a language quiz.

The most common adjective used in English is "good".

11% of the entire English language is just the letter *E*.

The word "set" has the highest number of definitions.

Over 80% of the information stored on computers worldwide is in English.

90% of English texts consists of just 1000 words.

There are 24 different dialects of English in the US.

The oldest English word that is still in use is "town".

**Model:**

Which is the most common adjective used in English?

- |              |         |
|--------------|---------|
| a) beautiful | c) good |
| b) perfect   | d) bad  |

- 15** Follow “Writing Paragraph Structure” below and write a paragraph on the following topic. Use reasons and examples to support your answer.

*Should There Be One Global Language?*

### Paragraph Structure

**P**

**POINT:**

Make a point that is linked to the question with a topic sentence that outlines the topic of that paragraph and stick to that topic for your paragraph (one topic per sentence).

**E**

**EXPLAIN/EXPAND:**

Explain your point and make this relevant to the question.

**E**

**EXAMPLES/EVIDENCE:**

Provide examples (at least two) to prove your point and argue your case.

**L**

**LINK:**

Link your information back to the question and wrap up your paragraph with a concluding sentence.

# 1.4 Review Time

## SPEAKING

**1** Work in pairs. With a partner, take a position on one of these issues related to the language, or use your own idea. Then brainstorm reasons supporting this position.

- A second language should be taught even when children are in the kindergarten.
- Every student should be required to study abroad.
- Institutions should be created to conserve\* languages.

## VOCABULARY

**2A** Complete the sentences with the words in the box.

however prospect obviously existence diplomacy  
maintain convey artificial frustrating confirm effort

1. The concert was short. xxx , it was very good.
2. I was unaware of his xxx until today.
3. I find it xxx that I can't speak other languages.
4. It was a real team xxx everyone contributed something to the success of the project.
5. Isa is xxx a man of very high intelligence.
6. xxx flowers can sometimes look better than the real thing.
7. We must xxx friendly relations with them.
8. Please xxx your telephone message by writing to me.
9. Is there any xxx of his recovering?
10. John can't xxx his feelings in words.
11. I thought you showed great xxx in dealing with him.

**2B** Listen and check. (Audio 4)

to *conserve*\* – to keep and protect something from damage, change

# 1.4 Review Time

## GRAMMAR

### 3 Choose the correct alternative.

1. Let's go *somewhere /everywhere* special.
2. Martha doesn't have *nothing/anything* nice to wear.
3. *Everybody/Everything* loves a good story.
4. There's always *anybody/somebody* at home in the evenings.
5. Why don't you sit down? You work *too much/too many*.
6. Samir eats *too much/too many* sweets.
7. There's not *too many/enough* salt. Can you buy some more?
8. Jeff can't reach the shelf. – He is not tall *enough/too much*.
9. Shams can speak *the Spanish/the Spanish language* fluently.
10. *English/the English* built the Titanic and the Queen Mary.

### SELF-ASSESSMENT

★ I need more practice	★★ I sometimes find this difficult	★★★★ I have no problems with
------------------------	------------------------------------	------------------------------

<b>Listening</b>	I can	listen to the passages about languages and give comments	xxx
		listen to the interview and take part in discussions on the importance of languages	xxx
<b>Speaking</b>	I can	talk about learning foreign languages and share my own ideas	xxx
		talk about the benefits of learning foreign languages giving explanation	xxx
<b>Reading</b>	I can	read an interview about the ways of studying foreign languages	xxx
		read the facts, quotes and proverbs about the importance of learning foreign languages	xxx
<b>Writing</b>	I can	design an application for Essay Competition	xxx
		write a paragraph on the importance of learning languages following writing process	xxx

# 1.5 Student Portfolio

**A** Choose and use the words in the box to complete the charts.

effort quite diplomat major moreover  
 widespread diplomacy however without hesitation  
 existence maintain linguistic confirm verify decree convey  
 bilingual extinct artificial rude prospect entirely  
 power assume whereas frustrating development obviously

WORD	MEANING	SYNONYM	ANTONYM	USEFUL PHRASES/ EXPRESSIONS
xxx	xxx	xxx	xxx	xxx

NOUN	VERB	ADJECTIVE	ADVERB	PREPOSITION	PRONOUN	NONE
xxx	xxx	xxx	xxx	xxx	xxx	xxx

**B** Complete the table.

In the field of ...	What I learned	How I'll implement
Listening	xxx	xxx
Speaking	xxx	xxx
Reading	xxx	xxx
Writing	xxx	xxx
Grammar	xxx	xxx
Vocabulary	xxx	xxx
Critical Thinking	xxx	xxx
Logical Thinking	xxx	xxx
Moral Values	xxx	xxx

# II

## UNIT

# FAMILY

**2.1 Family Is Treasure!**

**2.2 Parents vs Teens**

**2.3 Who Is Too Busy?**

**2.4 Review Time**

**2.5 Student Portfolio**

<b>Listening</b>	A passage about a famous person's family
<b>Speaking</b>	Talking about family values
	Discussing psychologists' recommendations on family issues
	Exchanging personal information about future plans
<b>Reading</b>	A story about a family tree
	Tweets about family relationship
<b>Writing</b>	A paragraph on family values
	A CV for volunteer work

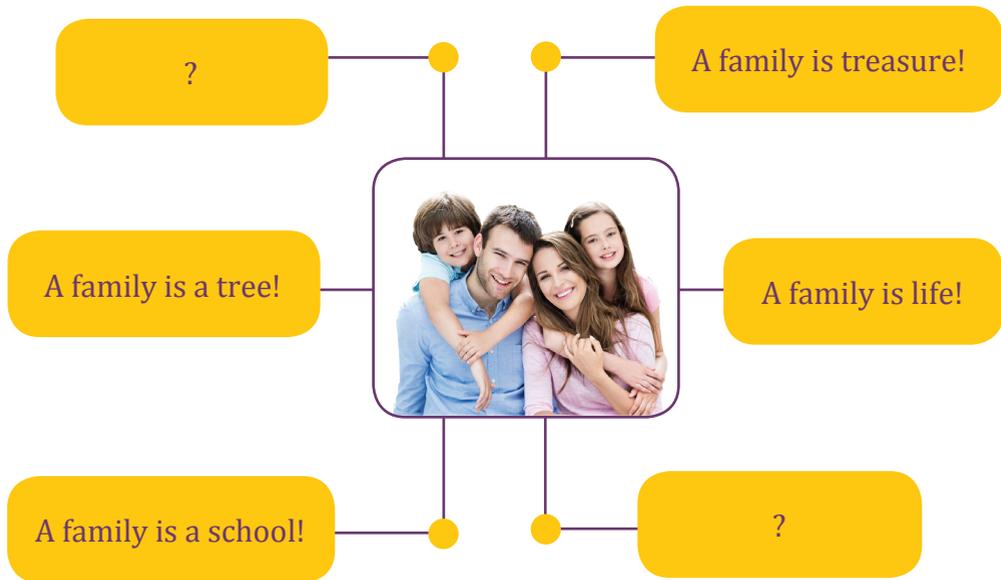


# 2.1 Family Is Treasure!

## SPEAKING

1 Discuss the sayings and say what comes to your mind when you hear the word “Family”.

- ✿ A family that prays together, stays together!
- ✿ Like a tree, a family has a lot of fruit!



## LISTENING

**2** Work in pairs. Look at the photo and answer the questions.

- ? Who are the people in the photo?
- ? What do you know about them?



**3** Listen to the passage and decide if the statements are True or False. (Audio 5)

1. The Beckhams are a popular family from the USA.
2. Victoria Beckham is a member of the girl-band the Spice Girls.
3. The Beckham family members are currently residing in London.
4. Strong family values are not at the core of the Beckham family.
5. David loves spending nights out with his sons.
6. David has openly stated that he is not very tough on his children.

**4** Listen again and analyse the core values in David Beckham's family and express your points of view.

**5** Discuss the questions.

- ? Do you have a close-knit family?
- ? What's the best thing about your parents?
- ? Do you get along well with your family? Why? Why not?
- ? Which do you think is more important: following your own dreams or the dreams your parents have about you?

## VOCABULARY

**6** Match the words from the box with their definitions.

instil      sacrifice      reside      core  
currently      casual      previously

1. to live, have your home, or stay in a place
2. at the present time
3. to put a feeling, idea, or principle gradually into someone's mind, so that it has a strong influence on the way the person lives
4. before the present time or the time referred to
5. clothes that are not formal or not suitable for special occasions
6. the basic and most important part of something
7. to give up something that is valuable to you in order to help another person

**7** Choose the correct alternative.

0. The family now *resides*/*instils*/*sacrifices* in southern France.
1. We must find out the *currently*/*casual*/*core* of the problem.
2. The boss is *previously*/*currently*/*casually* having talks in the US.
3. My parents *resided*/*instilled*/*sacrificed* in me love for reading.
4. Alice was *previously*/*currently*/*casually* employed as a tour guide.
5. Most women *sacrifice*/*reside*/*instil* interesting careers for their families.
6. His clothes were artfully arranged to look stylishly *previous*/*current*/*casual*.

## SPEAKING

**8** Work in groups. Share your ideas on the statements.

- ✿ What a good family should be like
- ✿ What qualities an ideal family should have



## READING

### 9 Discuss the questions.



How do parents treat us?



Do we appreciate our parents for all they do for us? Why? Why not?

Why do we consider a family a tree?



### 10 Read the story and order the paragraphs.

Our families are like a tree. When we are young, we love to play with our Mum and Dad. When we grow up, we leave them; only visit them when we are in trouble. We **take** them **for granted**; we don't **appreciate** all they do for us, until it's too late. Parents are not around forever! Laugh with them, hug them, let them tell you the same old stories over and over again, treat them with respect and plenty of love! Tomorrow might be too late!



**A**

“No more apples for you,” the tree said. “No problem, I do not have any teeth to bite,” the man replied. “No more trunk for you to climb on.” “I am too old for that now,” the man said. “I really cannot give you anything, the only thing left is my dying roots,” the tree said with tears.

**B**

So the man cut all the branches of the tree and left happily. The tree was glad to see him happy but the man never came. The tree was again lonely and sad. One hot summer day, the man returned and the tree was **delighted**.

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

**D** “I do not need much now, just a place to rest. I am tired after all these years,” the man replied. “Good! Old tree roots are the best place to rest, sit down with me and rest.” The man sat down and the tree was glad and smiled in tears.

**E** A long time ago, there was a huge apple tree. A little boy loved to come and play around it every day. He climbed to the treetop, ate the apples, then **took a nap** under the **shadow**. The boy loved the tree and the tree loved to play with him. Time went by, the little boy grew up and he no longer played around the tree every day.

**F** One day, the boy who now turned into a man returned and the tree was **excited**. “Come and play with me,” the tree said. “I do not have time to play. I have to work for my family. We need a house for shelter. Can you help me?” “Sorry, I do not have any house. But you can **chop off** my branches to build your house.”

**G** “Come and play with me!” the tree said. “I am getting old. I want to go sailing to relax myself. Can you give me a boat?” said the man. “Use my trunk to build your boat. You can sail far away and be happy.” So the man cut the tree trunk to make a boat. He went sailing and never showed up for a long time. Finally, the man returned after many years. “Sorry, my boy. But I do not have anything for you anymore,” said the tree.

## 11 Comment on the questions.

?

Do you think the boy is cruel to the tree, or that is how we all treat our parents?

?

Did you like his behaviour? Why? Why not? What would you advise him?

?

## VOCABULARY

### 12 Choose the correct option.

1. *an area of darkness, caused by light being blocked by something*  
a) delighted                      b) shadow                      c) excited
2. *to recognize how good someone or something is and to value him, her, or it*  
a) appreciate                      b) take a nap                      c) chop something off
3. *feeling very happy and enthusiastic*  
a) delighted                      b) take something/somebody for granted  
c) excited
4. *to sleep for a short time, especially during the day*  
a) chop something off    b) take a nap  
c) appreciate
5. *to cut off part of something with a sharp tool*  
a) take something/somebody for granted  
b) chop something off  
c) take a nap
6. *very pleased*  
a) excited                      b) shadow                      c) delighted
7. *you do not realize or show that you are grateful for how much you get from situations or people*  
a) take something/somebody for granted  
b) appreciate                      c) take a nap

### 13 Use the boldfaced words in the text to complete the sentences.

0. Jamie followed his mother around all day like a **shadow**.
1. One of the main problems is that after a while young people just **xxx** their parents **xxx**.
2. Melanie was **xxx** to be invited to her friend's party.
3. After some time you'll **xxx** the beauty of the Azerbaijani language.
4. Why doesn't Olivia **xxx** after lunch?
5. He **xxx** the small branches before cutting down the tree.
6. My sister was so **xxx** that she couldn't keep the good news from me any longer.

## GRAMMAR

**14** Work in groups. Match the beginnings with their endings to make up metaphors. Say what is being compared.

1. Life is
2. Ideas are
3. Time is
4. Knowledge is
5. Good is up,
6. Your career is
7. Trust is

- a) bad is down!
- b) money!
- c) a journey!
- d) a dream!
- e) treasure!
- f) food!
- g) light!

**15** Choose the correct alternative.

### RULES

1. A **metaphor** is a figure of speech that *doesn't compare/compares* two things.
2. A **metaphor** *is used/isn't used* with **is** or **was**.

See page 189

**16** Work in pairs. Discuss the metaphors and find what a family is compared with.

- ★ "A family is like a heap of stones. Remove one, and the whole structure can collapse."
- ★ "A family is like *fudge*\*. Mostly sweet, with a few nuts."
- ★ "A family is like peanut *brittle*\* – it takes a lot of sweetness to hold the nuts together."
- ★ "My family is like a quilt, an old, used, well-loved quilt."

## WRITING

**17** Write a paragraph on the following topic. (See Page 26)

"It is commonly believed that a family should be valued as treasure". What's your opinion? Use reasons and examples to support your answer.

\**fudge* – a soft sweet made from sugar, butter, and milk

\**brittle* – delicate and easily broken

## 2.2 Parents vs Teens

### SPEAKING

1 Work in pairs. Discuss the following topics.

- Challenges people face in their family.
- What teens/parents usually complain about.
- Why parents/adults criticise their children.

### READING

2 Work in groups. Read and match the titles to the parts they best describe. There is one extra.

#### Teens and Parents in Conflict

- |                             |                             |
|-----------------------------|-----------------------------|
| A. Demanding Perfection     | D. Lack of Communication    |
| B. The Right or Wrong Crowd | E. Maintaining Independence |
| C. Teen Experimentation     | G. Arguing                  |



1 Teens are **striving** to find independence any way they can. From fashion to activities, teens want to control their lives. Teens are trying to learn how to be an adult and navigate the world without parental **supervision**.

2 Going along with maintaining their independence, teens are ready to **prove** their point. Whether they are told they can't go out today or they need to do their homework, teens are ready to argue.

**3** Many times, it feels like parents and teens are on two different planets or speaking two different languages. Phrases like “you don’t understand”, or “it’s like you don’t even listen to me” are phrases parents hear over and over. Teens don’t feel that parents listen to them or understand their feelings.

**4** Teens are going to experiment. Their risky behaviours can lead down to **injury** or **addiction**. This can come from maintaining independence, stress, **boredom** or just curiosity.

**5** Parents always want their children to **hang out** with the right kind of crowd. However, teens want to be able to make their own friend choices.

**3** Work in pairs. Give your ideas how to resolve these issues.

?

• Why do teens strive to be independent?

?

• Why don't teens and parents understand each other very often?

## VOCABULARY

**4** Match the boldfaced words in the text with their definitions.

1. to show that something is true
2. to try very hard to do something or to make something happen
3. the state of being bored
4. physical harm or damage to someone’s body caused by an accident or an attack
5. to spend a lot of time in a place or with someone
6. the act of watching a person or activity and making certain that everything is done correctly, safely
7. using something harmful

**5** Fill in the gaps with the words in the box.

proved    boredom    striving    injury  
supervision    hangs out    addiction

0. I have an **addiction** to mystery stories.
1. The children were running around with no **xxx**.
2. We are now **xxx** to improve our service.
3. That theory was **xxx** false.
4. I don't know why he **xxx** with James, they've got nothing in common.
5. There's a case of **xxx** in almost any sport.
6. The books helped Olivia relieve the **xxx** of waiting.

**SPEAKING**

**6** Read the problems most teens have with their parents and say which of them is familiar to you. Think, pair, share and add your own ideas.

**Model:**

**TEENS' COMPLAINTS**

**Vagif**, "I often come home late. I spend most of the time with my friends in the Internet Cafe. My parents always worry about me."

**SOLUTIONS/ADVICE**

**Samira**, "You have to respect your parents and understand their concern as they just worry about your health. Because it's very harmful to sit in front of the TV or the computer for a long time. Parents always want everything good for their children".

- Well, if you ask me there is too much to complain about being young. It can really be hard sometimes, especially when your parents hardly ever leave you alone.
- I like my Mom and Dad, but they're always ready to criticise me. "Don't do that!" "You can't do that!" It's often really hard to put up with.
- Frankly, I'm having a big argument with my parents at the moment. I ask them to buy me a motorbike, but they say I can't ride it on my own. They say, "It's against the law. Wait till you are 17."
- Oh, I am not allowed to watch war films, because my parents say they are too violent.

## GRAMMAR

**7** Work in pairs. Read and complete the sentences with the words from the box.

- |             |             |              |             |
|-------------|-------------|--------------|-------------|
| a) tidying  | b) watching | c) doing (2) | d) making   |
| e) chatting | f) walking  | g) sitting   | h) cleaning |
|             | i) having   | j) picking   |             |



Parents of teenagers from all over the world tweeted to tell what drives them mad. Here are some top tweets.

**1** My daughter always starts xxx (1) her homework at the last minute, usually late on Sunday night. This means she needs Internet, just when her sister sits in front of the computer and is never tired of xxx (2) with her friends.

**2** My son hates xxx (3) his bed. If I make it, I always find strange things on it like dirty socks, CDs, empty cans. He dislikes xxx (4) his room, it's always in a mess.

**3** My daughter likes xxx (5) around the house eating anything she finds, usually just after I finish xxx (6) the floor. She always eats at home, but never enjoys xxx (7) the washing up. Then she says, "Sorry!" with an angelic smile.

**4** My teen is always fond of xxx (8) in front of the TV and xxx (9) his favourite programmes. After he has a bath, he always leaves his wet towel on the bathroom floor. And I'm tired of xxx (10) it up.

**5** A fun thing I like about xxx (11) teens is how they make a bunch of plans because they're "independent" and then ask to borrow money.

**8** Which rule is used in Exercise 7?

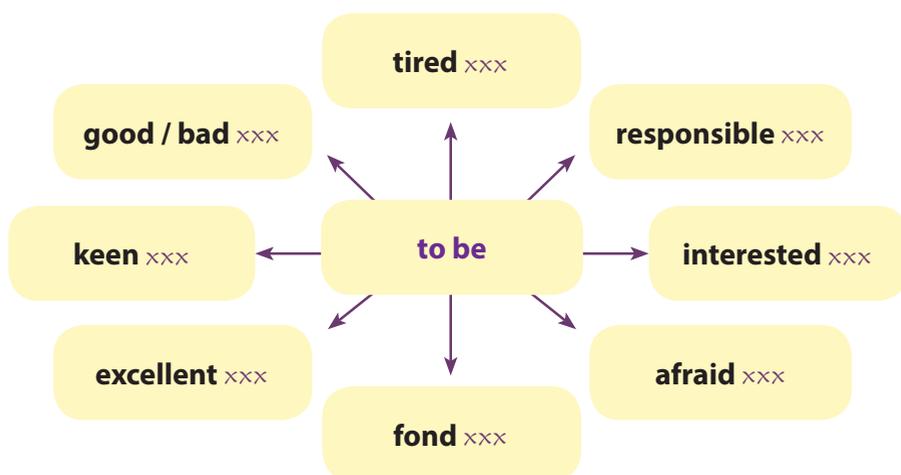
**RULES**

1. We use ending **-ing** after prepositions and certain verbs.
2. We use **to** before prepositions and certain verbs.
3. We use ending **-s** after prepositions and certain verbs.

See page 186

**9** Complete the phrases with the prepositions in the box.

at on in for of



**10** Complete the sentences with the suitable expressions in the box.

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

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

## SPEAKING

- 11** Do you agree with psychologists' recommendations for parents and teens? Why? Why not?

### Parent:

My child doesn't help around the house, starts doing homework at the last moment. He often plays computer games and doesn't support his siblings. He listens to some crazy music and it is always loud.

### Psychologist:

I think you should put more time and effort into developing positive relationships with your children. Try to listen to your child before you act. You should provide your child with respect while giving up some of your control. Try to be more attentive, supportive and enthusiastic.

### Teenager:

Sometimes my parents don't understand me. They don't react to my problems and usually ignore them. I don't know how to get my parents to spend more time with me.

### Psychologist:

It seems to you. Your parents love you and always take care of you! You should respect and support your parents and siblings. Try to support your parents by helping them at home from time to time.

- 12** Role-play the following situation.

**Student A:** a parent whose child came back home very late.

**Student B:** a teen who came back home very late.

## 2.3 Who Is Too Busy?

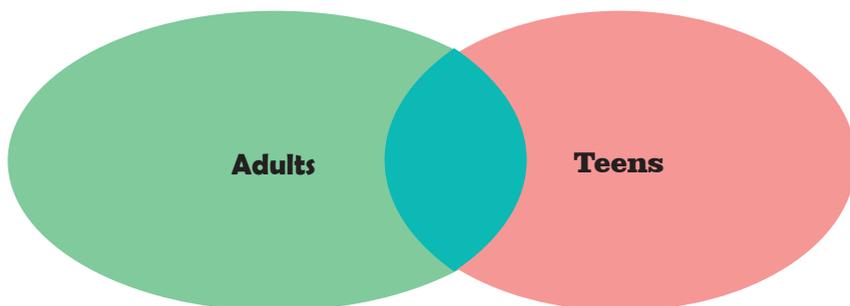
### SPEAKING

1 Discuss the questions.

- ? How can you keep a balance with your parents in doing things?
- ? Do you know why adults say, "I am busy" so often? What is your opinion?
- ? Which member of your family is much busier?

### READING

2 Work in groups. Read about teens' opinions and discuss who is too busy: adults or teens.



#### 1 Many responsibilities

I understand that adults are busy. **For instance**, both of my parents work. And they still have a family to support and a home to look after. They also have to plan on taking care of themselves even after they stop working. **Traditionally**, kids have supported their parents when they get old, but my parents are afraid that modern kids won't do that anymore. I tell them not to worry, but they say they don't want to take any chances.

*Too much life baggage to carry easily.*

## 2 The Usual Answer

I don't believe that adults are as busy as they **claim** to be. It seems to me that they can always find the time to do whatever they like. They just **pretend** to be busy when I need them to do something with me. Then, all I hear is, "Later," or "Not right now." If I ask why, they just say "I am busy!"

*The answer is not ALWAYS the same, but the meaning is.*

## 3 Busy Too!

Teenagers are busy too, you know. They have to study a lot of boring subjects at school, and then after school they still have to study something else, like piano or English. But the adults never realize how busy their kids are and think that they are the only ones who are really busy! I wish I really did have as much free time to be with my friends as my parents seem to think I have!

*Life was easier before multitasking became ordinary.*



3 Read the following recommendations and say what you think. Do you have your own suggestions?

- ✿ We should follow daily routine to save our time
- ✿ We should always think how to take care of ourselves
- ✿ Parents should be supportive of their children
- ✿ Though parents and teenagers are busy they should come together and enjoy being together as frequently as possible

4A **Video 1A.** Watch the first part of the Youtube video titled "Teens on Talk with Parents" from 0:00 to 1:00 and discuss the question.

✿ **What makes it hard for you to talk to your parents?**

**4B Video 1B.** Watch the second part of the same video from 1:02 to 2:28 and discuss the question.

**What would make it easier for you to talk to your parents?**

## VOCABULARY

**5 Match the boldfaced words in the text with their definitions.**

1. to state that something is true or is a fact
2. to do more than one thing at a time
3. something that is your job or duty to deal with
4. not different or special or unexpected in any way; usual
5. according to tradition; in a traditional way
6. to behave as if something is true when you know that it is not
7. for example

**6 Choose the right word in brackets.**

0. Computers are now widely available at xxx schools. (ordinary/traditionally)
1. Amanda will xxx that she hasn't seen us – you watch. (pretend/claim)
2. Women are often very good at xxx. (responsibility/multitasking)
3. Benjamin xxx to have met the president, but I don't believe him. (claims/pretends)
4. Parents must assume xxx for their children. (ordinary/responsibility)
5. xxx, the company's main market has been Azerbaijan. (Traditionally/Ordinary)
6. How about visiting our grandparents in London, xxx? (traditionally/for instance)

## GRAMMAR

**7 Read sentences a)-d) and answer questions 1-3.**

- |   |   |
|---|---|
| a) I'm going to join the Teenager's club.           | 1. Do these sentences refer to the present or the future? |
| b) I'm meeting some friends.                        | 2. Is there a definite time and a place for the plans?    |
| c) I'm going to watch a comedy film with my family. | 3. What tenses do the sentences use? Present or Future?   |
| d) I'm not going to school. It's a holiday.         |   |

- 8** Fill in the blanks with the correct forms of the verbs given in brackets. Use the present continuous form or **be going to + verb**.

### *Teenage Volunteers*

Every year thousands of teenagers work as volunteers. They work with animals, protect the environment, or help people in poor areas. In return, they learn important new skills. We spoke to two teenage volunteers.



I xxx **1** (do) voluntary work twice a week with a group called Green Space. They xxx **2** (work) in the south side of my city and next year they xxx **3** (change) some really ugly places into parks. I xxx **4** (plant) trees and picking up rubbish, painting walls, and doing lots of other things to help them.

I was a bit shy before I started, but now I xxx **5** (meet) really nice people from all over the city and I xxx **6** (make) some new friends. It's good fun, but we're all very tired at the end of the day and then I have to cycle home!

**Tina Martin, 14, the UK**

### *Teenage Volunteers*

When I first came to Pine Ridge, I was very surprised. The houses in Pine Ridge are very old and many of them haven't got electricity or water! A lot of people here haven't got jobs, so they're very poor. We xxx **7** (help) to repair their houses and we xxx **8** (paint) the local school. I think I was a bit selfish before I volunteered to work with Schools Together. I knew there were many poor people in the US, but I never really thought about the problem. I xxx **9** (meet) lots of really nice kids in Pine Ridge and I xxx **10** (make) some important decisions about my life, too. I think I xxx **11** (study) medicine when I'm older and become a doctor.



**Todd Billings, 14, the US**

**9 Put the words in the correct order to make questions.**

0. going / holiday / are / you / away / year / this / on?  
Are you going away on holiday this year?
1. is / dinner / evening / who / your / cooking / this?
2. are / going / to / dentist / when / the / you?
3. weekend / are / this / doing / you / what?
4. play / are / sport / you / to / this / any / going / week?
5. what / meeting / you / time / your / are / sister?
6. are / to / English / do / your / what / improve / going / you / to?
7. you / a / are / party / the / at / weekend / having?
8. gym / work / are / to / the / you / after / going?

**10 Match questions 1-8 with answers a)-h) looking through Exercise 9.**

0. No. I'm going to Greece next summer, but I'm not going anywhere this year.
- a) Nobody. I'm just going to eat some salad and fruit.
- b) Six o'clock. We're going out for a meal.
- c) I'm going to read as much as possible in English.
- d) Next Tuesday - in the morning.
- e) Yes, do you want to come?
- f) Yes, I'm playing tennis with Jim on Friday.
- g) Some friends are coming to stay, so we're taking them up to the mountains.
- h) No, I'm going out for dinner.

**11 Find and correct the mistakes. There is a mistake in each of the sentences.**

0. I ~~am not liking~~ fish. I **don't like** fish.
1. I stay with some friends for a few days so I can look for somewhere to live.
2. Esma is not knowing what time the lesson starts.
3. They spend time with their family in Germany at the moment.
4. We're usually going out for a pizza about once a week.
5. I'm not understanding where Nick is. He never arrives late.
6. Do you watch this programme? Or can I watch the football on the other channel?

## LANGUAGE FUNCTION

**12** Complete the dialogue with the words and phrases in the box.

part of      see you      That sounds      my pleasure  
I'd love to      I am not sure

**Rufat:** What are you doing this weekend?

**Fidan:** xxx . What are you doing?

**Rufat:** I am going to visit my grandparents in Gabala. I haven't seen them for a long time.

**Fidan:** xxx like a great idea!

**Rufat:** Would you be interested in joining me?

**Fidan:** Sure, xxx go with you. When are you leaving?

**Rufat:** I'm going to leave around 8:00 on Saturday morning.

**Fidan:** That would give me plenty of time to get ready. Did you know that there is a music festival in Gabala?

**Rufat:** That was xxx my plan.

**Fidan:** Well then, xxx on Saturday. Thanks for asking me to go with you.

**Rufat:** It is xxx .

## SPEAKING

**13** Talk about your future plans using the following information.

- places/people you plan to visit
- a film you want to see
- something delicious you want to eat

When	You	Your partner
tonight	visit a friend	★ ★ ★
this weekend	★ ★ ★	★ ★ ★
next week/month	★ ★ ★	★ ★ ★
later this year/next year	★ ★ ★	★ ★ ★

**14** Work in pairs and take turns. Ask and answer questions about your plans. Add notes to the table above.

## WRITING

- 15** Imagine you are applying for volunteer work in a company. Follow the steps below and prepare your own CV.

### FACT FILE

**Curriculum Vitae (CV)** means “course of life” in Latin, and that is just what it is. A CV is a brief account of a person's education, qualifications and previous occupations, typically sent with a job application.



1. Create the format for your CV.
2. List your name, address, telephone number, and email at the top of the page.
3. Write a personal profile.
4. Create a section for your education and qualifications.
5. Create a section for your work experience.
6. Create a section for your skills and achievements.
7. Create a section for your interests.
8. Create a section for other information.
9. Create a section for references.



## 2.4 Review Time

### GRAMMAR

#### 3 Choose the correct alternative.

1. Life is a *dream/food*.
2. Ideas are *money/food*.
3. Knowledge is *money/light*.
4. My family is like a peanut *brittle /quilt*. An old, used, but well-loved.
5. Mike is *responsible for/fond of* designing our project.
6. I'm *tired of/good at* tidying up after my siblings.
7. Aynura is *excellent at/afraid of* her lessons.
8. Boys are *bad at/fond of* playing football.
9. What are you going *to say/saying* when they ask you what happened?
10. Fatima and Murad *are having/have* a party on Saturday.

### SELF-ASSESSMENT

★ I need more practice	★★ I sometimes find this difficult	★★★ I have no problems with
------------------------	------------------------------------	-----------------------------

<b>Listening</b>	I can	listen to the passages about families and give comments	xxx
		listen to the text, pair and share my own ideas on strong family values	xxx
<b>Speaking</b>	I can	talk about family values, and share my own ideas on how a good family should be	xxx
		talk about psychologists' recommendations for parents and teens giving explanation	xxx
<b>Reading</b>	I can	order the paragraphs and express my own ideas on family values/parents' and teens' complaints	xxx
		read the quotes and proverbs about families and give comments on their importance	xxx
<b>Writing</b>	I can	create a presentation and design a CV	xxx
		write a paragraph on family values	xxx

## 2.5 Student Portfolio

**A** Choose and use the words in the box to complete the charts.

instil core reside currently casual strive  
 sacrifice supervision previously addiction boredom  
 hang out injury responsibility for instance prove  
 traditionally claim pretend multitask ordinary  
 take something/somebody for granted appreciate  
 delighted take a nap shadow chop something off excited

WORD	MEANING	SYNONYM	ANTONYM	USEFUL PHRASES/ EXPRESSIONS
xxx	xxx	xxx	xxx	xxx

NOUN	VERB	ADJECTIVE	ADVERB	PREPOSITION	PRONOUN	NONE
xxx	xxx	xxx	xxx	xxx	xxx	xxx

**B** Complete the table.

In the field of ...	What I learned	How I'll implement
Listening	xxx	xxx
Speaking	xxx	xxx
Reading	xxx	xxx
Writing	xxx	xxx
Grammar	xxx	xxx
Vocabulary	xxx	xxx
Logical Thinking	xxx	xxx
Critical Thinking	xxx	xxx
Moral Values	xxx	xxx

# III UNIT

# SOCIETY AND CHALLENGES

**3.1 Let's Solve Social Issues!**

**3.2 Everyone Has Rights!**

**3.3 Hope for Better Future**

**3.4 Review Time**

**3.5 Student Portfolio**

<b>Listening</b>	A passage about social issues/poverty existing in the world
	Watching UNICEF videos
<b>Speaking</b>	Talking about different types of social issues
	Exchanging information about the importance of the Convention on the Rights of the Child
<b>Reading</b>	A text about the Convention on the Rights of the Child
	An open letter to the world's children
<b>Writing</b>	An interview paper on social issues
	Creating articles for the Convention on the Rights of the Child



# 3.1 Let's Solve Social Issues!

## SPEAKING

1 Work in groups. Discuss the following questions.

- ? What is a social issue?
- ? How would you describe your society?
- ? Do social issues exist in the society you live?
- ? What kind of improvements would you like to see in your society?



## READING

### 2 Read the passage and discuss the questions.

Social problems are the general factors that affect and damage society. Examples can include:

Unemployment

Drug abuse

Antisocial behavior

Alcohol abuse

Rapid population growth

Gender discrimination

Racial discrimination

Poverty

The difference between *where* human civilization was and *where* it is today is mind-blowing\*. In spite of our experiences and *great* achievements, *there* are still a lot of social problems that annoy modern society.

War, crime, poverty, global warming and *so on...* Our world often seems full of **dreadful** warnings and **predictions**. How can we make sense of it all and still dare to step outside each day? We must find out what leads to these social problems, what effects they have on our lives and societies, and what possible solutions exist *for* solving them.

*High* levels of crime, homelessness, unemployment, poverty, drug abuse and the lowest **income** on average in the countries cause social problems.

There are no individual solutions to social problems. They cannot be solved *by* teaching everyone how to manage them. In order to solve social problems, people have to ask the *right* questions aimed at the right causes. Moreover, if you *see* your society struggling, if you see increased poverty, unemployment, domestic violence, gender or racial discrimination, hold your society responsible without hesitation. Social problems definitely require social change.

\**mind-blowing* – extremely exciting or surprising

?

✿ What social issues do people often face ?

?

✿ What causes social issues in the world?

✿ What can we do to solve these problems?

## VOCABULARY

### 3 Match the boldfaced words in the text with their definitions.

1. money that is earned from doing work
2. causing fear, shock, or suffering
3. fast or sudden
4. the number of people who do not have a job that provides money
5. a statement about what you think will happen in the future
6. the condition of being extremely poor
7. to use something for the wrong purpose in a way that is harmful or morally wrong

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

poverty(2)    abuse    unemployment  
dreadful    rapid    predictions    **income**

0. My **income** is rather changeable, but I earn £175 a day on average.
1. I think no one can make any **xxx** about tomorrow's meeting.
2. The **xxx** events of that day in Khojaly will never be forgotten.
3. The 1990s were a period of **xxx** change.
4. The problems of **xxx**, homelessness and **xxx** are all interconnected.
5. Alcohol **xxx** led to his serious health problems.
6. They grew up in **xxx**.

## WRITING

### 5 Look at the examples of social issues described in Exercise 2 and outline the causes of those problems. Here are some useful expressions.

to be due to    to be because of    to be caused by  
to be as a result of

*Model:* Poverty is mainly caused by poor education.

## SPEAKING

6 Work in groups. Look at the pictures and discuss the following questions.

- ? Which of the following social issues are common in developing countries?
- ? Which of the social issues is the hardest to solve and why?
- ? Which one do you consider the most serious? Why do you think so?



## GRAMMAR

7 Work in pairs. Match the words in *italics* in the text (Task 2 on page 56) with the words in the box. Explain the difference in meaning.

their   sew   grate   sea   hi   wear   write   buy   four

8 Choose the correct answer.

## RULES

**Homophones** are the words that have...

- a) the same pronunciation, but different spelling and meaning.
- b) different pronunciation, but the same spelling and meaning.

See page 189

**9 Match the homophones.**

1. high	a) piece
2. die	b) dye
3. son	c) hi
4. week	d) steel
5. peace	e) sun
6. steal	f) weak

**10 Choose the correct alternative.**

0. That man can *steel/steal* your purse.
1. The mountain is very *hi/high*.
2. Nabi's starting a new job next *weak/week*.
3. The doctor will *see/sea* you in 20 minutes.
4. Lisa feels *week/weak* after the operation.
5. I would like some *piece/peace* and silence today.
6. She put the material into the *dye/die*.

**11 Work in pairs. Use the homophones in the box in sentences. Use a dictionary if you need.**

**Model:**

*We love peace!*

*Give me a piece of paper, please!*

which – witch      plane – plain      flour-flower  
right-write      too-two      sum – some  
weather – whether

## SPEAKING

**12** Discuss the Third-World poverty.



## USEFUL LANGUAGE

### Model:

- Fortunately, we don't have racial discrimination.
- Unfortunately, some children live in poor countries.
- In conclusion, not only charitable organizations but also all people should support the needy in our society.

Talking of ...

In addition to ...

I think that ...

Unfortunately, ...

I believe ...

As for me, ...

First of all, ...

I am sure ...

Besides, ...

I disagree ...

I agree, ...

In conclusion, ...

I feel that ...

Personally,  
I believe ...

## LISTENING

**13A** Listen to the passage and say what it is mainly about. (Audio 7)

**13B** Listen again and decide whether the following statements are True or False.

0. Poverty is having sufficient money to meet people's basic needs. **F**
1. Poverty is hunger, absence of shelter and being ill.
2. Poverty is when people do not have jobs and it is fear for their future.
3. Poverty is a situation that people do not want to escape.
4. Poverty is a call for the poor and the wealthy to be alike.
5. Living in poverty in Russia or Zimbabwe is not different from feeling poor in Canada.



## GRAMMAR

**17** Read sentences a)-d) and answer questions 1-2.

- a) The homeless need more help from the government.
- b) The Italians are famous for their pizza.
- c) The Chinese invented printing.
- d) Charitable people always take care of the disabled.

1. Which two sentences have the adjective that refers to groups of people?
2. Which two sentences have the adjective that refers to people of the same nationality?

**18** Match sentence beginnings a-b with endings i)-ii).

1	a. The homeless are b. Homeless means	i) <i>having no home.</i> ii) <i>people without homes.</i>
2	a. Deaf means b. The deaf are	i) <i>people who do not hear.</i> ii) <i>unable to hear.</i>
3	a. Unemployed means b. The unemployed are	i) <i>people who do not work.</i> ii) <i>not having a job that provides money.</i>
4	a. The disabled are b. Disabled means	i) <i>not having one or more of the physical or mental abilities.</i> ii) <i>people who are disabled.</i>

**19** Use the substantivized adjectives in the box to name the following categories.

the homeless      the old      the sick      the English  
the deaf      the unemployed      the disabled

1. People who don't hear xxx
2. People who can't find work xxx
3. People who are not healthy xxx
4. People who live in England xxx
5. Old people xxx
6. People who don't have homes xxx
7. People who have serious problems with their health xxx

**20** Choose the correct alternative.

0. There are not enough hospital beds to hold *the sick/the rich*.
1. *The rich/the poor* gave a party for *the disabled/the unemployed* on Sunday.
2. *The Japanese/the Azerbaijanis* live in the Caucasus.
3. A sign language is usually taught to *the homeless/the deaf* to let them communicate.
4. *The young/the old* often think about their future career.
5. Robin Hood robbed *the rich/the poor* and gave the money to *the rich/ the poor*.
6. Unfortunately, in some countries *the homeless/the deaf have to* live in the streets.

**SPEAKING**

**21** Work in pairs. Role play the situation.

**Student A:** A journalist.

**Student B:** A member of the local authority on the social problems in Azerbaijan.

**WRITING**

**22** Interview one of your parents/friends/relatives/neighbours about their social problems and design an interview paper. Follow an interview paper writing process.

**AN INTERVIEW PAPER WRITING PROCESS**

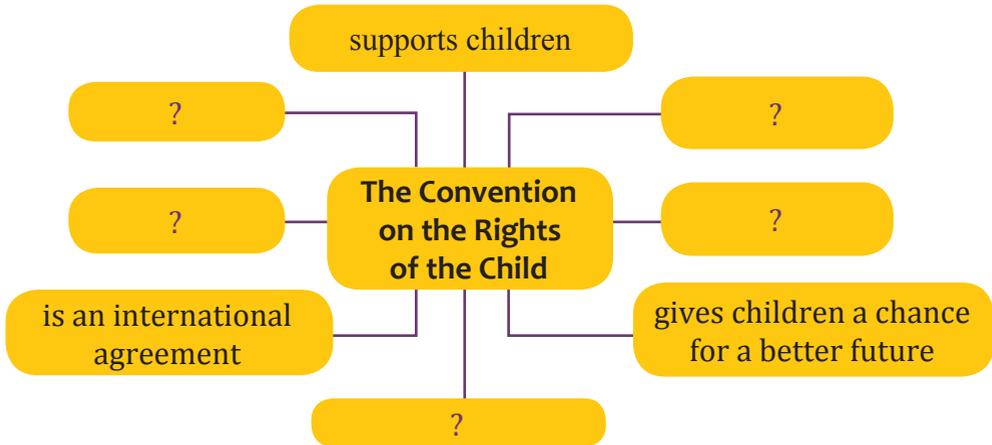


1. Define the purpose of your writing and choose a topic.
2. Make a list of questions you are going to ask.
3. Choose the people you want to interview.
4. Hold an interview and write down attentively all the answers.
5. Work on the results you've got.
6. Write an interview paper.

## 3.2 Everyone Has Rights!

### SPEAKING

- 1 Think and give your ideas on the Convention on the Rights of the Child looking through the pictures.



- 2 **Video 2.** Watch the Youtube video titled “World Children's Day 2019/UNICEF” and discuss the questions.

?

- What rights do we have as citizens?
- What rights should children have? Why do you think so?
- What do you know about the **United Nations Convention (UNC)** on the Rights of the Child?

?

## READING

- 3 Work in pairs. Read the text and say what the Convention on the Rights of the Child has changed in children's lives.

### Convention on the Rights of the Child 30 YEARS



Thirty years ago, world leaders made a historic **commitment** to the world's children by adopting the United Nations Convention on the Rights of the Child – an international agreement on childhood. It's become the most widely **ratified** human rights **treaty** in history and has helped to transform children's lives around the world. But still not every child gets to enjoy a full childhood. Still, too many childhoods are cut short.



Over the past 30 years, children's lives have been transformed...

- More than 50% reduction in deaths of children under 5 since 1990
- Almost halved the **proportion of undernourished** children since 1990
- 2.6 billion more people have cleaner drinking water today than in 1990.

...but millions are still left behind and childhood is changing rapidly.

- 262 million children and youth are out of school
- 650 million girls and women were married before their 18th birthday
- 1 out of 4 children will live in areas with extremely limited water resources by 2040

It is up to our generation to demand that leaders from government, business and communities **fulfill** their commitments and take action for child rights now, once and for all. They must **commit** to making sure Every Child, Has Every Right.

- 4 Discuss the question.

✿ How can the Convention on the Rights of the Child change the children's lives in different countries?

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

0. The United Nations Convention on the Rights of the Child – an international agreement on xxx.  
a) childhood      b) adulthood      c) brotherhood
1. The Convention on the Rights of the Child has helped to xxx children's lives around the world.  
a) fulfill      b) commit      c) transform
2. The proportion of xxx children has almost been halved since 1990.  
a) unemployed      b) homeless      c) undernourished
3. Thirty years ago, world leaders made a historic xxx to the world's children.  
a) proportion      b) commitment      c) treaty
4. It has become the most widely xxx human rights xxx in history.  
a) ratified; treaty  
b) undernourished; commitment  
c) fulfilled; treaty

**VOCABULARY**

**6** Match the boldfaced words in the text with their definitions.

- a) to make an agreement official
- b) a written agreement between two or more countries, formally approved and signed by their leaders
- c) to promise to give yourself, your money, your time, etc., to support something
- d) a promise or firm decision to do something
- e) the number or amount of a group or part of something when compared to the whole
- f) to do something as promised or intended, or to satisfy your hopes or expectations
- g) not eating enough food to continue to be in good health

**7** Complete the sentences with the words from the box.

undernourished    treaty    fulfilled    commit  
proportion    ratify    **commitment**    ratified

0. Footballers must make a **commitment** to play for a full season.
1. Many countries have now **xxx** the UN convention on the rights of the child.
2. The latest nation to **xxx** the **xxx** is France.
3. Children make up a large **xxx** of the world's population.
4. Many of the children in Africa are **xxx** and suffering from serious illnesses.
5. Our order for more TVs was quickly **xxx**.
6. The government must **xxx** itself to improving healthcare.

**SPEAKING**

- 8A** **VIDEO 3.** Watch the Youtube video titled "The last 30 years have changed everything for David Beckham, and for the world's children / UNICEF" and say what the last 30 years have changed for David Beckham.



- 8B** Discuss the question.

**✿ How has the Convention on the Rights of the Child influenced your life or the life of the children in Azerbaijan?**

**9**

**Work in pairs. The following articles are included in the Convention on the Rights of the Child. Read and say if you agree or disagree with them. Why?**

- All children must get a name when they are born and become a citizen of any country.
- All children should have the rights whatever their race, gender, religion, language, disability, opinion or family background.
- Children should have a chance to live in a safe and unpolluted environment with good food and clean drinking water.
- Children with disabilities must be helped to be as independent as possible.
- Children should have the best chance to develop their abilities.
- Every child can go to school. Different kinds of secondary schools should be available for children.
- School should help children to develop their skills, teach them about their own and people's rights and prepare them for adult life.
- The Government should protect children from harm, cruelty, abuse and dangerous drugs.
- Every child should have a chance to rest and play.
- Children can have speech rights. They can say what they think. What they say must be carefully listened to.



**10** Work in groups. Read the teens' opinions and use "Useful Language" below to debate.

I agree that to have the right to life and protection is very important. However, I'm afraid that the Convention is useless. I think it can't meet children's needs and interests all over the world. The Convention is too complicated to understand. I doubt whether it can give children their real rights.

*Shams*



I'm sure that the Convention is essential and has brought children more rights. I think it gives all children a chance to get better life and future. Due to the Convention children now have a document which helps people to come together to solve children's problems.

*Murad*

**USEFUL LANGUAGE**

**Agreement**

It seems to me...  
I'm sure that...  
In my opinion...  
I think...  
I completely agree ..

**Disagreement**

I doubt ...  
I'm not sure...  
I'm afraid ...  
I don't think...  
I don't agree/disagree ...

## GRAMMAR

**11** Work in pairs. Answer the questions using *a lot/not much/some/only a little/not many or only a few*.

0. How much time do you spend on your homework? **A lot!**
1. How many hours' sleep did you have last night?
2. How much money do you have in your pocket?
3. How much do you spend watching TV every day?
4. How many times have you been on a plane?
5. How many days did you spend in London?

**12** Read the statements and decide if they are True or False.

1. There is no difference between "little" and "a little".
2. "Few" is used with uncountable nouns.
3. Some quantifiers work with countable and uncountable nouns.
4. It is better to use "a lot of" than "much" or "many" in affirmative sentences.
5. "Much" is used with countable nouns.
6. "Plenty of" means "enough" or "more than enough".
7. "Lots" is even more formal than "a lot".

**13** Choose the correct alternative.

0. *A lot of* progress is made by students at schools.
1. There were very *few/a few* people in the restaurant last night.
2. People in Japan work *much/many* hours.
3. Would you like *little/a little* milk in your coffee?
4. I don't have *much/many* time.
5. Oh no! There's *so little/a little* coffee, we'll have to make more.
6. Spending *few/a few* hours in the sun every day is pleasant.
7. There's no need to hurry. We've got *plenty of/a lot* time.

**14** Choose the right word in brackets.

1. I know **little** Spanish so I'm going to have a problem when I get there.
2. Nurana stayed in that hotel **xxx** years ago. (many/much)
3. They gave the homeless man **xxx** dollars. (a few/a little)
4. There are very **xxx** scholarships for students in the university. (few/little)
5. Fred's father works on **xxx** different projects. (much/many)
6. Lamiya doesn't spend **xxx** money on clothes. (much/many)
7. There were such **xxx** people in the shops. (a lot of/much)

## LANGUAGE FUNCTION

15 Choose the correct alternative.

**Khadija:** Why did you give money to that beggar ?

**Allen:** xxx **1 (to explain)**. I can't walk past, ignoring the homeless.

**Khadija:** You are just encouraging him to be lazy. It is a bad habit.

**Allen:** He looks sad and sick. I think he's also disabled.

**Khadija:** xxx **2 (to agree)**. But there are organizations to help children like him.

**Allen:** And shouldn't we help such people?

**Khadija:** All right. xxx **3 (to pacify\*)**

### 1. To explain

- A. Why shouldn't I ?
- B. He's always there.
- C. I dislike beggars.
- D. I feel sorry for him.

### 2. To agree

- A. All right.
- B. Yes, he does.
- C. I believe you.
- D. You may be right.

### 3. To pacify

- A. Let's go.
- B. Forget it.
- C. Do what you like.
- D. Let's not argue about it.

## Project Work

16 Work in pairs. Make a list of the articles you would like to add to the Convention on the Rights of the Child. Explain your choice using much/many/ a lot, etc.

\*pacify – to cause someone who is angry or upset to be calm and satisfied

## 3.3 Hope for Better Future

### SPEAKING

- 1** **Video 4.** Ahead of the 30<sup>th</sup> anniversary of the Convention on the Rights of the Child, UNICEF Executive Director Henrietta Fore shared eight reasons in her open letter to the world's children why she was worried about the next generation. Watch the Youtube video titled "An open letter to the world's children / UNICEF" and guess what eight reasons she could name.



### READING

- 2** Read UNICEF Executive Director Henrietta Fore's open letter to the world's children and say which of the eight reasons you agree with most. Why?



*"8 Reasons Why I'm worried for your future and 8 Reasons Why I think there is hope."*

**Dear children of today and tomorrow,**

Thirty years ago, ... the world united in defence of children and childhood ... . So, when leaders came together in 1989 in a moment of rare global unity to make a historic commitment to the world's children to protect and fulfill their rights, there was a real sense of hope for the next generation.

So how much progress have we made? In the three decades following the **adoption** of the Convention on the Rights of the Child, ..., we have reduced the number of children missing out on primary school by almost 40 per cent...

Yet poverty, inequality, discrimination and distance continue to **deny** millions of children their rights every year ... The list of ongoing child rights challenges is long. And your generation, the children of today, are facing a new set of challenges and global shifts that were **unimaginable** to your parents ... Technology is transforming how we **perceive** the world. And more families are migrating than ever before. Childhood has changed, and we need to change our approaches along with it.

So, as we look back on 30 years of the Convention on the Rights of the Child, we should also look ahead, to the next 30 years. We must listen to you – today's children and young people – about the issues of greatest **concern** to you now and begin working with you on the twenty-first century solutions to the twenty-first century problems.

With that in mind, here are eight reasons why I'm worried for your future, and eight reasons why I think there is hope:

- You need clean water, clean air and a safe climate
- One in four of you are likely to live, and learn, in conflict and disaster zones
- We must make it OK to talk about mental health
- Over 30 million of you have migrated from your place of birth
- Thousands of you will officially never exist, unless we act
- You need the twenty-first century skills for the twenty-first century economy
- Your digital footprint must be protected
- You might be the least trusting generation of citizens ever

Finally, the biggest reason for hope is because you – the children and young people of today – ... are taking a stand now, and we are listening.

Just as the children of 1989 have **emerged** as leaders of today, you the children and young people of 2019 are the leaders of the future. You **inspire** us.

We want to work together with you to find the solutions you need to tackle the challenges of today, to build better future for yourselves and the world you will inherit.

Henrietta H. Fore  
UNICEF Executive Director  
November, 2019



**3** Discuss the question. Think, pair and share your ideas on the question.

**What other reasons would you add? Why?**

#### 4 Match the halves to make up sentences.

1. UNICEF must listen to today's children and young people about	a) the children and young people of 2019 are the leaders of the future.
2. Just as the children of 1989 have emerged as leaders of today	b) inspire UNICEF.
3. The children and young people of today	c) UNICEF has reduced the number of children missing out on primary school by almost 40 per cent.
4. In 1989, leaders came together to make a historic commitment	d) the issues of greatest concern to them now.
5. The children of today are facing a new set of challenges	e) deny millions of children, their rights every year.
6. Following the adoption of the Convention on the Rights of the Child for 30 years	f) that were unimaginable to their parents.
7. Poverty, discrimination and other problems continue to	g) to the world's children to protect and fulfill their rights.

### SPEAKING

#### 5 Work in pairs. Discuss the following solutions.

- Governments can increase employment opportunity for adults which is more likely to reduce the number of children being forced into labour work.
- Food aid to the poorest countries can meet their immediate needs and contribute to their development.
- As individuals, in order to limit our contribution to climate change, we can fly less, use bicycles and public transport more.



## VOCABULARY

### 6 Choose the correct option.

**1. Adoption:**

- a) accepting or starting to use something new
- b) the process of changing to suit different conditions

**2. Deny:**

- a) to fill someone with confidence and desire to do something
- b) to say that something is not true

**3. Unimaginable:**

- a) difficult to imagine
- b) easy to imagine

**4. Perceive:**

- a) to say that something is not true
- b) to think of something in a particular way

**5. Concern:**

- a) to cause worry to someone
- b) to become known

**6. Emerge:**

- a) to think of something in a particular way
- b) to become known

**7. Inspire:**

- a) to fill someone with confidence and desire to do something
- b) to say that something is not true

### 7 Complete the sentences with the words in the box.

emerged    adoption    concerns    denies  
unimaginable    inspired    perceive

1. Fatima xxx her students to learn the English language.
2. Yesterday it xxx that he was very ill.
3. Tom's father's health xxx them very much.
4. The language people speak strongly influences the way they xxx the real world.
5. xxx power of the storm ruined the major cities.
6. My little brother xxx that he broke the window, but I'm sure he did.
7. A few suggestions have been offered for the xxx of the document.

## FACT FILE

When writing newspaper or magazine articles, the editor expresses his or her opinion on a topic that is discussed elsewhere in the publication or that is being debated in the community. These articles may appear in a paper publication or online.

**A newspaper or a magazine article should have:**

- an introduction that states the writer's main opinion or point of view
- arguments that give reasons for the point of view
- evidence to support the arguments
- a conclusion that repeats the main opinion and refers back briefly to the arguments

### TIPS for Writing a Magazine Article

- Start your article with a hook. A hook is an interesting sentence that will quickly get the reader interested in your article.
- Choose a topic that is interesting to you. If you are interested in your topic, it'll be fun!
- Research your topic and make a list of things you find interesting. What would the reader most enjoy reading about?
- Gather a short list of facts and display them in your article in a separate section. This could be a caption to a picture or just a box of facts.

**8A** Plan and write your own magazine article.

**8B** Make a poster or a presentation looking through the TIPS below.

### TIPS for a Presentation

1. Once you have written your article, think of what you can do to illustrate it. Add captions or labels for your illustrations.
2. Show your illustrated article to the class before you read. Explain why you chose your topic.
3. Read your article.
4. After you've read it, ask the class what they found interesting.
5. Do your best to answer any questions your classmates have.

## 3.4 Review Time

### SPEAKING

**1** **Group A:** Look at the expressions in box A.

**Group B:** Look at the expressions in box B.

Discuss what they mean and think of an example sentence for each.

#### A

- human rights
- intellectual property
- child labour
- economic development
- freedom on religion

#### B

- environmental awareness
- illegal immigration
- civil liberties
- free trade
- freedom of speech

### VOCABULARY

**2A** Complete the sentences with the words in the box.

dreadful   rapid   poverty   lack   consequence  
commitment   concern   perceive   deny  
unimaginable   undernourished

1. xxx is no shame, laziness is.
2. The two made xxx amounts of money.
3. I told the hairdresser to do what she wanted to my hair, and look at the xxx!
4. She did not xxx herself as disabled.
5. The 1990s were a period of xxx change/growth.
6. We want to demonstrate our xxx to human rights.
7. Many of the children are xxx and suffering from serious diseases.
8. Poor thing! You look absolutely xxx!
9. Better xxx at once than promise long.
10. He felt some xxx for her safety.
11. xxx of knowledge is darker than night.

**2B** Listen and check. (Audio 8)

## 3.4 Review Time

### GRAMMAR

#### 3 Choose the correct alternative.

1. *The poor/the deaf* have nowhere to live.
2. *The young/the old* are our future.
3. The government always tries to create jobs for *the unemployed/the sick*.
4. We have *much/a lot of* problems.
5. Do Elchin and Sona have *much/many* homework tonight?
6. There aren't *much/many* days before the exam.
7. *For plenty/a few* seconds nobody said anything.
8. *A lot of/A little* knowledge is a dangerous thing.
9. Where can I *buy/by* a ticket?
10. Greg is still *week/weak* after his illness.

### SELF-ASSESSMENT

★ I need more practice	★★ I sometimes find this difficult	★★★ I have no problems with
------------------------	------------------------------------	-----------------------------

<b>Listening</b>	I can	listen to the passage and share my own ideas on social problems and poverty	xxx
	<b>Speaking</b>	I can	express ideas on convention of children's rights and share my own ideas with my classmates
talk about the importance of the Convention on the Rights of the Child			xxx
<b>Reading</b>	I can	read about the main reasons for social issues and take part in discussions giving comments	xxx
		read the solutions on the protection of children from cruelty, harm and dangerous things	xxx
<b>Writing</b>	I can	create an interview paper following the writing process on the topic	xxx
		make a list of the articles I'd like to add to the Convention on the Rights of the Child	xxx

# 3.5 Student Portfolio

**A** Choose and use the words in the box to complete the charts.

poverty    abuse    inspire    unemployment    income  
 dreadful    rapid    lack    consequence    commitment  
 concern    incidence    treatment    considerably    ratify  
 perceive    exclude    despite    treaty    adoption  
 deny    unimaginable    proportion    fulfill    prediction  
 undernourished    commit    emerge

WORD	MEANING	SYNONYM	ANTONYM	USEFUL PHRASES/ EXPRESSIONS
xxx	xxx	xxx	xxx	xxx

NOUN	VERB	ADJECTIVE	ADVERB	PREPOSITION	PRONOUN	NONE
xxx	xxx	xxx	xxx	xxx	xxx	xxx

**B** Complete the table.

In the field of ...	What I learned	How I'll implement
Listening	xxx	xxx
Speaking	xxx	xxx
Reading	xxx	xxx
Writing	xxx	xxx
Grammar	xxx	xxx
Vocabulary	xxx	xxx
Logical Thinking	xxx	xxx
Critical Thinking	xxx	xxx
Moral Values	xxx	xxx

# IV UNIT

# INSPIRE YOUR LIFE

**4.1 Time Is Like a River**

**4.2 Time Spent Well**

**4.3 Value of Time**

**4.4 Review Time**

**4.5 Student Portfolio**

<b>Listening</b>	A conversation about managing time
	A passage about spending time at school
<b>Speaking</b>	Discussing quotes and sayings on "Time"
	Talking about daily routine
<b>Reading</b>	A text about value of time
	A blog post about school hours
<b>Writing</b>	An article about effective ways of using time
	A paragraph on the topic "More Time Spent on Education, Much Better Future"



## 4.1 Time Is Like a River

### SPEAKING

- 1** Think, pair and share your ideas on the quotes and sayings.

“Why are you so difficult?” I asked Life.  
Life smiled and said, “You, people never appreciate easy things!”

The clock rules our lives.

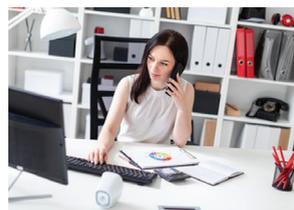
The more we try to save time, the less time we seem to have!

Time is like a river! You can't touch the same water twice,  
because the flow that has passed will never pass again!

- 2** Work in pairs. How do you spend your time? Use the photos and answer the question.

**Model:**

*My hobby is drawing and painting. I am busy with drawing almost half of my day.*



## READING

### 3 Work in groups. Read the text and think of the best title for it.

We aren't all born with money or status. We don't all have the same **intelligence** and skill. But everyone has one thing in common: Time. Learn not to *waste* a minute of it. **Idling away** our lives is a form of **self-poison**. This doesn't mean that life is only hard *work*. Even time spent enjoying oneself is time well spent. But certainly we need to *balance* enjoyment with **self-improvement** and with **accomplishing** necessary things. Just sitting around all the time – *daydreaming* and thinking about what might have been – won't get you anywhere.

Time never goes away. It has always been here, and it always will be here. But it doesn't *stand* still, not even for a moment. As soon as you say "Now", it's already past. And you can always say that you'll do something tomorrow "for sure", but of course "tomorrow" never comes. After all, every day is "today". If you don't know what to do with Time, you will never **catch up** with it.

Not long ago people believed that in the future we would work less, have more free time and be more relaxed. But today we work harder and longer hours and life is more stressful than years ago. We walk faster, talk faster and sleep less than the previous generations. And although we **possess** machines which save our time, we have less free time than our parents and grandparents had. But what is this doing to us and our health?



### 4 Work in pairs. Discuss the questions and give your points of view.

?

What are you busy with during the day?

?

What is the biggest time waster in your life?

?

How effectively can you manage your time?

What can you do in order to make your day more productive and not to waste time in vain?

## 5 Make sentences with the prompts.

1. the same/not/ has/intelligence/skill/everyone
2. our/a/think/I/ idling away/lives/ is/ self-poison
3. enjoyment/need/with/we/to balance/self-improvement/things/ accomplishing/ necessary/and
4. time/to catch/it is/up with/hard
5. machines/time/have/although/we/than/possess/generation/ we/less free/the previous

## VOCABULARY

### 6 Match the boldfaced words in the text with their definitions.

1. the act of spoiling a situation by making it very unpleasant on your own
2. to have or own something
3. to spend a period of time relaxing and doing very little
4. to finish something successfully or to achieve something
5. to reach someone or something by moving faster than the other person or thing
6. the activity of learning new things on your own that make you a more skilled person
7. the ability to learn, understand

### 7 Choose the right word in brackets.

0. I don't **possess** a single DVD. (**possess**, accomplish)
1. He was not at school for a while and is finding it hard to **xxx**. (catch up, possess)
  2. The students **xxx** the task in less than ten minutes. (caught up, accomplished)
  3. I took a Spanish course in the interest of **xxx**. (self-poison, self-improvement)
  4. One has to learn to control **xxx**. (self-poison, self-improvement)
  5. You can't do that, Julia! Use your **xxx**! (self-poison, intelligence)
  6. The tourists **xxx** the hours walking in the forest. (idled away, possessing)

## GRAMMAR

**8A** Read the words in italics in the text (Exercise 3 on page 82) and say if they are verbs or nouns.

**8B** Can they be used as nouns? Give examples.

**9** Choose the correct alternative.

1. The baby lost his *to balance/balance* and fell down.
2. I have got so much *work/to work* to do.
3. It's a complete *waste/to waste* of time!
4. This is a wonderful place *daydream/to daydream*.
5. Our company will have a *stand/to stand* at the exhibition.

**10** Choose the best option for the underlined words.

0. Can you give us a report on what happened at the meeting?  
a) verb      b) noun
1. Book the tickets for Formula 1 early because they are limited.  
a) verb      b) noun
2. My friend gave a talk about her visit to Egypt.  
a) verb      b) noun
3. Be careful what you wish for.  
a) verb      b) noun
4. Let's finish our work and rest a little.  
a) verb      b) noun
5. She's lost contact with her son.  
a) verb      b) noun
6. All students should respect their teachers and parents.  
a) verb      b) noun

**SPEAKING**

**11** Do you spend more or less time on these things? Why? Why not?

Talking on the phone

Watching TV

Sitting in traffic

Playing computer games

Doing sports

Listening to music

Meeting Friends

Going to the shops

Working or studying

**12** Work in pairs. Use the questions to interview your partner.

**Aysel:** Do you have more or less free time than a year ago? Give reasons.

**Samir:** xxx

**Aysel:** What don't you have enough time for?

**Samir:** xxx

**Aysel:** Does it take you more time to get to school than a year ago?  
Why/Why not?

**Samir:** xxx

**Aysel:** Do you usually arrive home on time? Why/ Why not?

**Samir:** xxx

**Aysel:** What machines do you have to save your time?

**Samir:** xxx

**Aysel:** Do they make your life simpler or harder? Give reasons.

**Samir:** xxx

**Aysel:** Do you have enough time for yourself/to be with your family/  
friends? Why/ Why not?

**Samir:** xxx

## LISTENING

**13A** Listen to people talking about time and match speakers 1-4 with headings A-D. (Audio 9)

**A.** No Time to Relax

**B.** No Time for the News

**C.** No Time for Stories

**D.** More Time in Our Cars



**13B** Work in pairs. Design your daily routine and compare it with your partner's. Who spends time more effectively?

## WRITING

**14** Write an article for a newspaper about effective ways of using time as well as examples of wasting time. Compare your answers. See the TIPS on page 76.

## 4.2 Time Spent Well

### SPEAKING

**1** Discuss the question.

**Which of the following activities takes your time most? Why?**

- ✿ studying at school
- ✿ joining sport clubs
- ✿ doing homework
- ✿ chatting with friends
- ✿ watching TV
- ✿ playing games
- ✿ using social networking



**2** Work in pairs. Put the activities in Exercise 1 in the descending order. Then compare your list with your partner's.

## READING

**3A** Work in groups. Read the blog post and match the titles to the parts they best describe. There is one extra.

- A. **Summer:** Time to Learn, or Time to Forget?
- B. **After School:** What Should Happen After School?
- C. **School Hours:** Is There Enough Time To Learn?
- D. **Time Management:** Spending School Time Well

**1** The most significant resource in life is time. Education is an **investment** of time. A year consists of about 6,000 waking hours. By the age of seven or eight, children in America, on average, spend about 1,000 of them at school. As common sense would **suggest**, learning takes time. What exactly do we mean when we talk about school hours, or a school day, or a school week, or a school year?

- How are school hours actually spent?
- Are they sufficient? Why? Why not?

**2** Teachers should spend their time teaching, right? Well...The clock spins in only one direction; each day, teachers have a limited time to inspire and guide students through their lesson plans. Time at school has a rhythm to it. Classes begin and end at certain, **scheduled** times, marked by bells, buzzers or chimes. But do they have to be? Traditionally, school days are simply chopped into class periods of equal length, but they don't have to be. There is some **evidence** that longer class periods may be **beneficial**. For instance, some schools create a mix of longer and shorter **instructional** segments that differ from one day to the next.

- Who "owns" the time spent on education, and how much is it worth?
- What does it mean to spend time well on education?

**3** When school lets out, does learning stop? It's 3:00 in the afternoon on a typical weekday. School is out. Where do students go next and what do they do? In years now long past, moms stayed home. Kids would play or do their homework under her watchful eye. That's no longer the structure of many families around the world. Nowadays, schools have **involved** themselves in providing after-school programmes. How should these programmes be used?

- Should after-school programmes be a continuation of the school day?
- Or should they just be a safe place for kids to have fun and relax after the school day?

**3B** Discuss the questions below each part.

## VOCABULARY

### 4 Match the boldfaced words in the text with their definitions.

1. one or more reasons for believing that something is or is not true
2. designed to teach someone how to do something
3. the act of putting money or effort into something to make a profit or achieve a result
4. if an activity, situation, etc. involves something, that thing is a part of the activity
5. to give an idea to other people
6. helpful, useful, or good
7. planned to happen at a particular time

### 5 Use the boldfaced words in the text to complete the sentences.

1. xxx flights are more expensive than charter flights.
2. A stay in the country will be xxx to his health.
3. The students were xxx in the school project.
4. Some countries need foreign xxx .
5. The police could find no xxx to arrest the thief.
6. Ryan taught himself the sport by watching online xxx videos.
7. Can you xxx where I could buy English books?

### 6 Match the idioms using the word “time” – the most commonly used noun in the English language to the definitions.

1. run out of time	A. over and over again, repeatedly
2. time and time again	B. the right moment to do something completely different
3. killing time	C. to have no more time to do or complete something
4. time off	D. making the time pass quickly
5. only time will tell	E. just at the right moment – any later and it'd be too late
6. time for a change	F. time to relax
7. in the nick of time	G. you need to wait before you can find out

## FACT FILE

An **idiom** is a common expression that means something different from its literal meaning, but can be understood because of their popular use.

### 7 Use the idioms you have just learned to fill in the gaps.

0. The police arrived **in the nick of time** and caught the thief trying to escape through the window.
1. I'm xxx by having *a coffee*\* as I wait to catch my train home.
2. Yagmur didn't finish the exam as she xxx.
3. xxx if my broken arm heals well. I have to wait at least six weeks before I know.
4. I've been studying so hard this week. I need a bit of xxx
5. I've been doing the same job for twenty years. I'm so bored with it now that I've decided it's xxx
6. "I've told you xxx to tidy your bedroom! I am not going to do it for you!" said Mum to George.

## WRITING

### 8 Work in groups. Use the extra title to create one more part of the blog on page 87.

#### **Summer: Time to Learn, or Time to Forget?**



\**a coffee* – a cup of coffee

## LISTENING

**9** Work in pairs. Discuss and share your ideas on the following statements.

- How many hours you spend on studying/doing homework
- How productively you spend your time at school
- How much time a week you spend on extra curricular activities

**10** Listen to the post about how much time students spend at school in their countries and answer the questions. (Audio 10)



Japan



Azerbaijan



France



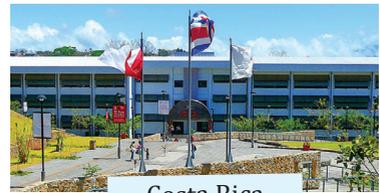
Chile



Singapore



Finland



Costa Rica

1. How many hours a year do the Chileans spend on studying?
2. Why don't Finnish kids receive more than three hours of homework a week?
3. Which country spends most hours on homework?
4. Where do students get Wednesdays off?
5. Why does Costa Rica devote its money to young minds?
6. What is the reason for the limited homework in Japanese schools?

**11** Listen again and match the titles to the parts they best describe. There is one extra.

- A. **France:** Wednesday Isn't Just Hump Day
- B. **Singapore:** The Smartest Kids on Earth
- C. **Finland:** What Homework?
- D. **Azerbaijan:** New Curriculum, New Results
- E. **Japan:** Minimum Homework, Maximum Results
- F. **Chile:** Greatest Amount of Class Time
- G. **Costa Rica:** More Money, More Literacy

## VOCABULARY

**12** Try to guess the meaning of the following phrases.

- a blue-collar-based job market
- a white-collar-based job market

**13** Match the boldfaced words with their definitions. (See pages 160-161)

1. holy and deserving respect; considered too important to be changed
2. having a good understanding of the way people behave and/or a good knowledge of culture and fashion
3. a number of things of the same type fastened together; a group of people
4. very
5. the ability to read and write
6. to change completely the appearance or character of something or someone
7. to get or be given something

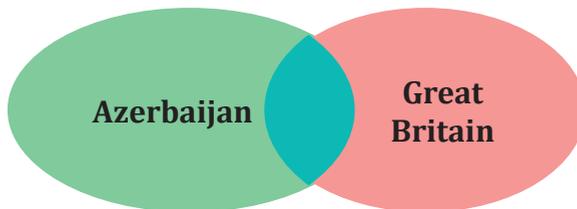
**14** Complete the sentences with the words in the box.

sacred      sophisticated      bunch      extremely  
literacy      transformed      receive

1. Did you xxx his email yesterday?
2. The new style completely xxx her.
3. The country has a xxx rate at 98%.
4. Our new neighbour is xxx intelligent.
5. Our company will have a xxx of problems.
6. My friend's mum is slim and xxx.
7. His daily routine is absolutely xxx to him.

## SPEAKING

**15** Search for information about how much time students in Azerbaijan and Great Britain spend on studying different subjects and compare the results.



## WRITING

**16** Write a paragraph on the topic “More Time Spent on Education, Much Better Future”. (See the TIPS on page 26).

## 4.3 Value of Time

### SPEAKING

- 1 Think about the quote by Harvey Mackay, pair and share your ideas.

*Time is free, but it's priceless. You can't own it, but you can use it. You can't keep it, but you can spend it. Once you've lost it you can never get it back.*

- 2 Work in pairs and discuss the question looking through the model.

**Do you have enough free time? What do you spend it on?**

#### *Model:*

- *When I have enough free time, I often play different games with my parents and sister. It is enjoyable for me.*



- 3** Work in pairs. Do the quiz to find out if you get enough free time. Compare your results with your partner's.



**Do you get enough "me time"?**

Your afternoons and weekends are all study and no play! You are so busy you can't find the time to see your friends!

*Do you have time to relax when you get from school? Can you do the things you love doing?*

*How do you organize your day?*

*Are you happy with the day you organize?*

*What's your favourite activity you do when you have free time?*

**1. Can you find time to do any sports?**

- a) Yes, I can. I do sport three or four times a week?
- b) I don't do sport regularly because I am quite busy.
- c) I can't stand doing sport and I don't really have time for it.

**2. Have you got a hobby?**

- a) I've got loads of hobbies and I usually do them at the weekend.
- b) I've got a hobby that I like doing when I have a little free time.
- c) I'm interested in one or two things, but I haven't really got a hobby.

**3. How and where do you spend your free time?**

- a) It's time for friends.
- b) I like to spend my free time with my family.
- c) I like to be surrounded with people who are close to me.

**4. Have you got time for your friends?**

- a) I've always got time for my friends. They can count on me.
- b) Sometimes – I try to be a good friend.
- c) It depends. Sometimes I'm busy.

**5. How much time do you spend with your friends?**

- a) I always see my friends at the weekend.
- b) I usually see my friends on Saturday afternoons after my homework in the morning.
- c) I can't spend time with them very often, but we text every day.

**6. Can you find time to chill?**

- a) Yes, I can always find an hour after my homework to listen to music or message my friends.
- b) After school, I'm quite busy, but I usually relax after dinner.
- c) Not always. It depends on my homework.

## READING

**4A** Look at the headline of the article below and tick the topics you think will be in the article.

shopping      working hours      the internet      exercise  
housework      sleep      television      playing games

**4B** Work in groups. Read the article and choose the topics in Exercise 4A that it mentions. Were your predictions correct?

### More Free Time than ever? I don't think so!

Do you have more or less free time than you used to? In our survey, an overwhelming majority (96%) said they have far less than they used to. And they were shocked to discover that according to recent research, we actually have far more than we had a decade ago. So where does the time go?

One would be quick and perhaps right to blame the internet. Eight out of ten adults say they now go online in any location, not just at home or at work.

But contrary to current opinion, television still rules. Looking at adults of all ages, over 90% reported watching TV as their main free-time activity. Spending time on the internet ranked 4th in the 16-44 age range, but much lower among the 45-plus group. Shopping seems to have greater appeal for pensioners – it's their third-favourite way to spend free time.

Perhaps it is most revealing then to look at what people actually enjoy.

Unsurprisingly, spending time with family and friends ranked near the top, and doing household chores near the bottom. But what was most surprising is that watching television – an activity we seem to devote most of our leisure time to – also ranks very low in terms of pleasure.

**4C** Find out which of the following statements can be supported by the article and which one you support most of all.

#### Most people ...

1. have less free time than they used to.
2. use the internet wherever they are.
3. prefer watching TV to listening to music.
4. over 65 spend less time on the internet than younger adults.
5. have a negative attitude towards their job.
6. enjoy the internet more than watching TV.

## VOCABULARY

**5A** Work in pairs and check what you know. What's the literal (or basic) meaning of the words in the box? Which can be used with *a drink, a phone, an old clock* or *someone's face*?

wind up      switch off      focus on      recharge      chill

**5B** Complete the sentences with the correct form of one of the verbs in the box above.

1. My phone is dead. I need to xxx it.
2. I need to xxx xxx my ancient watch.
3. Please xxx xxx the air conditioning. It's not that hot.
4. xxx the lemonade before you serve it – it tastes better cold.
5. If you xxx your camera xxx that tree over there, you'll get a better picture.

**5C** Work in pairs. All the verbs above have another informal or idiomatic meaning. Think and find out which verb means:

1. relax completely? xxx out.
2. think about, listen or watch something or someone carefully xxx
3. get your energy back xxx
4. say or do something to annoy someone xxx.
5. stop listening or thinking xxx

**6** Complete the sentences with the correct form of one of the verbs in Exercise 5C.

1. I completely xxx when people talk about work at parties. It's so boring.
2. It really xxx me xxx when a friend checks his email when we're out together.
3. A summer holiday is a time to xxx so you have all your energy when you go back to school or work.
4. By Saturday I need some downtime, so I stay home and xxx you know, relax, do nothing.
5. I find the easiest way to unwind in the evenings is to xxx something different like cooking.

## SPEAKING

**7** Work in pairs and say which sentences in Exercise 6 you agree or disagree with. Why? Give reasons.

**8** Follow the *Essay Writing Structure* below and write an essay.

*People today are spending more and more time outside of the home.  
What are the reasons for this trend?  
What effects is it having on individuals and society?*

## Essay Structure

*Think of what you want to write about. Write down all the ideas that come into your mind. You can use a graphic organizer, such as Venn Diagram or an idea web, to plan your ideas.*

- Write as many ideas as you can. You don't have to use all of these ideas in your writing.
- Put your ideas into groups:

**I**

### INTRODUCTION

- Thesis statement (your main point or theory to catch the reader's interest and echo the question).
- Outline the main points you are going to make.
- Lead into the body of your response.

**B**

### BODY

- 3 or more body paragraphs each with "PEEL" (See separate poster) to make your points, explain, expand, provide examples and answer the question.

**C**

### CONCLUSION

Summarise your main points, draw a final conclusion linked to the question and end with a bang!

## 4.4 Review Time

### SPEAKING

**1A** Work alone. Think of as many ways as possible to save time while working, studying, travelling or doing housework.

**1B** Work in groups and follow the instructions.

- Choose one facilitator to lead the discussion and make sure everyone has a chance to speak.
- Choose one scribe to write down all the ideas.
- Share your ideas.
- Present your group's best ideas to the class.

*Which ideas would you like to try?*

### VOCABULARY

**2A** Complete the sentences with the words in the box.

intelligence    idle    accomplish    suggest  
investment    evidence    beneficial    involve  
extremely    receive    sophisticated

1. It can be xxx to share your feelings with someone you trust.
2. You can xxx anything if you believe in it.
3. All students will xxx certificates after completing the project successfully.
4. Sevda was a highly xxx and elegant woman.
5. The students were given an xxx test.
6. The police asked a man to give them as much xxx as possible.
7. I am xxx grateful to all the teachers for their help.
8. Imran did not xxx away his entire holiday.
9. Our company needs xxx.
10. Shaig wants to xxx as many people as possible in the school events.
11. What do you xxx I read during holidays?

**2B** Listen and check. (Audio 11)

## 4.4 Review Time

### GRAMMAR

#### 3 Choose the correct alternative.

1. You can't judge *to book/a book* by its cover.
2. What *to waste/a waste* of time and money!
3. Aysel began *to daydream/a daydream* about what she would do if she won the lottery.
4. If you *wish/a wish* good advice, see an old man.
5. The company will make a decision and *a contact/contact* the people involved.
6. Colin enjoys *to respect/the respect* of his classmates.
7. Samir sent us *the copy/to copy* of the documents yesterday.
8. The numbers have been confirmed *time for a change/time and time* again.
9. Luckily, help arrived *killing time/in the nick of time*.
10. Aydan *ran out of time /time off* and didn't finish the last question.

### SELF-ASSESSMENT

★ I need more practice	★★ I sometimes find this difficult	★★★★ I have no problems with
------------------------	------------------------------------	------------------------------

<b>Listening</b>	I can	listen to the passages about how much time students spend at school in their countries and discuss the questions	xxx
		listen to the conversation and take part in discussions	xxx
<b>Speaking</b>	I can	talk about quotes, sayings and proverbs on the time and give my own points of view	xxx
		talk about free time and how to manage daily routine	xxx
<b>Reading</b>	I can	read the blog and match the titles to the parts	xxx
		match the idioms on time to their definitions	xxx
<b>Writing</b>	I can	write an article for a newspaper about effective ways of using time	xxx
		write a paragraph on spending time	xxx



# V

## UNIT

# SPREADING NEWS

- 5.1 Traditional vs Social
- 5.2 The Media in Our Life
- 5.3 Popularity or Quality?
- 5.4 Review Time
- 5.5 Student Portfolio

<b>Listening</b>	Different opinions about social networking/social media
	Information about TV channels in Azerbaijan and around the world
<b>Speaking</b>	Discussing the differences between traditional and social media
	Exchanging ideas about the role of newspapers and TV programmes
<b>Reading</b>	Passages about the media/news services
	Passages about popular newspapers/magazines/TV channels
<b>Writing</b>	A school newspaper/a news programme
	An essay about the effects of spreading fake news



## 5.1 Traditional vs Social

### SPEAKING

**1** Read the following statements and say if you agree or disagree. Why?

Social media allows people to follow the developments in science and politics.

Dominating our lives television is a cheap source of entertainment.

Newspapers keep people informed about current events.

Social media plays an important role in modern life.

People shouldn't waste time watching TV.

Television is a reliable source of information.



## LISTENING

**2** Work in pairs. Debate on the following question.

**Can you imagine your life without social networking? Why? Why not?**

**3A** Listen to the teens' opinions and fill in the gaps. Pay attention to the words in italics. (Audio 12)

LAMIYA

TV plays a very important role in my life. Although this is a **(1)** *xxx way to be aware of* something, I prefer watching TV *to* using social media sites. I think using social **(2)** *xxx* is a waste of time as we can visit a site to check one thing and end up spending the whole day "behind the screen" not finding anything useful for us. However, TV is the main source of **(3)** *xxx* information and the window through which we see the world. It gives us an opportunity to "travel" all over the world. I think it has a power to educate and broaden our minds. After having a hard day, I can *escape from* reality only relaxing in front of the TV.

TOM

Though not all social networking sites are useful, I prefer using them *to* watching TV or reading newspapers. Social **(4)** *xxx* has fundamentally changed the way how television is made and watched today. It is changing the way we communicate. Social TV helps us **(5)** *xxx* with TV programmes. We aren't just watching a programme, we are becoming part of a community and **(6)** *xxx* experiences with other viewers all over the world. Instead of being passive viewers we are actively *taking part in* what we watch. Nothing can be comparable with sitting on the sofa and facebooking your way through *The Voice*, or sharing a tweet about your favourite football team!



KATE

As for me, along with negative points, social networking has lots of good points. First of all, besides watching different programmes online and *interacting with* other viewers, it makes it easy to *keep in touch with* our friends, as well. (7)  $\times\times\times$ , I can *share* my feelings *with* my friends on sites like Facebook or Twitter. I can express myself (8)  $\times\times\times$  my new pictures. We can also make new friends by *connecting with* friends of friends. Social networking gives us a chance to interact and (9)  $\times\times\times$  with those who are far away from us. I can't imagine my life without it. It is a great way to entertain myself after a busy daily routine.

**3B** Discuss the advantages and disadvantages of social networking giving your own opinions.

## GRAMMAR

**4** Match the words and phrases 1-8 with prepositions a-h.

1. keep in touch

a. with

2. take part

b. from

3. share

c. with

4. escape

d. in

5. interact

e. of

6. to be aware

f. with

7. connect

g. to

8. prefer doing something

h. with

**5** Choose the word/phrase with a different preposition.

0. connect (with) prefer (to) listen (to) happen(to)

1. interact keep in touch to be aware share

2. prefer escape subscribe transmit

3. take part connect provide interact

4. rely depend insist keep in touch

5. believe take part be interested escape

6. be aware interact care dream

## READING

- 6 Work in pairs. Discuss the question and say if you agree or disagree. Why?

🌟 Do you think all news services present the same information? Why?

- 7 Work in pairs. Read the parts and put them in the correct order to make up a text.

A

News services began in Europe during the 1820s and 1830s. One of the first was Reuters. It was founded by German-born Baron de Reuter, who began **spreading** the news in 1849. Reuter transmitted information mainly by telegraph. He used pigeons to carry news where telegraph lines did not go. In 1851, he officially opened the Reuters News Service based in London, England. Its earliest service provided only financial news. The first major news event that Reuters covered was America's Civil War.

B

Many media agencies **hire** their own teams of **local** reporters. But only large news services employ reporters throughout the world. These companies **transmit** the news to newspapers and radio and television stations that subscribe to their service. All subscribers receive the same national and international stories. In addition, each subscriber gets regional news, weather, and sports items.

C

Today, along with Reuters, the Associated Press (AP) and United Press International (UPI) are two of the world's largest news-gathering services. The AP is a **nonprofit** group. It was founded in 1848 by six New York City newspapers. Today, it is owned and run by more than 1,500 daily presses. U.S. radio and television stations – as well as foreign news media – also subscribe to the service.

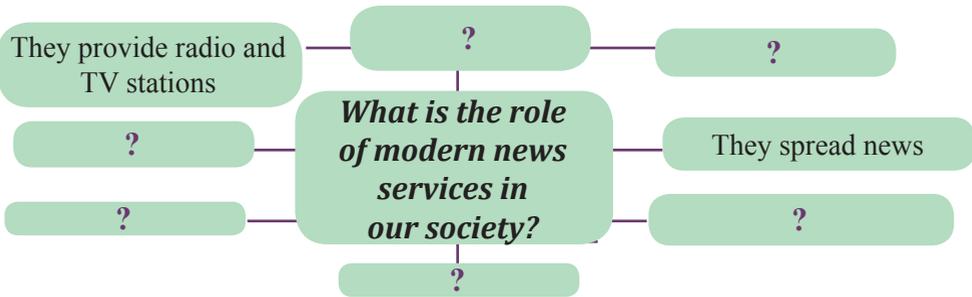
**D**

Modern news services provide newspapers, radio and TV stations, cable networks, and news magazines with daily reports, photographs, and artwork. They've come a long way from **relying on** pigeons and telegraph wires! Around the clock, today's news stories are **rapidly** transmitted worldwide via a satellite.

**E**

Do you ever read something in the newspaper and then hear it reported later on TV news? Why do both reports present the same information in nearly the same words? Because most foreign and national news is provided by news services.

**8** Think, pair and share your ideas on the following question.



**9** What do these numbers stand for in Exercise 7?

- 1) 1830
- 2) 1,500
- 3) 2
- 4) 6
- 5) 1849
- 6) 1851
- 7) 1820
- 8) 1848

**10** Work in pairs. Search for the words in the text.

1. What nine-letter verb from the reading passage means “to agree to receive and pay for something, such as a newspaper, for a period of time”? **s xxx**
2. What 10-letter noun from the reading passage is a form of the word you have just written? **s xxx**
3. What nine-letter noun from the reading passage means “an object or device put into orbit around the earth”? **s xxx**
4. What nine-letter adjective from the reading passage means “having to do with matters of money”? **f xxx**

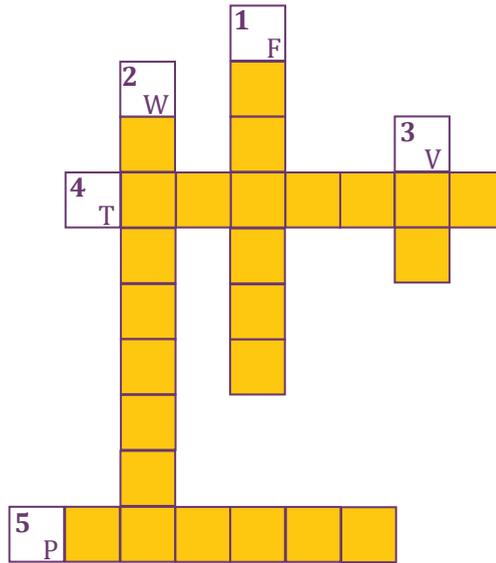
- 11** Complete the puzzle with the words from the reading passage. The clue words are synonyms of the answer words.

**Across**

4. send  
5. newspapers

**Down**

1. established  
2. globally  
3. by



- 12** Say the adverb form of each word below. You will find adverbs in the reading passage.

1. regional (adjective) ★★★★★ (adverb)  
2. near (adjective) ★★★★★ (adverb)  
3. official (adjective) ★★★★★ (adverb)  
4. rapid (adjective) ★★★★★ (adverb)

**FACT FILE**

Analogy are statements of relationship. To come up with the missing word, you must first figure out the relationship between the two words.

- 13** Work in pairs. Unscramble these words from the reading passage and use them to complete the analogies.

- A. ALIYD ★★★★★      C. NERDMO ★★★★★  
B. SOPGEIN ★★★★★      D. NEROFIG ★★★★★

1. Near is to far as local is to xxx.
2. January through December is to monthly as Sunday through Saturday is to xxx.
3. Spaniels are to dogs as xxx are to birds.
4. Dated is to old-fashioned as current is to xxx.

## VOCABULARY

**14** Match the boldfaced words in the text with their definitions.

1. in a fast or sudden way
2. not established to make a profit (money)
3. to depend on or trust someone or something
4. to broadcast something, or to send out or carry signals using radio, television, etc.
5. to employ someone or pay someone to do a particular job; to pay to use something for a short period
6. from or connected with a particular area
7. to (cause to) cover, reach, or have an effect on a wider or increasing area

**15** Complete the sentences with the words in the box in the right form.

nonprofit  
transmit

hire(x2)  
rely on

rapidly (x2)  
spread

local

1. The fire xxx very xxx because of the strong wind.
2. Esma was xxx by the first company she applied to.
3. Things are changing very xxx.
4. This is a xxx programme for disabled students.
5. Laman can't xxx good weather for the whole trip.
6. How much would it cost to xxx a car for the weekend?
7. The information is xxx electronically to the central computer.
8. He has a four-month contract fixing computers at a xxx company.

## WRITING

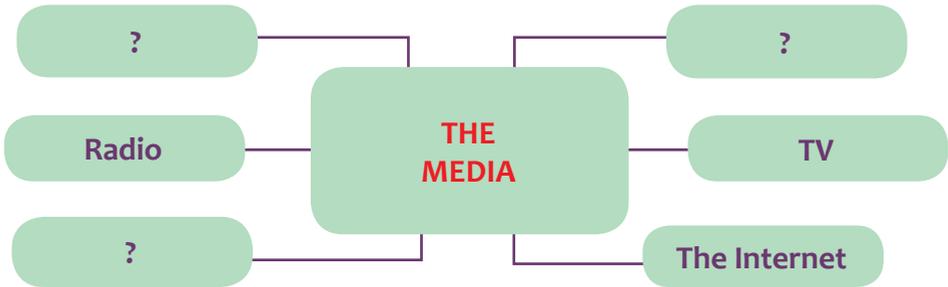
**16** Write an essay on the following topic. See the TIPS on page 96.

- Spreading fake news via social media and its effects on society.

## 5.2 The Media in Our Life

### SPEAKING

**1** Say what words come to your mind when you hear the word "Media".



**2** Work in pairs. Discuss the following questions on the media and give reasons.

?

Do people in Azerbaijan generally listen to the radio? If yes, what kind of programmes?

How reliable are newspapers, radios, television and the internet as news sources?

What kind of information do newspapers and magazines present to people?

?

Do you think the media are well balanced? Why? Why not?

### READING

**3** Work in groups. Read about the newspapers and magazines. Then match gaps 1-5 in the passages with sentences A-F. There is one extra sentence.

**A.** It has international editions in Asia and Europe.

**B.** The magazine presents materials on the history, culture, art, traditions and modern life of Azerbaijan.

**C.** Its editor-in-chief was Uzeyir Hajibeyli.

**D.** Now it is published in Baku.

**E.** The Journal is published six days a week in the broadsheet format and online.

**F.** It has its sister paper *The Sunday Times* founded in 1821.

**1** *Azerbaijan* is a state-owned newspaper and public journal **published** by the National Assembly of Azerbaijan (Milli Majlis). The official newspaper of the ADR (Azerbaijan Democratic Republic) government Azerbaijan was **established** in 1918. Thus, the first **issue** of the *Azerbaijan* newspaper was published on September 15, 1918 in Ganja. xxx **(1)** However, till December 28, 1919, it was published with the signature of Uzeyir Hajibeyli's brother Jeyhun Hajibeyli, one of the editors of the newspaper.

**2** *The Times*, a British daily (Monday to Saturday) national newspaper published in London, is one of Britain's oldest and most **influential** newspapers. Founded by John Walter on January 1, 1785, as The Daily Universal Register, the newspaper **adopted** its **current** name three years later, on January 1, 1788. xxx **(2)** *The Times* is generally accounted, with *The Guardian* and *The Daily Telegraph*, one of Britain's "big three" and has long been **recognized** as one of the world's greatest newspapers.

**3** *The Wall Street Journal*, a daily business and financial newspaper edited in New York City and sold throughout the United States. Other daily editions include *The Asian Wall Street Journal*, edited in Hong Kong, and *The Wall Street Journal Europe*, edited in Brussels. xxx **(3)** *The Wall Street Journal* was founded by Charles H. Dow, of Dow Jones & Company to cover business and financial news. The first issue was published on July 8, 1889.

**4** *Baku* is the print and online magazine about everything edited by Leyla Aliyeva and published by Condé Nast in London. *Baku* magazine has been published in Russian since 2007 xxx **(4)** Since 2011, the English version of *Baku – Baku International magazine* has been published. It supports wildlife charities, and also news and events from around the world.

**5** *Forbes* is an American business magazine that is published biweekly. xxx **(5)** The centre of *Forbes* is located in Jersey City, New Jersey. The magazine is well known for its lists and rankings, including of the richest Americans (the Forbes 400), of the America's Wealthiest Celebrities, of the world's top companies (the Forbes Global 2000), 30 Under 30 and The World's Billionaires. Its editor-in-chief is Steve Forbes.

**4** Read the passages again and decide whether the statements are True, False or Not Given.

1. The official newspaper of the *ADR* government *Azerbaijan* was established in 1919.
2. British daily national newspaper *The Times* is published in New York.
3. Uzeyir Hajibeyli wrote over 100 articles on politics, economics, culture and education, etc. for the *Azerbaijan* newspaper.
4. *The Wall Street Journal* was founded by Charles H. Dow.
5. *Baku* is edited by Leyla Aliyeva and published by Condé Nast in London.
6. *Forbes* is well known for its lists and rankings, including of the poorest Americans.
7. *Azerbaijan* is a newspaper published by the Milli Majlis.
8. *The Wall Street Journal* has won a lot of awards.



**5** Discuss the questions.

- ? What media do people regularly follow in our society? Why do you think so? Give reasons.
- ? What can you say about the future of newspapers/magazines in the age of the Internet?
- ? What can be done to make the quality of the media better in Azerbaijan?

**VOCABULARY**

**6** Match the boldfaced words in the text with their definitions.

1. of the present time
2. having a lot of influence on someone or something
3. to start a company or organization that will continue for a long time
4. to accept that something is legal, true, or important; to know someone or something
5. to accept or start to use something new
6. to produce and sell a book, magazine, or newspaper
7. a single copy of a newspaper or magazine; a subject or problem that people are thinking and talking about

## 7 Choose the correct alternative in brackets.

0. Semra and Suleyman wanted to work for a bigger and more xxx newspaper. (influential/adopt)
1. I think it's time to xxx a different strategy in reading. (adopt/publish)
2. Who is the xxx editor of the Times? (current/issue)
3. We'll meet to discuss our xxx. (current /issues)
4. The first national Azerbaijani-language newspaper "Ekinchi" was xxx in 1875. (influential/established)
5. We plan to xxx a new book about the history of Azerbaijan. (publish/recognize)
6. Did you xxx the song she sang at the party? (recognize/establish)

## SPEAKING

## 8 Discuss the questions looking through the model.

?

• Do you agree or disagree with the following benefits of the media? Why?

?

• What benefits of reading newspapers/watching TV/listening to the radio, etc. can you add to this list? Share your ideas.

?

?

*Model:*

*A: I think reading newspapers is very important for us.*

*B: I am sure television is an enjoyable way of relaxing.*

*C: I believe the Internet helps us learn more about the world.*

- Listening to the radio makes us a good speaker.
- Reading newspapers improves vocabulary.
- TV provides entertainment and sports news.
- The Internet is one of the best sources of general knowledge.
- Newspapers expand our knowledge, our understanding of the world and other cultures.

## GRAMMAR

**9A** Look at sentences 1-7 below and choose **the verb + object + verb** combinations.

1. Do you want me to buy an English magazine for you?
2. Jennifer's mum would like her children to read a newspaper every day.
3. We expected them to prepare the presentation in two days.
4. Our principal let me speak in front of the whole school.
5. The teacher made me do this work again.
6. Did you hear Elvina say it?
7. I saw my friend reading a newspaper.

**9B** Match 1-3 with A-C to complete the rules.

### RULES

1. These verbs are followed by an object + an infinitive with **"to"**.
2. These verbs are followed either by an object + an infinitive without **"to"** or by a verb with **"-ing"**.
3. These verbs are followed by an object + an infinitive without **"to"**.

See pages 192/193

#### A

- hear
- see
- smell
- watch
- notice
- feel
- observe

#### B

- make
- let

#### C

- want
- know
- expect
- remind
- ask
- persuade
- advise
- would like

**10** Correct the mistakes.

1. The teacher wants us prepare the class newspaper.
2. I heard Ismayil to call his sister.
3. Nick's parents let him watching TV till midnight!
4. Ann persuaded me join our sports society.
5. I advise you read this newspaper.
6. Sevil's mum made her to learn the poem by heart.
7. Mrs. Black asked me be the head of our class.

## 11 Choose the right form of the verb.

- I feel him ~~xxx~~ with me.  
a) to agree      b) agree      c) agreed
- Would you like me ~~xxx~~ now?  
a) to go      b) go      c) went
- His loud voice makes me ~~xxx~~ tired.  
a) feel      b) to feel      c) felt
- I saw somebody ~~xxx~~ the door in the room.  
a) opened      b) to open      c) open
- We've heard her ~~xxx~~ the piano.  
a) to play      b) played      c) playing
- Did you watch two boys ~~xxx~~ a newspaper?  
a) reading      b) to read      c) read (past simple)
- My parents want me ~~xxx~~ the university.  
a) enter      b) to enter      c) entered
- Please, let me ~~xxx~~ when your sister returns from Paris.  
a) know      b) to know      c) knowing
- We know him ~~xxx~~ a great musician.  
a) to be      b) be      c) was
- I expected my friends ~~xxx~~ in an hour.  
a) arrived      b) arrive      c) to arrive

## WRITING

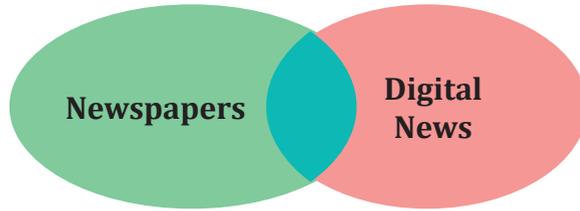
- 12** Work in pairs. Make up sentences using the Verb+Object+Verb structure (*let/make/would like/advise/ask/expect, etc.*) Then compare with your partner's.

*Model:*

My parents advise me to watch educational programmes on TV.

## SPEAKING

- 13** Work in groups. Work on Venn Diagram comparing Newspapers with Digital News.



## LISTENING

- 14** Listen to the people and say what they are mainly talking about. Match the speakers to the pictures. (Audio 13)



- 15** Listen again and match the two halves.

1. I prefer reading a newspaper to getting news in my device,	A. knowledge and a lot more with newspaper reading.
2. Reading a newspaper also <b>enhances</b> <sup>1</sup>	B. businessmen, children, teenagers, men, women and sports fans.
3 The greatest advantage of reading is that	C. because newspapers are more <b>reliable</b> <sup>2</sup> .
4. “There are <b>various</b> <sup>3</sup> newspapers and journals for	D. is that I don’t need anyone to <b>deliver</b> <sup>4</sup> newspapers to my house.
5. We <b>constantly</b> <sup>5</sup> enhance our reading skills,	E. my <b>confidence</b> <sup>6</sup> .
6. Another benefit of reading news online	F. it adds value to my <b>personality</b> <sup>7</sup> .

## VOCABULARY

**16** Choose the right options that match the boldfaced words in Exercise 15.

1. a) to take goods, letters, parcels, etc. to people's houses or places of work  
b) to improve the quality, amount, or value of something
2. a) all the time or often  
b) able to be trusted
3. a) several and different  
b) able to be trusted
4. a) to improve the quality, amount, or value of something  
b) to take goods, letters, parcels, etc. to people's houses or places of work
5. a) all the time or often  
b) several and different
6. a) the quality of being certain of your abilities  
b) to improve the quality, amount, or value of something
7. a) the quality of being certain of your abilities  
b) the type of person you are, shown by the way you behave, feel, and think

**17** Complete the sentences with the words in the box.

reliable      enhance      confidence      personality  
various      constantly      delivered

1. Mail is **xxx** to our office twice a day.
2. The company took steps to **xxx** water quality.
3. He's **xxx** changing his mind.
4. Is your watch **xxx**?
5. I have complete **xxx** in her. She'll be perfect for the job.
6. Elvina has a very warm **xxx**.
7. We had **xxx** problems on our journey.

## Project Work

**18** Work in groups. Follow the instructions and create a school newspaper.

- Get newspaper stuff: an editor, writers, photographers and graphic design artists.
- Think about the title of your newspaper.
- Think about sections/columns.
- Create influential and effective headlines.
- Have colourful pictures.

## 5.3 Popularity or Quality?

### SPEAKING

1 Look at the pictures and discuss the questions.

?

Which of the channels do you prefer watching? Why?

?

Do you think Azerbaijani TV channels can become worldwide channels in the future?

?

What should channels do in order to attract more people and gain popularity? Give your ideas.



### LISTENING

2 Listen and read the information about popular TV channels. Fill in the gaps with the words in the box. Pay attention to the underlined words. (Audio 14)

prohibited      primarily      launch      approved  
advertising      allowing      headquarters

1

The *BBC* is the British Broadcasting Corporation. Broadcasting radio and television programmes in the UK and abroad, it's one of the most popular channels in the world. The *BBC*, based in London, has studios in many other parts of the UK and in other countries as well. The *BBC* has two television channels: *BBC 1* and *BBC 2*. Offering lighter plays and series, humour and sport, *BBC 1* is watched by a larger number of all viewers than *BBC 2* which offers documentaries and discussions, operas and concerts. The *BBC* receives its income from the Government. You can't hear or see any commercials on the *BBC* radio and television, because xxx (1) on the *BBC* programmes is xxx (2). The *BBC* began its first world's public service in 1936. Today you can read and even watch the *BBC* news through the Internet in 43 different languages.

**2**

*CNN* (Cable News Network), founded in 1980 by American media owner Ted Turner, is an American news-based pay television channel. Upon its **(3)** in 1980, *CNN* was the first television channel to provide 24-hour news coverage and was the first all-news television channel in the United States. *CNN* **(4)** broadcasts from 30 Hudson Yards in New York City, and studios in Washington, D.C. and Los Angeles. Its **(5)** at the *CNN* Centre in Atlanta is only used for weekend programming. Globally, *CNN* programming airs through *CNN* International, which can be seen by viewers in over 212 countries and territories.

**3**

*İctimai Television* or *İTV* is one of the information and entertainment TV channels in Azerbaijan. Broadcasting since 29 August 2005, it has become as the first independent public broadcaster in the country. The channel broadcasts in Azerbaijani, on a 24-hour basis. There are also issues of *İTV Xəbər* in Russian and English. The headquarters is located in Baku. *İTV* is funded through advertising and government payments. Consisting of nine council members and a general director, who are **(6)** by the President of Azerbaijan, the channel is operated by the Public Television and Radio Broadcasting Company. *İTV* became a member of the European Broadcasting Union on 5 July 2007, **(7)** it to take part in events such as the Eurovision Song Contest.

**3**

**Listen again and say if the statements are True, False or Not Given.**

1. *BBC 1* offers documentaries and discussions, operas and concerts.
2. *CNN* was the first television channel to provide 24-hour news coverage.
3. *İTV* hosted the Eurovision Song Contest 2012 in Baku.
4. Today the *BBC* news can be read and even watched through the Internet in 43 different languages.
5. *CNN* has 90.1 million television households as subscribers (97.7% of households with cable) in the United States.
6. *İTV* broadcasts in Azerbaijani, on a 24-hour basis.
7. *CNN* is a British news-based pay television channel.

**4**

**Think, pair and share your ideas on the following questions.**

?

• Why do most people prefer watching these channels?

• Why have these channels gained popularity?

?

• What TV programmes do people prefer watching mostly?

?

• If you were a TV reporter, what programmes would be your preference/favourite? And why?

## VOCABULARY

### 5 Choose the best option.

1. to officially forbid something  
a) to prohibit      b) to advertise      c) to allow
2. an event to celebrate or introduce something new  
a) headquarters      b) primarily      c) launch
3. to make something known generally or in public, especially in order to sell it  
a) to approve      b) to prohibit      c) to advertise
4. mainly  
a) to allow      b) primarily      c) headquarters
5. to accept, allow, or officially agree to something  
a) to approve      b) to advertise      c) to prohibit
6. to give permission for someone to do something  
a) to allow      b) to approve      c) to advertise
7. the main offices of an organization in a particular place  
a) primarily      b) headquarters      c) launch

### 6 Choose the correct alternative.

1. The **headquarters/launch** of *İTV* is located in Baku.
2. **Allowing/Advertising** on the *BBC* programmes is **prohibited/ approved**.
3. *CNN* was the first all-news television channel in the United States upon its **launch/headquarters** in 1980.
4. Nine council members and a general director of *İTV* are **allowed/ approved** by the President of Azerbaijan.
5. Becoming a member of the European Broadcasting Union **approved/allowed** *İTV* to take part in the Eurovision Song Contest.
6. *CNN* **launch/primarily** broadcasts from 30 Hudson Yards in New York City, and studios in Washington, D.C. and Los Angeles.

## GRAMMAR

### 7 Choose the correct option.

#### RULES

1. It is formed by adding “ing” to the infinitive and expresses active meaning.
  - a) The Present Participle (*Participle I*)
  - b) The Past Participle (*Participle II*)
2. It is formed by adding “ed” to the infinitive (*regular verbs*)/by  $V_3$  (*irregular verbs*) and expresses passive meaning.
  - a) The Present Participle (*Participle I*)
  - b) The Past Participle (*Participle II*)

See pages 194/195

### 8 Choose the correct alternative and say if the word is Participle I or Participle II?

1. *The Times* has its sister paper *The Sunday Times* **founded/ founding** in 1821.
2. Some people can escape from reality only **relaxed/relaxing** in front of TV.
3. *The Wall Street Journal* is a daily business newspaper **edited/ editing** in New York City.
4. We can gain a lot of knowledge **watched/watching** TV.
5. Everyone can express themselves **posted/posting** their new pictures on sites like Facebook or Twitter.
6. Baron de Reuter officially opened *the Reuters News Service* **based/basing** in London, England in 1851.
7. **Read/reading** English newspapers can be difficult for beginners.

### 9 Put the words in brackets in the right places to make the sentences correct.

1. We saw a lot of chairs in the basement. (*broken*)
2. The man to Mrs. Smith is her son’s teacher. (*talking*)
3. The second question at the conference yesterday was very interesting. (*discussed*)
4. When I looked out of the window, I saw Jane the street. (*crossing*)
5. Early, you’ll make your days longer. (*rising*)
6. The man in the accident was taken to hospital. (*injured*)
7. Murad suddenly stopped as if by the news. (*struck*)

## SPEAKING

**10A** Work in pairs. Put the parts in the logical order to make up a dialogue.

### TV in Our Life

**A** **Ben:** By the way, I benefit from watching programmes in different languages. It really helps me learn them.

**Salima:** That sounds great! I'll try to use TV in this way as well.

**B** **Ben:** What do you expect from a TV programme?

**Salima:** A TV programme should be informative and inspiring. It should help us develop our personality.

**C** **Ben:** I watch news and sometimes I watch the *Discovery Channel*. They show interesting documentaries about everything – wildlife, culture and people's inventions.

**Salima:** Yes, I know this Channel. It's really useful and interesting.

**D** **Ben:** Do you think all TV programmes are really good for our society?

**Salima:** TV is both beneficial and harmful. Useful programmes help us live a better life. Bad programmes have a negative effect on us.

**E** **Ben:** Do you watch TV a lot?

**Salima:** Not much. One hour a day. On holidays I may watch for even three hours or more.

**F** **Ben:** And what TV programmes do you like watching?

**Salima:** I watch educational programmes about nature, travelling, science and history. And what about you?

**10B** Listen and check. (Audio 15)

**11** Discuss the statements and give your comments on them.

- ✿ The benefits of scientific, educational, cultural programmes on TV.
- ✿ Advantages of programmes on nature, ecology, environment.
- ✿ The role of entertainment programmes, movies, documentaries, etc.

## Project Work

**12** Imagine you are a part of news team. You have to prepare the programme for today's news broadcast. Make your own TV news programme.

- Design a news programme/a news report about events at your school.

# 5.4 Review Time

## SPEAKING

**1** Discuss these comments. Give reasons why you think they are positive or negative.

### Positive

- . TV enables children with limited real-world experience to learn about other people and cultures.
- . TV allows people to watch shows, musicals, and sports events that they might not be able to afford to watch live.

### Negative

- . There is so much violence on TV that it encourages people to become violent.
- . Children develop a short attention span by watching too much TV.

## VOCABULARY

**2A** Complete the sentences with the words in the box.

establish    issue    current    recognize    reliable  
enhance    deliver    primarily    spread    local    rapidly

1. Newspapers can be used to xxx skills in listening, speaking, reading and writing.
2. My parents and I have opposite views on this xxx.
3. The purpose of the programme is xxx educational.
4. The flames of fire soon xxx to the other buildings.
5. My brother didn't xxx me in my uniform.
6. We are looking for someone who is xxx and hard-working.
7. Teachers need to xxx a match between students' needs and teaching methods.
8. Kamran has moved very xxx up.
9. We had a discussion over xxx events last evening.
10. I put an advert in the xxx newspaper.
11. Every month we xxx the very best articles, together with the latest fashion and beauty news.

**2B** Listen and check. (Audio 16)

# 5.4 Review Time

## GRAMMAR

### 3 Choose the correct alternative.

1. Do you want your article *be/to be* published this month?
2. Elnur didn't notice us *to pass/pass* by.
3. Mike heard Elizabeth *playing/to play* the violin.
4. I felt her hand *shaking/to shake*.
5. Nobody expected his sister *to come/coming* to the party.
6. Please let me *to know/know* when the first issue of your newspaper is published.
7. Gulay was sitting by the window *read/reading* a newspaper.
8. I'm always glad to see her *smiled/smiling* face.
9. The boss talked to several people *participated/participating* in the project.
10. Her latest programme is much *talking/talked* about.

### SELF-ASSESSMENT

★ I need more practice	★★ I sometimes find this difficult	★★★ I have no problems with
------------------------	------------------------------------	-----------------------------

Listening	I can	listen to the teens' opinions about social media and give comments	xxx
		listen to the people talking about newspapers and digital news and take part in discussions on the topic	xxx
Speaking	I can	talk about advantages and disadvantages of social media and share my own ideas	xxx
		talk about the role of newspapers and TV programmes giving comments	xxx
Reading	I can	read about news services and find True/False sentences	xxx
		read about popular newspapers/magazines/TV channels	xxx
Writing	I can	design a school newspaper/a news programme	xxx
		write an essay about the effects of spreading fake news	xxx

# 5.5 Student Portfolio

**A** Choose and use the words in the box to complete the charts below.

publish      establish      issue      influential      adopt  
 current      recognize      reliable      enhance      confidence  
 personality      various      constantly      deliver      prohibit  
 primarily      approve      launch      advertise      allow  
 headquarters      spread      hire      local      transmit  
    nonprofit      rely      rapidly

WORD	MEANING	SYNONYM	ANTONYM	USEFUL PHRASES/ EXPRESSIONS
xxx	xxx	xxx	xxx	xxx

NOUN	VERB	ADJECTIVE	ADVERB	PREPOSITION	PRONOUN	NONE
xxx	xxx	xxx	xxx	xxx	xxx	xxx

**B** Complete the table.

In the field of ...	What I learned	How I'll implement
Listening	xxx	xxx
Speaking	xxx	xxx
Reading	xxx	xxx
Writing	xxx	xxx
Grammar	xxx	xxx
Vocabulary	xxx	xxx
Logical Thinking	xxx	xxx
Critical Thinking	xxx	xxx
Moral Values	xxx	xxx

# VI VALUES UNIT

## 6.1 What Are Values?

## 6.2 Values Are Like Fingerprints

## 6.3 National Values, Core Values!

## 6.4 Review Time

## 6.5 Student Portfolio

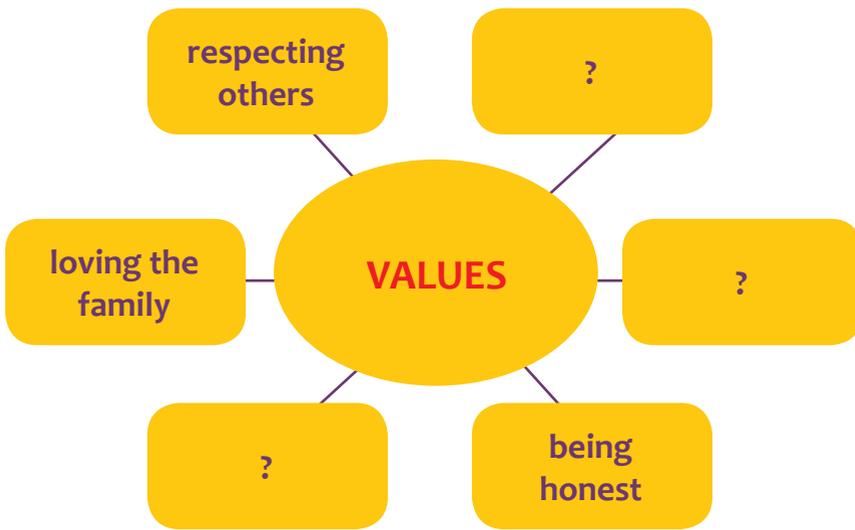
<b>Listening</b>	A song about important values in life
	A passage about charitable people
<b>Speaking</b>	Talking about human values
	Discussing charity and charitable people
<b>Reading</b>	Stories about homeless people's good deeds
	A speech about national values of Azerbaijan
<b>Writing</b>	An essay on the topic "Honesty Is the Best Policy"
	An essay on charity



# 6.1 What Are Values?

## SPEAKING

1 Discuss and add some more values of your own.



2 Talk about the importance of the values and discuss the questions in groups.



?

• What does the word “value” mean to you?

?

• Where do these values come from?

## READING

### 3A Work in pairs.

**Student A:** read Text 1.

**Student B:** read Text 2. Make notes on:

names

jobs

action done

place

values

### 3B Using the notes talk to your partner about the text you've read.

### 3C Match the titles to the stories they best describe. There is one extra.

A. Man No More Homeless

B. Who Gives Money to a Stranger?

C. Police Honor Homeless Man's Good Deed

1

Glen James, a homeless Boston man, found a backpack at a shopping mall containing \$2,400 in cash and nearly \$40,000 in traveller's cheques. James immediately **flagged down** the police car, so that it could be returned to its **rightful** owner, a student visiting Boston from China. James, who



had been homeless for five years, returned a small fortune without a second thought. When asked how he felt about returning so much money, he did not pause. "Very, very good," he said, letting loose a hearty laugh. For his actions, James received a **citation** at Boston police headquarters for his "extraordinary show of character and honesty." Outside the station, James was asked if there was anything he would like, anything at all. He said, "No war." James's story made Ethan Whittington, a 27-year-old man, to launch a fund for James. Within the first four hours, he raised \$3,152. Now the Good Samaritan whose noble words include "even if I were desperate for money, I would not have kept even a penny" – is being honored by his town for his honesty, according to Boston Magazine.

2

In February, 2013 while **panhandling** on a Kansas City street, Billy Ray Harris noticed that a woman had **accidentally** dropped a diamond engagement ring in his cup. He **debated** selling it, but decided to keep it in case the woman returned.



It was a decision that changed his life forever. Sure enough, three days later, when Sarah Darling came back, Harris **retrieved** it from the cup and put it back on her finger. So grateful for his honesty and kindness, Darling and her husband, Bill Krejci, started a fund to raise money to help Harris. Hoping to raise about \$1,000, they collected more than \$190,000. Harris bought a house and a car. And that's not all! After Harris appeared on TV, he happily reunited with his family after 16 years. And the Kansas City community hasn't forgotten about Harris and his good deed. "Thank God that it's over. I mean, I feel human now. I still see some of the same people," he says, "who instead of coming up and giving me change, are shaking my hand saying 'hey, good job'."

4 Read the statements and decide if they are True, False or Not Given.

1. Billy Ray Harris immediately flagged down the police car to return the backpack he had found at a shopping mall.
2. James received a citation at Boston police headquarters for his actions.
3. Harris built his house himself.
4. James's story made Ethan Whittington, a 37-year-old man, to launch a fund to help James.
5. Billy Ray wanted to sell the diamond ring for \$4,000.
6. When Sarah Darling came, Harris retrieved the ring from the cup and gave it back to her.
7. James happily reunited with his family after 16 years.



**5 Match the beginnings with their endings to make up sentences.**

1. James immediately flagged down the police car,	A. while he was panhandling on a Kansas City street.
2. For his actions, James received a citation	B. but decided to keep it in case the woman returned.
3. Billy Ray Harris noticed that a woman had accidentally dropped a diamond engagement ring in his cup	C. to give the backpack containing \$42,400 to its rightful owner.
4. “Even if I were desperate for money,	D. for his “extraordinary show of character and honesty.”
5. Harris debated selling the diamond ring,	E. when she came back to ask about her ring.
6. Harris retrieved the ring from the cup and put it back on Sarah’s finger	F. Harris happily reunited with his family after 16 years.
7. After he appeared on TV,	G. I would not have kept even a penny”.

**6 Work in groups. Comment on the following question.**

**✿ What would you do if you were G. James/B.R. Harris?**

**VOCABULARY**

**7 Match the words a-b with their definitions i)-ii).**

1.	a. rightful b. accidentally	i) by chance or by mistake ii) morally or legally correct
2.	a. flag down b. panhandle	i) to cause a vehicle (transport) to stop by waving at its driver ii) to ask strangers (people that you do not know) for money, especially in a public place
3.	a. debate b. retrieve	i) to try to make a decision about something ii) to find and bring back something
4.	a. citation b. debate	i) serious discussion of a subject in which many people take part ii) official praise for a person in the armed forces for brave actions

**8** Complete the sentences with the words in the box.

*flag down    accidentally    retrieve    panhandling*  
*debating    rightful    citations*

1. The two soldiers must receive xxx from the President for their brave actions.
2. Did you teach your dog to xxx a ball?
3. My mum is still xxx what colour to paint the walls of her bedroom.
4. I managed to xxx a passing police car.
5. Agil xxx knocked a cup of milk over.
6. Her neighbour was arrested for xxx.
7. Ismayil is the xxx owner of this house.

## SPEAKING

**9** Share your opinions on honesty and kindness.

## GRAMMAR

**10** Discuss the quotes and answer the questions below.

*If you don't think about the future, you won't have one.*  
*(John Galsworthy)*

*If you think you can, you can. If you think you can't, you're right.*  
*(Markus Ash)*

*If you don't know where you are going, any road will take you there.*  
*(Lewis Carroll)*

*If you are tired of London, you are tired of life.*  
*(Samuel Johnson)*

**Who said ... ?**

1. *London is a very interesting place*
2. *you should believe in yourself*

**11** Look through sentences a)-f) and choose the correct alternatives to complete the rules.

- a) If I am rich, I will help the poor.
- b) If I find money on the ground, I won't keep it.
- c) When I become a father, I will teach my children our national values.
- d) Bad things will happen if you don't respect your parents.
- e) Will you tell me if the charity event starts?
- f) If you read this book, you'll learn more about human values.

## RULES

1. In these sentences we are talking about **the present/future**.
2. In the if/when clause use **the present tense/future tense**.
3. In the main clause use **the present tense/future tense**

See page 196

**12** Match sentence beginnings 1-10 with endings a)-j).

1. We'll go for a walk
2. If she passes her exams,
3. We'll be there to meet you at the airport
4. I'm sure he'll make lots of new friends
5. If you like the music,
6. If you're very busy now,
7. They'll hear us coming in
8. If you plan your talk carefully,
9. If the train arrives in time,
10. If the students come,

- a) I'll get you a CD.
- b) if we make too much noise.
- c) when the plane arrives.
- d) if the weather gets better.
- e) you'll be fine.
- f) she'll go to university.
- g) I'll come back later.
- h) when he starts his course.
- i) we'll play tennis.
- j) they'll see us before we leave

**13A** Listen to the song “Count on me” by Bruno Mars and match the beginnings of the sentences to the correct endings. (Audio 17)

1. If you ever find yourself stuck in the middle of the sea,	A. I'll sing a song beside you.
2. If you ever find yourself lost in the dark and you can't see,	B. every day I'll remind you.
3. If you are tossing and you're turning and you just can't fall asleep,	C. I'll sail the world to find you.
4. If you ever forget how much you really mean to me,	D. You can count on me like one, two, three, I'll be there.
5. When we are called to help our friends in need,	E. I'll be the light to guide you.

**13B** Listen again and check.

**13C** Number the lines in the correct order.

- a. xxx And if you ever forget how much you really mean to me
- b. xxx I'll sing a song beside you
- c. xxx Every day I will remind you
- d. xxx If you toss and you turn and you just can't fall asleep

## SPEAKING

**14** Work in pairs. Make sentences 1-8 true for you. Then compare your answers.

1. If I move to the house in the next two years, xxx.
2. When I go on holiday, xxx.
3. When I get home this evening, xxx.
4. When I go to bed tonight, xxx.
5. If I'm hungry later, xxx.
6. If anyone invites me to a party, xxx.
7. If I go out this weekend, xxx.
8. If I lose my mobile phone, xxx.

## WRITING

**15** Write an essay on "Honesty Is the Best Policy". Use the First Conditional rules, new words and expressions.



**4** Read sentences 1-4. Which speaker said them? Listen again and check.

1. When someone is taking your time or attention away from something you do, you practise patience by trying to see the situation from their point of view. xxx
2. It's about treating others the way you want to be treated. xxx
3. Essentially, you're giving your time, your attention, your energy and your abilities – to help or enrich another person. xxx
4. We must treat all humans with equal respect. xxx



**5** Work in pairs. Discuss the following questions sharing your ideas with your partner's.

?

How should people treat others?

?

What would you suggest to treat people around you?

?

What are the possible ways of being tolerant/patient/honest to others? Why do you think so?

## VOCABULARY

**6** Match the boldfaced words with their definitions. (See page 166)

1. without being influenced by any other events or conditions
2. to stop a person from speaking for a short period by something you say or do
3. the ability to wait, or to continue doing something despite difficulties
4. the belief / to believe that someone is good and honest and will not harm you, or that something is safe and reliable
5. relating to the most important characteristics or ideas of something
6. to say or do something as a reaction to something that has been said or done
7. the same in importance and deserving the same treatment; the same in amount, number, or size

**7** Find and correct the mistakes in sentences 1-7 below. There is one mistake in each sentence.

1. Ann tried to explain what had happened, but Steven kept responding her.
2. I'm sorry but my interrupt is beginning to run out.
3. Helen could always make her friend laugh essentially her sadness.
4. Equal me – I know everything about these things.
5. I asked my cousin what had happened, but she didn't trust.
6. What he's saying is regardless of true.
7. We must make sure that every child here gets patience shares of the food.

**8** What words describe people's personal values? Complete the chart with the correct noun or adjective. Use a dictionary if you need.

NOUN	ADJECTIVE	NOUN	ADJECTIVE
compassion	xxx	xxx	respectful
xxx	kind	honesty	xxx
generosity	xxx	xxx	tolerant
xxx	courageous	politeness	xxx

## SPEAKING

**9** Work in groups. Match the two halves to complete the quotes about values.

1. "Open your arms to change	A) they attract good people." <i>(John Wooden)</i>
2. Your personal core values	B) they're not values, they're hobbies." <i>(Job Stewart)</i>
3. "If you don't stick to your values when they are being tested,	C) when you know what your values are." <i>(Roy E. Disney)</i>
4. "Good values are like a magnet	D) because your values become your destiny." <i>(Mahatma Gandhi)</i>
5. "Keep your values positive	E) but don't let go of your values." <i>(Dalai Lama)</i>
6. "It's not hard to make decisions	F) define who you are." <i>(Tony Hsieh)</i>
7. "If we lose our human values by having everything mechanized,	G) then machines will dictate our lives." <i>(Dalai Lama)</i>

**10** Listen and check. (Audio 19)

**GRAMMAR**

**11** Read the sentences and say which one talks about a general situation (GS) and which one talks about specific/future situation (FS).

1. If you don't stick to your values when they are being tested, they're not values, they're hobbies.
2. If we lose our human values by having everything mechanized, machines will dictate our lives.

**12** Choose the correct alternative to complete the rules.

**RULES**

1. Use **the Zero Conditional** (If/When + present simple + present simple) to talk about a *general/specific* situation (fact), or something which is always true.
2. Use **the First Conditional** (If/When + present simple + will) to talk about a *general/specific* (possible) situation in the future.

See page 196

**13** Complete the sentences using the correct forms of the verbs in brackets.

1. If you xxx this button, water xxx out. (*push / come*)
2. If the weather xxx bad this year, food prices xxx (*be / go up*)
3. I phone my mum every evening. If I xxx her, she xxx worried, (*not phone / get*)
4. If Semra xxx to the airport, she xxx there on time. (*drive / get*)
5. You can xxx to bed if you xxx tired. (*go / feel*)
6. If Vagif xxx, he xxx in the team, (*not practise/not be*)
7. Why don't you leave now? If you xxx there early, you xxx more relaxed. (*get / be*)

## READING

**14** Work in pairs. Discuss the questions. Give your comments.

?

• What are the most valuable human qualities?

?

• Is it the moral obligation of the wealthy/famous people to help others? Why? Why not?

**15** Work in groups. Read the passages and discuss the question.

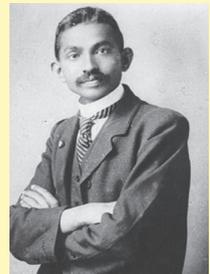
• Can you say what qualities **Nabat khanyam** and **Mohandas K. Gandhi** possessed?

**Nabat khanyam Ashurbeyova** was one of the richest women in Azerbaijan in the 19th century. Oil fields and apartment houses were the source of great wealth that she possessed.

After she married Haji Musa Rza Rzayev, a wealthy merchant, Nabat khanyam became known as a philanthropist. She attended all meetings of Baku Charity Society. Nabat khanyam joined H.Z.Taghiyev's initiative and made huge contributions to financing construction of Shollar water pipeline, which is one of the largest water pipeline systems that supplies Baku with drinking water. Mrs Ashurbeyova also lent a large amount of money to the construction of the "Seyyid Hospital" in the district of Sabunchu in Baku. Patients were treated in this hospital at her expense for a long time. Her greatest charity was the construction of the Teze Pir mosque.



**Mohandas K. Gandhi** was a Hindu Indian who had studied law in London. For most his life, he fought for racial equality and for the independence of India from British rule. India was controlled by Britain, and when Gandhi returned home, he was angered by the poverty and inequality he saw in his country. He urged Indians to make their own clothing so they wouldn't have to buy British goods. Hindus began to call Gandhi "Mahatma", which means "great soul". Most Indians could not afford to buy expensive British salt, but it was against the law for them to make their own. So Gandhi walked 200 miles to the ocean to make salt from seawater. He taught Indians how to get back control of their country by peaceful actions. India finally won independence from Britain in 1947. During the last year of his life, Gandhi worked to build peace between all the peoples of India.



## SPEAKING

**16** Choose the values you learned growing up. Then complete the chart.

courage

forgiveness

politeness

honesty

determination

kindness

patience

loyalty

discipline

tolerance

humanism

generosity

Values I learned	How I learned
xxx	xxx

**17** Work in pairs. Which three values do you think are the most important? Decide with a partner. Give your reasons.

### Model:

We think **generosity**, **tolerance** and **honesty** are the most important. Generosity is an important value because if you help people, they might help you one day. Tolerance matters because...

## WRITING

**18** Write an essay. (See the TIPS on page 96)

A person's worth nowadays seems to be judged according to social status and material possessions. Old-fashioned values, such as honour, kindness and trust, no longer seem important.

To what extent do you agree with this opinion? Give reasons for your answer and include any relevant examples from your own knowledge or experience.

## 6.3 National Values, Core Values!

### SPEAKING

- 1** Look at the pictures. Express your ideas on our national values and say which of them has been included in the UNESCO's Cultural Heritage List.



#### *Model:*

These are our national cultural values.

One of them is lavash which has been included in the UNESCO's Cultural Heritage List.

- 2** Work in pairs. Discuss the questions.

?

- Why are national values so important for humans?
- What should we do to protect our national values?
- What is the role of families and schools in educating and developing national values?

?

## READING

**3** Work in pairs. Read President of the Republic of Azerbaijan Ilham Aliyev's speech about national values at a meeting with young people and find out the main idea of each paragraph.

(1) "The values of Azerbaijan are our core values. Of course, we share universal human values too. Azerbaijani values form an **integral** part of universal human values. But there are values **inherent** in our own nation. We are protecting and should protect them", said President Ilham Aliyev at a meeting with young people.



(2) "We have wonderful traditions and national values. We are protecting them and you, young people, should maintain them. This is a huge **legacy**, a large cultural heritage, our wealth," the head of state noted.

(3) "Our music, the art of carpet weaving, arts, literature, our native language – all of this is our biggest wealth. We have taken care of this wealth at all times... This is why we are developing as a nation today. We have introduced ourselves to the world. Of course, in the years of **independence** we have to protect these values even more."

(4) "There is public policy and I, as President, pay **particular** attention to these issues. This work is done by all government agencies and public organizations. But there must be **continuity** here. And this continuity will be provided by you, young people. Therefore, young people should be educated in the national **spirit**. We need to organize this at school and in the family," he added.



**4 Read and say if the statements are True, False or Not Given.**

1. National values of Azerbaijan are an integral part of universal human values.
2. There aren't any core values inherent in the Azerbaijani nation.
3. Our wonderful traditions and national values are not a huge legacy.
4. Azerbaijan is the homeland of diverse peoples and cultures.
5. We have to protect these values even more in the years of independence.
6. President Ilham Aliyev pays particular attention to protecting our national values.

## VOCABULARY

**5 Choose the correct option.**

1. freedom from being governed or ruled by another country  
a) integral                      b) independence      c) inherent
2. special, or this and not any other  
a) spirit                          b) legacy                      c) particular
3. necessary and important as a part of a whole  
a) particular                      b) continuity                  c) integral
4. the state of continuing over time without change  
a) inherent                      b) continuity                  c) spirit
5. something that is a part of your history or that remains from an earlier time  
a) legacy                          b) particular                      c) spirit
6. existing as a natural or basic part of something  
a) integral                          b) inherent                      c) legacy
7. a particular way of thinking, feeling, or behaving  
a) independence                  b) continuity                      c) spirit

**6 Choose the right word in brackets.**

0. There has been no xxx in our class – we've had five different teachers. (*continuity/spirit*)
1. Tom wanted a xxx type of rose. (*integral/particular*)
2. The players of Garabagh have a very strong team xxx. (*inherent/spirit*)
3. Azerbaijan gained its xxx from Soviet Union in 1991. (*independence /continuity*)
4. The Greeks have a rich xxx of literature. (*legacy/ independence*)
5. Teaching national values is an xxx part of education. (*legacy/ integral*)
6. Love of music is xxx in human nature. (*particular/inherent*)

## GRAMMAR

### 7 Read the sentences and complete the rules with the words in the box.

1. What would you do with your money if you were a millionaire?
2. If I had a lot of money, I would help people in need.

would could imaginary past

## RULES

1. We use the Second Conditional to describe an \_\_\_\_\_ situation.
2. In the If clause, we use the \_\_\_\_\_ simple.
3. In the main clause, we use \_\_\_\_\_ or 'd.
4. If we are not sure of the result, we can also use \_\_\_\_\_.

See page 197

### 8 Make sentences with the prompts.

1. If I / be / famous / people / recognise me / on the street.
2. What / you do / if / you / lose / your job?
3. If I / lose / my job / I / have to / look for another one.
4. I / travel/to China / if / able to / speak Mandarin.
5. If I / have more time / I do more sport.
6. If I / not have a television / I read more books.
7. If you / be / famous / how / your life / change?

### 9 Rewrite the sentences using the second conditional forms.

0. *I'm very tired, so I'm not going out later.*

*If I weren't so tired, I would go out later.*

1. The restaurant is very expensive, so we don't eat there.
2. You don't water the garden, so it doesn't look very good.
3. I don't have Jane's number, so I can't call her.
4. We don't have enough money, so we can't buy our own house.
5. I don't have any food in the house, or I would invite you in for lunch.
6. Ali doesn't practise every day, so he is not very good at the guitar.
7. Nuray spends so much time answering her email that she doesn't finish her other work.

**10** Work in pairs and discuss.

What would you do if ...

1. you saw a child fall down in the street?
2. you found a bag of money in the street?
3. you heard someone saying bad things about your friend?
4. someone asked you to take part in a TV programme about charity?
5. you saw someone stealing bread in the supermarket?
6. you were a famous writer/singer/musician/artist?

**LISTENING**

**11** Think, pair and share ideas on the following statements.

- Charity is a value.
- Charity starts from home.
- Charitable people are honest, kind-hearted and merciful.



**12** Listen to the passages and answer the questions. (Audio 20)



1. Who is the First Vice-President of the Republic of Azerbaijan and a Goodwill Ambassador of UNESCO and ISESCO?
2. What kind of charitable projects does Mehriban Aliyeva always organize?
3. How did Mrs Aliyeva help the Fund to Support Fight Against Coronavirus?
4. When was Ronaldo named the world's most charitable sportsperson?
5. How does Cristiano Ronaldo support countries in need?
6. Why did J.K. Rowling drop off the *Forbes* billionaire list?
7. What is the goal of the organizations *Lumos* and *Volant*?

**13** Listen again and decide if the statements are True, False or Not Given.

1. Mrs Aliyeva's charitable work includes the restoration and modernization of an orphanage in Azerbaijan.
2. In 2016 after Real Madrid won the Champions League final, Ronaldo donated his €600,000 bonus cheque to good causes.
3. J.K. Rowling has made contributions to various charitable causes throughout her career, including UNICEF, *Save the Children* and *World Vision*.
4. "What is really important to me is when we succeed in both realising large-scale projects and helping real people," noted Mrs Rowling in the interview to TBY ([thebusinessyear.com](http://thebusinessyear.com)).
5. Mehriban Aliyeva was the Chairperson of the Organising Committee of the first European Games held in Baku.
6. Cristiano Ronaldo spends his bonus cheques and portions of his salary on charity.
7. Besides her charitable foundations, Rowling also supports 14 organizations.
8. Ronaldo is the founder and president of the international children's non-profit organization *Lumos*.

## VOCABULARY

**14** Match the words with their definitions.

1. large scale	a) to consider or have an opinion about something or someone
2. orphanage	b) to work very hard to achieve something
3. regard	c) a home for children whose parents are dead or unable to care for them
4. make a contribution	d) the act of collecting or producing money for a particular purpose, especially for a charity
5. sweat	e) involving many people or things, or happening over a large area
6. fundraising	f) having a particular value, especially in money
7. worth	g) to give money, support or other help; to help to make something successful

**15** Find and correct the mistakes in sentences 1-7 below. There is one mistake in each sentence.

1. Their house is fundraising \$300,000.
2. The dinner is a worth campaign for the museum.
3. Mary's parents always sweated her as the smartest of their children.
4. There are orphanages changes in our organization.
5. Vice-president of the Heydar Aliyev Foundation Leyla Aliyeva always visits contributions.
6. Oprah Wilfrey has made significant large-scale to education of women, children and families around the world.
7. Volunteers regarded to get the school ready for the charity event.

## SPEAKING

**16** Work in pairs. Make up a dialogue between a teacher and students discussing national values. Use the following words and phrases.

respecting elders

learning values at home and  
at schools

important

values are the beliefs

being charitable

being kind and generous

example of the national values

through our parents  
and teachers

studying hard

telling the truth

helping people in need

to become useful

## WRITING

**17** Write an essay. Imagine that you plan to donate money to charity to help people in need. If you had enough money, what would you do?

# 6.4 Review Time

## SPEAKING

**1** Pair work. Discuss the questions.

?

How would your life be different today if ...

- you'd been born in another country?
  - you'd grown up in a much smaller or larger family?
- ?
- you hadn't learned any English?
  - you hadn't met your best friend?

**2A** Complete the sentences with the words in the box.

retrieve    rightful    interrupt    patience    trust    worth  
essentially    respond    independence    particular    spirit

1. Everyone thanked him for showing so much xxx to the sick people.
2. It's very important to play any game in the high xxx.
3. Farida is an xxx honest person.
4. The woman bent down to xxx her earring.
5. Nothing is more precious than xxx and freedom.
6. It's not polite to xxx someone when he or she is busy.
7. I offered him a cup of coffee, but he did not xxx.
8. A bird in the hand is xxx two in the bush.
9. Is there a xxx type of book you enjoy?
10. Never xxx another what you should do yourself.
11. Who is the xxx owner of this painting?

**2B** Listen and check. (Audio 21)

## 6.4 Review Time

### GRAMMAR

#### 3 Choose the correct alternative.

1. Fidan *will/would* buy it if she had money.
2. If you *want/wanted* to be successful in life, you have to work hard.
3. If you had a lot of money, what *did/would* you spend it on?
4. If I *were/am* you, I would go to Spain with my aunt.
5. Sona *will/would* go to London if you come too.
6. If I felt sad, I *will/would* ask for some help.
7. If we *don't/won't* work harder, we won't pass the exam.
8. If Lamiya had enough time, she *would/will* travel more.
9. If David *lived/lives* in Azerbaijan, I would see him more often.
10. If Amanda *didn't/doesn't* speak good French, she wouldn't move to Paris.

### SELF-ASSESSMENT

★ I need more practice	★★ I sometimes find this difficult	★★★★ I have no problems with
------------------------	------------------------------------	------------------------------

Listening	I can	listen to four people talking about the most important values in life	xxx
		listen to the passages about charitable people and give comments	xxx
Speaking	I can	talk about core values/cultural values and share my own ideas	xxx
		talk about charity and charitable people and analyse their charitable activities	xxx
Reading	I can	read about homeless people's good deeds and find True, False or Not Given sentences	xxx
		read about national values of Azerbaijan and take part in discussions giving comments	xxx
Writing	I can	write an essay on humanism, honesty and kindness	xxx

# 6.5 Student Portfolio

**A** Choose and use the words in the box to complete the charts below.

flag down    accidentally    retrieve    panhandle  
 debate    rightful    citation    regardless of  
 interrupt    patience    trust    essentially    respond  
 integral    inherent    legacy    independence  
 particular    continuity    spirit    equal    large-scale  
 orphanage    regard    make a contribution  
 sweat    fundraising    worth

WORD	MEANING	SYNONYM	ANTONYM	USEFUL PHRASES/ EXPRESSIONS
xxx	xxx	xxx	xxx	xxx

NOUN	VERB	ADJECTIVE	ADVERB	PREPOSITION	PRONOUN	NONE
xxx	xxx	xxx	xxx	xxx	xxx	xxx

**B** Complete the table.

In the field of ...	What I learned	How I'll implement
Listening	xxx	xxx
Speaking	xxx	xxx
Reading	xxx	xxx
Writing	xxx	xxx
Grammar	xxx	xxx
Vocabulary	xxx	xxx
Logical Thinking	xxx	xxx
Critical Thinking	xxx	xxx
Moral Values	xxx	xxx

## ADDITIONAL READING

- 1 There are some funny facts about the English language. Can you search and add any more facts to this list?

### Fact File

*An ambigram is a word or design that keeps meaning when viewed from a different direction.*

*A pangram sentence is one that contains every letter in the language.*

- 1 "I AM." IS THE SHORTEST COMPLETE SENTENCE IN THE ENGLISH LANGUAGE.

- 2 For example, the sentence "*The quick brown fox jumps over the lazy dog.*" is a pangram.

- 3 SUPER CALIFRAGILISTICEXPIALIDOCIOUS (\*BREATH\*) IS NOT THE LONGEST WORD IN ENGLISH.

This extra long word (that approximately means "fantastic") was popularized by the movie *Mary Poppins* and was eventually added to the dictionary. What you probably didn't know is that there is a word that is longer-yes longer-than this one.

*Pneumonoultramicroscopicsilicovolcanoconiosis* is a type of lung disease. Go ahead and try pronouncing that!

- 4 THE SHORTEST, OLDEST AND MOST COMMONLY USED WORD IS "I". *Medieval manuscripts reveal that some of the oldest words in English are "I", "we", "two" and "three". This makes "I" one of the shortest and oldest words in the English language. It is also the most commonly used word in English conversations.*

- 5 THERE ARE SEVEN WAYS TO SPELL THE SOUND 'EE' IN ENGLISH. This sentence contains all of them: "*He believed Caesar could see people seizing the seas*".

- 6 *SWIMS WILL BE SWIMS* EVEN WHEN TURNED UPSIDE DOWN. Such words are called **ambigrams**.

## ADDITIONAL READING

- 2** Read and discuss which hand gestures people use in our country for expressions below. Can you think of any other gestures that people often use?

### Body Language

To communicate well with people of other countries, you must learn to speak well, but speaking isn't everything. Some experts say only thirty percent of communication comes from talking. Your gestures and other non-verbal actions matter, too. But in different cultures, the same action can have different meanings. When you have to meet someone from a different culture, be prepared. Do you know what kind of gestures and customs are appropriate?

Let's look at shaking hands. North Americans like a firm handshake. But the French prefer a light, short handshake. If you shake a French person's hand the North American way, he or she may not like it. People in Eastern European countries and some Latino cultures prefer shorter handshakes, too. Hugging after shaking hands is also a common introduction there. Don't be surprised if your friend may get off on the wrong foot.

Everyone around the world knows the "OK" hand gesture, don't they? But in Spain, parts of South America, Eastern Europe, the OK sign is considered rude. And if you go shopping in Japan, it means you'd like your change in coins instead of bills. In France, making the OK sign means "zero" or that something is worthless. So check before you use the OK sign to be sure it's OK!

Understanding even a few key gestures from different cultures can make you a better communicator. So next time you travel, try being culturally sensitive. Find out the local gesture and let your body talk.

*by Kelly Garbo*



## ADDITIONAL READING

3 Read and put parts A-G in the logical order to make up a dialogue.

### BE LIKE ME!

**A** **Mother:** How can you say that? You know I push you all the time.  
**Son:** But that's not the same as helping me.

**B** **Mother:** That's not good enough. They have to be all A's! If you don't do well at school, how are you ever going to do well in life?  
**Son:** Well, If I had parents who loved me despite my shortcomings, I'd sure be a lot happier.

**C** **Mother:** Did you get your test grades yet?  
**Son:** Yeah. Here they are.

**D** **Mother:** Why do you even waste your time, if this is the best you can do? Why? Don't you just quit school and get a job? There must be some low-paying work out there that anybody can do. Even you!  
**Son:** Mom! I'm trying! My grades aren't excellent. But they're better than they were.

**E** **Mother:** Let me see them.  
**Son:** Ok, but you aren't going to like them.

**F** **Mother:** I never had bad grades in my life. Why don't you take after me instead of your father?  
**Son:** That's what he says!

**G** **Mother:** You mean you got bad grades again? When are you going to stop playing and start studying?  
**Son:** I do study! I study as hard as I can. But you and Dad don't help me enough.

## ADDITIONAL READING

**4** Read the text. Match sentences A–E with gaps 1–5. There is one extra sentence you do not need.

- A. Four out of five children in the USA have brothers or sisters.
- B. Many of the parents of the only children worry about this.
- C. Do you have any siblings?
- D. So do the only children get benefits?
- E. Or are you the only child?
- F. They can teach you new facts.

### One child families – are they good for us?

1. **xxx** Parents in China are excited about the news that now they can have more than one child. So how are family sizes different around the world?

In Europe, the average family has two children. In Turkey and Azerbaijan parents usually have three children.



2. **xxx** Most American families have two children. But the American actors Angelina Jolie and Brad Pitt are famous for their very big family. They have three children and three other children from different countries. Zahara comes from Ethiopia, Pax comes from Vietnam and Maddox comes from Cambodia.

According to research, a sister or brother is an advantage. You can talk to your brother or sister when you are worried about your problems. You can learn lots of things from your siblings.

3. **xxx** And learning how to get on with each other can teach you life skills too. What about the only children? They don't have brothers or sisters to learn from or share with.

4. **xxx** People say that the only children can't share and are not friendly. However, according to lots of studies, the only children are no different from children with siblings. They learn to share in the classroom, or with cousins, step-brothers and step-sisters and their friends.

5. **xxx** The answer is yes. The only children usually get on very well with their parents and they are very independent.

## ADDITIONAL READING

**5** Read the dialogue on unemployment problem and choose the correct option.

**Agil:** Hello, Lamiya! What's up?

**Lamiya:** It's cool. What about you?

**Agil:** *I/ Eye* am not so well. I am worried about my future life. If I remain unemployed after finishing my exam, it will be *too/two* much unfortunate.

**Lamiya:** Unemployment has really become a serious problem in the world as the number of the unemployed is more than the job opportunities.

**Agil:** You are absolutely *right/write*, but I believe that if you want to be employed, you must have to learn some skills on certain profession.

**Lamiya:** *I sea/see* your point. And that's why everyone should decide what they are going to do after passing the exam.

**Agil:** Will you tell me please how we can come out of unemployment?

**Lamiya:** Well, I think people should acquire some skills. If we are skilled, we can employ ourselves in any trade or profession.

**Agil:** But what about the disabled?

**Lamiya:** No problem for them. Nowadays the disabled are being trained in various professions and skills according to *their/there* ability. And they are doing well.

**Agil:** Are you sure, they can?

**Lamiya:** Of course. I *no/know* many institutions that train up the disabled. I know many of them who have become self-employed or employed by others.

**Agil:** That's very good!



## ADDITIONAL READING

### 6 Read the text and find out the main idea of each paragraph.

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



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

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

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

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

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

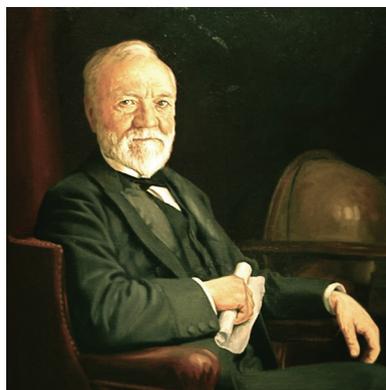
5. After that Helen devoted her life to people who were in need. Beginning with “The Story of my Life”, she wrote eight books as well as lots of essays and articles on blindness. Realising that she could not hope to solve the situation of the blind and the deaf herself, Helen turned her thoughts to the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

## ADDITIONAL READING

**7** Read the article and analyse the statements below the passage.

**Andrew Carnegie**, a philanthropist, was one of the world's richest men. He made a fortune in the oil and steel industries, but spent most of his life giving his money away. Carnegie was born in Scotland in 1835.

When he was 13, his family immigrated to the US. When he was 14, he started to work for \$1.20 a week. He was intelligent and hardworking, and it didn't take him long to become rich. But Carnegie always remembered the day he wanted to use a



library in Pittsburgh, but he was not permitted to enter. He was disappointed to learn that the library was for members only. As Carnegie's fortune grew, he started to give his money away.

One of his biggest desires was to build free public libraries. He wanted everyone to have access to libraries and education. He believed that education was the key to a successful life. In 1881, there were only a few public libraries for the people. Over the doors of the Carnegie Library of Pittsburgh, carved in stone, are his own words, "Free to the People." By the time Carnegie died, there had been more than 2,500 public libraries in the English-speaking world. But building libraries was not his only contribution. In his book, "The Gospel of Wealth", he tried to persuade other wealthy people to donate their money.

**Here are some of the ideas he wrote about in his book:**

- *To give away money is the best thing rich people can do.*
- *It's good for a rich person to set an example for others.*
- *It's not good to have money if your spirit is poor.*
- *It is the mind that makes the body rich.*

*By the time he died in 1919, Carnegie had given away more than \$ 350 million that time which is \$ 3.7 billion today.*

## AUDIO SCRIPTS

### AUDIO SCRIPT 1

#### Speaker 1

My name is Fidan. I live abroad with my family. Like other teens, apart from my native language Azerbaijani, I also know some foreign languages. I can speak English, French, Russian and Turkish well. I'm going to become a diplomat and I hope knowing foreign languages will help me widen my outlook in future. I've read a number of poems, stories and novels; listened to music and watched a lot of films in different languages. However, I've never come across with such phrases as, "Jan", "Ay jan", "Ahu gozlum", "Gul uzlum", "Shirin-sheker balam", "Chichek gokhulum", "Maral bakhishlim", etc. in any other languages. To my mind, all these sound like a sweet melody and it only belongs to my native language - Azerbaijani! My language is my soul and I'm proud of it.

#### Speaker 2

My name is Oliver. I'm from England. I think that Spanish is one of the easiest foreign languages to learn. It's very useful to know this language when travelling around Spanish-speaking countries. There are 21 countries that have Spanish as their official language. Of course, it's possible to visit Mexico or

Spain without knowing a word in Spanish. However, you can get more information about the country you visit when you speak their language. When I went on holiday to Spain last year, I felt happy to realize that I could easily communicate with the Spanish in their native language. Moreover, when I read Spanish magazines or newspapers, I can understand how other people think and feel. The Spanish language also offers rich literature, both modern and traditional.

#### Speaker 3

My name is Aisha. I live in Dubai. I started learning German three years ago. I've chosen this language because more people speak German as their native language in Europe. Germany plays a leading role in the EU (European Union), and it is a major economic and political state. German has been and remains an international language in different fields, including philosophy, social sciences, physics, engineering, medicine, music, art and history. I think knowing German will open up more career opportunities for me.

#### Speaker 4

My name is Michael. Although my native language is English, I also learn different languages. I think knowing more languages can help us in our future career as it's the

key to different cultures, art and history. As you know, English is the most widespread and a major world language. Over two-thirds of the world's scientists write in English. It's also the main language of international conferences, airline services, medicine, diplomacy and international competitions. I agree that English is one of the easiest languages in the world and anyone can start learning it without hesitation.

## AUDIO SCRIPT 2

**Aydan:** Today on *Lingholic* we have a polyglot and language teacher Prof. Keith Brendon. There are many reasons, professor, why we begin to study foreign languages. We get too many questions about how to learn them.

**Prof. Brendon:** Well, I would say that foreign languages are very necessary for people nowadays, because of growing international contacts with foreign countries. Anyone who has a willing can learn them.

**Aydan:** Most people think it's too late to start learning a language if they are old enough.

**Prof. Brendon:** Hmm...As the proverb says, "Better Late than Never!" If a person has got enough motivation, he or she will soon **make progress**.

**Aydan:** What should learners do then?

**Prof. Brendon:** Well, they should use the language they learn as often as they can. First of all they should practise it every day. However, they shouldn't start with newspapers or books which may be very difficult for beginners. They should read adapted versions of books. Hmm... The main thing is to be enthusiastic enough.

**Aydan:** Should they watch movies?

**Prof. Brendon:** They can try, but they shouldn't get upset if they can't understand anything.

They'll have to watch the same film again until they understand better.

**Aydan:** And what about listening?

**Prof. Brendon:** Oh, listening is a very productive way of learning a foreign language. Learners should listen to different accents of native speakers as well as non-native. That will improve their speaking skills and their ability to understand the language.

**Aydan:** Well, learning a language demands enough patience. Thank you very much, Prof. Brendon.

## AUDIO SCRIPT 3

**Martin**

As a British person I'm embarrassed by how poor a lot of us are at speaking foreign languages. I've been on holiday to Spain and Italy recently, and in both countries I saw British tourists not even trying to say 'hello', 'please' or 'thank you' in the local language, which I think is really **rude**.

My guess is that most native speakers of English are lazy when it comes to foreign languages. We know English is the main language of international business, and that in most countries the locals are able to speak at least a bit of English. I've never lived in a foreign country and I'm not great at languages, but I do think it's important to make an **effort** with them when you're travelling abroad.

### Leila

I've started learning two foreign languages and found that I've really enjoyed them. Two years ago I started learning French, just as a hobby, and six months ago I started learning Hindi because I have friends from India and next month I'm going there to meet them. It's difficult, but also really interesting. My friend Susan is studying Mandarin, which is pretty unusual. Because China is growing so fast as an economic **power**, she believes that in English-speaking countries it won't be long before there are more kids studying Mandarin in school than French or German.

### Paul

I'm fourteen years old and I go to school in Manchester in the north of England. I study two foreign languages, Spanish and French. They're not my favourite subjects, but sometimes they can be interesting enough, like when we learn slang words, or vocabulary to do with sport and music. But I don't like all the grammar – I can't get my

head round all those rules.

When I went to Spain on holiday last month I was able to ask for meals in a restaurant and also understood a little bit of Spanish TV – I was **quite** proud of myself.

### Juliette

I teach French and Spanish at a school in Baku, so **obviously** I'm fluent in both languages. I like my job, although sometimes it can be a bit **frustrating**. It would be good if the students cared more about foreign languages – lots of businesses say they want people who can speak European languages, but young people don't seem to realize that speaking another language can improve their job **prospects**.

## AUDIO SCRIPT 4

1. The concert was short. **However**, it was very good.
2. I was unaware of his **existence** until today.
3. I find it **frustrating** that I can't speak other languages.
4. It was a real team **effort**, everyone contributed something to the success of the project.
5. Dan is **obviously** a man of very high intelligence.
6. **Artificial** flowers can sometimes look better than the real thing.
7. We should **maintain** friendly relations with them.
8. Please **confirm** your telephone message by writing to me.

9. Is there any **prospect** of his recovering?

10. John can't **convey** his feelings in words.

11. I thought you showed great **diplomacy** in dealing with him. message by writing to me.

### AUDIO SCRIPT 5

The Beckhams are a famous family from Great Britain. They are a fine example of what any celebrity family should be – successful, happy, projects the right values and extremely good-looking. Legendary international football star David Beckham, who has played for Manchester United, England, Real Madrid and the L.A. Galaxy, is married to super talented fashion designer Victoria Beckham, also known as Posh from the Spice Girls. They have been married since 1999 and have since gone on to have four children: sons Brooklyn, Romeo, Cruz and a daughter Harper. After previously living abroad in places including Spain and Los Angeles, all 6 family members are currently residing in their London townhouse once more. David and Victoria have made sure to instil the values of hard work on their four children. Strong family values seem to be at the core of the Beckham family. David has openly stated that he is very tough on his children because he wants them to work hard for their dreams

and goals, rather than rely on their international family name.

The Beckhams are a super close-knit family that spends enough time together. David loves his boys' nights out with his sons. All three youngsters like posting pictures on their Instagram accounts, proudly showing them hanging out with their old man. The handsome quartet always looks cool and casual.

Family relationship is very important to the Beckhams. "I wouldn't have achieved what I have done today without my family. I'm grateful for my parents' sacrifice, which made me realize my dreams," Beckham said in a statement.

### AUDIO SCRIPT 6

1. Don't **pretend** to be nice to me.

2. We must **instil** cultural and moral values, as well as knowledge, in young Azerbaijani citizens.

3. A habit can easily become an **addiction**.

4. The Director is **currently** having talks in Great Britain.

5. We encourage all members to **strive** for the highest standards.

6. All my classmates were **delighted** at the news.

7. It's time to focus on the company's **core** business.

8. They **appreciated** my helping in time.

9. Does he still **reside** with his grandmother in Ganja?

10. Don't **hang out** of the window or you may fall.

11. She usually wears smart **casual** clothes.

## AUDIO SCRIPT 7

### What is poverty?

Poverty is about not having enough money to meet basic needs including food, clothing and shelter. However, poverty is more, much more than just not having enough money.

The World Bank Organization describes poverty in this way:

“Poverty is hunger. Poverty is lack of shelter. Poverty is being sick and not being able to see a doctor. Poverty is not having access to school and not knowing how to read. Poverty is not having a job, is fear for the future, living one day at a time.

Poverty has many faces, changing from place to place and across time, and has been described in many ways. Most often, poverty is a situation people want to escape. So poverty is a call to action - for the poor and the wealthy alike - a call to change the world so that many more may have enough to eat, sufficient shelter, access to education and health, protection from violence, and a voice in what happens in their communities.”

In addition to a lack of money, poverty is about not being able to send children on a day trip

with their schoolmates or to a birthday party; not being able to pay for treatment for an illness. When people are excluded within a society, when they are not well educated and when they have a higher incidence of illness, there are negative consequences for society.

There is no one cause of poverty, and the results of it are different in every case. Poverty varies considerably depending on the situation. Feeling poor in Canada is different from living in poverty in Russia or Zimbabwe. The differences between the rich and the poor within the borders of a country can also be great.

Despite the many definitions, one thing is certain; poverty is a complex social issue. No matter how poverty is defined, it can be agreed that it is an issue that requires everyone's attention. It is important that all members of our society work together to provide the opportunities for all our members to reach their full potential. It helps all of us help one another.

## AUDIO SCRIPT 8

1. **Poverty** is no shame, laziness is.
2. The two made **unimaginable** amounts of money.
3. I told the hairdresser to do what she wanted to my hair, and look at the **consequences!**
4. She did not **perceive** herself as disabled.

5. The 1990s were a period of **rapid** change/growth.

6. We want to demonstrate our **commitment** to human rights.

7. Many of the children are **undernourished** and suffering from serious diseases.

8. Poor thing! You look absolutely **dreadful**!

9. Better **deny** at once than promise long.

10. He felt some **concern** for her safety.

11. **Lack** of knowledge is darker than night.

### AUDIO SCRIPT 9

#### Speaker 1

Newspaper articles today are shorter but headlines are longer. Most people don't have enough time to read newspaper articles, they only read the headlines! On TV and on the radio, newsreaders speak more quickly than years ago.

#### Speaker 2

Even when we relax, we do everything more quickly. Years ago, when people went to art galleries, they spent at least some minutes to look at each picture. But today we spend just some seconds!

#### Speaker 3

The only thing that is slower than before is the way we drive. Our cars are faster but traffic is worse, so we

drive more slowly. We spend more time in our cars feeling stressed. Experts predict that in ten years' time the average speed on the roads in cities will be 17 km/h.

#### Speaker 4

In the USA, there is a book called One-Minute Bedtime Stories for children. These are shorter versions of traditional stories, specially written for "busy parents" who want to save time!

### AUDIO SCRIPT 10

School days around the world are **extremely** different, and each country has its own specific educational norms. How much homework do they give? How many hours are in the school day? How many school days do they have? Here's a quick look at how six countries around the world handle everything from classroom instruction to homework.

1. Chile has the highest average amount instructional hours worldwide for primary school students. These Chileans spend 1,007 hours a year behind a desk. Chile is at the top of Latin American countries in reading and math.

2. The country with the most heavy metal bands is also home to one of the world's best school systems. Finland not only has some of the world's brightest children,

they have some of the luckiest. On average, Finnish kids **receive** no more than three hours of homework a week. Plus there are no exams and no grades.

3. In order to be at the top, you have to put in the work. Singapore ranks high both in the world's smartest kids category and most hours spent on homework (nearly 9.5 hours a week). The country has spent the past 40 years **transforming** their economy from a blue-collar-based job market to a tech-based, white-collar one.

4. The French are a **sophisticated bunch**. For years, the French have kept Wednesdays **sacred** — older kids get Wednesdays off, but may have school lessons on Saturdays. Even with the midweek break, French students are still in class for eight hours every other day, with a 90-minute lunch break. Because the French are very French when it comes to their cafeteria food.

5. Everyone loves Costa Rica. You can surf in two oceans. It scores high on the happiness index. And, it's winning at **literacy**, because 98 percent of people age 15 to 24 can read. It's because the country spends a huge 8 percent of their GDP\* on education. (The United States spends about 6.4 percent, by comparison). Costa Rica devotes its money to young minds.

6. You think Japanese schools have the most homework. Untrue. Japanese kids average just 3.8 hours a week, but still manage to be on

the higher end of worldwide math scores. The reason for the limited homework isn't because they have it easy, it's because most kids have school after school or "gakudo". It serves more as a daycare for kids, but since they're at school, there's still learning to be done.

### AUDIO SCRIPT 11

1. It can be **beneficial** to share your feelings with someone you trust.
2. You can **accomplish** anything if you believe in it.
3. All students will **receive** certificates after completing the project successfully.
4. Sevda was a highly **sophisticated** and elegant woman.
5. The students were given an **intelligence** test.
6. The police asked a man to give them as much **evidence** as possible.
7. I am **extremely** grateful to all the teachers for their help.
8. Imran did not **idle** away his entire holiday.
9. Our company needs **investment**.
10. Shaig wants to **involve** as many people as possible in the school events.
11. What do you **suggest** I read during holidays?

## AUDIO SCRIPT 12

### Lamiya

TV plays a very important role in my life. Although this is a traditional way to be aware of something, I prefer watching TV to using social media sites. I think using social networking is a waste of time as we can visit a site to check one thing and end up spending the whole day 'behind the screen' not finding anything useful for us. However, TV is the main source of reliable information and the window through which we see the world. It gives us an opportunity to 'travel' all over the world. I think it has a power to educate and broaden our minds. After having a hard day, I can escape from reality only relaxing in front of the TV.

### Tom

Though not all social networking sites are useful, but I prefer using them to watching TV or reading newspapers. Social media has fundamentally changed the way how television is made and watched today. It is changing the way we communicate. Social TV helps us interact with TV programmes. We aren't just watching a programme, we are becoming part of a community and sharing experiences with other viewers all over the world. Instead of being passive viewers we are

actively taking part in what we watch. Nothing can be comparable with sitting on the sofa and facebooking your way through The Voice, or sharing a tweet about your favourite football team!

### Kate

As for me, along with negative points, social networking has lots of good points. First of all, besides watching different programmes online and interacting with other viewers, it makes it easy to keep in touch with our friends, as well. For instance, I can share my feelings with my friends on sites like Facebook or Twitter. I can express myself posting my new pictures. We can also make new friends by connecting with friends of friends. Social networking gives us a chance to interact and communicate with those who are far away from us. I can't imagine my life without it. It is a great way to entertain myself after a busy daily routine.

## AUDIO SCRIPT 13

### Speaker 1

People in the past learnt about news from newspapers. However, today most people aren't interested in reading them. Nowadays everyone tries to get the latest news about what's happening in the country as well as in the world from TV, radio or the Internet. Day by day less people read newspapers. As for

me, I prefer reading a newspaper to getting news in my device because newspapers are more reliable. I have an addiction of reading a newspaper daily. The greatest advantage of reading it is that it adds value to my personality. Reading a newspaper improves my English or any other language in which I am reading it. It also enhances my confidence. I think newspapers actually make our lives easier as we are updated with the current issues, achievements, facts, discoveries, events and so on. Just imagine! All of that news doesn't cost more than one manat.

## Speaker 2

There are dozens of newspapers on every newsstand. There are various newspapers and journals for businessmen, children, teenagers, men, women, sports fans and even for those who like gardening and keep pets. I agree that with newspaper reading, we constantly enhance our reading skills, knowledge and a lot more. However, I prefer getting all of these in my device. I can't imagine a day without online news reading. Major benefit about reading online news is that I am updated in a matter of minutes after the news is out, while in newspapers I have to wait for the next day. Another benefit is that it saves a lot of time and money as I don't need anyone to deliver it to my house. And, of course, it saves a lot of paper too.

## AUDIO SCRIPT 14

1. The *BBC* is the British Broadcasting Corporation. Broadcasting radio and television programmes in the UK and abroad, it's one of the most popular channels in the world. The *BBC*, based in London, has studios in many other parts of the UK and in other countries as well. The *BBC* has two television channels: *BBC 1* and *BBC 2*. Offering lighter plays and series, humour and sport, *BBC 1* is watched by a larger number of all viewers than *BBC 2* which offers documentaries and discussions, operas and concerts. The *BBC* receives its income from the Government. You can't hear or see any commercials on the *BBC* radio and television, because **advertising (1)** on the *BBC* programmes is **prohibited (2)**. The *BBC* began its first world's public service in 1936. Today you can read and even watch The *BBC* news through the Internet in 43 different languages.

2. *CNN* (Cable News Network), founded in 1980 by American media owner Ted Turner, is an American news-based pay television channel. Upon its **launch (3)** in 1980, *CNN* was the first television channel to provide 24-hour news coverage and was the first all-news television channel in the United States. *CNN* **primarily (4)** broadcasts from 30 Hudson Yards in New York City, and studios in Washington, D.C. and Los Angeles. Its **headquarters (5)** at the

CNN Centre in Atlanta is only used for weekend programming. Globally, CNN programming airs through CNN International, which can be seen by viewers in over 212 countries and territories.

3. *İctimai Television* or *İTV* is one of the information and entertainment TV channels in Azerbaijan. Broadcasting since 29 August 2005, it has become as the first independent public broadcaster in the country. The channel broadcasts in Azerbaijani, on a 24-hour basis. There are also issues of *İTV Xəbər* in Russian and English. The headquarters is located in Baku. *İTV* is funded through advertising and government payments. Consisting of nine council members and a general director, who are **approved** (6) by the President of Azerbaijan, the channel is operated by the Public Television and Radio Broadcasting Company. *İTV* became a member of the European Broadcasting Union on 5 July 2007, **allowing** (7) it to take part in events such as the Eurovision Song Contest.

## AUDIO SCRIPT 15

### TV IN OUR LIFE

**Ben:** Do you watch TV a lot?

**Salima:** Not much. One hour a day. On holidays I may watch for even three hours or more.

**Ben:** And what TV programmes do you like watching?

**Salima:** I watch educational programmes about nature, travelling, science and history. And what about you?

**Ben:** I watch news and sometimes I watch the *Discovery Channel*. They show interesting documentaries about everything – wildlife, culture and people's inventions.

**Salima:** Yes, I know this Channel. It's really useful and interesting.

**Ben:** What do you expect from a TV programme?

**Salima:** A TV programme should be informative and inspiring. It should help us develop our personality.

**Ben:** Do you think all TV programmes are really good for our society?

**Salima:** TV is both beneficial and harmful. Useful programmes help us live a better life. Bad programmes have a negative effect on us.

**Ben:** By the way, I benefit from watching programmes in different languages. It really helps me learn them.

**Salima:** That sounds great! I'll try to use TV in this way as well.

## AUDIO SCRIPT 16

1. Newspapers can be used to **enhance** skills in reading, writing, listening and speaking.

2. My parents and I have opposite views on this **issue**.

3. The purpose of the programme is **primarily** educational.

4. The flames of fire soon **spread** to the other buildings.

5. My brother didn't **recognize** me in my uniform.

6. We are looking for someone who is **reliable** and hard-working.

7. Teachers need to **establish** a match between students' needs and teaching methods.

8. Kamran has moved very **rapidly** up.

9. We had a discussion over **current** events last evening.

10. I put an advert in the **local** newspaper.

11. Every month we **deliver** the very best articles, together with the latest fashion and beauty news

Whoa, whoa

Oh, oh

Yeah, yeah

If you tossin' and you're turnin' and you just can't fall asleep

I'll sing a song

Beside you

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

Every day I will

Remind you

Ooh

Find out what we're made of

When we are called to help our friends in need

### AUDIO SCRIPT 17

**"Count on me"** by Bruno Mars

If you ever find yourself stuck in the middle of the sea,

I'll sail the world to find you

If you ever find yourself lost in the dark and you can't see,

I'll be the light to guide you

You can count on me like one two three

I'll be there

And I know when I need it I can count on you like four three two

You'll be there

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

Find out what we're made of

When we are called to help our friends in need

Oh, oh

Yeah, yeah

You'll always have my shoulder when you cry

I'll never let go

Never say goodbye

You know you can

You can count on me like one two three

I'll be there

And I know when I need it I can count on you like four three two

You'll be there

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

Count on me like one two three

I'll be there

And I know when I need it I can count on you like four three two

And you'll be there  
'Cause that's what friends are  
supposed to do, oh yeah  
Oh, oh  
You can count on me 'cause I can  
count on you

### AUDIO SCRIPT 18

**Speaker 1:** Personally, I think kindness is the most significant value in a person's life. It's about treating others the way you want to be treated — with thoughtfulness, patience and respect. It's more than just holding your tongue when you want to say something unkind or bad. Kindness is looking for ways to make life better for others.

**Speaker 2:** In my opinion, **patience** is a more important value in our life. When someone is taking your time or attention away from something you do, or making your life harder in some way, you practise patience by trying to see the situation from their point of view, and **responding** with kindness and respect. No matter how you feel when someone **interrupts** you, you always should treat them with the same patience.

**Speaker 3:** Well, being respected by important people in our lives teaches us how to be respectful toward others. Respect is accepting others for who they are, even when they're different from us or we don't agree with them. Respect is building feelings of **trust**, safety,

and wellbeing. We must treat all humans with **equal** respect — **regardless** of their age, nationality, religion. Respect doesn't come naturally – it is something we learn.

**Speaker 4:** For me, another word for self-giving is sacrifice, but self-giving has a more positive meaning. **Essentially**, you're giving your time, your attention, your energy and your abilities — to help or enrich another person. You give of yourself to others not only to connect with them but to allow your connectedness. What you give to them, you also receive.

### AUDIO SCRIPT 19

1. "Open your arms to change but don't let go of your values." (Dalai Lama)

2. "Your personal core values define who you are." (Tony Hsieh)

3. "If you don't stick to your values when they are being tested, they're not values, they're hobbies." (Job Stewart)

4. "Good values are like a magnet – they attract good people." (John Wooden)

5. "Keep your values positive because your values become your destiny." (Mahatma Gandhi)

6. "It's not hard to make decisions when you know what your values are." (Roy E. Disney)

7. "If we lose our human values by having everything mechanized, then machines will dictate our lives." (Dalai Lama)

## AUDIO SCRIPT 20

**Mehriban Aliyeva**, the First Vice-President of the Republic of Azerbaijan, the President of the Heydar Aliyev Foundation, Goodwill Ambassador of UNESCO and ISESCO always organizes worldwide and large-scale charitable projects. Her commitment and charitable work include the restoration and modernization of an orphanage in Azerbaijan as well as the attention towards the children in need of care - big support to improvement of their living conditions, education and treatment from different diseases. The First Vice-President also donated her annual salary to the Fund to Support Fight Against Coronavirus in March, 2020. "Sometimes there is a need to provide organizational support for interesting projects, and what is really important to me is when we succeed in both realizing large-scale projects and helping real people," noted Mrs Aliyeva in the interview to TBY ([thebusinessyear.com](http://thebusinessyear.com)).

**Cristiano Ronaldo dos Santos Aveiro**, a Portuguese professional footballer, is known as one of the most generous athletes in the world. Often considered the best player in the world and widely regarded as one of the greatest players of all time, he was named

the world's most charitable sportsperson in 2015. Ronaldo has made contributions to various charitable causes throughout his career, including UNICEF, Save the Children and World Vision.

Cristiano Ronaldo has done more than his fair share for charity donating his bonus cheques and portions of his salary to various charities and countries in need to enhance the lives of children through the enhancement of health and education. When Ronaldo is not sweating on the field, he also takes time to physically participate in fundraising campaigns.

**Joanne Kathleen Rowling**, a British author and screenwriter, became the first author to ever make the Forbes billionaire list, largely in thanks to her Harry Potter children's book series. However, she dropped off the list after donating 16 percent of her total net worth, equal to about \$160 million in charitable donations in 2011.

Rowling is incredibly charitable. She is the founder and president of the international children's non-profit organization Lumos, whose main goal is to aid orphaned children in troubled situations in finding their families or otherwise provide them with a loving home. Besides her another charitable trust, Volant, Rowling also supports 14 organizations.

“You have a moral responsibility when you’ve been given far more than you need, to do wise things with it and give intelligently,” Rowling said.

### AUDIO SCRIPT 21

1. Everyone thanked him for showing so much **patience** to the sick people.
2. It’s very important to play any game in the high **spirit**.
3. Farida is an **essentially** honest person.
4. The woman bent down to **retrieve** her earring.
5. Nothing is more precious than **independence** and freedom.
6. It’s not polite to **interrupt** someone when he or she is busy.
7. I offered him a cup of coffee, but he did not **respond**.
8. A bird in the hand is **worth** two in the bush.
9. Is there a **particular** type of book you enjoy?
10. Never **trust** another what you should do yourself.
11. Who is the **rightful** owner of this painting?

## VOCABULARY

### UNIT 1

Words	Transcription	Definition
artificial	/,ɑ:tɪ'fɪʃl/	made by people, often as a copy of something natural
assume	/ə'sju:m/	to accept something to be true without question
bilingual	/,baɪ'lɪŋɡwəl/	able to use two languages equally well
confirm	/kən'fɜ:m/	to approve someone or something officially by formal agreement
convey	/kən'veɪ/	to move someone or something from one place to another
decree	/dɪ'kri:/	an official statement that something must happen
development	/dɪ'veləpmənt/	the process of growing or changing and becoming more advanced
diplomacy	/dɪ'pləʊməsi/	the management of relationships between countries
diplomat	/'dɪpləmæt/	an official representing a country abroad
effort	/'efət/	physical or mental activity needed to achieve something
entirely	/ɪn'taɪəli/	completely
existence	/ɪg'zɪstəns/	the state of being real, or of being known
extinct	/ɪk'stɪŋkt/	not now existing
frustrating	/frʌ'streɪtɪŋ/	making you feel annoyed, disappointed
however	/haʊ'evə(r)/	despite this; but

UNIT 1

linguistic	/lɪŋ'ɡwɪstɪk/	connected with language or the study of language
maintain	/meɪn'teɪn/	to keep in existence; to continue to have; to keep something in good condition
major	/'meɪdʒə(r)/	more important, bigger, or more serious than others
moreover	/mɔːr'əʊvə(r)/	also and more importantly; in addition
obviously	/'ɒbvɪəsli/	in a way that is easy to understand or see
power	/'paʊə(r)/	ability to control people and events
prospect	/'prɒspekt/	the possibility that something good might happen in the future
quite	/kwaɪt/	completely
rude	/ruːd/	not polite; offensive or embarrassing
verify	/'verɪfaɪ/	to make certain or prove that something is true or accurate
whereas	/'weə'ræz/	compared with the fact that; but
widespread	/'waɪd'spred /	universal; global; worldwide
without hesitation	/'wɪðaʊt 'hezi'teɪʃn/	immediately and willingly

## UNIT 2

addiction	/ə'dɪkʃn/	using something harmful
appreciate	/ə'pri:ʃiət/	to recognize how good someone or something is and to value him, her, or it
boredom	/'bɔ:dəm/	the state of being bored
casual	/'kæʒuəl/	clothes that are not formal or not suitable for special occasions
chop something off	/tʃɒp 'sʌmθɪŋ ɒf/	to cut off part of something with a sharp tool
claim	/kleɪm/	to state that something is true or is a fact
core	/kɔ:(r)/	the basic and most important part of something
currently	/'kʌrəntli/	at the present time
delighted	/dɪ'laɪtɪd/	very pleased
excited	/'ɪk'saɪtɪd/	feeling very happy and enthusiastic
for instance	/fə(r) 'ɪnstəns/	for example
hang out	/hæŋ aʊt/	to spend a lot of time in a place or with someone
injury	/'ɪndʒəri/	physical harm or damage to someone's body caused by an accident or an attack
instil	/'ɪnstɪl/	to put a feeling, idea, or principle gradually into someone's mind, so that it has a strong influence on the way the person lives
multitask	/,mʌlti'ta:sk/	to do more than one thing at a time

UNIT 2

ordinary	/ˈɔːdnri/	not different or special or unexpected in any way; usual
pretend	/prɪ'tend/	to behave as if something is true when you know that it is not
previously	/'priːviəsli/	before the present time or the time referred to
prove	/pruːv/	to show that something is true
reside	/rɪ'zaɪd/	to live, have your home, or stay in a place
responsibility	/rɪˌspɒnsə'bɪləti/	something that is your job or duty to deal with
sacrifice	/'sækrɪfaɪs/	to give up something that is valuable to you in order to help another person
shadow	/'ʃædəʊ/	an area of darkness, caused by light being blocked by something
strive	/straɪv/	to try very hard to do something or to make something happen
supervision	/'suːpə'vɪʒn/	the act of watching a person or activity and making certain that everything is done correctly, safely
take something/ somebody for granted	/teɪk 'sʌmθɪŋ 'sʌmbədi fə(r) 'grɑːntɪd/	you do not realize or show that you are grateful for how much you get from situations or people
take a nap	/teɪk ə'næp/	to sleep for a short time, especially during the day
traditionally	/trə'dɪʃənəli/	according to tradition; in a traditional way

### UNIT 3

abuse	/ə'bjʊ:s/	to use something for the wrong purpose in a way that is harmful or morally wrong
adoption	/ə'dɒpʃn/	accepting or starting to use something new
commit	/kə'mɪt/	to promise to give yourself, your money, your time, etc., to support something
commitment	/kə'mɪtmənt/	a promise or firm decision to do something
concern	/kən'sɜ:n/	to cause worry to someone
consequence	/'kɒnsɪkwəns/	a result of an action or situation, especially a bad result
considerably	/kən'sɪdərəbli/	to a large, noticeable, or important degree
deny	/dɪ'naɪ/	to say that something is not true
despite	/dɪ'spaɪt/	without taking any notice of or being influenced by
dreadful	/'dredfl/	causing fear, shock, or suffering
emerge	/ɪ'mɜ:dʒ/	to become known
exclude	/ɪk'sklud/	to prevent someone or something from entering a place or taking part in an activity
fulfill	/fʊl'fɪl/	to do something as promised or intended, or to satisfy your hopes or expectations
incidence	/'ɪnsɪdəns/	the rate at which something happens

### UNIT 3

income	/ˈɪnkʌm/	money that is earned from doing work
inspire	/ɪnˈspaɪə(r)/	to fill someone with confidence and desire to do something
lack	/læk/	the fact that something is not available or that there is not enough of it
perceive	/pəˈsi:v/	to think of something in a particular way
poverty	/'pɒvəti/	the condition of being extremely poor
prediction	/prɪˈdɪkʃn/	a statement about what you think will happen in the future
proportion	/prəˈpɔ:ʃn/	the number or amount of a group or part of something when compared to the whole
rapid	/'ræpɪd/	fast or sudden
ratify	/'rætɪfaɪ/	to make an agreement official
treatment	/'tri:tmənt/	the use of drugs, exercises, etc. to cure a person of an illness or injury
treaty	/'tri:ti/	a written agreement between two or more countries, formally approved and signed by their leaders
undernourished	/ˌʌndə'nɔ:rɪʃt/	not eating enough food to continue to be in good health
unemployment	/ˌʌnɪm'plɔɪmənt/	the number of people who do not have a job that provides money
unimaginable	/ˌʌnɪ'mædʒɪnəbl/	difficult to imagine

## UNIT 4

accomplish	/ə'kʌmplɪʃ/	to finish something successfully or to achieve something
beneficial	/ˌbenɪ'fɪʃl/	helpful, useful, or good
bunch	/bʌntʃ/	a number of things of the same type fastened together; a group of people
catch up	/kætʃ ʌp/	to reach someone or something by moving faster than the other person or thing
chill	/tʃɪl/	to (cause to) become cold but not freeze
evidence	/'eɪdɪəns/	one or more reasons for believing that something is or is not true
extremely	/ɪk'stri:mli/	very
focus on	/'fəʊkəs/	to give a lot of attention to one particular person, subject, or thing
idle away	/'aɪdl ə'weɪ/	to spend a period of time relaxing and doing very little
instructional	/ɪn'strʌkʃ(ə)n(ə)l/	designed to teach someone how to do something
intelligence	/ɪn'telɪdʒəns/	the ability to learn, understand
investment	/ɪn'vestmənt/	the act of putting money or effort into something to make a profit or achieve a result
involve	/ɪn'vɒlv/	if an activity, situation, etc. involves something, that thing is a part of the activity
literacy	/'lɪtərəsi/	the ability to read and write
possess	/pə'zes/	to have or own something
receive	/rɪ'si:v/	to get or be given something
recharge	/ˌrɪ:'tʃɑ:dʒ/	to give (a battery) the ability to supply electricity again by connecting it to a piece of electrical equipment and filling it with electricity

## UNIT 4

scheduled	/'ʃɛdʒu:ld/	planned to happen at a particular time
self-improvement	/,self ɪm'pru:vmənt/	the activity of learning new things on your own that make you a more skilled person
self-poison	/,self 'pɔɪz(ə)n/	the act of spoiling a situation by making it very unpleasant on your own
semi-sacred	/'semi'seɪkrɪd/	holy and deserving respect; considered too important to be changed
sophisticated	/sə'fɪstɪkətɪd/	having a good understanding of the way people behave and/or a good knowledge of culture and fashion
suggest	/sə'dʒest/	to give an idea to other people
switch off	/swɪtʃ ɒf/	turn off
transform	/træns'fɔ:m/	to change completely the appearance or character of something or someone
wind up	/'waɪnd,ʌp/	to end something

## UNIT 5

adopt	/ə'dɒpt/	to accept or start to use something new
advertise	/'ædvətaɪz/	to make something known generally or in public, especially in order to sell it
allow	/ə'laʊ/	to give permission for someone to do something
approve	/ə'pru:v/	to accept, allow, or officially agree to something
confidence	/'kɒnfɪdəns/	the quality of being certain of your abilities
constantly	/'kɒnstəntli/	all the time or often
current	/'kʌrənt/	of the present time
deliver	/dɪ'lɪvə(r)/	to take goods, letters, parcels, etc. to people's houses or places of work

UNIT 5

enhance	/ɪn'hɑ:ns/	to improve the quality, amount, or value of something
establish	/ɪ'stæblɪʃ/	to start a company or organization that will continue for a long time
headquarters	/,hed'kwɔ:təz/	the main offices of an organization in a particular place
hire	/'haɪə(r)/	to employ someone or pay someone to do a particular job; to pay to use something for a short period
influential	/,ɪnflu'entʃl/	having a lot of influence on someone or something
issue	/'ɪʃu:/	a single copy of a newspaper or magazine; a subject or problem that people are thinking and talking about
launch	/lɔ:ntʃ/	an event to celebrate or introduce something new
local	/'ləʊkl/	from or connected with a particular area
non-profit	/,nɒn'prɒfɪt/	not established to make a profit (money)
personality	/,pɜ:sə'næləti/	the type of person you are, shown by the way you behave, feel, and think
primarily	/'praɪ'merəli/	mainly
prohibit	/'prə'hɪbɪt/	to officially forbid something
publish	/'pʌblɪʃ/	to produce and sell a book, magazine, or newspaper

## UNIT 5

rapidly	/ˈræpɪdli/	in a fast or sudden way
recognize	/'rekəɡnaɪz/	to accept that something is legal, true, or important; to know someone or something
reliable	/rɪ'laɪəbl/	able to be trusted
rely	/rɪ'laɪ/	to depend on or trust someone or something
spread	/spred/	to (cause to) cover, reach, or have an effect on a wider or increasing area
transmit	/trænz'mɪt/	to broadcast something, or to send out or carry signals using radio, television, etc
various	/'veəriəs/	several and different

## UNIT 6

accidentally	/,æksɪ'dentəli/	by chance or by mistake
citation	/saɪ'teɪʃn/	official praise for a person in the armed forces for brave actions
continuity	/'kɒntɪ'nju:əti/	the state of continuing over time without change
debate	/dɪ'beɪt/	to try to make a decision about something; serious discussion of a subject in which many people take part
equal	/'i:kwəl/	the same in importance and deserving the same treatment; the same in amount, number, or size
essentially	/ɪ'senʃəli/	relating to the most important characteristics or ideas of something

## UNIT 6

flag down	/flæg daʊn/	to cause a vehicle (transport) to stop by waving at its driver
fundraising	/'fʌndreɪzɪŋ/	the act of collecting or producing money for a particular purpose, especially for a charity
independence	/'ɪndɪ'pendəns/	freedom from being governed or ruled by another country
inherent	/'ɪn'herənt/	existing as a natural or basic part of something
integral	/'ɪntɪgrəl/	necessary and important as a part of a whole
interrupt	/'ɪntə'rʌpt/	to stop a person from speaking for a short period by something you say or do
large-scale	/'lɑ:dʒ 'skeɪl/	involving many people or things, or happening over a large area
legacy	/'legəsi/	something that is a part of your history or that remains from an earlier time
make a contribution	/meɪk ə 'kɒntrɪ'bju:ʃn/	to give money, support, or other help; to help make something successful
orphanage	/'ɔ:fənɪdʒ/	a home for children whose parents are dead or unable to care for them

UNIT 6

panhandle	/ˈpænhændl/	to ask strangers ( people that you do not know) for money, especially in a public place
particular	/pəˈtɪkjələ(r)/	special, or this and not any other
patience	/ˈpeɪʃns/	the ability to wait, or to continue doing something despite difficulties
regard	/rɪˈgɑ:d/	to consider or have an opinion about something or someone
regardless of	/rɪˈgɑ:dləs əv/	without being influenced by any other events or conditions
respond	/rɪˈspɒnd/	to say or do something as a reaction to something that has been said or done
retrieve	/rɪˈtri:v/	to find and bring back something
rightful	/ˈraɪt,fəl/	morally or legally correct
spirit	/ˈspɪrɪt/	a particular way of thinking, feeling, or behaving
sweat	/swet/	to work very hard to achieve something
trust	/trʌst/	the belief / to believe that someone is good and honest and will not harm you, or that something is safe and reliable
worth	/wɜ:θ/	having a particular value, especially in money

## IRREGULAR VERBS

Infinitive	Past Simple	Past Participle
be ['bi:]	was, were [wɒz], [wɜ:]	been [bi:n]
beat [bi:t]	beat [bi:t]	beaten ['bi:tn]
become [bɪ 'kʌm]	became [bɪ 'keɪm]	become [bɪ 'kʌm]
begin [bɪ 'gɪn]	began [bɪ 'gæn]	begun [bɪ 'gʌn]
blow [bləʊ]	blew [blu:]	blown [bləʊn]
break [breɪk]	broke [brəʊk]	broken ['brəʊk(ə)n]
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]
build [bɪld]	built [bɪlt]	built [bɪlt]
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]
choose [tʃu:z]	chose [tʃəʊz]	chosen [tʃəʊz(ə)n]
come [kʌm]	came [keɪm]	come [kʌm]
cost [kɒst]	cost [kɒst]	cost [kɒst]
cut [kʌt]	cut [kʌt]	cut [kʌt]
do [du:]	did [dɪd]	done [dʌn]
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]
drive [draɪv]	drove [drəʊv]	driven ['drɪvən]
eat [i:t]	ate [et, et]	eaten ['i:tn]
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lən]
feel [fi:l]	felt [felt]	felt [felt]
fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]
find [faɪnd]	found [faʊnd]	found [faʊnd]
fly [flaɪ]	flew [flu:]	flown [fləʊn]
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒtn]
get [get]	got [gɒt]	got [gɒt]
give [gɪv]	gave [geɪv]	given ['gɪv(ə)n]
go [gəʊ]	went [went]	gone [gɒn]
grow [grəʊ]	grew [gru:]	grown [grəʊn]
have [hæv]	had [hæd]	had [hæd]
hear [hɪə]	heard [hɜ:d]	heard [hɜ:d]
hold [həʊld]	held [held]	held [held]
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]
keep [ki:p]	kept [kept]	kept [kept]
know [nəʊ]	knew [nju:]	known [nəʊn]
lead [li:d]	led [led]	led [led]
leave [li:v]	left [left]	left [left]
let [let]	let [let]	let [let]
lie [laɪ]	lay [leɪ]	lain [leɪn]

## IRREGULAR VERBS

light [laɪt]	lit [lɪt]	lit [lɪt]
lose [luːz]	lost [lɒst]	lost [lɒst]
make [meɪk]	made [meɪd]	made [meɪd]
meet [mi:t]	met [met]	met [met]
pay [peɪ]	paid [peɪd]	paid [peɪd]
put [pʊt]	put [pʊt]	put [pʊt]
read [ri:d]	read [red]	read [red]
ride [raɪd]	rode [roud]	ridden ['rɪdn]
ring [rɪŋ]	rang [ræŋ]	rung [rʌŋ]
rise [raɪz]	rose [rouz]	risen ['rɪz(ə)n]
run [rʌn]	ran [ræn]	run [rʌn]
say [seɪ]	said [sed]	said [sed]
see [si:]	saw [sɔ:]	seen [si:n]
sell [sel]	sold [sould]	sold [sould]
send [send]	sent [sent]	sent [sent]
shake [ʃeɪk]	shook [ʃʊk]	shaken ['ʃeɪkən]
shoot [ʃu:t]	shot [ʃɒt]	shot [ʃɒt]
show [ʃəʊ]	showed [ʃəʊd]	showed / shown [ʃəʊn]
sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]
sink [sɪŋk]	sank [sæŋk]	sunk [sʌŋk]
sit [sɪt]	sat [sæt]	sat [sæt]
speak [spi:k]	spoke [spəʊk]	spoken ['spəʊkən]
spread [sprɛd]	spread [sprɛd]	spread [sprɛd]
spend [spend]	spent [spent]	spent [spent]
stand [stænd]	stood [stʊd]	stood [stʊd]
steal [sti:l]	stole [stəʊl]	stolen ['stəʊlən]
strive [straɪv]	strove [strəʊv]	striven ['strɪvən]
sweep [swi:p]	swept [swept]	swept [swept]
sweat [swet]	sweat/sweated [swet]	sweat/sweated [swet]
swim [swɪm]	swam [swæm]	swum [swʌm]
take [teɪk]	took [tʊk]	taken ['teɪkən]
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]
tear [tiə]	tore [tɔ:]	torn [tɔ:n]
tell [tel]	told [təʊld]	told [təʊld]
think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]
throw [θrəʊ]	threw [θru:]	thrown [θrəʊn]
understand [ʌndə'stænd]	understood [ʌndə'stʊd]	understood [ʌndə'stʊd]
wear [weə]	wore [wɔ:]	worn [wɔ:n]
win [wɪn]	won [wʌn]	won [wʌn]
write [raɪt]	wrote [rəʊt]	written ['rɪtn]

# GRAMMAR

## Definite Article

The	<del>The</del>	The	<del>The</del>
Indian Atlantic Pacific	Europe Australia Canberra China New Zealand	Himalayas Caucasus Urals Canary Islands	Mount Everest or Everest Mount Sinai Savalan Lake GardaBondi Beach
<i>We use "the" with the names of seas, oceans, rivers and deserts.</i>	<i>We don't use "the" with the names of the continents, countries or cities. But the Vatican</i>	<i>We use "the" with the names of groups of islands, hills or mountains.</i>	<i>We don't use "the" with the names of lakes, beaches, or single hills and mountains.</i>

Without the	The with the most place names	With the	Without the (country/city)	Without the Proper Names
in 1880 in 1960 in 2006 BUT in the late 1880s in the 1960s at the beginning/ in the 21 century	The World Health Organization	in the UK in the USA in the Japanese city of Hiroshima	Azerbaijan England France	McDonald's

The with Nations	<del>Without the with Languages</del>	The+ ...language
the English	English	The English language
The English speak English.	English is a world wide language.	We learn the English language at school.

## Quantifiers

<b>too many+ countable plural nouns</b> <i>(more than you need)</i>	<b>too much + uncountables</b> <i>(more than you need)</i>	<b>a lot of/lots of</b> <i>(a large quantity)</i>	<b>plenty of</b> <i>(large quantities)</i>
to say “more than is good”	to say “more than is good”	to say “a large number/ amount”	as much as we need or more
too many chips	too much food/ water	lots of apples/ food	plenty of news plenty of tins
Jack eats too many chips.	There’s too much violence on TV.	He has got a lot of money. He can buy a car.	There’s plenty of information on TV.

<b>few+</b> countable nouns	<b>a few+</b> countable plurals <i>(small quantities) (some, but not a lot)</i>	<b>little +</b> uncountable nouns	<b>a little +</b> uncountable <i>(small quantities) (some, but not a lot)</i>	<b>a lot of +</b> countable/ uncountable nouns
• She has <b>few</b> close friends.	• I’ve got <b>a few</b> friends.	• There was <b>little</b> cheese in the fridge.	• We’ve made <b>a little</b> progress.	• I’ve got <b>a lot of</b> friends. I’ve got <b>a lot of</b> time.

## Some/Any/No/Every + body(one)/thing/where

Something/Anything	Somebody/someone, anybody/ anyone
Use the pronouns <b>something</b> or <b>anything</b> to talk about a thing or an idea.	Use the pronouns <b>somebody, someone, anybody, anyone</b> to talk about a person. (The words ending <i>-body</i> or <i>-one</i> are the same in meaning)
Somewhere or anywhere	Everywhere, everybody or everyone, everything
Use <b>somewhere</b> or <b>anywhere</b> to talk about a place.	Use: <b>Everywhere</b> -all places <b>everybody or everyone</b> -all people <b>everything</b> -all things
somebody/someone, something, somewhere	anybody/anyone, anything, anywhere
We usually use <b>somebody/ someone, something, somewhere</b> in statements.	We often use <b>anybody / anyone, anything, anywhere</b> in negative sentences and questions.
Nobody or no one, nothing, nowhere	
Use the words <b>nobody</b> or <b>no one</b> , -no person, <b>nothing</b> -no thing or not anything, <b>nowhere</b> -no place	
<p><b>Note:</b> We can also use words beginning with <i>any</i> - in statements to mean "all" when it doesn't matter <b>who, what</b> or <b>where</b>.</p> <p>Anyone can catch your eye. (= <i>all people; it doesn't matter who they are</i>) He can go anywhere he wants. (= <i>He can go to all places, it doesn't matter where.</i>)</p>	
<p><b>Note:</b> Use <b>nothing, nowhere, nobody</b> and <b>no one</b> in statements and questions.</p> <p style="text-align: center;">He knows nothing. Why is no one here?</p>	
<p><b>Note:</b> We don't have two negative words in one sentence.</p> <p style="text-align: center;">I didn't hear anything. Or I heard nothing. NOT-I <b>didn't</b> hear <b>nothing</b>.</p>	
<p>We usually use <b>everything, everywhere, everybody</b> and <b>everyone</b> in positive/negative/interrogative sentences.</p> <p style="text-align: center;"><b>Everybody</b> says it's true. Is <b>everything</b> OK? Money isn't <b>everything</b>. <b>Everyone, everybody, everything + singular verb</b> Everybody <b>was</b> there. NOT- <b>Everybody were</b> there.</p>	

## -Ing after prepositions/Certain Verbs

Prepositions+ing	Verbs+ing	Verb+ prepositions+ing
about after at in on of before for with without	enjoy like mind hate need suggest remember	aim at care about believe in complain about concentrate on depend on ban from talk about succeed in worry about
After leaving school most students enter Universities.	I like jogging. She enjoys singing a song.	She's aiming at becoming a diplomat. The student apologised for being late. Sister always complains about having little time.

### Be+Adjective +Preposition+ing

to be accustomed to to be similar to to be afraid of to be ashamed of to be capable of to be fond of	to be jealous of to be tired of to be angry at to be clever at to be good/bad at to be guilty of	to be angry about to be pleased at to be concerned about to be sorry about smth to be sorry for doing smth to be terrified of to be proud of to be famous for
My granny is clever at guessing people's ages. I'm tired of doing the same things. My brother is bad at learning Maths.		

### Verb + Object +Preposition+ ing

accuse smb of apologize to smb for arrest smb for blame smb for charge smb with	devote oneself to forgive smb for doing sth involve smb in thank smb for warn smb about/against
My friend thanked me for lending him some money. He was accused of being late. The students were congratulated on passing the exams.	

## Verb + preposition/phrasal verbs

1. absent from
2. afraid of
3. agree to/with
4. angry with sb
5. angry about smth
6. arrive in
7. arrive at
8. apologise to sb for
9. be aware of
10. belong to
11. bring back
12. bring up
13. borrow from
14. call up
15. call on
16. come from
17. come over
18. cheer up
19. clean up
20. connect with
21. cross out
22. depend on
23. devoted to
24. differ from
25. eat out
26. escape from
27. fall down
28. fed up with
29. focus on
30. full of
31. find out
32. hand in
33. hand out
34. hang up
35. interact with
36. keep in touch with
37. listen to
38. laugh at
39. leave for
40. look at
41. look for
42. look after
43. look into
44. look forward to
45. marry to
46. run away
47. run into
48. search for
49. share with
50. suffer from
51. pick up
52. prefer to
53. put down
54. put off
55. take back
56. take off
57. take out
58. talk over
59. take part in
60. take care of
61. think of/about
62. thank sb for
63. throw away
64. throw out
65. turn off
66. turn on
67. turn back
68. turn over
69. wake up
70. wait for
71. write to sb
72. write down

## To Be Going To +an Infinitive form for a future action

<p>We often use the present form <b>am/are/is/ going to +an infinitive</b> to talk about the future.</p>	
<p>It expresses an intention or plan:</p>	<p>I'm going to work this evening. Who is going to look after the baby tomorrow? We're going to (go to) France next summer.</p>
<p>It may have additional meanings of strong resolution or determination:</p>	<p>I'm going to keep asking her out until she says Yes.</p>
<p>We use this construction when we predict:</p>	<p>I think it's going to rain this evening. Do you think the car is going to start?</p>
<p>Sometimes we use "going to" when we say that something is going to happen because we can see it coming (<i>we have "present evidence for the future"</i>).</p>	<p>Look at those clouds – it's going to rain. The flowers are going to wither.</p>
<p>I am He is She is It is We are You are They are</p>	<p>going to do something.</p>

## Metaphors

A **metaphor** is a figure of speech that describes an object or action in a way that isn't literally true, but helps explain an idea or make a comparison.

### Here are the basics:

- A metaphor states that one thing is another thing.
- It equates those two things not because they actually are the same, but for the sake of comparison or symbolism.
- If you take a metaphor literally, it will probably sound very strange. (*Are there actually any sheep, black or otherwise, in your family?*)
- Metaphors are used in poetry, literature, and anytime someone wants to add some color to their language.

**Here's a tip:** Want to make sure your writing always looks great? Grammarly can save you from misspellings, grammatical and punctuation mistakes, and other writing issues on all your favorite websites.

**What is a metaphor?** Simply put, a metaphor is a figure of speech containing an implied comparison. With metaphors, words or phrases that are ordinarily applied to one thing are applied to something you wouldn't necessarily pair it with.

**Here's a metaphor example:** *"The curtain of night fell upon us."* In this metaphor, the evening did not develop into a velvet curtain. Rather, simple words are being used to paint a colorful picture. Now, we know it is night-time, but it's been written in a manner that alludes to how quickly night arrived with the kind of darkness that comes from closing a thick curtain.

**Metaphors** are members of the figurative language family, which also include elements like similes, and personification. Let's take a closer look at this prominent branch of the figurative language family tree.

## Homophones

A **homophone** is a word that is pronounced the same (to varying extent) as another word but differs in meaning. A **homophone** may also differ in spelling. The two words may be spelled the same, as in rose (flower) and rose (past tense of rise), or differently, as in rain, reign, and rein. The term "**homophone**" may also apply to units longer or shorter than words, such as phrases, letters, or groups of letters which are pronounced the same as another phrase, letter, or groups of letters. Any unit with this property is said to be "**homophonous**".

**Homophones** that are spelled the same are also both homographs and homonyms.

**Homophones** that are spelled differently are also called heterographs.

## Substantivized adjectives

Sometimes adjectives become **substantivized**. In this case they have the functions of nouns in the sentence and are always preceded by the definite article. They can be partially substantivized (*i.e. acquiring only some of the morphological characteristics of nouns*) or fully substantivized (*i.e. can be used with all articles*).

**Substantivized adjectives** may have two meanings:

**1) Substantivized adjectives** may indicate a class of persons in a general sense (e.g. *the poor* = poor people, *the dead* = dead people, etc.)

**Such adjectives** are plural in meaning and take a plural verb. The old receive pensions.

If we wish to denote a single person, we must add a noun. The old man receives a pension.

If we wish to refer to a particular group of people (*not the whole class*), it is also necessary to add a noun. *The young* are usually intolerant. The young men are fishing.

**Some adjectives** denoting nationalities (e.g. *English, French, Dutch*) are used in the same way.

*The English* are great lovers of tea. *There were a few English people among the tourists.*

**2) Substantivized adjectives** may also indicate an abstract notion. Then they are singular in meaning and take a singular verb. The good in him outweighs the bad.

poor	the poor	old	the old	young	the young
a poor man	the poor = poor people <del>not the poors</del>	an old man	the old = old people <del>not the olds</del>	a young man	the young = young people <del>not the youngs</del>

These adjectives have the function of a noun and may:

a) indicate the class of people                      b) denote nationalities

**Sample:** **The rich** should pay higher taxes.

**The government** has promised to provide more money to help the homeless. **Note:** Their predicates are always used in the plural.

## Words used as verbs and nouns

Noun	Verb	Noun	Verb
help	to help	balance	to balance
answer	to answer	book	to book
watch	to watch	copy	to copy
work	to work	rest	to rest
trick	to trick	respect	to respect
value	to value	talk	to talk
risk	to risk	mind	to mind
support	to support	influence	to influence
smell	to smell	object	to object
plan	to plan	taste	to taste
name	to name	test	to test

SAYINGS

PROVERBS

COLLOCATIONS

LANGUAGE

IDIOMS

EXPRESSIONS

PHRASES

## Idioms

**An idiom** – is a group of words with a meaning that is different from the individual words. Sometimes the meaning is easy to understand, sometimes it's difficult to understand from the individual words. These examples move from "easy to understand" to "more difficult to understand".

### Samples:

1. My brother really gets on my nerves.  
(*He is very annoying, makes me angry*)
2. She asked me to keep an eye on (*Watch or look after*) the house while she is away.
3. The answer is on the tip of my tongue.  
(*I know it, but can't remember it at this moment.*)

**Some common idioms are used in everyday questions and replies.**

## Verb+Object+Verb

	Verbs	Pronouns		Note:
<b>Subject</b>	see hear watch feel notice	me you him her it us them	doing smth/ do smth	The basic verbs of sensation: <b>see, hear, feel, smell, notice, watch</b> can be followed by object+ both bare Infinitive and Present Participle. <b>Sample:</b> Mother didn't <i>hear me come in/coming in.</i>

Present Participle/Participle I	Samples:
<p><b>1.</b> The basic verbs of sensation <b>see, hear, feel, smell, notice and watch</b> can be followed by object + <b>Present Participle</b>. The action in the Present Participle may be either complete or incomplete.</p>	<p><i>I saw the boy <b>playing</b> in the yard.</i></p>
Verb+object+Verb	Samples:
<p><b>2.</b> <b>see, hear, feel, smell, notice and watch</b> can also be followed by object + bare Infinitive. The infinitive implies that the action is complete</p>	<p><i>I saw him <b>leave</b> the room.</i></p>
<p><b>3.</b> Comparison of the two forms <b>Participle I</b> is more generally useful as it can express both complete and incomplete actions. But the Infinitive is useful when we want to emphasize that the action is complete. It's also nearer than Participle I when there is a succession of actions.</p>	<p><i>I saw him <b>enter</b> the office, <b>take out</b> the document and <b>photograph</b> it.</i></p>
<p><b>4. Note:</b> In the Passive the full Infinitive is used after verbs of the senses.</p>	<p><i>She was heard <b>to say</b> that the guests had been invited.</i></p>

## Verb+Object+Verb

Subject	Verbs	Object	Bare Infinitive
	let make	me you him her it us them	<b>do something</b>
Subject	Verbs	Object	+Infinitive
	advise allow ask beg cause choose command convince enable encourage expect instruct invite order permit persuade promise remind require tell want warn wish would like	me you him her it us them	<b>+to do something</b>

*Could you ask her to copy this letter for me?*

*The colonel commanded his men to charge.*

*Do you expect me to believe you?*

*The teacher instructed the students to line up in pairs.*

*I've invited Jill to come to dinner on Saturday.*

*I tried to persuade them to stay, but they said they were too tired.*

*I reminded Andy to bring a bottle of water and some snacks.*

*The doctor let me come into the room.*

*His father made him go to bed in time.*

## Present Participle

Present Participle/Participle I	Samples:
<p><b>Participle I or Present Participle</b> is the Non -Finite Form of the Verb. It is formed with the adding <b>-ing</b> to the Verb.</p>	<p>to write-writing, to speak-speaking, to read-reading, to do-doing, to create-creating,</p>
<p>1. We can use <b>Participle I</b> to give more information about a noun. They can be described as shortened relative clauses. (<i>defining or non-defining</i>)</p>	<p>There's a girl reading a book. (who is reading a book).</p>
<p>2. Clauses with <b>Present Participle</b> replace an active verb. The verb they replace can be in any tense.</p>	<p>She lived in a flat belonging to her mother. (<i>which belonged to her mother</i>)</p>
<p><b>A) Present Participle</b> phrase replacing a main clause: When two actions by the same subject occur simultaneously, it is usually possible to express one of them by <b>Present Participle</b>. The <b>Present Participle</b> can be before or after the finite verb</p>	<p>She entered the room. She was singing a song. She entered the room singing a song.</p>
<p><b>B)</b> When one action is immediately followed by another by the same subject, the first action can often be expressed by Present Participle. The <b>Present Participle</b> should be placed first</p>	<p>The man opened the envelope and took out the letter. Opening the envelope the man took out the letter.</p>

### REMEMBER AND COMPARE

Gerund	Present/Past Continuous	Relative Clause	Participle I
<p>I am fond of <b>watching TV.</b></p>	<p>The girl <b>is watching TV</b> now.</p>	<p>The girl <b>who is watching TV</b> is my sister. The students who are studying abroad will return with certificates.</p>	<p>When+ing While+ ing The girl <b>watching TV</b> is my sister. (<b>who is watching TV.</b>)</p>

## Past Participle

### What is Past Participle?

**Past Participle** indicates past or completed action or time. It is often called the '**ed**' form as it is formed by adding **d** or **ed**, to the base form of regular verbs, however it is also formed in various other ways for irregular verbs. *It can be used to form a verb phrase as part of the present perfect tense.*

*For example:*

I have learnt English. (**Learnt** is part of the verb phrase '**have learnt**')

It can be used to form *the Passive Voice*.

*For example:*

Her hair was well brushed.

It can also be used as *an adjective*.

*For example:*

As an adjective: He had a **broken** arm.

(**Broken** is used here as an adjective.)

In English grammar, **the Past Participle** refers to an action that was started and completed entirely in the past. It is the third principal part of a verb, created by adding **-ed, -d** to the base form of a regular verb. **The Past Participle** is generally used with an auxiliary (or helping) verb—**has, have, or had**—to express the perfect aspect, a verb construction that describes events occurring in the past that are linked to a later time, usually the present. In addition to the perfect aspect (or perfect tense), **the Past Participle** can be used in *a passive voice* or as *an adjective*.

### Past Participles of Regular Verbs

To understand past participles, you first need to know how to make a verb past tense. To do so, add **ed, d**.

### Samples:

- Architectural monuments **designed** by Japanese architects are magnificent and beautiful.
- Music **composed** by the Azerbaijani composer Uzeyir Hajibeyli is charming and fantastic,
- Movies **made** by American film makers are exciting and entertaining.

**Zero Conditional**

<b>If+Present Simple-Zero Conditional</b>	<b>Present Simple</b>
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**Conditional Clauses** consist of two parts: the **If -Clause** (hypothesis) and the **main Clause** (result). When the **If Clause** comes before the main clause the two sentences are separated by a comma. We don't use a comma when the **If Clause** follows the main clause. We use **Zero Conditional** to talk about cause and effect when statement is generally true.

<b>"If" is used for things that can happen "When" for definite things that always or normally happen</b>	<b>We use the Present Simple in both parts of the sentence.</b>
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If we don't sleep enough, When spring comes, If the clouds become too heavy, When winter comes, If you heat ice,	we get a headache. it gets warmer. it rains. birds fly to hot countries. it melts.
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**Conditional 1**

<b>If+Present Simple</b>	<b>shall/will</b>
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<b>We use the Simple Present in the If -Clause (even though the meaning is present or future)</b>	<b>Shall/will+Infinitive in the main clause. Or Imperative or modals. Sample</b>
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If the level of the sea rises,	many islands will disappear.
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If you have a headache,	take a medicine.
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If you have a headache,	you can take an Aspirin.
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Conditional 2	
If+Past Simple	would
When we talk about “unreal” and “imaginary” or “improbable”, “unlikely” situations or events now or in the future, we use Conditional 2.	
We use the Simple Past in the If- -Clause (even though the meaning is present or future)	Would+ bare Infinitive in the main clause. Sample:
If I had a lot of time, If I visited London, If she had a computer, If I went to Los Angeles,	I would travel. I would see Big Ben. she would send us an email. (But she doesn't have one, so she won't send the email.-imaginary situation in the present.) I would visit the world famous Film Studios.
In a more formal style we can use “were” instead of “was” after If.	
If I were there, If I were you, If I were rich,	I would see many old places of interest I would study harder. I would help the homeless.
In unreal conditional sentences we can use “could” to mean would be able to.	
If I had wings, If trees had legs,	I could fly. They would run away.

Linking words	
ADDITION	Use <b>and, too, as well</b> and <b>also</b> to connect words, phrases or sentences.
	<b>Too</b> and <b>as well</b> are usually used at the end of a sentence. <b>Also</b> can come in the middle.
	<b>besides, furthermore, moreover</b> or <b>what's more</b> to introduce a sentence with more information. <b>What's more</b> is informal.
	Use the phrase <b>above all</b> to suggest that something is more important than other things you have mentioned.
CONTRAST	We can use <b>but, (and) yet, however</b> and <b>nevertheless</b> to contrast information.
	We can also use <b>although, though, in spite of+noun</b> or <b>despite +noun</b> to contrast ideas.
	Use <b>though</b> in informal language at the beginning of a sentence to mean " <b>although</b> " or at the end to mean " <b>however</b> ".
	Use <b>on the one hand... on the other hand, while, whereas</b> and <b>in/by contrast</b> to compare contrasting ideas.
	We can use <b>on the other hand</b> without <b>on the one hand</b> .
TIME	Use <b>as, when</b> or <b>while</b> to talk about two things happening at the same time.
	Use <b>after, before, when, as soon as</b> and <b>once</b> to talk about two things that happen one after the other.
	We use <b>until</b> to talk about the time when something stops happening and something else starts.
	Use <b>since</b> to talk about something began and <b>for</b> to talk about how long it went on.
	Use the following adverbs or adverbial phrases to describe the order of events or the sequence of points in an argument: <b>first(ly), second(ly)(etc), first of all, next, then, afterwards, after that, before, finally, later, etc.</b>

## Collocations

### What is a collocation?

**A collocation** is two or more words that often go together. These combinations just sound "right" to native English speakers, who use them all the time. On the other hand, other combinations may be unnatural and just sound "wrong". Look at these examples:

### Why learn collocations?

Your language will be more natural and more easily understood. You will have alternative and richer ways of expressing yourself. It is easier for our brains to remember and use language in chunks or blocks rather than as single words.

### How to learn collocations?

Be aware of collocations, and try to recognize them when you see or hear them.

Treat collocations as single blocks of language. Think of them as individual blocks or chunks, and learn strongly support, not strongly + support.

When you learn a new word, write down other words that collocate with it (*remember rightly, remember distinctly, remember vaguely, remember vividly*).

Read as much as possible. Reading is an excellent way to learn vocabulary and collocations in context and naturally.

Revise what you learn regularly. Practise using new collocations in context as soon as possible after learning them.

Learn collocations in groups that work for you. You could learn them by topic (time, number, weather, money, family) or by a particular word (take action, take a chance, take an exam).

You can find information on collocations in any good learner's dictionary. And you can also find specialized dictionaries of collocations.

Tell me who you go with and I'll tell you who you are.

## English Idioms

English idioms, proverbs, and expressions are an important part of everyday English. They come up all the time in both written and spoken English. Because idioms don't always make sense literally, you'll need to familiarize yourself with the meaning and usage of each idiom. That may seem like a lot of work, but learning idioms is fun, especially when you compare English idioms to the idioms in your own language.

Learning to use common idioms and expressions will make your English sound more native, so it's a good idea to master some of these expressions. The tables below are organized by how common the idioms are in American English. You can start by learning the very common English idioms, since these are the ones you'll encounter regularly watching American movies or TV, or visiting the United States. When you've mastered those, move on to rest. None of the idioms on this page are unusual or old fashioned, so you can be confident using any of them with native English speakers from all English-speaking countries.

## Familiar English Idioms And Proverbs

These English idioms and proverbs are familiar and easily understood by native English speakers, but they are not usually used in everyday conversation. If you haven't mastered the more frequent idioms yet, they are a better place to start, but if you're already familiar with those expressions, the idioms below will further spice up your English.

IDIOMS	MEANINGS
A blessing in disguise	A good thing that seemed bad at first
Break a leg	Good luck
Easy does it	Slow down
Get your act together	Work better or leave
To have an axe to grind	To have private reasons for being involved in something or for arguing for a particular cause
Hang in there	Don't give up
To get to the bottom of something	To find out the real cause of something, especially something unpleasant
To feed somebody	To give advice, information to somebody
To get on somebody's nerves	To make somebody annoyed, angry
To keep an eye on	To watch or look after somebody/ something
To get out of hand	To lose control of things
See eye to eye	To agree with someone/to be in full agreement
On the tip of the tongue	Not remembering something at the moment
Fish out of water	A person who seems out of place or uncomfortable
Butterflies in your stomach	You are nervous
Good things come to those who wait	Be patient
It's a piece of cake	It's easy
Rain on someone's parade	To spoil something
Miss the boat	It's too late
Time flies when you're having fun	You don't notice how long something lasts when it's fun
Costs an arm and a leg	Very expensive
Make a long story short	Tell something briefly
On the ball	Doing a good job
You can say that again	That's true, I agree
Your guess is as good as mine	I have no idea

<b>Proverbs</b>	<b>Meanings</b>
<b>An apple a day keeps the doctor away</b>	Apples are good for you
<b>As right as rain</b>	Perfect
<b>Fortune favours the bold</b>	Take risks
<b>It is a poor workman who blames his tools</b>	If you can't do the job, don't blame it on others
<b>Haste makes waste</b>	You'll make mistakes if you rush through something
<b>It is always darkest before the dawn</b>	Things are going to get better
<b>Know which way the wind is blowing</b>	Understand the situation (usually negative)
<b>Leave no stone unturned</b>	Look everywhere
<b>Let sleeping dogs lie</b>	Stop discussing an issue
<b>Like two peas in a pod</b>	They're always together
<b>Make hay while the sun shines</b>	Take advantage of a good situation
<b>On cloud nine</b>	Very happy
<b>Run like the wind</b>	Run fast
<b>Shape up or ship out</b>	Work better or leave
<b>Snowed under</b>	Busy
<b>That ship has sailed</b>	It's too late
<b>There are clouds on the horizon</b>	Trouble is coming
<b>Waste not, want not</b>	Don't waste things and you'll always have enough
<b>Weather the storm</b>	Go through something difficult
<b>Well begun is half done</b>	Getting a good start is important
<b>When it rains, it pours</b>	Everything is going wrong at once
<b>You can't make an omelet without breaking some eggs</b>	There's always a cost to doing something

## Collocations

<b>have</b>	<b>do</b>	<b>make</b>
have a bath have a drink have a good time have a haircut have a holiday have a problem have a relationship have a rest have lunch have sympathy	do business do nothing do someone a favour do the cooking do the housework do the shopping do the washing up do your best do your hair do your homework	make a difference make a mess make a mistake make a noise make an effort make furniture make money make progress make room make trouble
<b>take</b>	<b>break</b>	<b>catch</b>
take a break take a chance take a look take a rest take a seat take a taxi take an exam take notes take someone's place take someone's temperature	break a habit break a leg break a promise break a record break a window break someone's heart break the ice break the law break the news to someone break the rules	catch a ball catch a bus catch a chill catch a cold catch a thief catch fire catch sight of catch someone's attention catch someone's eye catch the flu
<b>pay</b>	<b>save</b>	<b>keep</b>
pay a fine pay attention to pay by credit card pay cash pay interest pay someone a compliment pay someone a visit pay the bill pay the price pay your respects	save electricity save energy save money save one's strength save someone a seat save someone's life save something to a disk save space save time save yourself the trouble	keep a diary keep a promise keep a secret keep an appointment keep calm keep control keep in touch keep quiet keep someone's place keep the change

## REFERENCE

### Links to Videos

**VIDEO 1.** Teens on Talk with Parents

<https://www.youtube.com/watch?v=uPT6-ASRhzo>

**VIDEO 2.** World Children's Day 2019/UNICEF

[https://www.youtube.com/watch?time\\_continue=78&v=DtzlxpDRiMk&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=78&v=DtzlxpDRiMk&feature=emb_logo)

**VIDEO 3.** The last 30 years have changed everything for David Beckham, and for the world's children / UNICEF

<https://www.youtube.com/watch?v=w-aDtgwu8fs>

**VIDEO 4.** An open letter to the world's children / UNICEF

[https://www.youtube.com/watch?v=ORtsFqd3R04&feature=emb\\_logo](https://www.youtube.com/watch?v=ORtsFqd3R04&feature=emb_logo)

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# Buraxılış məlumatı

## İNGİLİS DİLİ 9

*Ümumtəhsil məktəblərinin 9-cu sinfi üçün  
İngilis dili (əsas xarici dil) fənni üzrə*

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