

ENGLISH

Student's Book

10





AZƏRBAYCAN RESPUBLİKASININ DÖVLƏT HİMNİ

*Musiqisi Üzeyir Hacıbəylinin,
sözləri Əhməd Cavadındır.*

Azərbaycan! Azərbaycan!
Ey qəhrəman övladın şanlı Vətəni!
Səndən ötrü can verməyə cümlə hazırlız!
Səndən ötrü qan tökməyə cümlə qadiriz!
Üçrəngli bayraqınla məsud yaşa!
Minlərlə can qurban oldu!
Sinən hərbə 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,
Bayraqını yüksəltməyə,
Cümlə gənclər müştəqdir!
Şanlı Vətən! Şanlı Vətən!
Azərbaycan! Azərbaycan!



HEYDAR ALIYEV
THE NATIONAL LEADER OF THE AZERBAIJANI NATION

GIZTAMAM GULIYEVA, KHALIDA RUSTAMOVA

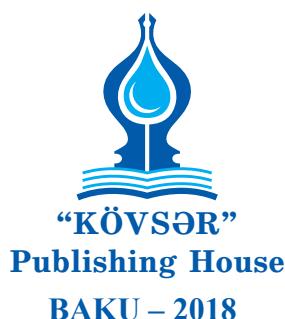
ENGLISH

10

Student's Book

English as the main foreign language for the 10th
grade of the general secondary schools

Your inquiries, comments and suggestions should be sent to
kovserneshriyyat@gmail.com and **derslik@edu.gov.az**
email addresses. Thank you for your cooperation in advance.



CONTENTS

UNIT 1. PERSONALITY

LESSON 1. HOW TO DESCRIBE PEOPLE?	5
LESSON 2. AIM LOW OR AIM HIGH!?	12
LESSON 3. DEEDS, NOT WORDS!	22
LESSON 4. HONESTY IS THE BEST POLICY!	31
LESSON 5. POOR OR RICH!?	38
STUDENT PORTFOLIO	50

UNIT 2. LITERATURE

LESSON 1. BOOKS ARE MY FRIENDS!	52
LESSON 2. DO YOU LIKE SAGAS?	63
LESSON 3. LITERARY WORLD OF AZERBAIJAN	69
LESSON 4. READ FROM BIRTH TO DEATH!	77
LESSON 5. READING OR WATCHING?	91
STUDENT PORTFOLIO	98

UNIT 3. PROBLEMS ON THE EARTH

LESSON 1. NATURAL DISASTERS	100
LESSON 2. CLIMATE CHANGE	108
LESSON 3. WORLD POPULATION GROWTH	116
STUDENT PORTFOLIO	126

UNIT 4. OUR PLANET, OUR WORLD

LESSON 1. GO GREEN, WIN GREEN	128
LESSON 2. LOVE ENVIRONMENT, FEAR POLLUTION!	138
LESSON 3. VISIONS OF THE FUTURE "FIFTY YEARS ON"	144
STUDENT PORTFOLIO	150

UNIT 5. COUNTRIES, COUNTRIES ...

LESSON 1. AMERICA- A FRIENDLY COUNTRY!	152
LESSON 2. MY HEARTH-AZERBAIJAN!	163
LESSON 3. PROFITABLE COOPERATION OF AZERBAIJAN	173
STUDENT PORTFOLIO	176

UNIT 6. SPORTS AND GAMES

LESSON 1. LOVE SPORTS!	178
LESSON 2. NATIONAL GAMES	183
LESSON 3. OLYMPIC GAMES	191
STUDENT PORTFOLIO	198

VOCABULARY	200
GRAMMAR FOLDER	210
IRREGULAR VERBS	215

UNIT 1

PERSONALITY

Lesson 1. How to Describe People?

What you'll learn:

- How colours can affect and change our characters/lives
- What the role of colours in our life is
- If there are any similarities between our characters and appearance
- How important our appearance is
- If it is really important to be beautiful or to have a good character and why

Word File

calm [kɑ:m] (*adj*) *not excited, nervous or upset*

concerned [kən'sɜ:nd] (*adj*) *(about/for smth) worried and troubled about smth.*

eternal [ɪ'tɜ:nl] (*adj*) *without an end/existing or continuing forever. syn. constant*

feature ['fi:tʃə] (*n*) *something important/interesting or typical of a place or thing*

jealous ['dʒe:ləs] (*adj*) *afraid that the one you love might prefer smb else/wanting what someone has*

keen [ki:n] (*adj*) *liking smb/smth very much/very interested in smb/smth*

loyal to (*smb/smth*) [lɔ:ləl] (*adj*) *remaining faithful to smb/smth supporting them or it*

mean [mi:n] (*adj*) *not generous/not willing to give or share things; unkind*

moral ['mɔ:rəl] (*adj*) *following standards of behaviour considered acceptable and right by most people*

personality [pɜ:sə'næləti] (*n*) **1.** *various aspects of a person's character that combine to make them different from other people*

2. *a person whose strong character makes him/her noticeable*

reserved [rɪ'zɜ:vd] (*adj*) *(of a person or their character) slow or unwilling to show feelings or express opinions. opp: unreserved*

sociable ['səʊʃəbl] (*adj*) *enjoying spending time with other people, outgoing; opp: unsociable*

temper ['tempə] (*n*) *the way you are feeling at a particular time. syn: mood*

tempered ['tempəd] (*adj*) *having a particular type of temper; good tempered/sweet tempered*

trait [treɪt] (*n*) *particular quality in your personality.*

Listening/Speaking

- 1 PW. Listen to the words and give their explanation describing someone's character. Group them as positive and negative.



Model: All these words can help us to describe someone's **personality**. One of them is the word **sociable** - I'm sociable, because I love communicating with other people.

- 2 GW. Listen to Susan's letter and say if you agree with her or not. Share your thoughts about the problem.

Dear Ellen!

In your last letter your question "How important is our appearance"? concerned me greatly. For sure everyone wants to be **good-looking**, I wonder whether **beautiful** people are always happy or not. I guess, to be a really beautiful person must be a problem, because in that case some people may be more interested in looking at you than talking to you. To my mind they think of you as a picture rather than a person. There are also some people who think that women who are exceptionally **pretty** and men who are particularly **handsome** aren't always clever or wise. They believe that **unattractive** people can be more **intelligent**.

On the other hand, no one wants to be really **ugly**, and no one wants to be **plain** either that is to be neither **attractive** nor unattractive. In my opinion being attractive may probably help you be rich. It can help you find happiness, but it doesn't always make you happy. So maybe the best thing is not to worry about how you look, but simply try to be an interesting person. I think that those who seem interesting have interesting faces and good characters and look really attractive. It is just my point of view.

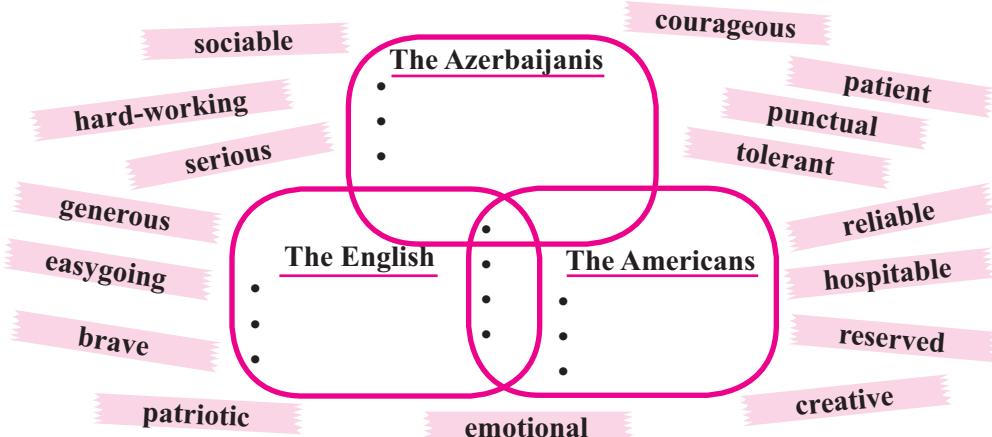
Sincerely Yours, Susan.

- 3 GW. Explain the meaning of the adjectives in bold in task 2 and use them in sentences.

- 4 IW/PW. Use the adjectives given in tasks 1, 2 to describe any student in class and let your classmates guess his/her name asking all kinds of questions.

4

GW. Listen to the samples and give a description of some nationalities adding more ideas. Then compare them in Venn Diagram using the words around it.



Model:

I have been to Azerbaijan lately. I admire the hospitality of the Azerbaijanis. They are hospitable, tolerant, respectful and very attentive to their guests. The Azerbaijanis are very friendly and welcoming people. The fact that they respect the old and all elderly people is **incredibly** touching. In public transport the young offer their seats to the old and the little ones.

Mark

I just can't believe how punctual the Germans are! Everything happens at an exact time that they say, and if anything goes wrong, everybody gets really **bad tempered**. And they are also friendly, if they know you, they often invite you to their house for coffee and cakes.

Agil

British people are **fascinating***. Everyone is friendly. I have got many friends from England. They are really funny and we spend a lot of time at parties together. British people are **reserved** and quiet. And I want to say that they don't like chatting too much. They don't like to show their emotions, either.

Fidan

American people are optimistic. They always expect to win. I have been to America lately. I admire their customs and traditions. America is a friendly country with friendly people. In small American towns people say "Hello" to you even when they don't know you.

Nuray

I have been to Finland this year. When I arrived there, the people I met, especially in shops and restaurants, seemed very serious. But my opinions changed when I made some friends. Finnish people, in fact, love having a good time and are very generous, too. In general, the people are patriotic and **keen** to show you their country. They are also hard-working and extremely tidy at home.

Turgut

***fascinating** [fæsɪneɪtɪŋ] - charming, attractive, lovely, glamorous

Listening/Speaking

5 ➤ GW/PW. Have a look and express your opinions on colours.

White	Black	Blue	Red
+ - goodness innocence purity fresh easy clean	+ - protection dramatic formality sadness conservative	+ - love loyalty security trust intelligence	+ - love energy power passion strength
Brown	Green	Pink	Yellow
+ - friendly conservative empathic dogmatic	+ - money growth fertility freshness envy jealousy guilt*	+ - healthy happy sweet playful weak, immaturity	+ - bright energy sun creativity intellect

6 ➤ PW. Listen to the dialogue and make generalization. Then act it out.

Sevda: Do colours affect your feelings?

Shaig: Yes, of course. Every colour around us affects our feelings. Even the colour of the walls, office interior colour, clothes and other things can affect our emotions, behaviour and skills.

Sevda: Really? What colours should we wear in then?

Shaig: We should be attentive while picking the right colour. First of all colours should match our characters. If you want to know more you can read psychologists' opinions about colours. They say the colours we choose tell about our characters.

Sevda: You are right. I always prefer dark colours to light ones. And my friends say that I am pessimistic.

Shaig: By the way, there will be a program about colours on TV tonight, don't forget to watch it.

Sevda: Oh, thank you so much. I'll watch it for sure.

Self-Assessment		Level Reached			
Description of Achievement		Excellent	Good	Fair	Poor
Listening/Speaking					
I can:					
<ul style="list-style-type: none"> listen to the new words and understand their meaning describe someone's appearance and character share my ideas on the topic explain the meaning of adjectives describing characters express my own ideas on colours play a role making generalization 					

1

PW/CW. Read the interview with correct intonation and act it out.

Find the connectors and say what they mean.

Host of the show: On today's programme we're going to talk about colours, what they mean, and what they can do for you. Colours can describe people and their personalities. Welcome to our show, Mr Adams, please tell us a little bit about colours.

Psychologist: Let's start with red. Many people are afraid of wearing this colour, because it's so bright. *If you see anyone wearing red, you can be sure they are very brave and quite happy with their lives.*

Host of the show: What about blue? I've heard that people who wear this colour are rather **mean**.

Psychologist: That's not true. *In fact, they are usually very kind. Also, you will never see anyone wearing blue lose their temper, because they always remain calm in a critical situation.* They are sometimes quite **jealous** people. And they are very **sociable**, too. They like to have a good time with friends, and always have something nice to say.

Host of the show: Oh, thank you. But what about black, the most popular colour of all?

Psychologist: *Everybody knows that black represents power and money.* People who wear black a lot, can sometimes be mean. They don't like sharing things in most cases. They are often quite happy.

Host of the show: That's very interesting. What can you say about purple?

Psychologist: *Purple is a colour that belongs to someone who is very loyal and a little shy.* Purple lovers usually make very good friends. If you see someone wearing purple, go ahead and talk to them!

Host of the show: Well, I'll try to do so. And what else can you tell us, Mr Adams?

Psychologist: Let me tell you about yellow and white. *A person who wears yellow has a serious nature.* They're also very warm-hearted, and they love children and animals. Yes, white is the colour that honest people wear. Like green-lovers, they are also sociable and enjoy meeting people.

Host of the show: Well, thank you very much, Mr Adams for a very interesting conversation and it was a pleasure talking to you!

2

GW. Analyze the statements in **italics** in the interview above and give your opinions.

Writing

- 1** ➤ **GW.** Use the words in the box and complete the table showing the following characters of some nationalities. Explain your ideas.

<i>communicative</i>	<i>friendly</i>	<i>generous</i>	<i>relaxed</i>	<i>tense</i>
<i>hard-working</i>	<i>talkative</i>	<i>punctual</i>	<i>optimistic</i>	<i>quiet</i>
<i>pessimistic</i>	<i>modest</i>	<i>serious</i>	<i>mean</i>	<i>warm</i>
<i>hospitable</i>	<i>reliable</i>	<i>patriotic</i>	<i>lazy</i>	<i>rude</i>
<i>ambitious</i>	<i>cheerful</i>	<i>funny</i>	<i>polite</i>	<i>cold</i>

The Azerbaijanis

The Japanese

The French

The Russians

The Americans

The British

The Germans

The Finnish

- 2** ➤ **IW/PW.** Make up a dialogue asking and answering the questions. Then write your points of view on colours and characters.

Samad: What colours are important for you. Why?

Shafa: _____

Samad: Have colours changed anything in your life? How?

Shafa: _____

Samad: What colours can make you happier/more optimistic? Why do you think so?

Shafa: _____

- 3** ➤ **GW.** Write the close and opposite meaning of the words.

Sample: **close** = courageous-brave **opposite** ≠ polite-impolite

Close

1. sociable -
2. reserved -
3. attractive -
4. jealous -
5. courageous -
6. devoted -
7. eternal -
8. mean -

Opposite

1. polite -
2. diligent -
3. kind -
4. sincere -
5. talkative -
6. pessimistic -
7. ambitious -
8. happy -

4 **GW.** Fill in the table with appropriate adjectives showing personality for each colour.

Colours	Personality/Character
white	
red	
blue	
green	
black	
purple	
yellow	

5 **GW.** Make a list of adjectives that describe characters.

- *enthusiastic* • • •
- *loyal* • • •
- • • •

6 **GW.** Match the adjectives with their halves to describe characters using connectors. **Model:** Tim is very honest, *because* he never tells lies.

1. never stops talking
2. doesn't speak a lot
3. talks to everybody
4. never betrays friends
5. always waits for something calmly
6. thinks of new ideas
7. never tells lies
8. hates spending money
9. feels angry about not having what others have
10. loves his/her country
11. doesn't like chatting
12. has a good sense of humour
13. doesn't like to show emotions

<i>who</i>	<i>but</i>
<i>because</i>	<i>as</i>
<i>and</i>	<i>or</i>
<i>which</i>	<i>that</i>
<i>and</i>	

- a) honest
- b) jealous
- c) sociable
- d) talkative
- e) funny
- f) cold
- g) loyal
- h) imaginative
- i) patient
- j) uncommunicative
- k) patriotic
- l) shy
- m) mean

Checklist Assessment

<i>I can ...</i>	<i>Samples</i>
make up a story with the colours and characters	Begin like this: Colours always influence my life. They are important.... .
find and write close meanings and opposites of the words	communicative- opposite -uncommunicative
make a list of adjectives describing characters	sociable/patient/jealous/honest,etc
match adjectives with the connectors to describe characters	Jane is honest, because she never tells lies.

Lesson 2. Aim Low or Aim High!?

What you'll learn:

- Where the goal comes from
- If a person can live without a goal/aim
- How we understand the quote: “**Aim Low, Aim High**”
- Which traits of characters are the most valuable
- Which character traits annoy you and why we dislike them in people
- What qualities are worth developing in oneself and why

Word File

accomplishment [ə'kʌmplɪʃmənt] (n) *an impressive thing that is done or achieved after a lot of work.*

boredom ['bɔ:dəm] (n) *the state of feeling bored/the quality of being very boring*

bring up ['brɪŋ ʌp] (v) *care for teaching smb how to behave, educate, breed, grow, etc.*

commit [kə'mit] (v) *yourself/to smth – to give an opinion or make a decision openly*

curiosity [kjʊəri'ɒsəti] (n) *interest*

disappointed [dɪsə'pɔɪntɪd] (adj) *upset because smth you hoped for has not happened or has not been as good, successful, etc. as you expected*

ignorant ['ɪgnərənt] (adj) *lacking knowledge or awareness in general; uneducated or unsophisticated.*

ignorance ['ɪgn(ə)r(ə)ns] (n) *paying no attention to/impoliteness, illiteracy, etc.*

meaningful ['mi:nɪfʊl] (adj) *having a meaning that is easy to understand*

prudent ['pru:dnt] (adj) *sensible and careful when you make judgements and decisions, well-judged. opp:-imprudent*

reasonable ['ri:znəbl] (adj) *fair, practical and sensible. opp:-unreasonable*

specialize (in) ['speʃəlaɪz] (v) *become an expert in a particular area*

of work/study/business

soar [sɔ:(r)] (adj) *fly upward or at a great height*

1 IW. Listen and write the words with the same sound in the right column.

commit
ignore
rule

accomplishment
meaningful
soar

defeat
reasonable

prudent
core

bring up
boredom
dissapointed

[ə:]

[ə]

[u:]

[i:]

[ʌ]

Listening/Speaking

2 GW. Listen and say what you think about the given quotes/tips.

■ Learn every day!

Even if you are really tired, try to learn something for only 5-10 min. Never miss a chance to increase your knowledge! Use it or lose it!

Practice makes perfect! Experience!



■ Be motivated!

What's your goal? Always think about your objective!

■ Be Brave!

*Don't worry about small mistakes that you make or made!
No-one minds! Challenge yourself! Go ahead! Go for it! Try!
Make an effort!*

■ Learn from Yesterday!

■ Hope for Tomorrow!

■ Love Always and Live!

REMEMBER!

to go for smth

- to choose sth,
to put a lot of
effort into sth,
so that you get
or achieve sth.

to think about-

- to have
a particular
opinion, idea
about someone
or something

go ahead-

- to go in front of
other people in
your group and
arrive before
them.

to worry about-

- to give way to
anxiety,
be concerned
or panic

to miss a chance-

- to miss an
opportunity
to hit

3 PW. Answer the questions and act the dialogue out.

Rufat: Have you already made up your decision on your career?

Fidan:

Rufat: When did you begin making plans for the future?

Fidan:

Rufat: When will you make a definite choice about your future profession?
Does anybody help you to make a choice?

Fidan:

Rufat: Who helps you in making decisions?

Fidan:

Rufat: Why do you think teaching is a noble profession?

Fidan:

Rufat: What traits must a good teacher have?

Fidan:

Rufat: What difficulties of a teaching profession can you name?

Fidan:



4 **GW.** Listen to the statements and share your opinions.

REMEMBER!

- ♦ Goals make you successful!
- ♦ Goals develop your potential!
- ♦ Goals improve your self-awareness!
- ♦ Goals allow you to develop dreams!
- ♦ Goals can help you make and save money!
- ♦ Goals can help you in planning for future!
- ♦ Goals let you make the best use of your talents!



- *My teacher gave me the best gift of all: She taught me believing in me!*
- *Teachers plant the seeds of knowledge that last a lifetime!*
- *A teacher is a compass that activates the magnets of curiosity, knowledge, and wisdom in the pupils!* (Ever Garrison)
- *What's the difference between school and life? In school, you are taught a lesson and then given a test. In life, you're given a test that teaches you a lesson!* (Tom Bodett)
- *Instead of saying "Impossible", let's teach our students to say: "It is possible!"*
- *"Don't be disappointed if people refuse to help you! Remember Einstein's words: "I'm thankful to all those who said No! Because of them I did it myself".*

"The important thing is not to stop questioning. Curiosity has its own reason for existing". (Albert Einstein.)

www.uniqueteachingresources.com

5 **IW/PW.** Listen to the student's thoughts/advice in the letter and try to set your own goal.

Set Your Own Goal!

I think our parents, friends, and relatives can influence our goals. Be sure that the goals you set reflect on what is important to you. To achieve any goal you must be **committed** to it. You should make your goal more **meaningful**. For instance participating in the 10 km running marathon isn't enough. You can't reach your goal without a plan of action. Try to make and count each step of your goal. If you plan what to do beforehand it will be much easier to implement it. Keep the goal in your mind as long as possible. Try to picture it. Also, write it down on paper. Whatever your goal is, read it aloud every morning and every night. Then devote the time and energy needed to make it come true. Don't forget that it depends on you to make goals happen. Good luck!



Sincerely, Sara.

COMPARE AND REMEMBER!

What +noun

- *What colour* is your car?
- *What size* is your shirt?
- *What time* is it now?

Which+noun (*things or people*)

- *Which job* is better for you-a doctor or a teacher?
- *Which train* could you catch-the 9 or the 10?
- *Which doctor* did you see-Doctor Ellis or Doctor Gray?

What +without a noun

- *What's* your favourite colour?
- *What do* you want to be?

Which +without a noun for things not people

- *Which profession* is better for you a doctor or a teacher?
- *Which* is bigger-Canada or Australia?

What

or

Which?

What is more general

- **What** is the capital of Argentina?
- **What** sort of music do you like?
- **What** colour are your eyes?
- **What** books do you like to read?
- **What** kind of books do you like most of all?

We use Which when we think about a small number of possibilities (perhaps, 2-3 or 4)

- *We can go this way or that way. Which way shall we go?*
- *There are four bags here. Which one is yours?*
- *Which river is longer-The Thames or the Nile?*
- *Which of these books have you read?*

6) PW. Complete the sentences with **Which** or **What** looking through "Remember and Compare" box.

1. _____ is the difference between school and life?
2. _____ job do you like most of all?
3. _____ traits of character do you appreciate most?
4. _____ colour do you prefer-pink or red?
5. _____ is your main goal?
6. _____ qualities you think are worth developing in oneself?
7. _____ is larger: The Atlantic or the Pacific?
8. _____ subjects do you like in school?
9. _____ is the most valuable thing for you in life?
10. _____ of the statements did you like most?



7

PW/GW. Have a look at “Compare and Remember!” box below. Read the passage and ask questions for the parts in bold.

Curious people always ask questions and search for answers in their minds. The mind is like a muscle. The mental exercise caused by curiosity makes **your** mind **stronger**, that's why you cannot find **an intellectual person** who is not curious. Curious people are able to see **new** possibilities which are hidden behind the surface of normal life and are not visible. They don't accept **the world** as it is and try to dig **deeper**. A sure way to dig deeper is **asking questions**. **What, why, when, who, where and how** are the best friends of curious people. **Curiosity** brings **a lot of excitement**, so curious people have an **adventurous** life. There are always **new things** that attract **their** attention. They never call something as **boring**. They always see it as a **door to an exciting world**. So, look at life through the glasses of fun and excitement and enjoy learning.



COMPARE AND REMEMBER!

What?



object

Why?



because

Where?



place

When?



time

Which?



choose

Who?



people

How?



way

How old?



age

How much?

quantity

Reading

- 1 **GW/PW.** Read the “Remember” box and try to build up sentences using the given samples.

REMEMBER!

Model:

Your “self” is your nature. A person’s “self” means “individuality” and it makes you different from everyone and everything else.



Sample:

1. Dr.Lauren was a very **self-assured** woman. She answered the difficult questions of the audience in a very assured way.
2. Though he was a teenager, he was always **self-confident**, happily participating in adult conversations.

- 2 **GW.** Make an interview and discuss the followings.

- which traits of character, in your opinion, are the most valuable and why you admire them in people;
- which traits of character annoy you and why you don't like them in others;
- what qualities you think are worth developing in oneself and why.

* **freelancer** – an independent worker

3 ➤ **GW.** Read the article and find the meaning of the words in bold in the article. Find and match the new words 1-7 with a-g below.



When you leave school you understand that the time to choose your future profession has come. It's not easy to make a right choice. I am sure that leaving school is the beginning of my (1) **independent** life, the beginning of a serious examination of my abilities and character. I have asked myself so many times: "What do I want to be when I leave school?" A few years ago it was difficult for me to give a definite answer. As the years passed I changed my mind quite a few times about which science or field of industry (2) **to specialize in**. It was difficult to make up my mind and choose a profession.

A couple of years ago I wanted to become a doctor. I thought it was a very noble profession. I was good at biology and chemistry in the 8th and 9th grades. I wanted to help people who had problems with health. I knew that a doctor should be noble in work and life, kind and attentive to people, responsible and (3) **reasonable**, honest and (4) **prudent**. A doctor should be good at his/her profession. I tried to do my best to develop good qualities in myself.

I have already decided what to do. I'd like to be a teacher. I know that it's very difficult to become a good teacher. To teach your subject perfectly you should be well-educated and well-informed.

An (5) **ignorant** teacher teaches (6) **ignorance**, a fearful teacher teaches fear, a bored teacher teaches (7) **boredom**. But a good teacher develops in his pupils the burning desire to learn and love for the truth and beauty. As John Steinbeck once said, a great teacher is a great artist and you know how few great artists there are in the world. For me teaching is the greatest art. It's also a great responsibility to **bring up** children. I think that's the reason why teachers are deeply respected.

(By Joan Kelly)

- a) the state of being bored
- b) practical and sensible
- c) become an expert in a practical area of work
- d) careful when you make decisions
- e) lacking knowledge or awareness in general
- f) a lack of knowledge or information about smth
- g) not depending on another's authority

4

GW/CW. Read, take notes on something that's new to you. 4 sentences have been removed from the text. Fill in the gaps with A-D sentences.

Aim low: *Boring*, Aim high: *Soaring!*

James wants to be a history teacher, Stephanie dreams of being a newspaper reporter, Andy won't be satisfied until he owns a car repair shop. James, Stephanie and Andy have goals, they have something to work toward. Goals are clear ideas, plans, or purposes of what you'd like to achieve.



1. _____. They give you a picture of the place where you are going and show the ways how to get there. Your goals also guide you in your use of time. As you achieve personal goals, your life becomes more interesting. The greatest waste of our natural resources is the number of people who never achieve their potential. If you think you can't, you won't.

2. _____. Even making an effort will make you feel like a new person. Reputations are made by searching for things that can't be done.

3. _____. Most of them come from dreams or hopes. For instance, you and your friends may dream of becoming wealthy or famous. Perhaps, you have dreams of managing business, travelling around the world or writing a book.

4. _____. It's important to set both short and long-term goals. Short-term goals, such as reading a book, cleaning your room, writing a letter, or learning more about computer are easier to reach than long-term goals. By setting short-term goals, you feel well when you reach them and gain a sense of **accomplishment**. Long -term goals can be easier to achieve if they are divided into a series of short-term goals.

- A. If you think you can, there is a good chance you will.
- B. Goals can be short-term or long-term.
- C. The definite plans you have in life are your goals.
- D. Goals come out of nowhere.

5

GW. Analyze the following statements:

- *Making an effort will make you feel like a new person.*
- *Most of the goals come from dreams or hopes.*
- *If you think you can, there is a good chance you will.*
- *You should follow certain steps to achieve your goals.*

6

GW. Project. Think of a story on these questions:

- *How can people set goals and achieve them?*
- *Why do people fail to achieve their goals? Give your reasons.*

- 1 **IW.** Make a list of goals/aims you have. Choose one, and list four short-term goals you will need to reach before achieving the long-term goal.
- 2 **IW/GW.** Project. Create a **Public Service Announcement (PSA)** encouraging people to set and achieve goals. Aim your announcement at the teenage population. Present your PSA to the class.
- 3 **IW.** Make up sentences of your own using the following words and expressions.

<i>to make an effort</i>	<i>boredom</i>	<i>ignorant</i>
<i>to make a choice</i>	<i>to specialize</i>	<i>self-assured</i>
<i>to bring up</i>	<i>to achieve</i>	<i>responsibility</i>
<i>potential</i>	<i>goals</i>	<i>fearful</i>

- 4 **PW/GW.** Write on the following looking through task 4 on page 19.
 - ♦ *Outline the steps in the decision making process*
 - ♦ *Outline the steps in the goal-making process*

1. Think about the details of a decision-making process.

- *Give an example of three decisions that you have made.*
.....
- *Explain two reasons for making decisions.*
.....
- *Name three types of decisions that are related to teenage activities.*
.....

2. Outline and explain goal 3 making process.

- *Give an example for both a short-term and a long-term goal.*
.....
- *List four steps that need to be followed.*
.....

- 5 **PW/IW** Complete the table and explain each word.

<i>self-educated</i>	<i>devoted</i>	<i>self-love</i>	<i>self-confident</i>
<i>self-assured</i>	<i>honest</i>	<i>impolite</i>	<i>self-importance</i>
<i>pessimistic</i>	<i>selfish</i>	<i>faithful</i>	<i>self-disciplined</i>
<i>optimistic</i>	<i>rude</i>	<i>ignorant</i>	<i>painstaking</i>

Positive	Negative
•	•
•	•
•	•

6

IW. Guess the meanings of the following words and match them with the definitions on the right.

- | | |
|---|---------------------|
| a) feeling sure of their abilities and worth | 1. self-confident |
| b) being able to control themselves and make themselves work hard or behave in a particular way without needing anyone else to tell them what to do | 2. self-interested |
| c) always trying to do what is best for themselves rather than for anyone else | 3. self-disciplined |
| d) caring only about themselves, and not about other people | 4. self-educated |
| e) being calm and confident and in control of their emotions | 5. self-possessed |
| f) having learnt a skill by themselves | 6. selfish |

7

PW/IW. Think and complete.

1. A person who puts off till tomorrow what he/she can do today _____
2. A person who works hard _____
3. A person who is always happy and makes others happy _____
4. A person who never lets you down and stays with you _____
5. A person who understands people's problems and helps them _____
6. A person who never tells the truth _____
7. A person who always tries to be fair _____
8. A person who always respects other people _____

8

IW. Write a paragraph on: "My Future Profession" (see task 3, page 18.) using the words/ expressions given in the box.

I think, when I leave school, an independent life, I'd like to be, I know that, it's a great responsibility, that's the reason, but in my opinion, the most valuable, it's important, etc.

Self-Assessment		Level Reached			
Description of Achievement		Excellent	Good	Fair	Poor
Writing					
<i>I can:</i>					
<ul style="list-style-type: none"> • make a list of goals/aims • create a Public Service Announcement • make up sentences using new word file • complete the table explaining my choice • guess the meaning of words and match them with their definitions 					

Lesson 3. Deeds, not Words!

What you'll learn:

- How a person can achieve success, with words or deeds
- If it is important to improve your self-confidence
- Why it is important to develop confidence in oneself
- How a person can overcome challenges /difficulties he/she faces with in life
- How a person can be successful in life
- How a person can be optimistic

Word File

able-bodied [ə'ibl 'bɒdɪd] (*adj*) physically healthy, fit, strong in contrast to somebody who is weak or disabled

amputate ['æmpjʊteɪt] (*v*) cut off smb's arm/leg/ or finger in a medical operation

carry on ['kæri ɒn] (*v*) continue, conduct

conscience ['kɒnsəns] (*n*) the fact of behaving in a way that you feel is right, even though this may cause problems/believing your actions to be fair, syn: honesty, inner voice, justice

determine [dɪ'tɜ:mɪn] (*v*) decide definitely to do smth

disguise [dɪs'gaɪz] (*v*) mask, cover, hide

essential [ɪ'senʃl] (*adj*) necessary, very important

governor ['gʌvənər] (*n*) a person who is the official head of a country or region that is politically controlled by another country

handicapped ['hændɪkæpt] (*adj*) suffering from a mental or physical disability

polio ['pəʊliəʊ] (*n*) illness

relate [rɪ'læt] (*v*) give an account of (a sequence of events); narrate.
connect, associate

run for [rʌn fɔ:(r)] (*v*) continue, extend

tender ['tendə(r)] (*adj*) kind/gentle and loving

thrilled [θrɪld] (*adj*) very excited and pleased

want [wɒnt] (*n*) something that you need

will [wɪl] (*n*) the ability to control your thoughts and actions in order to achieve what you want to do; determination, purposefulness
(*by*) which a person decides on and initiates action

1 Listen and practise.

[ə]	tender	customer	governor	barrier
[ɪ]	thrilled	essential	challenge	will
[eɪ]	relate	amputate	able-bodied	calculate
[æ]	carry	amputate	marriage	handicapped
[ɒ]	want	conscience	shot	plot

2 **GW.** Listen to the proverbs and sayings and express your attitude to their content.

- *Deeds, not words!*
- *A man of words and not of deeds is like a garden full of weeds.*
- *If a man does nothing but talk, he produces nothing of value.*
- *You can get it if you really want it!*
- *Never give up, you'll find a way!*
- *Trust your feelings!*
- *Always hope for a better future!*

3 **GW.** Listen to teens' ideas and share your opinions.

Ilham Zakiyev, an Azerbaijani **judoka*** with an impaired eyesight, served on the frontline of the conflict zone. On February 4th of 1999, he was wounded by a bullet on the head by an Armenian sniper and as a result, Ilham completely lost his eyesight. After a long **rehabilitation** he returned to the sport, but as a Paralympian. He won a gold medal in the 2004 Athens Paralympics and the 2008 Beijing Paralympics in the 100 kg division. He is the holder of a black belt. Zakiyev has been a European champion six times, and the World champion twice.



In spite of her deafness and blindness Helen's great **will** turned into great achievement. **Helen Keller** devoted herself to raising the awareness of **handicapped** people throughout the world. She said, "Don't think of today's failures, think of the success that may come to you tomorrow!"



As you know, **Stephen Wiltshire** has a remarkable talent. In spite of his autism he has an extraordinary ability. He can create amazing drawings. Stephen is an extremely popular artist and published a number of books of his drawings and paintings.



I'd like to talk about **Bethany Hamilton** who is one of the greatest surfers even though she lost her left arm. While surfing a shark attacked her and tore off her left arm. When she left the hospital she began practising her surfing exercises again.

* **judoka** – a judo player, a judo practitioner

4 GW. Listen and answer the questions giving explanation.

- What difficulties did F. Roosevelt and Natalie face in their lives?
- Is it important to develop self-confidence? Why?

Is It Important to Develop Self-Confidence in Oneself?



Franklin Roosevelt was a lucky young boy. He had wealthy parents. He was taught that wealthy people should help those who were not lucky. When Franklin grew up, he decided to **run for** public office. He was elected to the New York State Senate. A few years later, President Wilson asked Franklin to come to Washington and help him.

Franklin's life was very successful. One day Franklin went on a vacation with his wife Eleanor. They went sailing and swimming. He caught a cold and some time later Franklin discovered that he couldn't move his legs. He had **polio** and would never walk again. Everyone thought Franklin's career was over. They said he would never be able to stand up and make a speech again. They were wrong. Franklin Roosevelt **did stand!** He worked hard to make his arms strong enough to support his whole body. Soon, he was elected **Governor** of New York. Then only eleven years after he became ill, Roosevelt was elected President of the US. Franklin Delano Roosevelt was the 32nd President of the US.

Natali du Toit, the South African swimmer, was only seventeen when she lost her leg in a road accident. She was going to a training session on her motorbike when a car hit her. Her leg had to be **amputated** at the knee. But Natalie was **determined to carry on**. She **went back** into the pool only three months after the accident. And just one year later, at the Commonwealth Games in Manchester, she swam 800 metres in 9 minutes 11.38 seconds and qualified for the final, but not for disabled swimmers, for **able-bodied** ones! Although she didn't win a medal, she still made history. "I remember how **thrilled** I was the first time that I swam after recovering from the operation - it felt like my leg was there. It still does," says Natalie. "*The water is the gift that gives me back my leg. I'm still the same person that I was before the accident. I believe everything happens in life for a reason. You can't go back and change anything. Swimming is my life.*"



5 PW. Explain the meaning of the words in bold and use them in your own sentences.

1 PW. Read the article with correct intonation and think of ways how to be successful.

Try to be Successful!



It is important to know what you need and want. All human beings have certain **needs** and **wants**. **Needs** are things that are **essential**. They are physical, emotional, mental and social. Your needs *affect* every decision that you make. You have three basic physical needs: *food, clothing* and *home*. Your basic emotional needs include affection, security and safety, independence, belonging or acceptance, and achievement. Your desire to learn and experience the world around you is a mental need. Socially, you need to **relate** to other people, including family, friends, and acquaintances. Do you think all people feel the need for social contact?

Wants are things you desire to make life more enjoyable, and they may be related to many of your needs. It is necessary to have self-confidence in order to fulfill both your physical and mental needs. Let's think of decisions that will help you to achieve your goals:

■ **Identify the problem** - *You need to be able to state the problem-to put it into words. It might be : "I am failing in Maths."*

■ **Examine your choices** - *There are usually several possible ways of dealing with your problem. For instance; "I could get a tutor," "I could study more," or "I could continue failing in mathematics."*

"Look closely at the good and bad sides of each available choice."

■ **Make a choice** - *Define your goals when you make a choice. For example, "I am going to study more so that I can pass my next chemistry test." "For many problems, it helps to make a step-by-step plan. Be as specific as possible."*

■ **Act on your decision** - *Carry it out to the best of your ability. If you plan to study chemistry or mathematics from 7.00 to 7.30 p.m. Sunday through Thursday nights at the kitchen table, then do so.*

■ **Evaluate your decision** - *Did you achieve your goal of passing the science test? Did you follow your plan? Was "studying more" the best choice for solving your problem? Answering such questions as these will help you to make good decisions in the future.*

2 IW/PW. Find the equivalents of the following phrasal verbs in the article.

carry out

turn into

to put into

carry on

go back

run for

to give up

3 GW. Analyze the statements in the article and give comments.

- how to name "*a strong desire to be successful*" in one word
- how to develop your independent thinking and independence of character
- how to develop responsibility for your own actions
- how to understand the value of help, advice and encouragement

4 **GW.** Read the information with correct intonation filling in the gaps with appropriate words from the box.

- | | | | |
|--------------|------------|-------------|-------------|
| a) army | b) bravery | c) popular | d) equally |
| e) legendary | f) finally | g) disguise | h) thrilled |
| I) brave | j) tender | | |

The Ballad of Mulan



"The Ballad of Mulan" is a poem that was written in China in the 6th century AD. The ... (1) story is about a girl named Mulan and her life as a soldier in the army. According to the poem, when Mulan was a teenager, China was invaded by a ... (2) army from the north. Immediately, the Emperor ordered every family to send their oldest son to join the ... (3). However, Mulan's family didn't have a son who was old enough to fight. This meant that Mulan's father had to fight. But Mulan knew that her father wouldn't survive as a soldier. Therefore, Mulan made the decision to ... (4) herself as a man and join the Army instead of her father.

Mulan fought for more than ten years and her acts of ... (5) became well-known throughout the army. However, she did it, no one ever realised she was a girl. When the war was (6) over and the soldiers returned their homes, Mulan took off her soldier's clothes and put on a dress. The soldiers who saw her were so ... (7) and shocked to discover that the ... (8) soldier they knew was in fact a (9)girl! They realised that women could fight ... (10) as well as men during the war. For many centuries, history has debated whether Mulan really did exist. So the legend was spread throughout the world.

5 **PW/CW.** Answer the questions on the passage above.

1. What's the poem "The Ballad of Mulan" about?
2. Who was Mulan in reality?
3. Why did the girl decide to join the army?
4. Did anybody realize she was a girl?
5. How did the soldiers discover that the brave soldier was in fact a girl?
6. What would you do if you were Mulan?

6 **GW.** Say what you mean when you speak about one's civic duty looking through the information above. Use:

- | | |
|--|----------------------------|
| • to defend one's country | • to love country |
| • to live in peace | • to demonstrate braveness |
| • to act according to one's conscience | • to respect people |

1 **GW.** Project. Write about the following statements and give your comments. Follow the model.

- “Nowadays to find heroes is not really easy. They are essential in the improvement of a society.”
- Who can be called a hero of our time?

Model:

Ulvi Bunyadzade is one of the innocent victims of Black January, who sacrificed himself for the freedom, independence and sovereignty of our country on January 20, 1990. He was only 20 when he lost his life in the Square. They sacrificed themselves for the integrity of our Motherland. We are proud of our national heroes and martyrs. We shall never forget Ulvi and other martyrs who died in the battle of Garabagh.



2 **IW.** Write a description of today's legend. You can write about a real person or create an imaginary hero.

Every country's history is full of legendary characters such as Koroglu, Robin Hood or King Arthur. Who are today's legendary heroes?

- What about his/her character? _____
- What does he/she do? _____
- What is he/she famous for? _____

3 **GW.** Write the close and opposite meanings of the words.

Sample: brave = fearless



- Close**
1. brave
 2. clever
 3. funny
 4. optimistic
 5. rude
 6. stressful
 7. helpful



- Opposite**
1. successful
 2. joyful
 3. pessimistic
 4. helpful
 5. careful
 6. hard-working
 7. helpless

4 **IW.** Write on/of a character from a book you've recently read and set examples on: Whom you could call a strong personality and why.

Assessment

1 Read the text with correct intonation and find out the meaning of the words in bold.

“Koroglu”

“Koroglu”, an outstanding heroicepic, holds an honourable place in Azerbaijan folk writings. “Koroglu” was composed in the 16-17th centuries during the powerful **peasant movement** in Azerbaijan and Turkey. In the second half of the seventeenth century Koroglu led one of the movements, the **movement of “Jalaliler”** against foreign **invaders** and local feudal lords. The main hero of the epic “Koroglu” is Rovshan. His father Ali is a stableman. Rovshan is brave, strong and fearless. He is described as the peoples’ hero in the epic and becomes famous as Koroglu. Koroglu’s name symbolizes freedom and **justice**. Koroglu is an excellent swordsman and at the same time he can play the saz and sing songs. His songs are the main theme of the epic. Koroglu’s saz, sword and songs makes him more powerful. He symbolizes the finest qualities of the people; he is fearless in battle and **tender** in love. Koroglu loves his people; he doesn’t fight for his own happiness, he fights for the happiness and future of his people. The epic’s main idea is the struggle for freedom. Koroglu’s **marches** are described in **narration** and epic episodes, but his thoughts and emotions are described in lyrical poems. “Koroglu” is popular among Turkish peoples and it’s found in the works of other national groups: Turkmen, Uzbek, Tajik, etc. “The of epic Koroglu” was first published in Russian in 1840 and in 1842 it was published in English in London. Later it was published in other places such as Tbilisi, Kazan, Budapest, etc. “Koroglu” was published in Baku in 1912 as a separate book. The Azerbaijani composer Uzeyir Hajibayli created his opera based on the topic. Azerbaijan film studio has made a film “Koroglu” and it has won great popularity in our country.

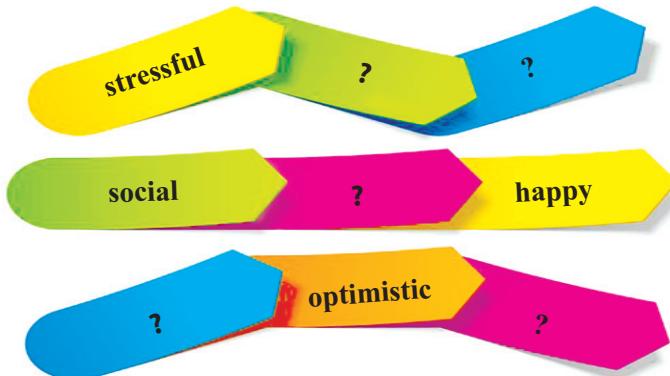


2 Correct the wrong statements looking through the text.

1. Koroglu led a peasant movement against foreign invaders in the XV century.
2. Ali’s father Rovshan was a stableman.
3. Ali is described as the people’s hero in the epic.
4. Koroglu fought for happiness and freedom of his people.
5. “Koroglu” was published in London in 1942.
6. The main idea of the epic is struggle for popularity.

1 Listen and give your comments on the statements below:

1. I should be more optimistic.
2. I should work harder.
3. Life is full of stress.
4. Avoid stress and stressful events.
5. Try not to be pessimistic.
6. I should be successful.



2 Read and number the paragraphs in correct order to make up a text.
Find the correct variant.

Be Optimistic, Gain Success!



a These days, I feel much happier. Working as a volunteer has made me feel more useful and sociable. We help the athletes to prepare for the next games, and I aim to go to the games with the team as a helper. If I hadn't seen the programme, I'd never have had the opportunity.

b Last year, things were not good for me. I'd failed some exams and I had to take them again. I'd also had a big argument with my best friend, who wasn't talking to me. I was fed up and I wasn't interested in anything. Friends invited me out, but I didn't really want to see them. I spent a lot of time watching DVDs in my room.

c Everything changed for me on the day I saw a TV programme about volunteering. It was about volunteers working with athletes who were training for the Paralympic Games. Both the volunteers and athletes were really optimistic and enthusiastic. They made me realize that my problems weren't at all serious and that I should be a bit more positive. I found out that volunteers in my town were working with a Paralympic team too, so I started to go to meetings.

(By Kevin)

- A) b, c, a B) a, c, b C) c, a, b D) c, b, a

3**Answer the questions reading the text “Be Optimistic, Gain Success!”.**

1. What discouraged the writer?
2. Which paragraph describes how the writer’s life changed?
3. What event changed the writer’s life?
4. How did volunteering change the writer’s attitude to life?
5. Which paragraph describes the writer’s feeling?
6. What do you think about this paragraph?

4**Follow the steps in the writing guide and make a story with the title
“Be Optimistic, Gain Success!”****Writing Guide*****Brainstorm and Plan***

1. Things weren’t going well for you. Why?
2. Things changed suddenly for you. Where were you and what were you doing?
3. What did you start to do and why did you like it?
4. How did you become happier?
5. How do you feel now? Why?

Write:**Paragraph 1. In the beginning . . .***Last year . . .***Paragraph 2. How things changed .***Everything changed for me the day I ...***Paragraph 3. My life now. These days, I feel... .*****Check:***

- *phrases for opinions*
- *word file*

- *adjectives and adverbs*
- *synonyms and antonyms*

Self-Assessment

<i>I can ...</i>	<i>Samples</i>
give comments on statements	
number paragraphs in correct order	
choose the correct answer	
answer questions on the topic	What discouraged the writer? - <i>I think....</i>
make a story with the title: <i>Be Optimistic, Gain Success!</i>	
<i>analize statements and give comments</i>	
<i>find the equivalents of the phrasal verbs</i>	

Lesson 4. Honesty is the Best Policy!

What you'll learn:

- What the proverb “Honesty is the best policy!” means
- Why honesty is the best policy
- How honesty builds strong relationships
- What honesty can give people

Word File

change [tʃeindʒ] (*n*) *money that you get back when you have paid for smth giving more money than the amount it costs.*

cheat [tʃi:t] (*v*) *trick or deceive smb, especially when they trust you*

dreadful [dredfʊl] (*adj*) *very bad or unpleasant*

fuss [fʌs] (*n*) *unnecessary excitement/worry or activity*

get into trouble ['get intə trəbl] (*v*) *meet difficulties, have a misfortune, come to grief*

graceful ['greisfʊl] (*adj*) *moving in a controlled, attractive form opp. graceless*

interrupt [intə'ræpt] (*v*) *stop the continuous progress, break the continuity, syn: break(up), cut in(on)*

lantern ['læntən] (*n*) *a lamp with a transparent case protecting the flame or electric bulb, and typically having a handle by which it can be carried or hung*

measles ['mi:zɪlz] (*n*) *an infectious disease causing small red spots cover the whole body (especially in childhood)*

mine [maɪn] (*n*) *an excavation in the earth for extracting coal or other minerals*

mix [mɪks] (*v*) *prepare smth by combining two or more different substances*

persuade [pə'sweɪd] (*v*) *make sb believe; syn. convince, urge*

rely on/upon *smb/smth* [rɪ'lai] (*v*) *need or be dependent on smb/smth*

simplicity [sim'plɪsɪtɪ] (*n*) *the quality or condition of being easy to understand or use; syn: clarity, clearness.*

1 IW. Listen and write the words from the box in the right columns and practise.

mix	bus	dreadful	cheat	trouble	graceful	simplicity
persuade		rely	change	honesty	people	policy
flood	build		relationship	pride	meaningful	

[i:]

•

•

•

[ɪ]

•

•

•

[aɪ]

•

•

•

[e]

•

•

•

[ʌ]

•

•

•

[ei]

•

•

•

Listening/Speaking

2 GW/PW. Listen to the story and predict the end.

Sample: Once there lived a milkman who sold milk in the town. He had to cross the river to reach the city. One day the milkman made his mind to mix water from the river into the milk. He wanted to earn more money and he did so.

Questions:

- Was the milkman right or wrong? Why?
- What's your advice to him?

Answers:

A: As the milkman had to earn much money to keep his family, he had to do so.
I think he was right.

B: So do I.

C: But I think the milkman wasn't an honest person.

D: Oh, you are right. And I don't think the milkman is honest, either.

E: Neither do I. He is a dishonest person.

3 GW/PW. Debate. Listen to the survey Right or Wrong? and exchange opinions about the situations sharing your ideas.

Right or Wrong?

Tom was buying a computer game in a supermarket. The shop assistant made a mistake and gave him too much change. Tom didn't say anything, but later he felt that he had done something wrong and he gave the money to charity.

Mike's mother asked him to tidy his room, but he didn't do it. When she asked him later, he lied and said that he'd done it, because he didn't want to argue with her. Then he decided to tidy his room.

It was Aylin's birthday. As she was a little shy, she didn't want to have a party or make any fuss. Aylin told her brother not to say anything about her birthday and he promised to keep quiet about it. But he couldn't keep his promise and told some of his sister's friends about Aylin's birthday.

GRAMMAR POINT

So do I/Neither do I

A: I'm very good at English.
B: So am I.

A: He always tells the truth.
B: So do I.

A: I can ride a bicycle.
B: So can I.

A: She gave some money to charity.
B: So did I.

A: I'm not very good at games.
B: Neither am I.

A: I don't like to tell a lie.
B: Neither do I.

A: She can't keep her promise.
B: Neither can he.

A: They didn't go to the party.
B: Neither did we.

4 PW. Complete the phrases with *make* or *do* looking through "Compare and Remember" box.

- | | | |
|--------------------------|--------------------|-----------------------|
| 1. _____ a survey | 2. _____ your best | 3. _____ a difference |
| 4. _____ the right thing | 5. _____ excuses | 6. _____ homework |
| 7. _____ a list | 8. _____ a course | 9. _____ a noise |
| 10. _____ a phone call | 11. _____ a favour | 12. _____ an exam |

COMPARE AND REMEMBER!



Reading

1 GW. A) Read and match the titles with the paragraphs.

- a. Hurting Someone's Feelings
- b. Cheating in an Exam

- c. Downloading Music
- d. Keeping Money That isn't Ours



Surprise, surprise, we aren't all perfect! A popular magazine recently published a survey about honesty. Virtually everyone who did the survey admitted that they had dishonest point in their lives. But people had very different ideas about what was acceptable in different situations.

One classic test of honesty is: when we're given too much change in a shop. In the survey, 67 % of people said that they would return the money, but others said that the answer depended on the shop assisstant and also on the type or style of the shop. Some said, for example, that they would return the money to a small shop, but not to a supermarket, unless the assisstant had been very kind.

1. ___ They thought that it wouldn't make a difference to a big company. There was a similar attitude towards software and music: 45% of the people in the survey said that they had already downloaded software or music illegally. They said that this was OK, because the companies which sell the software or music have already got enough money.

2. ___ It seems that we make excuses for our dishonesty so that we don't feel too guilty. We also **persuade** ourselves that it's OK to lie, and we tell "white lies" when we don't want to hurt people's feelings.

3. ___ So if anyone asks: "How do I look?" and in case if he/she looks terrible, what can we say? In that type of situation, it's often kinder to be dishonest. Most people said that they couldn't tell the truth. They'd say that the person looked good. Or if you see your friend's partner with someone else, do you tell your friend? The survey showed very different results for younger and older people: 55% of young people said that they would tell the friend, while only 18% of people over fifty said the same thing.

4. ___ The answer isn't clear.

Obviously we should all do our best to be honest, but the survey showed that we don't always do the right thing. Unfortunately for a lot of people, what's right or wrong isn't always black and white.

B) Analyze the facts and events in the situations above.



C) Make comments on the following statements.

- People make excuses for their dishonesty not to feel too guilty.
- Most people can't tell the truth.
- People should all do their best to be honest, but we don't always do the right thing.
- For a lot of people, what's right or wrong isn't always black and white.

1 PW. Complete gaps 1-4 with sentences a-e. There is one extra sentence that you do not need (see task 1, page 34).

- a. Are older people more thoughtful?
- b. Telling the truth in some situations is considered to be rude.
- c. In the same way, most people thought that it was OK to buy copied DVDs?
- d. For young people, it depends on the type or style of a shop.
- e. They said that it was acceptable to take money from a supermarket because they were rich.

Build up Your Vocabulary/ Activate Your Speech

2 PW. Complete the sentences with the correct form of *make* or *do*.

- 1. Have you ___ the washing-up yet?
- 2. I'm going to ___ a sandwich in a minute.
- 3. What do you want to ___?
- 4. I haven't ___ any plans for the summer.
- 5. You should ___ a habit of doing exercise every day.
- 6. Can you ___ me a favour, please?

3 IW/PW. Choose one of the questions and write a paragraph answering it. Use the given words and expressions.

self-confident	to tell the truth	dishonest	to cheat
generous	the best policy	graceful	honest
to do one's best	to tell a lie	dreadful	sincere

- 1. If you were given too much **change** in a supermarket, what would you do?
- 2. When did you last tell a white lie?
- 3. Is it always possible to be honest? Why/Why not?
- 4. Do you think most people are honest?
- 5. Is it a good habit/thing to lie/to tell a lie? Why? Why not?

4 IW. Write a paragraph on the proverbs/quotes looking through the model: *Honesty is the best policy!*
Honesty Builds Strong Relationships!

Model:

Honesty Gives You Mental Peace!

I think that dishonest people can't get a second chance when they do bad things or when they lie. Because people won't rely on them any more. Truth always comes out and one can get into trouble if he is not honest. I think without honesty the world can be a dreadful place to live on. That's why we should always tell the truth. Honest people are graceful, self-confident, sincere, kind and generous.

1 Read the extract with correct intonation and answer the questions.

The School Teacher

(by A. Cronin)



Three months passed. Little by little Andrew got used to this strange town, surrounded by the mountains, and to the people most of whom worked in the **mines**. The town was full of mines, factories, churches and small dirty old houses. There was no theatre, not even a cinema the workers could go to after work. But Andrew liked the people. They spoke little and worked much. They liked football, they were fond of music—good classical music. He often heard the sound of a piano, coming from this or that house.

It was clear to Andrew now, that Doctor Page would never see a patient again. Manson did all the work,

and Mrs Page received all the money. She paid out to Manson less than one sixth of that—twenty pounds and sixteen shillings a month. Almost all of it Andrew sent to the University to pay his debt. But at that time the question of money was not important for him. He had a few shillings in his pocket to buy cigarettes and he had his work, and that was more than enough for him. He had to work hard as he thought that the professors at his University had given him little practical medicine. He thought about all that walking in the direction of Riskin Street. There in Number 3 he found a small boy of nine years of age ill with **measles**.

"I am sorry, Mrs Howells," Andrew said to the boy's mother. "Idris mustn't attend school" (Idris was Mrs Howells' other son.)

"But Miss Barlow says he may come to school."

— "Oh? Who is Miss Barlow?"

— "She is a teacher."

— "Miss Barlow has no right to let him come to school when his brother has measles," Andrew said angrily. Five minutes later he entered the classroom. A very young woman of about twenty or twenty two was writing something on the blackboard. She turned to him.

"Are you Miss Barlow?"

— "Yes." Her large brown eyes were looking at him friendly. "Are you Doctor Page's new assistant?"

Andrew **reddened*** suddenly. "Yes," he said, "I'm Doctor Manson. You know Idris's brother has measles and so Idris must not be here."

"Yes, I know, but the family is so poor and Mrs Howells is so busy. If Idris stays at home, he won't get his cup of milk. And, Doctor Manson, most of the children here have already had measles."

“And what about the others? You must send that boy home at once.”

— “Well, Doctor,” she **interrupted** him suddenly.” Don’t you understand that I’m the teacher of this class and here it’s my word that counts?”

“You can’t have him here, Miss Barlow. If you don’t send him home at once, I’ll have to report you.”

“Then report me, or have me arrested if you like.” She quickly turned to the class.

“Stand up, children, and say: Good-bye, Doctor Manson. Thank you for coming.”

Before Andrew could say a word the door closed quietly in his face.

1. *What was the town surrounded by?*
2. *Why did Andrew like the town?*
3. *Who got all the money? And why?*
4. *Did Andrew have enough knowledge about practical medicine?
Why do you think so?*
5. *Why weren’t the students who had measles allowed to attend classes?*
6. *How can you appreciate Miss Barlow’s and Dr. Manson’s attitude to Idris?*
7. *Why did Miss Barlow try to support Idris?*

2 Find out the meaning of the new words and build up sentences.

3 Find True/ False sentences.

- | | T | F |
|--|---|---|
| 1. The city was full of modern offices, large buildings and green parks. | | |
| 2. All of the money was sent to University to pay Andrew’s debt. | | |
| 3. Andrew didn’t have to work hard as he had a lot of experience in his job. | | |
| 4. Idris and his brother had measles. | | |
| 5. Doctor Manson didn’t allow Idris to attend classes. | | |
| 6. The teacher and the students made Doctor Manson leave the classroom. | | |
| 7. Miss Barlow didn’t agree to send Idris home. | | |
| 8. All students stood up and said “Good-bye” to Doctor Manson. | | |

4 Project. Debate on good and bad traits or sides of a personality/professions.

Self-Assessment	YES	NO
<i>Activites</i>	<i>I can...</i>	<i>I can't...</i>
• <i>understand the meaning of new words</i>		
• <i>read the extract with correct intonation</i>		
• <i>answer questions on the topic</i>		
• <i>find True/False sentences</i>		
• <i>find out the meaning of the new words and build up sentences</i>		

Lesson 5. Poor or Rich!?

What you'll learn:

- What makes people rich
- How people can get rid of poverty
- What people need to live better
- What the quote: “*You can give a man a fish and feed him for a day, but only by teaching him how to fish you can feed him for lifelong*” means

Word File

collateral [kə'�tərəl] (*n*) *property or valuable item that can be claimed by bank; guaranty, insurance*

deny [dī'nāi] (*v*) *refuse to give or grant smth requested or desired to someone*
syn: disclaim, contradict, refuse, reject

disburse [dīs'b3:s] (*v*) *pay out money, especially from a fund collected for a purpose*

empowerment [im'paʊəmənt] (*n*) *authorization, giving someone the power*

expand [ik'spænd] (*v*) *become greater in size, broaden, make or become wider*

flood [flʌd] (*v*) *cover a place or an area with water; overflow*

interest-free ['intr3st 'fri:] (*adj*) *with no interest charged on money*
(repay the money) that has been borrowed

jute [dʒu:t] (*n*) *fibres (thin threads) from the stems of a tropical plant, also called jute, used for making rope and rough cloth*

loan [ləʊn] (*n*) *an amount of money that an organization or a bank lends*

newsprint ['nju:zprɪnt] (*n*) *paper for newspapers*

set out [set aut] (*v*) *start, lay out, make one's way, direct one's steps, pick one's way*

shack [ʃæk] (*n*) *a roughly built hut or log cabin. syn: hut, chantey, cabin, shed*

shed [ʃed] (*n*) *a small building usually built of wood used for keeping things in*

shed tears [ʃed tɪəz] (*v*) *cry, weep*

thrive [θraɪv] (*v*) *grow or develop well or vigorously. syn: prosper, blow*

1 CW/GW. Listen to the story and say the moral of it.

It's not about money that makes us rich, it's about **simplicity** of having God in our lives. One day a rich dad took his son on a trip to the village. He wanted to show him how poor someone can be. They spent time on the farm of a poor family.

Dad asked, "Did you see how poor they were? What did you learn?" Son said, "We have one dog, they have four. We have a pool, they have rivers. We have **lanterns** at night, they have stars. We buy food, they grow it. We have walls to protect us, they have friends." Then he nodded, "Thanks, Dad, for showing me how poor we are!"



2 GW. Debate. Listen to the quotes and the passage. Express your opinions and give main reasons why people work hard.

- | | |
|--|--|
| ♦ <i>Money brings people happiness.</i> | ♦ <i>Money doesn't always bring happiness.</i> |
| ♦ <i>Money makes people rich.</i> | ♦ <i>Money is power.</i> |
| ♦ <i>Money isn't the main thing in life.</i> | ♦ <i>Money is the root of life.</i> |

♦ Although people work to earn money, money is not the main reason people stay in their jobs. Many people enjoy working because they like being with other people. They like to help other people solve problems or get a product. People work because:

- it helps them to make friends.
- it gives them a sense of accomplishment.
- it gives them the opportunity to be with other people to contribute to society.

People work because they want:

- | | |
|---|---|
| • <i>to be well-paid to keep their family</i> | • <i>to live a better life</i> |
| • <i>to be respected and trusted</i> | • <i>to have responsibility</i> |
| • <i>to earn living, to cover all their demands</i> | • <i>to have opportunities to learn</i> |

3

GW. Problem Solving. Listen to the problems and try to find the ways making the best solutions.

Problem 1

A blind beggar *has been holding* out her hand for money for many years. She lives in a city where there are many unemployed people. What can be done to help her?

Possible Solutions:

1. _____ 2. _____ 3. _____

The best Solution:

Our group thinks the best way to help her...



Problem 2

Halima lives in a poor village and she *has been working* on the farm for ten years. And she wants to start a business. If she can buy a mobile phone, then everyone in her village will pay her a fee when they need to use the phone. She wants to borrow money and buy a phone. But the local bank has refused to give her any credit, because she has nothing to guarantee for a bank **loan**. What can be done to help her?

Possible Solutions:

1. _____ 2. _____ 3. _____

The best Solution:

We think that the best way to help her would be to...



Problem 3

Sophia wants to sell sandwiches and fresh bread to people working in offices. She *has been working* in a bakery for five years, saving money to feed her three children and disabled husband. But the money that she earns isn't enough to keep her family. Sophia knows how to make quality products but she needs more money to buy equipment and ingredients. She doesn't know anything about **running a business*** and keeping accounts, etc. What can be done to help her?

Possible Solutions:

1. _____ 2. _____ 3. _____

The best Solution:

Our group thinks the best way to help her would be to ...



GRAMMAR POINT

The Present Perfect Continuous Tense Form

I/you/we/they he/she/it	+ have } has }	+ been +Verb+ing
Positive		Adverbs of Time
<ul style="list-style-type: none"> • <i>I have been learning English for 2 years.</i> • <i>You have been reading for two hours.</i> • <i>She has been cleaning her room for an hour.</i> • <i>We have been watching this film since afternoon.</i> 		<i>for 2 years</i> <i>for two weeks</i> <i>for ages</i> <i>since Monday</i>
Interrogative/Question		
<ul style="list-style-type: none"> • <i>Have I (you) been learning English for 2 years? Yes, I have./No, I haven't.</i> • <i>Has he been working in this school since 2007? Yes, he has./No, he hasn't.</i> • <i>Has she been cleaning the room for an hour? Yes, she has./No, she hasn't.</i> 		
Negative		
<ul style="list-style-type: none"> • <i>I have not /haven't been learning English for 2 years.</i> • <i>You have not/haven't been reading for two hours.</i> • <i>She has not/hasn't been working in this school since 2007.</i> 		

4) CW/IW. Read the samples and practise. Pay attention to Grammar Point.

- *They have been running in the park **since morning**. (**Positive**)*
- *Have they been running in the park **since morning**? (**Question**)*
- *Yes, they have. They have been running in the park **since morning**.*

My sister **has been watching TV for two hours.** (**Positive**)

Has your sister been watching TV for two hours? (Question**)**

Yes, she has. She **has been watching TV for two hours.**
No, she hasn't. She **hasn't been watching TV for two hours.** (**Negative**)

5) IW/PW. Open the brackets and use the verbs in correct tense form.

1. The people ... (to try) to solve the problem for a year.
2. Khadija ... (to watch) TV for two hours.
3. Elnur's aunt ... (to teach) children at school for 20 years.
4. My father ... (to work) for this company since 2011.
5. Aydan's friend ... (to live) in Italy for ten years.
6. They ... (to plant) trees in the garden since morning.
7. Aygul ... (to sell) sandwiches in a bakery for two years.
8. Ismayil ... (to play) volleyball since she was 15.

Listening/Speaking

6 GW Listen and fill the blanks with the words from the box.

- | | | | |
|-----------------|-----------------|------------|------------|
| a) rice | b) agricultural | c) hot | d) India |
| e) Dhaka | f) dry | g) a third | h) 138,448 |
| i) flood | j) countryside | k) high | l) Islam |

(A short text with some facts about a country of Bangladesh)

Bangladesh is situated between ... (1) and Myanmar. Bangladesh has a population of around ... (2) and an area of 144,000 square kilometers. The main language is Bangla (also known as Bengali) and the main religion is ... (3). ... (4), the capital of Bangladesh, is the largest city in Bangladesh. The climate is ... (5) and very humid in the summer, mild and ... (6) in the winter. Nearly two thirds of the population is involved in ... (7) work and ... (8) is the most important crop. Other crops include **jute**, wheat, sugar cane, tea and tobacco. Every year the rivers ... (9) and about ... (10) of Bangladesh stays under water.



Bangladesh's exports include cotton textiles, clothes, **newsprint**, cement and chemical fertilizer. Most people still live in the ... (11) but many have moved to the cities looking for work. The work available in cities often doesn't offer ... (12) wages. Just under 36 % of the population is below the poverty line and around 40 % of the population is unemployed.

7 PW Make an interview on the text above.

<i>Country</i>	<i>Bangladesh</i>
<i>Capital city</i>	
<i>Population</i>	
<i>Language</i>	
<i>Description of the country</i>	
<i>Climate</i>	
<i>Main crops</i>	
<i>The people's main engagement/occupation</i>	
<i>Your own ideas about this country</i>	

Reading

- 1 ➤ **GW.** Read an extract from a newspaper article with correct intonation.
Pay attention to the use of Present Perfect Continuous.

Part 1

Banker Helps Bangladesh's Neediest

By Alan Wheatley, Asian Economics Correspondent
(Dhaka, Bangladesh, Wed, Feb 11) (Reuters)

Yunis is from Bangladesh. He is the **founder** of Grameen Bank. Yunis *has been doing* more than anyone else to help the people of Bangladesh out of poverty for years. In his recent interview to Reuters at Grameen's head office Yunis said, "My philosophy is to help the poor in making or earning money. I feel bad, when I **deny** to give money to **beggars**. I *have been trying* to solve the problem than just give them a hand and take care of them for the day. There is a saying: "*Give a man a fish and you feed him for a day, but only by teaching him how to fish you feed him for lifelong.*"

Yunis helped 42 women in the village near the southern port of Chittagong. Yunis *has been trying* to help the Bangladeshis since 1976. His initial aim was simply to persuade a local bank manager to offer the villagers a regular loan. The banker said it was impossible without a **collateral**. So did others. Yunis **set out** to prove them wrong and has never looked back. Grameen is a village in Bengali that **disburses** \$30 million a month to 3.13 million **borrowers** in 44,000 villages in Banhladesh. "I'm very happy that I *have been helping* poor people for many years." says Yunis. "We have done something that is really a great help for Bangladesh people. It's an interesting fact that most Grameen borrowers are women from villages of Dhaka. They are really hardworking. This is what Bangali women think: "*Unity, discipline and work is the path to achieve success*". The slogan points to the philosophy behind Grameen: loans are not just about building a new **shack** or buying an ox. They are a path to self-reliance and self-respect. In a word, **empowerment**.

Glossary

borrower [ˈbɔːrəʊə] (n) *a person who borrows money*

beggar [ˈbegə] (n) *a person typically a homeless one*

lender [ˈlendə] (n) *an organization or person that lends money. syn: creditor*

founder [ˈfaʊndə] (n) *a person who began something establishing or doing smth*

- 2 ➤ **GW.** Discuss the statements and give your comments on them.

1. *Give a man a fish and you feed him for a day, but only by teaching him how to fish you feed him for lifelong.*
2. "*Unity, discipline and work is the path to achieve success.*
3. *People work because they need money to live.*
4. *People work because they want to become wealthy.*
5. *Industrious people can gain everything in life by working hard.*

COMPARE AND REMEMBER !

Present Perfect	Present Perfect Continuous
have } has } +Verb ₃ /ed	have been } has been } +Verb+ing
I/you/we/they+have +Verb ₃ /ed He/she/it+has+Verb ₃ /ed	I/you/we/they+have been +Verb+ing He/she/it+has been+Verb+ing
<p>With non-action verbs (e.g. to know, to be, etc.) use the Present Perfect, not the Present Perfect Continuous with for and since.</p> <p>♦ <i>I have known Jeyla for ages.</i> (<i>Not I have been knowing her for ages.</i>)</p> <p>♦ With to live and to work you can use the Present Perfect or Continuous.</p> <ul style="list-style-type: none"> • <i>How long have you been living here?</i> - <i>I have been living here for six months.</i> • <i>How long have you lived in Italy?</i> - <i>We have lived in Italy for two years.</i> (<i>we are not there now.</i>) <p>Use the Present Perfect if we ask "How much" "How many" or "How often".</p> <p>Sample:</p> <ul style="list-style-type: none"> • <i>How many pages have you read?</i> 	<p>♦ Use the Present Perfect Continuous for incomplete actions which were in progress over a period of time in the past.</p> <p>Sample:</p> <p>We have been living in Italy for 10 years.(we are still there now)</p> <p>♦ Use the Present Perfect Continuous with "How long"</p> <p>Sample:</p> <ul style="list-style-type: none"> • <i>How long has she been working in the garden?</i> - <i>She has been working in the garden for three hours.</i>
For	Since
two hours 20 minutes five days 30 years a week a long time six months ages	9 o'clock Monday 2005 April 15 August morning they were at school Christmas

3) IW. Choose the right one: Present Perfect or Present Perfect Continuous.

1. We **have been/ have been having** French courses since September.
2. Nigar **has read/has been reading** some magazines for an hour.
3. Someone **has ridden/has been riding** my bike and **has broken/has been breaking** it.
4. Elvin **has translated/ has been translating** the magazine for a week.
5. I have **read/ have been reading** two books this week.
6. Here you are! I **have looked/ have been looking** for you everywhere.
7. You have **cooked/ have been cooking** pilaff for an hour, and haven't finished yet.
8. They **have built/ have been building** their cottage for three years.
9. My mum has to take my little sister to the dentist as she **has broken/ has been breaking** her tooth.
10. Lale **has waited/ has been waiting** for me in the hospital for two hours.

4

GW. Read the text with correct intonation. Pay attention to the words in bold and match them to their definitions.

Muhammad Yunis is the founder of Grameen Bank, which has made more than \$4 billion in tiny loans to Bangladeshis, providing a lifeline for millions and a banking model copied in more than 100 nations from the United States to Uganda.

Part 2

Leave It to the People

Jobeda has borrowed some money from Grameen to **expand** her small milk processing business lately. Rehanaz has been financing a tailor's shop for a few months. Halima is one of about 40,000 village telephone ladies, the proud owner of a mobile phone that the whole village for free - uses to stay in touch with relatives. To Yunis, the lesson is as valid now as it was in **1976**: if poor people are given the same access to credit as the rich, they will **thrive**.

"Leave it to the people. They can take care of themselves. You don't have to shed tears for them. They are very capable." says Yunis. At Grameen Bank recovers more than 98 percent of its loans even though borrowers do not have to put up **collateral** and pay a 20 percent interest rate on income loans. Grameen charges 8 percent for house loans and 5 percent for education loans. It also gives interest-free loans to the poorest people. "Why should financial services be **denied** to the poor?" Yunis thinks. Kulsum has been borrowing credit from Grameen for **16** years. She started breeding ducks and farms, a plot of land, and she has enough to eat all year round. She also moved from **a shed** into a one-room tidy home.

Now she proudly points to her television and rice-storage jars. Their life has changed positively. The main point is that they are all better off than before.

- | | |
|----------------------|---|
| 1. deny | a) increase or enlarge in size, become larger |
| 2. a shed | b) grow or develop well or vigorously |
| 3. expand | c) refuse to admit the truth; reject, decline |
| 4. collateral | d) produce or feed in a controlled and organised way; raise, grow |
| 5. thrive | e) descended from the same stock, but by a different line; situated side by side; paralled, additional, secondary |
| 6. breed | f) a simple roofed structure typically made of wood or metal; hut, shelter |

5

GW. Match 1-7 with the a-g on the theme.

1. Grameen charges ... percent for house loans
2. Bank has made more than ... billion \$ in tiny loans to poor Bangladeshis.
3. The lesson is as valid now as it was in ...
4. Grameen Bank recovers more than ... percent of its loans
5. Borrowers don't have to pay a ... percent interest rate on income loans.
6. Kulsum has been borrowing some money from Grameen for...years.

a) 1976

b) 16

c) 20

d) 4

e) 98

f) 8

1 PW. Complete the table on task 1 page 43 and task 4 page 45.

Name	
Occupation	
Year when he began lending money	
Amount of money Grameen lends a month	
Philosophy of Grameen	
Percentage of loans Grameen recovers	
Amount of interest Grameen charges for house loans	

2 IW. Complete the sentences on task 1 page 43 and task 4 page 45.

1. Yunis believes that if the poor are loaned money, many will...
2. Banks are usually very reluctant to loan poor people money because...
3. Since 1976 Yunis has been helping poor people...
4. Yunis believes that loans help the poor to become...
5. Although poor people do not have to offer collateral to get loans, Grameen recovers...
6. Kulsum has borrowed money from Grameen and has moved from...
7. I would rather try to solve the problem than just then
8. Jobeda has borrowed money from Grameen to expand
9. Yunis says that they should let the Bangaldeshis take care of themselves, ...

3 IW. Write a composition on either of the themes/topic:

1. **"People Can Gain Everything in Life by Working Hard".**
2. **"How Rich We Are!"**

Self-Assessment	
I can ...	Samples
find out the meaning of the new words	be in hock - be in debt loan - an amount of money that a bank lends and smb borrows
answer the questions	What's Muhammad Yunis's profession? What's Yunis's initial aim?
choose the right tense form	We have read this story lately. We've been reading a story for an hour.
analyze the facts and complete the sentences	Grameen charges 8 percent for house loans.
write an essay, a paragraph	How rich we are!

4 IW. Choose the best answers for the questions.

1. *Yunis _____ to beggars, because he believes it is much better to try and solve the problem of poverty and give people the opportunity to support themselves.*
a) always gives something
b) sometimes gives nothing
c) never gives anything

2. *In 1976 a bank manager refused to loan money to women nearby, because they had nothing to guarantee the loan, so Yunis _____.*
a) persuaded the banker to give a loan.
b) loaned money to the women himself.
c) both answers a and b

3. *Yunis believes that Grameen has _____.*
a) proven that lending money to the poor can be financially successful.
b) challenged the way the banking system operates.
c) both answers a and b

4. *Yunis believes when poor people are able to borrow money they'll _____ .*
a) set up successful small businesses and be able to look after themselves.
b) become rich and then be able to loan money to others.
c) often spend the money unwisely and then be unable to repay the loans.

5. *Most banks charge borrowers 20% on business loans and ask them to provide something to guarantee the loan, _____ .*
a) but Grameen doesn't.
b) and Grameen also does this.
c) but Grameen only does this when lending to rich people.

6. *Kulsum borrowed money from Grameen to buy a cow and now _____ .*
a) has enough to breed ducks.
b) lives in a shed.
c) both answers a and b

7. *While Kulsum is still poor by western standards, she is now _____ .*
a) able to support herself all year round.
b) better off than before she borrowed money from Grameen.
c) both answers a and b

- 1** Read and think of the moral of the story. Pay attention to the words in bold and give the short review of the story.

The Model Millionaire



If you are not wealthy there is no use of being a charming fellow. Romance is the **privilege** of the rich, not the profession of the unemployed. It is better to have a permanent income than to be charming. This is the great truth of modern life which Hughie Erskine never realized. Poor Hughie! He was wonderfully good looking, but poor. To make matters worse, he was in love. The girl he loved was Laura Merton, the daughter of a retired colonel. They were the handsomest couple in London, but they did not have a penny.

The Colonel was very fond of Hughie, but would not hear of any engagement.

“Come to me, my boy, when you have got ten thousand pounds of your own, and we’ll see what to do” he used to say, and he became unhappy.

One morning, as he was on his way to Holland Park, where the Mertons lived, he dropped to see his friend Alan Trevor, a painter. When Hughie came in he found Trevor putting the finishing traits to a wonderful life -size picture of a beggar-man. The beggar himself was standing in a corner of the studio. He was a **wise** old man, with a wrinkled face, and a piteous expression.

“What an amazing model!” whispered Hughie, as he shook hands with his friend. “An amazing model?” cried Trevor. “You don’t meet such beggars every day. “Poor old man!” said Hughie, “How miserable he looks!”

“Certainly,” replied Trevor, “you don’t want a beggar to look happy, do you?”

At this moment the servant came in, and told Trevor that the **framemaker** wanted to speak to him.

“Don’t run away, Hughie,” he said, as he went out, “I’ll be back in a moment.” The old beggar-man took advantage of Trevor’s absence to rest for a moment on a wooden bench that was behind him. He looked so miserable that Hughie couldn’t help pitying him, and checked his pockets to see what money he had. All he could find was a **sovereign** and some **coppers**. “Poor old man,” he thought to himself, “he wants it more than I do”, and he walked across the studio and **slipped** the sovereign into the beggar’s hand. The old man got up, and a **faint** smile appeared on his lips. “Thank you, sir,” he said, “thank you.”

Then Trevor arrived, and Hughie took his leave, **blushing** a little at what he had done. The next day he met Trevor again.

“Well, Alan, is your picture finished?” he asked.

“Finished and framed, my boy!” answered Trevor.

“By the way, the old model you saw asked some questions about you. I had to tell him all about you—who you are, where you live. What your income is and what future plans you have.”

“My dear Alan,” cried Hughie, “I’ll probably find him waiting for me when I go home. But, of course, you are only joking. Poor old man! I wish I could do something for him.

I have **heaps** of old clothes at home-do you think he would care for them? His torn out clothes were falling to **bits**.” “But he looks splendid in them,” said Trevor.” I would not paint him in a **frock coat** for anything. What you call rags I call romance. However, I’ll tell him of your offer.”

“And now tell me how Laura is,” said Trevor. “The old model was quite interested in her.”

“You don’t mean to say you talked to him about her?” said Hughie.

“Certainly I did. He knows all about the retired colonel, your lovely Laura, and the 10,000 pounds.”

“Did you tell the old beggar all about my **private affairs**?” cried Hughie, looking very red and angry.

“My dear boy,” said Trevor, smiling,” That old beggar, as you call him, is one of the richest men in Europe. He has a house in every capital, dines off gold plate, and could buy all London tomorrow if he wished.”

“What on earth do you mean?” exclaimed Hughie.

“What I say,” said Trevor. “The old man you saw in the studio is Baron Hausberg. He is a great friend of mine, buys all my pictures, and he paid me a month ago to paint him as a beggar.”

“Baron Hausberg!” cried Hughie. “Good heavens! I gave him a sovereign!”

“Gave him a sovereign!” cried Trevor, and he burst into laughter. “My dear boy, you’ll never see it again.” Hughie walked home, feeling very unhappy. The next morning, as he was at breakfast, the servant handed him an envelope. On the outside was written, “A wedding present to Hughie Erskine and Laura Merton, from an old beggar,” and inside was a cheque for 10,000 pounds. When they were married Alan Trevor was the best man, and the Baron made a speech at the wedding breakfast.

(By Oscar Wilde)

bit [bit] (n) small amount

Glossary

copper [kɔpə] (n) a metal/bronze coin, a penny

blush [blʌʃ] (v) become red in the face because you are embarrassed or ashamed

faint [feɪnt] (adj) that cannot be clearly seen, heard or smelt

framemaker ['freɪmmeɪkə] (n) a person who produces frames, creator of frames.

frock coat ['frɒk'kout] (n) a man’s double-breasted, long skirted coat

heap [hi:p] (n) an untidy pile /collection of something syn: pile, mass, collection

privilege ['prɪvəlɪdʒ] (n) a special right or advantage that a particular person has

slip [slɪp] (v) slide a short distance by accident so that you fall or nearly fall

sovereign ['sovərm] (n) a former British gold coin which was worth a pound sterling

2 Write the main idea in the story and express your points of view.

3 Correct the mistakes in the sentences.

1. The beggar was a foolish young man.
2. The Mertons worked in Holland Park.
3. The old model was very poor.
4. Laura was quite interested in the old model.
5. It is bitter to be charming than to have a permanent income.

Student Portfolio. Revise and Check Around Unit 1.

1 Complete the table.

In the field of ...	What I've learned	How I'll implement
<i>Listening</i>		
<i>Speaking</i>		
<i>Reading</i>		
<i>Writing</i>		
<i>Logical Thinking</i>		
<i>Critical Thinking</i>		
<i>Grammar Section</i>		
<i>Other things</i>		

2 Read and complete the story with your own ideas.

Once there was a man who was very fond of gold. All his life he saved a lot of money and he was the richest man in his town. One day he was travelling in the desert of North America. The weather was very hot. Suddenly he lost his way and he had nothing with him, no food or water. And he was almost dying of hunger. He was thirsty and hungry. The man was so weak that he could hardly walk. He was very happy when he saw a bag on the sand. He hoped that there was some food and water in it. It was a bag full of gold. But the man didn't need any gold, it was useless to find a bag that was full of gold for a hungry man in a desert. He left the bag and said:

“ ”

3 Answer the questions and write. Try to explain your ideas. (See task 2)

1. Who can you call a rich man and why?
2. What is the moral of the story?
3. Why did he have to save money all his life?
4. How did the gold help him in the desert?
5. Why did the man have to leave the bag full of gold there?
6. What is the author trying to tell us?



4 Create a story on the following statements giving reasons.

1. If I earn a lot of money, people will know I am successful and smart.
2. Money equals success. If I earn a lot of money I can spend it on my friends. And everyone will know that I am rich and very successful.
3. Money isn't the main thing in life. Everybody is able to do his or her part in this world.

5 Match the two sides.

- | | |
|--------------|----------------|
| 1. permanent | a) colonel |
| 2. heaps of | b) old clothes |
| 3. piteous | c) picture |
| 4. life-size | d) smile |
| 5. faint | e) income |
| 6. retired | f) expression |

Student Portfolio. Revise and Check Around Unit 1.

6 Find mistakes and write the correct statements. (See task 6, page 42)

The country of Bangladesh is situated between India and Thailand. Bangladesh has a population of around 138,448,210 and an area of 144,000 square kilometres. The main language is Bangla (*also known as Bengali*) and the main religion is Buddhism. Dhaka, the capital of Bangladesh, is the least polluted city in Bangladesh. The climate is hot and very dry in summer and mild and wet in winter. Nearly two thirds of the population is involved in agricultural work and rice is the most important crop. Other crops include jute, wheat, sugar cane, tea and tobacco. Every year the rivers flood and about a tenth of Bangladesh is under water. Bangladesh's exports include cotton textiles, clothes, **newsprint**, cement and chemical fertilizer. Few people still live in the countryside but many have moved to the cities looking for work. The work available in cities often offers high wages. Just under 36% of the population is below the poverty line and around 10% of the population is unemployed.

7 Fill in the right column the phrases with **make** or **do** from the box.

- | | | | |
|------------------------------------|------------------------------------|-----------------------------------|-----------------------------------|
| 1. <input type="text"/> a dress | 2. <input type="text"/> a sandwich | 3. <input type="text"/> food | 4. <input type="text"/> a favour |
| 5. <input type="text"/> a plan | 6. <input type="text"/> housework | 7. <input type="text"/> damage | 8. <input type="text"/> a mistake |
| 9. <input type="text"/> washing-up | 10. <input type="text"/> shopping | 11. <input type="text"/> a choice | 12. <input type="text"/> laundry |

Make	Do
• <i>tea</i>	• <i>homework</i>
•	•

8 Write the correct synonym and antonym for each word in the chart.

Words	Synonyms/ close meaning	Antonyms/ opposite	Sentences
<i>simplicity</i>			
<i>beggar</i>			
<i>lender</i>			
<i>founder</i>			
<i>collateral</i>			
<i>borrower</i>			
<i>loan</i>			
<i>shed</i>			
<i>thrive</i>			

9 Project. Speak about well prospered countries, especially Azerbaijan searching information on the ways of increasing their economical development.

UNIT 2

LITERATURE

Lesson 1. Books Are My Friends!

What you'll learn:

- What books mean for people / What the role of books is
- What are the facts about books
- How books influence people and can help them in their lives
- How important reading is
- How to identify types of style in reading texts
- How to write paragraphs around a topic
- How to use vocabulary related to the topic of books and reading
- How to express opinions

Word File

adore [ə'dɔ:(r)] (v) *admire, love somebody madly/very much*

expository [ɪk'spɒzətɔɪrɪ] (adj) *intended to explain or describe something*
syn: explanatory, descriptive, describing

manuscript [mænju'skrɪpt] (n) *a copy of book written by hand, piece of music, etc. before it has been printed*

narrate [nə'reɪt] (v) *to tell a story*

parchment ['pɑ:tʃmənt] (n) *material made from the skin of a sheep or goat, used in the past for writing on*

periodical [piə'rɪ'ɒdɪkl] (n) *a magazine that is published every week, month, etc., especially one that is concerned with an academic subject*

persuasive [pə'sweɪsɪv] (adj) *able to persuade smb to do or believe smth.*
Persuasive arguments/evidence/style, etc.

prejudice ['predʒudɪs] (n) *an opinion formed without taking time and care to judge fairly*

put down [put daun] (v) *stop holding smth and place it on a table, shelf, etc.*

recommend [,rekə'mend] (v) *tell smb that smth is good or useful, or that smb would be suitable for a particular job*

reference ['refrəns] (n) 1. *a thing you say or write that mentions smb/smth else*
2. *the act of looking at smth for information*

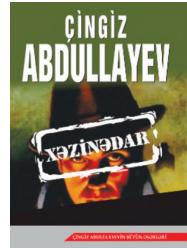
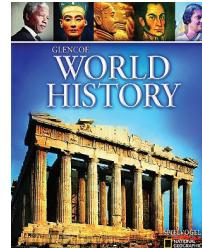
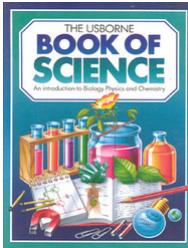
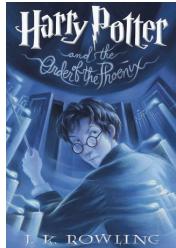
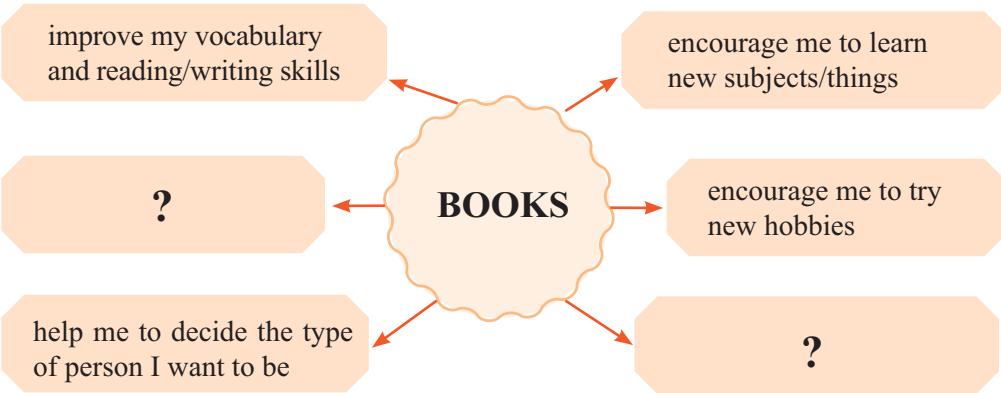
reveal [ri've:l] (v) *make (previously unknown or secret information) known*
syn: tell, disclose

relate [rɪ'leɪt] (v) *concern, refer*

thematic [θɪ'mætɪk] (adj) 1. *having or relating to subjects or a particular subject*
2. *relating to the theme of an inflected word,*
syn: topical

Listening/Speaking

1 CW. Listen to the statements, talk about books sharing your ideas.



2 CW/GW.

Listen to the “Do You Know?” box and search for more information about kinds of books and discuss.

DO YOU KNOW?

A **book** is a set of written, printed, illustrated, or blank sheets, made of paper, parchment, or other materials.

Books may refer to works of literature. In the library and information science, a book is called a monograph, to distinguish it from serial **periodicals** such as magazines, journals, or newspapers. The body of all written works including books is literature. Novels and other books can consist of large sections, subdivisions or chapters.

◆ Kinds of Books

- | | | |
|--------------------|----------------------|------------------------------------|
| ▪ fiction | ▪ cooking | ▪ humour |
| ▪ historic | ▪ realistic | ▪ sport |
| ▪ detective | ▪ non-fiction | ▪ thriller/horror |
| ▪ fantasy | ▪ adventure | ▪ special interests/hobbies |
| ▪ biography | | |

3

CW. Listen to the teens' opinions on **Reading** and express your attitude to each of them. Pay attention to the words given in **italics**.

What's Reading?

♦ Reading is one of the best hobbies. Reading helps you to learn more, to become smarter and to succeed in life! It improves your spelling and vocabulary, and gives you a chance to learn and explore new things. I love reading fiction. I **adore** adventure, humour, historical novels, and crime fiction. I *have been reading* Conan Doyle's detective stories about Sherlock Holmes for a week. And what *have you been reading*?

Rufat

♦ I'm fond of reading. I've got a very good collection of books and I'm really proud of it. I can't say my collection is **thematic**. I've got different books: novels, fiction, books about animals and plants, books about different countries and lands. I think reading is very important for everybody. Whatever you do, wherever you go you'll always need a good friend and a good teacher. And this friend and teacher for you can be a book.

Fidan

♦ For me reading is a way of relaxing and using my imagination. Reading makes you someone else! Literature has absolutely no limits. My favourite genre is *fantasy*, because it lets me feel the sense of magic in the world. But I also love realistic teenage fiction, science fiction, mysteries, **thrillers**, and classic novels. *I've been reading "Pride and Prejudice"* by Jane Austen for two weeks. The book is brilliant. I encourage everyone to read it.

Bella

♦ I think reading books is hard work. Books have greatly influenced my life and helped me in school and making friends. They help me to understand different people and culture. Books encourage me to learn more about new subjects and to try new hobbies. I prefer reading **non-fiction** books. They are very educational and **informative**. I also like books about biographies and **reference** books as well. And I *have been reading* autobiographies of world famous people for two days.

Shahin

♦ I think reading is interesting. I enjoy romances, sport books and stories. *I've been reading* an exciting story for two days. If you read this story you will never **put it down**. I would **recommend** this book to those who love novels. It's a real thing.

Gabi

4

CW. Listen to the expressions on books and add more ideas.

Books:

- *greatly influence our lives*
- *improve our vocabulary and writing skills*
- *help us understand different people*
- *are very educational and informative*
- *help us to make friends*
- *help us to learn different cultures*

5

GW. Find out and say. (See task 3, page 54)

Activities	Bella	Shahin	Fidan	Gabi	Rufat
<ul style="list-style-type: none"> • likes reading • loves poetry • prefers non-fiction books • recommends mysteries and thrillers • has been reading "Pride and Prejudice" • considers reading is hard work • likes reading an exciting story • says that books are educational 					

6

PW. Put questions to the underlined parts of the sentences looking through the "Compare and Remember" box.

1. Elchin has been listening to our national mugham for a few minutes.
2. Turgut has been reading Conan Doyle's detective stories about Sherlock Holmes for two weeks.
3. They have been discussing "Pride and Prejudice" by Jane Austen since 6 o'clock.
4. Shams has been reading autobiographies of world famous people for an hour.
5. The children have been watching an interesting movie for twenty minutes.
6. Sona has been learning a foreign language since May.
7. My friends have been playing chess for two hours.
8. They have been looking for a new flat since October.

COMPARE AND REMEMBER!

The Present Perfect Continuous Tense Form

Wh/How questions

Who has been +Verb+ing?	• <i>Who has been reading?</i>
What+ have I/you/we/they been +Verb+ing?	• <i>What have you been doing?</i>
How long+ has he/she/it+been+Verb+ing?	• <i>How long have you been reading?</i>
• We have been learning English for 3 years.	• <i>Who has been learning English?</i> • <i>What have we been doing?</i> • <i>What have we been learning?</i> • <i>How long have we been learning English?</i>

Remember: After **How long...?** with action verbs, e.g. **play**, use Present Perfect Continuous Tense: • *How long have you been playing the violin?*

But with non-action verbs, e.g. **know**, use Present Perfect:

- *How long have you known your friend?*

7

GW. Listen to “Remember” box and make a questionnaire about Types of Literary Style.

REMEMBER!

The style in Reading/Writing can be defined as the way a writer writes. It is the technique which an individual author uses in his/her writing. It varies from author to author and depends on one's syntax, word choice, and tone. It can also be described as a voice that readers listen to when they read the work of a writer.

Expository or Argumentative style

Expository writing style is a subject-oriented style. Here the writer tells the readers about a specific subject or topic. In the end the author gives his own opinion about that topic.

Narrative* style

Narrative writing style is a type of writing where the writer narrates a story. It includes short stories, novels, novellas, biographies and poetry.

Types of Literary Styles

There are four basic literary styles used in Reading and Writing. These styles distinguish different authors' work.
Here are the four styles:

Persuasive style

Persuasive style of writing is a category of writing in which the writer tries to give reasons and justification to make the readers believe his point of view. This literary style aims to persuade and convince the readers.

Descriptive writing style

Here the author focuses on an event, a character or a place in detail. In descriptive style the author tries to specify an event, an object or a thing rather than merely giving information about an event that has happened.

To be a really effective reader we need to be able to vary our style of reading. It's likely that we already do this instinctively to some extent. Think a little, how we would read:

- *a blockbuster**
- *a poem*
- *a newspaper*
- *an instruction manual*

When reading for pleasure we may read quickly, but with few breaks and without worrying about having to recall details later. When consulting an instruction manual we may read only one or two paragraphs, but we read them very carefully, making sure we understand the details.

Reading

1 IW. Read the UI box with appropriate intonation. Define the style of the text.

Useful Information

Valuable Books



■ **The Quran** is the Sacred book of Islam. According to Muslim belief, the Holy book Quran contains the actual word of God as revealed by the angel Gabriel to the Prophet Muhammad. The 114 **suras** (*chapters*) of the Quran are the source of Islamic belief and a guide for the whole life of the community. The Quran contains rules that a Muslim must follow. The language of the Quran is Arabic and it is the most valuable book for Muslims.

■ Have you heard about **a stone book**? We have got a stone book in Gobustan which shows that Azerbaijan is one of the oldest countries in the world. The pictures on the rocks provide a rich material for studying of customs and traditions as well as beliefs of the people who lived in ancient Azerbaijan. In 1966 Gobustan was declared a national historical landmark of Azerbaijan to preserve the ancient carvings. In 2007 Gobustan was declared a UNESCO World Heritage Site.



■ **The Book of Dede Gorgut** is the most famous among the epic stories of the Oghuz Turks. The stories carry morals and values significant to the social lifestyle of the nomadic Turkic peoples and their pre-Islamic beliefs. The mythic **narrative** of the book is a part of the cultural heritage of Turkic countries, including Turkey, Azerbaijan, Turkmenistan, Kazakhstan and Kyrgyzstan. The book Dede Gorgut that was copied in the 16th century consists of two **manuscripts**. It is a collection of twelve stories reflecting the oral tradition of Oghuz nomads.

■ **The First Azerbaijan Soviet Encyclopedia** was published in 1970 with active support of our national leader Heydar Aliyev. It entered the country's history as the first fundamental research on all aspects of knowledge and information. It is a respected publication for every intelligent Azerbaijani family. The core principle of a new national encyclopedia is to preserve Azerbaijan's national, cultural, traditional and historical values. The modern encyclopedia plays a tremendous role in **enriching** the intellectual potential of the Azerbaijani society reflecting cultural and historical achievements of the Azerbaijani people.



2 PW. Read the "Do you Know?" box and interview your classmates on:

- Name the books that people like • Name the books that they would like to read
- Name the characters in the books • Name the writer/ the poet of the book

DO YOU KNOW?

◆ Speaking about people who write books we may need these words and word combinations:

- an author ▪ a novelist ▪ a dramatist ▪ a writer ▪ a poet /poetess ▪ a humorist

◆ Good books can be:

- | | | |
|---------------|----------------|---------------|
| ▪ interesting | ▪ enjoyable | ▪ original |
| ▪ amusing | ▪ exciting | ▪ fascinating |
| ▪ powerful | ▪ well-written | ▪ witty* |

◆ We can characterize an author as:

- | | |
|---------------|--------------|
| ▪ good | ▪ well-known |
| ▪ interesting | ▪ famous |
| ▪ talented | ▪ modern |
| ▪ ancient | ▪ classical |
| ▪ medieval | ▪ great |

3 GW. Read the text with correct intonation. Define the style of the text and express your opinions.

Digital Revolution

Books first appeared 2.000 years ago. Books were written by hand, so no two books were exactly the same. Books were big, heavy and expensive and many people couldn't read them. The first revolution was Gutenberg's invention of the printing press in 1440. Printing presses could print thousands of books quickly. By 1500 there had been 20 million books in Europe and millions of people learnt to read. Today, 99% of Europeans can read. The second revolution was more recent. Publishers started to use computers to produce books about twenty years ago. Traditional presses started to disappear and people began to produce books electronically. People also started to read newspapers and magazines online and some people thought that paper books would disappear one day. Now the digital revolution is here. E-book readers have arrived and personal webpages and blogs have also become more popular. Do you know that 31% people between the ages fourteen and twenty one have got their own blog or webpage? "**Print on demand**" is another part of the digital revolution. Soon you'll be able to choose a book from a selection of millions in any bookshop. A machine will print your book while you wait in the shop!



Reading

4

GW. Choose the correct answer according to task 2 (see page 58).

1. __ could read 2.000 years ago.
a) only a few people b) nearly everybody c) nobody d) many people
2. __ could produce a lot of books.
a) webpages b) printing presses c) handwriting d) blogs
3. We'll be able to print __ with "print on demand" soon.
a) our own book b) an e-book c) a website d) a cassette
4. Publishers have produced __ for the last 20 years.
a) computers b) e-books c) books using computers d) magazines
5. Books were big, heavy and __ more than 2000 years ago.
a) cheap b) poor c) expensive d) dull
6. Books ...
a) report some news b) inform the reader
c) tell us everything d) complain about something

5

PW. Match the facts with/to the events. (1-6 with a-f).

- | | |
|---|---------|
| 1. There had been 20 million books in Europe | a) 2000 |
| 2. Europeans can read | b) 99% |
| 3. People between the ages 14 and 21 have got their own blog. | c) 20 |
| 4. The first revolution was Gutenberg's invention of the printing press | d) 31 |
| 5. Books first appeared | e) 1440 |
| 6. Publishers started to use computers to produce books | f) 1500 |

Self-Assessment

YES

NO

Reading

I can...

I can't...

- *read the text with correct intonation*
- *talk about books and what they mean to me*
- *express my ideas on books and digital revolution*
- *choose the correct answer according to the text*
- *match the facts to the events*
- *speak about digital revolution and the role of e-books*
- *use the key words related to the topic of books and reading*
- *see the difference between the styles of the texts*

Writing/ Test Your Memory

1 PW. Make a text “Digital Revolution” editing additions and using sources. (See task 3 on page 58).

I think reading ____.

For me reading is a way to ____.

Reading books in everyday life helps me _____
_____ to understand different people and culture.

My favourite genres are ____.

This week I've been reading ____.

I would recommend ____ because ____.

2 GW. Look through the sayings and search for more information about these authors and their books/works. Discuss and write your points of view.

Some books are to be tasted,
others to be swallowed, and
some few to be chewed and
digested. (*Francis Bacon*)

Great books help you understand,
and they help you feel understood.
(John Green)

Choose an author as
you choose a friend.
(Wentworth Dillion)

Reading a book is like
re-writing it for yourself.
(Angela Carter)

A good book is the best
friend, the same today
and forever.
(Martin Tupper)

A good book is a dream that
you hold in your hand.
(Neil Gaiman)

3 GW. Choose the correct tense form.

- 1) We *had discussed/have been dicussing* this question for an hour.
- 2) How long *has Ted learned /has Ted been learning German?*
- 3) Nuray *has read/ has been reading* an exciting story since morning.
- 4) Where *have they gone/have they been going?*
- 5) What *has Tunar watched/has Tunar been watching* on TV for an hour?
- 6) Tural's mother *has done/has been doing* the same job for 20 years.
- 7) They *have known/have been knowing* each other for a long time.
- 8) How long *has it rained/has it been raining?*
- 9) Publishers *have used/have been using* computers to produce books for twenty years.
- 10) Shams *has read/ has been reading* a book “The Boy in the Striped Pyjamas” for two days.

4 PW. Ask and write Wh/How questions working in pairs.

Model: Kate / to watch an interesting show on TV.

What has Kate been doing?

1. Faig and Jale/ to discuss their future plans/for two hours.
2. Semra/ to read an interesting story/since morning.
3. Suleyman/ to paint a portrait/for a week.
4. Kevin's father/ to look for/ a job/since May.
5. Muhammad/ to answer questions about literature/for 20 minutes.
6. Nurana/ to think about some problems /since lunchtime.
7. My parents/ to listen to folk music/since I came from school.

5 GW. Read the idioms about books and match them with their definitions. Give comments on them.

1. to read someone like a book
2. to go by the book
3. a closed book
4. to speak volumes
5. to read between the lines

- a) to draw conclusion about the writer's feelings from the manner and tone of the work and not from his actual words
- b) to be full of meaning
- c) to act in strict accordance with the rules and regulations
- d) a subject about which one knows nothing, a mystery
- e) to know exactly what someone is thinking, even before he has spoken

6 IW. Write a paragraph " Fiction can give us a deeper understanding of real things" looking through the model.

Model:

To read fiction is just as important as nonfiction. Fiction can actually teach us about real things. It also helps us develop our creativity and express our emotions. Fiction can also teach us about real things and give us a deeper understanding of them. Nonfiction tells us only facts. Novels, on the other hand, can tell us some facts and also about what those facts really mean, or meant to people. Reading fiction helps us develop our creativity. When we read stories, we try to imagine what the places and characters look like. We also try to imagine what it feels like to live a character's life. Developing creativity is just as important as knowing a lot of facts. When we read romances, tragedies or comedies, we read about feelings that we ourselves have. Reading helps us more to explore all these feelings. And I think, it can give us a mirror for our emotional lives too.

It is important to learn facts, but it is also important to develop creativity and explore feelings. We should all read a wide range of things to deepen our understanding of ourselves and the world around us.

Assessment

1 PW. Read the text, define its style and answer the questions.

The Boy in the Striped Pyjamas

(by John Boyne)

1. I have recently read a book called "**The Boy in the Striped Pyjamas**". It is a bestseller by an Irish author called John Boyne.

2. I'd like to recommend this book to people who enjoy drama and realism. It's set in Poland during the Second World War and the main characters are two young boys - a German boy called Bruno and a Polish boy called Samuel. The plot centres on the relationship between the boys and the different situations which they are in.

3. I particularly enjoyed the characters and the theme of friendship in the novel. Some of the scenes are memorable because they are really strong, but the style and plot are very simple because a child narrates the story.

4. All in all*, I really enjoyed the novel and I wouldn't change the plot or characters. This is an easy book to read, with a strong ending and a clear message.

1. Which paragraphs express opinions and which express facts?
2. Which paragraph describes the setting and characters?
3. Which paragraph mentions the theme?
4. Who would enjoy this novel?



2 PW. Find the topic sentences in each paragraph, then replace the topic sentences with a-f. There is one sentence that you don't need.

- a) The things I liked most about the book were the characters and the theme of friendship.
- b) The book can appeal to people who like drama and realism.
- c) In conclusion, I really liked the novel.
- d) The setting takes place during the Second World War and the characters are very realistic.
- e) I'd like to recommend the book "**The Boy in the Striped Pyjamas**" which I've read recently.
- f) I'd recommend you to wear striped pyjamas.

3 Write an essay on your favourite book using the new words/expressions.

Lesson 2. Do You Like Sagas?

What you'll learn:

- What a saga / a mini saga is
- What the origin of sagas is
- What the role of sagas is
- What the position of adjectives and adverbs in sentences is
- How to write paragraphs around a topic
- How to use vocabulary related to the topic
- How to express opinions about sagas

Word File:

beg [beg] (v) ask smb very strongly or anxiously for smth

confrontation [kənfrən'teʃn] (n) a situation where there is angry

disagreement, a hostile or argumentative meeting or situation between opposing parties, syn: conflict.

deal with (smb) ['di:l wið] (v) take appropriate action in a particular situation or according to who you are talking to, managing, etc. syn: handle

frantic ['fræntik] (adj) very worried, unable to control your emotions because you are frightened or worried about smth

housekeeper ['haʊski:pə] (n) a woman employee in charge of a house or a hotel

immediately [ɪ'mi:dɪətlɪ] (adv) without delay; at once

increasingly [ɪn'kri:suŋli] (adv) to an increasing extent; more and more.

syn: progressively

master ['mɑ:stə] (n) a person who is skilled at smth

originate [ə'rɪdʒmeɪt] (v) to happen or appear for the first time in a particular place or situation; syn: have a specific beginning/origin, arise, begin

poodle ['pu:dł] (n) a dog with very curly hair

romanticize [rə'mæntɪ'saɪz] (v) deal with or describe in an idealized or unrealistic fashion: make smth seem better or more appealing than it really is.

unbelievably [ʌnbɪ'lɪ:vəblɪ] (adv) incredibly, improbably

1 IW. Listen and find out how many syllables. Practise and write the words in the correct column.

[g] global gratitude glossary gravity beg

[dʒ] originate language generation pledge stage

[s] increasingly romantized license master saga

[i:] immediately housekeeper increase deal unbelievably

1 syllable	2 syllables	3 syllables	4 syllables	5 syllables/more
• blog	• language	• gratitude	• originate	• unbelievably
•	•	•	•	•

Listening/Speaking

2

GW. Listen to the mini sagas and match the titles 1-3 with A-C.

1. Generation Gap

2. Good Intentions

3. Written in the Cards

A. _____

She recognized the writing on the envelope **immediately**. The Gypsy had warned her that she had no future with this man, yet here he was five lonely years after their last meeting, **begging** her to join him in New York. She felt **unbelievably** happy as she stepped on the board of the *Titanic*.

B. _____

He was worried. **Unfortunately**, since his wife's death his teenage daughter had become **increasingly** difficult. They had agreed 2.00 a.m. as the latest return time from nightclubs. It was now 3.30. He prepared himself for **confrontation** as the door opened. "Dad!" she shouted **angrily**. "I've been **frantic**. You're late again!"

C. _____

My house looks as if it's been hit by a bomb. Since I'm hopeless at organizing. I bought a new book which can be a key to organizing your life. I felt so proud. I started cleaning the bookcase. Five minutes **later** I couldn't believe my eyes. I'd bought the same book **last year**.

3

PW. Explain each story in your own words and answer:

Which story do you like most/least? And Why?

4

GW. Look at the highlighted adverbs or adverbial phrases in the stories.

Think and notice their position in the sentence and say what they mean.

Then write them in correct place in the chart. (See Task 2 above)

Model:

Types of Adverbs		Samples
Time <i>(When things happen)</i>	now immediately	• •
Manner <i>(How you do something)</i>	slowly	• •
Frequency <i>(How often something happens)</i>	always sometimes	• •
Degree <i>(Describing/modifying an adjective)</i>	very unbelievably	• •
Comment <i>(Giving an opinion about a phrase)</i>	luckily	• •

Reading

1 ➤ **GW.** Read the passage and define its style. Search for more information about sagas and give your opinion.

DO YOU KNOW?

Sagas are stories mostly about ancient Nordic and Germanic history, about early Viking voyages, the battles that took place during the voyages, about migration to Iceland and conflicts between Icelandic families. They are sometimes **romanticised** and fantastic, but always **dealing with** human beings that can be understood. The term saga **originates** from the Norse saga, and refers to "what is said, statement" or "story, tale, history". It is connected with/ related to the English word "*saw*" as in old aphorism. However, most scholars now believe the sagas were conscious artistic creations, based on both oral and written traditions.

A **mini saga** is a story which must be told in exactly 50 words. The original idea came from science fiction writer Brian Aldiss and the British newspaper "The Daily Telegraph" that has run several mini -saga competitions.

COMPARE AND REMEMBER!

Adverb+ adjective	Adverb+adverb
<ul style="list-style-type: none">• <i>reasonably cheap</i>• <i>extremely good</i>• <i>surprisingly easy</i>• <i>terribly sorry</i>• <i>awfully sorry</i>	<ul style="list-style-type: none">• <i>incredibly quickly</i>• <i>suprisingly easily</i>• <i>completely easily</i>• <i>absolutely angrily</i>• <i>really foolishly</i>
Samples: <ul style="list-style-type: none">• Her examination was <i>surprisingly easy</i>.• I'm <i>awfully sorry</i> about what happened.	Samples: <ul style="list-style-type: none">• My brother learns foreign languages <i>incredibly quickly</i>.

2 ➤ **GW.** Read and find out the proper place of adverbs in the following sentences.

1. He speaks three languages.
2. I have breakfast during the week.
3. My brother had a car crash, but he wasn't hurt.
4. It's often hot in Greece in July and August.
5. When I know the date, I'll call you.
6. Her score was high.
7. The police took the robber to the police station.
8. Her mother-in-law is friendly.

- a) fluently
- b) hardly ever
- c) fortunately
- d) extremely
- e) straight away
- f) surprisingly
- g) immediately
- h) unbelievably

COMPARE AND REMEMBER!

Adjective	Adjective+ly = Adverb
quick	quickly
quiet	quietly
slow	slowly
easy	easily
• Sam is a careful driver.	• He drives carefully .

Note: Not all words ending -ly are adverbs. Some words ending in “ly” are adjectives, too.

Sample:

- Sara is a very **friendly** girl. (adj)

Note: We use adjectives after the verbs: *to be, to get, to look, to become, to feel, to sound, to smell, to taste, to seem*

Sample: The dinner **smells** bad. You **look** serious. Be **careful**, etc.

These words are both adjectives and adverbs.	Compare:	These words are adverbs and they are used only in positive degree.
fast hard late early	fast hard late early	lately shortly nearly Note: “hardly” has a negative meaning, and is often used with words “any” and “ever”. It should not be used with other negative words. • <i>He hardly ever does anything interesting.</i>
• <i>He is a fast runner.</i> • <i>It's hard work.</i>	• <i>He runs fast.</i> • <i>He tried hard to find a job.</i>	• <i>The workers are highly paid.</i> • <i>The facts were shortly mentioned.</i>

3) CW. Choose the correct variant looking through “Compare and Remember” box.

- They didn't go out because it was raining
 - slow
 - slowly
 - hardly
 - heavily
- Nurana learns foreign languages
 - incredibly quickly
 - quickly incredible
 - incredible quickly
 - quick
- I can't hear you. Could you repeat that in a ... voice?
 - high
 - slowly
 - loud
 - loudly
- The birds can fly
 - high
 - highly
 - nearly
 - hardly
- Kate's grandfather is very old. He can ... walk in the park.
 - slowly
 - hardly
 - nearly
 - lately
- Ann has just read the instructions
 - friendly
 - carefully
 - nearly
 - hardly
- My friend gets really ... in the winter as her family live abroad.
 - lively
 - lovely
 - lonely
 - friendly
- Murad looked ... when I saw him. He looked at me
 - sadly, sad
 - sad, sad
 - sad, sadly
 - sadly, sadly

Writing/Test Your Memory

1

GW. Fill in the gaps with the correct adverbs from the box comparing the difference between them.

*at the moment/actually
ever/even
late/lately
still/yet*

*especially/specially
hard/hardly
near/nearly
in the end/at the end*

1. a) Her French isn't very good. She can ____ say anything.
b) He works very ___, at least ten hours a day.
2. a) My boss always arrives ____ for meetings.
b) We haven't seen Mary _____. She has been very busy.
3. a) ____ of the concert, everybody applauded.
b) I didn't want to go, but ____ they persuaded me.
4. a) I love all sports, but ____ basketball.
b) All her clothes are ____ made for her in Paris.
5. a) Nilay looks younger than me, but ___ she's two years older.
b) He's unemployed ___, but he's looking for a job.
6. a) It's ___ stopped raining. We'll be able to leave soon.
b) Does your friend live ____ here?
7. a) Have you found a flat ____?
b) No, we're ____ looking.
8. a) Have you ____ been to Texas?
b) I've been all over the USA - I've ____ been to Alaska.

2

CW/PW. Fill in the gaps with the given adverbs.

1. There was a lot of traffic, but ... we arrived ... on time.
2. We ... want to go abroad this summer, somewhere ... hot.
3. It's ... easy- even a child could do it!
4. I thought he was Portuguese, but ... he's Brazilian.
5. You said they'd ... gone, but ... they are still here.
6. When she got to the bus stop, the bus had ... left.
7. I ... love Italian food, ... pizza.

*a) absolutely
b) especially
c) incredibly
d) already (2)
e) ideally
f) extremely
g) apparently
h) actually
i) fortunately
k) definitely*

Writing

3 CW/IW. Group the adverbs and complete the table.

unfortunately	happily	ideally	nearly	near	just
brilliantly	fortunately	clearly	lately	a little	late
seriously	healthily	quickly	easily	soon	soon
incredibly	yesterday	luckily	never	ever	yet
carefully	specially	badly	often	well	hard
normally	slowly	hardly	sadly	usually	early

Time	Manner	Frequency	Comment	Degree
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•

4 IW. A) Write a mini saga on the given headings using adverbs.
(see task 1, page 65).

A Holiday Romance

The Lie

Revenge is Sweet!

Never Again!

B) Think of a plot. Then write a first draft without worrying about the number of words. Try to add words until the story is in the right length. Write your final version. Then compare it with your mates' sagas.

C) Write what kind of writing style it is.

5 PW. Correct the mistakes and rewrite the sentences. Give explanation.

1. My elder brother drives his car careful.
2. These birds can fly highly.
3. Jane's grandfather is near 80.
4. It was raining heavy at that time yesterday.
5. His German isn't good. He can't say hard anything.
6. Kate's friend is unbelievable friendly.



Lesson 3. Literary World Of Azerbaijan

What you'll learn:

- About the literary world of Azerbaijan
- About the role of our classics in Literature
- About the most famous writers/poets of Azerbaijan
- About the importance of their books/works
- About changing sentences from Quoted into Reported speech
- How to write paragraphs around a topic
- How to use vocabulary related to the topic

Word File:

breed [bri:d] (*n*) *a stock of animals or plants within a species having a distinctive appearance* syn: variety, stock, type, kind, sort

dedicate ['dedɪkeɪt] (*v*) *yourself/smth to smth/to doing smth - to give a lot of your time and effort to a particular activity or purpose, to devote*

derive [dɪ'raɪv] (*v*) *get smth from smth.*

dynasty ['dɪnəsti] (*n*) *a series of rulers of a country who all belong to the same family.*

inclusiveness [ɪn'klu:sɪvnəs] (*n*) *including or covering all the services, facilities, or items normally expected or required*

notable ['nəʊtəbl] (*adj*) *worthy of attention or notice; syn: remarkable, outstanding, significant, spectacular*

penname ['pen 'neɪm] (*n*) *a name used by a writer instead of their real name. syn: nickname, assumed name, professional name*

precede [pri'si:d] (*v*) *happen before something or come before something/somebody in order*

stud ['stʌd] (*n*) *an animal, especially a horse that is kept for breeding; the place where animals, especially horses are kept for breeding*

sponsor ['spɒnsə] (*v*) *provide funds for (a project or activity or the person carrying it out). syn: finance, support, contribute, fund*

well-versed [wel və:st] (*adj*) *having a lot of knowledge about smth, or skill at smth.*

1

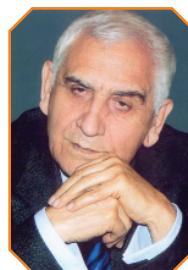
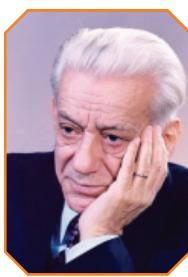
CW/IW. Listen and practise.

[æ]	narrative	pattern	platform	hazard	attach
[i:]	breed	extreme	appeal	greed	weed
[s]	precede	sponsor	dynasty	well-versed	stud
[k]	dedicate	inclusiveness	project	contribute	practise

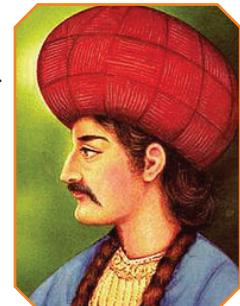
Listening/Speaking

2 PW. Answer the question and speak about them looking through the model.

Model: • Who are the people in the pictures?

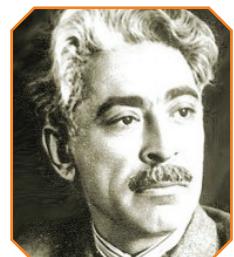


A **Shah Ismail the First** was not only a great Shah, a statesman and a military leader, the founder of the Safavids **dynasty**, but also a talented poet of his time. He was one of the first Azerbaijani poets who wrote the poems in his native language, in Azerbaijani. Writing under the pen-name of Khatai, he produced a large volume of lyric poetry in Azerbaijani. His well-known “*Dah-name*” (*Ten Letters*), was the first love poem written in Azerbaijani. It **preceded** Muhammad Fizuli’s “*Leyli and Mejnun*”. Besides, he wrote “The Book of Morals”.



B **Mirvarid Dilbazi** was one of the greatest Azerbaijani poets. Mirvarid Dilbazi wrote numerous poems and children’s books such as “*First Spring*”, “*Love for Motherland*”, “*Memories*”, “*Dream of the Master*”, “*Images of Life*”, “*Algerian Girl*”, “*To My Younger Fellows*”, “*Spring is Coming*”, etc. Mirvarid Dilbazi also translated works by such writers as Pushkin, Khagani and Nizami. In 1979, she was given the Honourary title “*People’s Poet of Azerbaijan*”.

C **Samad Vurghun**, a great poet, a playwright and an academician who truly belonged to his people, marked a new stage in the history of Azerbaijan’s poetry and literature. Samad Vurghun’s best - known works are his heroic dramas “*Vagif*”, “*Farhad and Shirin*”, “*Khanlar*”, the poems “*Basti*”, “*Komsomol*”, “*Mughan*” and others.



GRAMMAR POINT

Reported Speech - refers to reproducing words exactly as they were originally spoken. (*Quoted Speech* is “*Direct Speech*”. *Reported Speech* is “*Indirect Speech*”)

(a) Use a comma after she **says/said**. Capitalize the first word of the quoted sentence. Put the final quotation marks outside the period at the end of the sentence.

(b) Use a comma, not a period, at the end of the quoted sentence when it precedes she **says/said**.

(c) If the quoted sentence is divided by she **says/said**, use a comma after the first part of the quote. Don’t capitalize the first word after *she says/said*.

We usually introduce Reported Speech with the verbs **tell** (when there is a person /a pronoun as an object) and **say** (when there is no person/pronoun as an object.) “**That**” is optional to use.

Note: When the reporting verb is in the Present, Future or Present Perfect tenses, no changes are made.

• She says, “My brother is a student.”	• She says (that) her brother is a student.
• The teacher says to us, “Samad Vurghun is a great poet of Azerbaijan.”	• The teacher tells us (that) Samad Vurghun is a great poet of Azerbaijan.
• He says, “I’ll be a lawyer when I grow up.”	• He says (that) he will be a lawyer when he grows up.
• He says, “Shah Ismail the First was a talented poet of his time.”	• He says Shah Ismail the First was a talented poet of his time.

3 PW. Listen and practise changing the sentences into Reported Speech.

Semra says, “Samad Vurghun’s dramas are very popular.”

?

Anar says, “Mirvarid Dilbazi was one of the greatest Azerbaijani poets”.

?

The teacher says, “Chingiz Abdullayev is a well-known detective writer.”

?

The students say, “We can speak English well.”

?

Nuray says, “I like reading modern literature.”

?

4

GW. Listen to the students' ideas and complete the first and second columns of the KWL box. Use Reported structures.

What I Know	What I Want to Know	What I Learned
<p>■ Nizami Ganjavi (1141-1209)</p> <ul style="list-style-type: none"> • was the 12th- century Azerbaijani poet • wrote Quinary/Five Jewels (<i>Khamsa</i>) 	<ul style="list-style-type: none"> • <i>What do you know about Nizami Ganjavi's great works?</i> 	<ul style="list-style-type: none"> • • • •
<p>■ Khurshidbanu Natavan (1832-1897)</p> <ul style="list-style-type: none"> • was born in Shusha. • one of the best lyric poets of Azerbaijan. • humanism, kindness, friendship and love were the main themes of Natavan's ghazals and rubayats. • many of Natavan's poems are used in folk songs nowadays. 	<ul style="list-style-type: none"> • <i>Which of her poems is her masterpiece?</i> • <i>What about her personal life?</i> 	<ul style="list-style-type: none"> • • • • • •
<p>■ Samad Vakilov Vurghun (1906-1956)</p> <ul style="list-style-type: none"> • was born in Salahly village of the Gazakh region. • taught literature at village schools of Gazakh, Ganja and Guba. 	<ul style="list-style-type: none"> • <i>What do you know about Samad Vurghun's plays?</i> • <i>What did he mainly glorify?</i> 	<ul style="list-style-type: none"> • • • •

5

PW. Change the sentences into the Reported Speech and practise.

1. Aygul says, “Many of Natavan’s poems are used in folk songs nowadays.”

5. Sona says, “Samad Vurghun was born in Gazakh in 1906.”

2. Raul says, “Humanism, kindness, friendship and love were the main themes of Natavan’s ghazals.

6. The teacher says, “Nizami Ganjavi is well-known for his five long narrative poems.”

3. Shabnam says, “Mirza Alakbar Sabir was a major folk poet, the initiator of revolutionary satire in Azerbaijan.”

7. Tural says, “Khurshudbanu Natavan was one of the best lyrical poets of Azerbaijan.”

4. Murad says, “Samad Vurghun studied at Moscow State University.”

8. Sevda says, “Nizami Ganjavi is an outstanding poet.”

1 **GW.** Read, define the meaning of the words in bold. Explain how the works of these writers/poets are actual and valuable nowadays.

A Nizami Ganjavi is a great Azerbaijani poet. Nizami's heritage is widely appreciated in the literary world. Nizami is the penname of Ilyas-ibn-Yusif and it means "one who strings syllables." Nizami was not a **court** poet. But he **dedicated** his poems to various rulers (as it was the tradition of that time for great poets) and he avoided court life. Nizami was a master of the Masnavi style (*double-rhymed verses*). He is well-known for his five long **narrative** poems. The main one is the **Five Jewels** - "*Quinary**" also known as "*Khamsa*". The first of five "*Treasures*" is called "*The Storehouse of Mysteries*". The other "*Treasures*" were medieval romances "*Khosrow and Shirin*", "*Bahram-e Gur*", and "*Alexander the Great*", appeared again here in the center of three or four of Nizami's narrative poems. He mostly glorified humanism, love, justice and hard work in his works.



(1141-1209)



(1832-1897)

B Khurshidbanu Natavan was the daughter of Mehdigulu Khan, the last ruler of the Garabagh khanate. Natavan means "*Lady Sun*". Natavan was mostly **notable** for her lyrical ghazals. In 1872 she established a literary circle in Shusha which united all the progressive poets of the time. Natavan's graceful, subtle verses speak of love and the beauty of nature.

Natavan was closely engaged in **philanthropy** after her father's death, promoting the social and cultural development of Garabagh. "Khurshudbanu's glory passed on from generation to generation. The springs built by Natavan were called "Natavan springs" and they were also considered historical monuments. Natavan also founded and **sponsored** literary societies not only in Shusha but also in the whole country. One of them called "*Majlis-i Uns*" - "*Society of Friends*" became especially popular. Natavan also did a lot for the development of the famous **breed** of Garabagh horses. So, horses from her **stud** were known as the best in Azerbaijan. In an international show in Paris in 1867 a Garabagh horse named **Khan** from Natavan's stud received a silver medal.

**quinary* /'kwærnəri/ (n) consisting of five



(1494-1556)

C Fizuli was the **penname** of the Azerbaijani poet, writer and **thinker** Muhammad Bin Suleyman. One of the greatest contributors to the Dîvân tradition of Azerbaijani literature, Fizuli wrote his poems, his thoughts and points of view in his native Azerbaijani, Arabic and also in Persian. Although his Turkic works were written in the Azerbaijani dialect of Turkish, he was **well-versed** in both the Ottoman and the Chagatai Turkic literary traditions as well. He also used all the genres and artistic forms known in Medieval Oriental Literature. His ghazals and lyric works are famous all over the world. He was also well-informed in mathematics and astronomy. Fizuli's poetry is also notable for its **inclusiveness**. He was against injustice, illiteracy and cruel rulers every time. In his works he called people to literacy and kindness as he was well-educated almost in all sciences.

2 **GW.** Discuss and compare. (See task 1, page 73)

- | | |
|--|---------------------------------|
| 1. Nizami Ganjavi's real name and verses | 1. How Fizuli became well-known |
| 2. Nizami Ganjavi's famous works | 2. Fizuli's famous works |
| 3. Nizami's fame today | 3. Fizuli's literary activity |
| 4. The Summary of Nizami Ganjavi's literary activity | 4. The phylosophy in his verses |
1. Natavan's birthplace
2. Natavan's literary and social activity
3. Natavan's graceful works
4. Natavan's interest and love to nature and horses

3 **GW/PW.** Make a questionnaire about the literary life of these poets/writers.

4 **CW/IW.** Use the new words from the Word File in your own sentences.

5 **PW.** Make a review of any writer/poet and complete the table.
Model:

Author:	Works: (novel/poem/story)	What it is about	Personal opinions
Chingiz Abdullayev	<i>title:</i>	<i>setting:</i>	<i>outstanding</i>
	<i>published:</i>	<i>plot:</i>	<i>excitement</i>
	<i>kind of: (detective story)</i>	<i>expresses:</i>	<i>I recommend it to those who are interested in detectives.</i>
		<i>characters:</i>	...
		<i>ending:</i>	<i>very surprising/exciting.</i>



- 1** **GW.** Follow the steps in the writing guide and make up a biography of Mirvarid Dilbazi or details about another writer/poet you admire.



Writing Guide



Brainstorm and Plan:

1. Mirvarid Dilbazi's birthday
2. Her literary activity
3. Her successful works
4. The books translated by her

Check:

- phrases for facts and opinions
- glossary and vocabulary list on the books
- Direct and Indirect Speech in sentences.

Write:

- Paragraph 1.** Summary of life
Paragraph 2. Education and work
- The book is....
- Paragraph 3:** Most famous for works
- The things I like most
- Paragraph 4.** What he/she is famous for today.
All in all,

- 2** **GW/PW.** Complete the chart with the information you have learnt about our classics.

Name/ Surname	N. Ganjavi	Kh. Natavan	M. Fizuli	other
Born	1141			
Place	Ganja			
Died	1209			
Period	12 th century			
Genre	Romantic epic poetry, lyric poetry			
Notable Works	“The Five Jewels” “Quinary” or “Khamsa”			

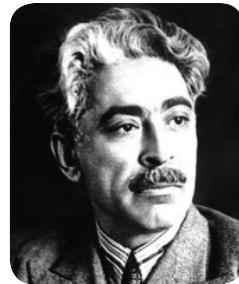
- 3** **IW.** Write an essay “My Favorite Writer/Poet and His/Her Literary Activity”.

4

GW. Read and write your points of view on the information using other sources.

DO YOU KNOW?

Samad Vurghun, one of the greatest poets and playwrights of Azerbaijan opened a new stage in the history of Azerbaijan's poetry. Samad Vurghun's best-known works are his heroic dramas: "Vagif", "Farhad and Shirin", "Khanlar", the poems "Basti", "Komsomol" and "Mughan", "Appeal to the Youth", etc. The poet's first book – "Poet's Oath" was published in 1930. The Great Patriotic War was of the utmost importance in Samad Vurghun's life. More than 60 poems, including "The Legend of Baku" were written during the wartime. Leaflets of his poem "To Partisans of The Ukraine" were thrown from airplane to forests in the Ukraine to support partisans. Samad Vurghun's poem "Farewell Speech of Mother" received the highest mark in the contest of the best antiwar poem in the USA, in 1943. The poem was chosen as one of the 20 best poems of the world literature. He always glorified his country with great love and admiration.



5

CW/PW. Change the sentences into Indirect Speech and write.

The Teacher says:

1. "Samad Vurghun was born in 1906".
2. "Samad Vurghun is a famous Azerbaijan poet, dramatist and public figure".
3. "Samad Vurghun translated Nizami's "Leyli and Majnun" poem in 1939."
4. "S.Vurghun translated a lot of poems by Taras Shevchenko and Maxim Gorky."
5. "Khanlar" was dedicated to revolutionary Khanlar Safaraliyev's life."
6. "The Legend of Baku" was written during the wartime".
7. "Farhad and Shirin", a poetical drama based on Nizami's "Khosrow and Shirin" was written in 1941".
8. "Samad Vurghun translated A.S.Pushkin's poem "Eugene Onegin" into Azerbaijani in 1936."

Lesson 4. Read From Birth to Death!

What you'll learn:

- Who are the most world famous writers/poets/playwrights
- Why their books/works are considered to be successful
- What their books/works are based on
- What the meaning of the proverb/saying “**Read From Birth to Death!**” is
- How we change sentences from Quoted into Reported speech
- How to write paragraphs around the most world famous writers/playwrights
- How to use vocabulary related to the topic
- How to express opinions about the world famous writers/poets/playwrights

Word File:

amateur ['æmətə] (n) *a person who does smth for pleasure not for money or as a profession*

be mad (about) [bi: mæd ə'baut] *be crazy, be furious*

fabulous ['fæbjʊləs] (adj) *extremely good*

fictional ['fɪkʃən(ə)l] (adj) *not real or true; existing only in stories*

honoured ['ɒnəd] (adj) *respected and admired by smb*

humorous ['hju:mərəs] (adj) *funny and entertaining; showing a sense of humour*

imaginative [ɪ'mædʒɪnətɪv] (adj) *having or showing new and exciting ideas, creative, inspired, inventive*

inspire [ɪn'spaɪə(r)] (v) *give somebody the desire, confidence or enthusiasm to do something well*

inventive [ɪn'ventɪv] (adj) *able to think of new and interesting ideas
keep smb in suspense*

miner ['maɪnə(r)] (n) *a person who works in a mine taking out coal, gold, diamonds, etc.*

mislead [mɪs'li:d] (v) *give somebody the wrong idea or impression and make them believe something that is not true*

novelist ['nɒvəlɪst] (n) *a person who writes novels*

pick [pɪk] (n) *an act of choosing something*

remarkable [rɪ'ma:kəbl] (adj) *unusual or surprising in a way that causes people to take notice, syn: astonishing*

suspense [sə'spens] (n) *a feeling of worry or excitement that you have when you feel that something is going to happen, somebody is going to tell you some news, etc.*

suspenseful [səs'pensful] (adj) *thrilling, exciting, suspensive, suspicious, doubtful, worried*

vivid ['vɪvɪd] (adj) *producing very clear pictures in your mind*

Listening/Speaking

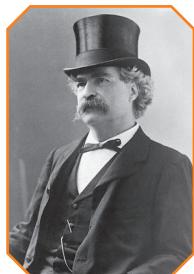
1 GW. Listen and talk about these personalities looking through the model.

Read, Read and Read!

- *Read things that you like, not boring stuff!*
- *The more you read, the quicker you progress! It's as simple as that.*
- **"Read and learn from birth to death!"** [\(www.stgeorges.co.uk\)](http://www.stgeorges.co.uk/)



Model:

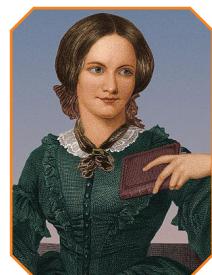


(1835-1910)

Mark Twain is one of the most famous American authors. He wrote many books, including "The Adventures of Tom Sawyer". Mark Twain's own life was interesting enough to be a book.

In 1864 he went to California to find gold. Twain did not have much luck as a gold miner. He left California to travel in Europe. Twain wrote a book about his trips around Europe. But the most important influence on Twain and his books especially "*Life on the Mississippi*" was made by the Mississippi River.

Charlotte Bronte is a famous English writer. She grew up in a poor family and lived in a very hard condition. Charlotte studied in a school for poor children with her two sisters. Children were often hungry and ill in that school. Her sisters died and later Charlotte described the school life in her novel "*Jane Eyre*". She wrote other poems and novels. She died very young - at the age of 38.



(1816-1855)



(1799-1837)

Alexander Pushkin was one of the greatest Russian poets, playwrights, and novelists of the Romantic era. Pushkin is considered to be the founder of modern Russian literature. He published his first poem at the age of fifteen, and was widely recognized by the literary establishment. Pushkin wrote his most famous play, the drama "*Boris Godunov*". Most of his works are masterpieces. Pushkin is also known for his short stories.

GRAMMAR POINT

Changing from Direct into Indirect/Reported Speech

<i>Direct Speech</i>	<i>Indirect Speech</i>
Present Simple	Past Simple
• She said, " <i>I watch TV.</i> "	• She said (that) she <i>watched</i> TV.
Present Continuous	Past Continuous
• "I <i>am watching</i> TV."	• She said (that) she <i>was watching</i> TV.
Present Perfect	Past Perfect
• "I <i>have watched</i> TV."	• She said (that) she <i>had watched</i> TV.
Past Simple	Past Perfect
• "I <i>watched</i> TV."	• She said (that) she <i>had watched</i> TV.
Past Perfect	Past Perfect
• "I <i>had watched</i> TV."	• She said (that) she <i>had watched</i> TV.
can	could
• "I <i>can watch</i> TV."	• She said (that) she <i>could watch</i> TV.

Changing Time Expressions/Pronouns

Direct Speech	Indirect Speech
<i>now</i>	<i>then</i>
<i>today</i>	<i>that day</i>
<i>tonight</i>	<i>that night</i>
<i>yesterday</i>	<i>the day before/the previous day</i>
<i>tomorrow</i>	<i>the next day/the following day</i>
<i>last week/month</i>	<i>the previous week/month</i>
<i>ago</i>	<i>before</i>
<i>this</i>	<i>that</i>
<i>these</i>	<i>those</i>
<i>here</i>	<i>there</i>

Remember: Pronouns change according to the context.

Listening/Speaking

2 PW/CW. Find the definitions and match.

1. descriptive
2. inventive
3. fabulous
4. fictional
5. novelist
6. vivid
7. suspenseful

- a) able to think of new and interesting ideas
- b) producing very clear pictures in your mind
- c) a person who writes novels
- d) not real or true; existing only in stories
- e) extremely good
- f) saying what somebody/something is like
- g) thrilling, exciting

3 GW. Listen to the letters and fill in the gaps with the words from the box.

- | | | | |
|----------------|--------------|----------------|--------------|
| a) descriptive | b) inventive | c) particular | d) fictional |
| e) horror | f) vivid | g) suspenseful | h) famous |
| i) well-known | j) thrilling | k) realistic | l) present |

I am **mad about** books. My favourite author is Philip Pullman. He is a remarkable contemporary writer. Pullman is a **master** of many genres. He has written historical fiction, ... (1) stories, fairy tales and fantasy fiction. Pullman is very **imaginative**. He uses his ... (2) imagination to develop **fabulous** plots. Philip Pullman uses very rich, ... (3) language. He creates and explores his own wonderful fantasy world. I particularly enjoy his "*Dark Materials*". They are really clever, because they are based on scientific ideas. Philip Pullman's books have everything: drama, action and they are really fun to read. And characters are great. So his books are so **suspenseful** that you can't stop reading. **Shaig**

My favourite authors are J. K. Rowling, C.S. Lewis and some others. I enjoy reading these authors for their interesting view on fantasy and their **vivid** imagination. They are so creative and ... (4). J.K.Rowling's stories are full of mystery and adventure. She is an outstanding storyteller. Her books are ... (5), exciting, ... (6) and emotional. She created a truthful fantasy world. I would recommend these books to everyone who has a very good imagination. **Sevda**

Realistic novels describe ... (7) people and events in real places during ... (8) periods of history. They give the reader a ... (9) picture of society at that time. That's why I love realist writers such as Jane Austen, who was one of the most ... (10) English realist **novelists**. "Pride and Prejudice" is a realist novel set in the south of England in the early 19th century. It describes the relationships of the Bennet sisters. **Gabriella**

I love Jacqueline Wilson's books. She is a ... (11) British writer of the ... (12) time. Her books are based on real life. She can make her books funny, but yet sad at the same time. She is good at describing her characters and the places. My favourite book is called "Lola Rose". It's a true story about family life. I think it's brilliant. Jacqueline Wilson creates interesting stories and **picks** such good topics to write about. She is the best! **Tunar**

GRAMMAR POINT

Changing from Direct into Indirect/Reported Speech

Direct Speech	Indirect Speech
<p>She said:</p> <ul style="list-style-type: none"> • “I was born in 2002.”. • “I had a difficult childhood.” 	<ul style="list-style-type: none"> • She said (that) she was born in 2002. • She said (that) she had (or had had) a difficult childhood.
<p><i>In reporting a statement about the past, it is not necessary to follow the rule of sequence of tenses if it is clear that the original verb was past.</i></p>	
<p><i>Also, when the sentence expresses a general truth, or something that is unlikely to change.</i></p>	
<p>She said,</p> <p>“The earth is round.”</p> <p>“Water boils at 100°C.</p> <p>“The sun rises in the east and sets in the west”.</p>	<ul style="list-style-type: none"> • She said (that) the earth is round. • She said (that) water boils at 100°C. • She said (that) the sun rises in the east and sets in the west.
Past tenses in time clause don't change. Past Perfect doesn't change in Reported Speech.	
<ul style="list-style-type: none"> • “I lived in Poland when I was a child.” • “I was speaking on the phone when the doorbell rang.” 	<ul style="list-style-type: none"> • She said (that) she lived in Poland when she was a child. • She said that she was speaking on the phone when the doorbell rang.

4 PW. Change the sentences into the Reported Speech looking through the Grammar Point.

Model: Lala said, “I’ve read “Hamlet” by W. Shakespeare *this week*”.

Lala said **that she had read “Hamlet” by W. Shakespeare *that week*.**

- | | |
|--|---|
| 1. Jalal said, “I’ve read some books by Mark Twain <i>this year.</i> ” | 5. Barat said, “We have to go to the library <i>now.</i> ” |
| 2. Shahin’s sister said, “I can run fast.” | 6. Nilay said, “I am watching TV <i>now.</i> ” |
| 3. The teacher said, “Hamlet” is one of Shakespeare’s greatest masterpieces. | 7. Tehmasib said, “Samad Vurghun was born in Gazakh in 1906.” |
| 4. Semra said, “My parents can’t go to the conference today.” | 8. Muhammed said, “My father travelled to Europe <i>last month.</i> ” |

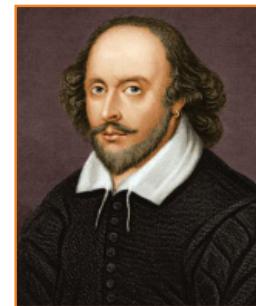
Reading

1 GW. Read the information about famous poets and writers, share your ideas on their literary activities.

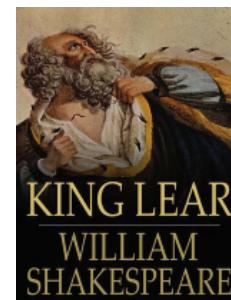
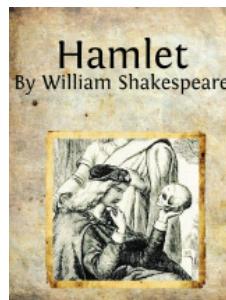
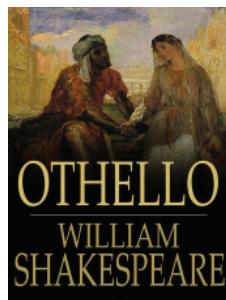
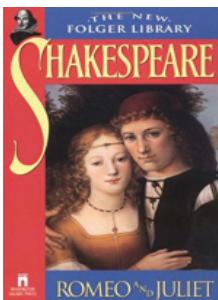
“William Shakespeare was not of an age but for all time”- these words were said by Benjamin Johnson, a playwright, a player and a fellow writer, a good friend of W.Shakespeare.

William Shakespeare, one of the greatest and most famous English writers, and probably the greatest **playwright** and dramatist was born on the 23rd of April, 1564, in Stratford-on-Avon. At the age of 6 he was sent to school, but he had to leave it at the age of 13. His father John Shakespeare was a **merchant** and he was **in debt**. William had to help him in the trade. At the age of 18 he married and his marriage wasn't a happy one. When Shakespeare was 21 he went to London. He became an actor and a member of a very **successful** acting company. It's highly probable that “*The Comedy of Errors*”, “*Romeo and Juliet*” and some other plays by Shakespeare were performed for the first time on this stage. The actors were told that they could no longer use the land. Soon their theatre was built and it was called the “**The Globe**”. Shakespeare's Globe was rather different from modern theatres. The plays were performed in the open air and the audience got wet if it rained. There was no **scenery**, and the only lighting was the daylight that came from the open roof above. Women in those days weren't allowed to act in public and all the parts even Juliet were played by men.

William Shakespeare wrote 37 plays: 10 tragedies, (such as “*Hamlet*”, “*King Lear*”, “*Othello*”, “*Machbeth*”) 17 comedies, (such as “*As You Like it*”, “*The Twelfth Night*”, “*Much Ado About Nothing*”) and some historical plays. “*Hamlet*” is one of Shakespeare's greatest masterpieces. He also wrote 7 books of poems. His works were translated into major world languages, and were performed continuously in community theatres, and high school auditoriums. William Shakespeare died, ironically, on the same date as his birthday, the 23rd of April, 1616. He was buried in the church of Stratford. A monument was erected to the memory of the great playwright in the Poet's Corner in Westminster Abbey.



(1564-1616)





(1812-1870)

Charles Dickens is one of the most well-known and best loved of all English novelists. He was very talented and learned to read at an early age. When he was 6, he saw a play by Shakespeare in the theatre. He was so **inspired** by this play that he wrote a play himself and performed it together with his friends. When Charles was nine years old, the family came to London. Life was hard for poor people in London. Charles' father couldn't get any work there and little Charles, at ten, had to go to work. In 1836 he published his first book, and began writing his **humorous** novel "*Papers of the Pickwick Club*", which made him famous. In 1837, it was published and brought him great success. Then his novels "*Oliver Twist*", "*Nicholas Nickleby*", "*David Copperfield*", "*Hard Times*" and many others were published one after another. In these novels he described what he had learned in his hard childhood. Charles Dickens gave the realistic picture of the life of the English people. Charles Dickens was a great master of powerful and honest stories about poor people. He had **vivid** imagination and developed **fabulous** plots. To many people the characters of his novels seemed more real than the real characters of history. The great writer was **honoured** by his contemporaries as a **remarkable** novelist. His books are still popular today. His novels are valued for their realism, humour, their love and sympathy for ordinary people all over the world.

Agatha Christie became generally famous in 1926, after publishing of her novel-detective fiction "*The Murder of Roger Ackroyd*" (*Hercule Poirot's Mystery*). It's still considered to be her masterpiece—the best crime novel. Her last book "*Curtain*", appeared shortly before her death, and her last stories "*Miss Marple*", "*Sleeping Murder*", and her autobiography were published after her death. Agatha Christie's success with millions of readers lies in her ability to combine clever **plots** with excellent character drawing, and a keen sense of humour with great power of **observation**. Agatha Christie is known all over the world as the queen of crime. She wrote 78 crime novels, 29 plays, 6 romantic novels and 150 short stories. Her books were translated into 103 foreign languages. She is the third best-selling author in the world after W. Shakespeare and the Bible. Many of her novels and short stories were filmed. "*The Mousetrap*", her most famous play, is now the longest running play in history.



(1890-1976)

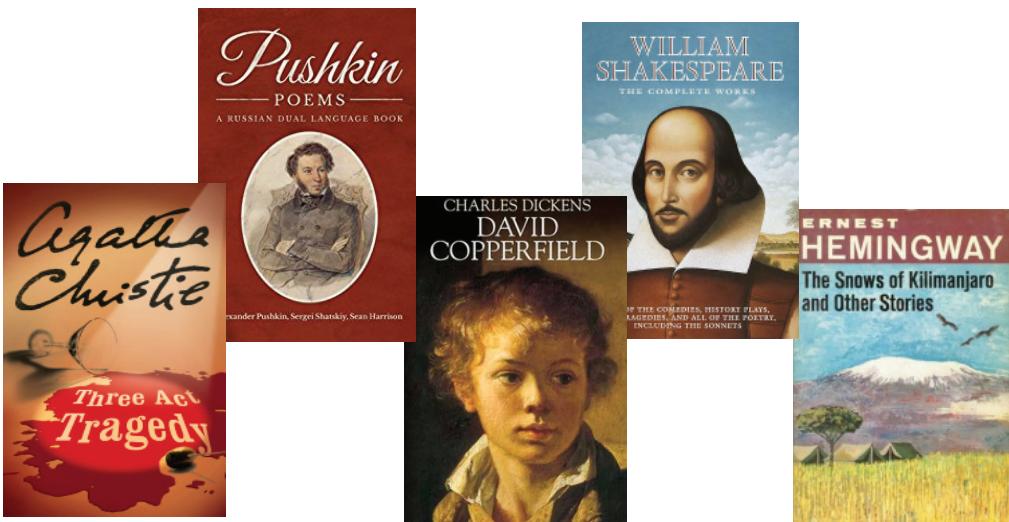
2 PW. Find the definitions of the words in bold and build up sentences using them.

Reading

3

GW. Search for more facts about them and fill in the KWL looking through task 1, page 78 and task 1, page 82.

What I Know	What I Want to Know	What I Learned
<ul style="list-style-type: none"> • William Shakespeare (1564-1616) • is widely regarded as the greatest writer in the history of the English language. • is considered one of the few playwrights to have succeeded in writing both comedies and tragedies. 	<ul style="list-style-type: none"> • What about his great works? 	
<ul style="list-style-type: none"> • Charles Dickens (1812-1870) • is one of the most well-known and best loved of all English novelists. • He was very talented and learned to read at an early age. 	<ul style="list-style-type: none"> • What about his plays? • What did he glorify? 	
<ul style="list-style-type: none"> • Alexander Pushkin (1799 – 1837) • was a Russian poet, playwright, and novelist of the Romantic era. • Pushkin is considered to be the founder of modern Russian literature. 	<ul style="list-style-type: none"> • What do you know about his poetry? 	
<ul style="list-style-type: none"> • Agatha Christie (1890-1976) • is well-known all over the world. • She is considered to be the Queen of Crime. 	<ul style="list-style-type: none"> • What was her real name? 	



1 CW/GW. Correct the statements according to task 1. (See pages 82-83).

1. Charles Dickens, the greatest English writer, and probably the greatest, playwright and dramatist, was born on the 23 rd of April, 1564.
2. Agatha Christie became generally recognized in 1926, after publishing of her novel **Oliver Twist**.
3. In 1836 W. Shakespeare published his first book, and began writing his **humorous** novel "**Papers of the Pickwick Club**".
4. "Oliver Twist " is one of Shakespeare's greatest masterpieces.
5. Charles Dickens was a great master of powerful and honest stories about rich people.
6. "Hamlet" is one of Agatha Christie's poems.
7. W. Shakespeare's novels are valued for their realism, humanity and love.
8. Agatha Cristie's last novel was "The Murder of Roger Ackroyd".

2 PW. Make an interview. What would you tell your partner/ friend about your favourite writer/poet and his/her books?

Writer/Poet	William Shakespeare	Charles Dickens	Agatha Christie	Other
Born				
Died				
Period				
Genre				
Notable Works				
Masterpiece				

3 PW. Find the definitions of the given words and build up sentences.

vivid

imaginative

suspenseful

fabulous

inventive

humorous

thrilling

plot

4 IW/GW. Project. Debate on the following statements:

1. Speak on any worldwide famous writer's/poet's masterpiece and say how actual it is or coincides with real life.
2. What traits of character you value in his/her works and what's the best criteria for you.

4 PW/GW. Make up a story about a famous writer/poet using the outline.

Write its style giving explanation.

____ was born ____ and grew up ____ .

____ worked ____ .

____ his/her ambition was ____ .

____ was the person who/whose ____ .

He/ she ____ .

____ it helped him/her to achieve a lot and made him/her famous.

His/her works are read with ____ .

He/she described ____ and ____ .



5 PW/IW. Change the sentences from Direct Speech into Indirect or vice versa*.

Once Mark Twain came to his neighbour's house to borrow a book. He asked him what he had come for.

"Why not?" replied the man, "I'll be very glad to let you read the book, but I must ask you to read it here. I never let anyone take my books away from my house."

Some days later, the neighbour wanted to borrow Mark Twain's lawnmower*. He told him what he had come for.

"Why not?" replied Twain. "I'll be very glad to let you use my lawnmower, but I must ask you to use it here. I never let anyone take my lawnmower away from my garden".

6 PW/IW. Find and write the unscrambled words.

lousfabu	rousmohu	vetivenin	listveno	leabmarkre
naltiofic	pensuses	teurama	fulsepensus	diviv
				nermi

Self-Assessment		Level Reached			
Description of Achievement		Excellent	Good	Fair	Poor
I can:					
<ul style="list-style-type: none"> find the definitions of the words and use them in sentences find the sentences in Direct Speech and change them into Indirect Speech make an Interview on my favourite writer/poet and his/her books speak on the valuable traits of characters independently express my opinions on the works of famous writers/poets make up a story about a famous writer/poet using the outline define and write the style of stories giving explanation 					

Assessment

1 Read and guess the meaning of the words in bold and expressions from the context. Answer the questions below.

Ernest Hemingway

A Ernest **Hemingway**, a reporter, a brilliant short story writer, a novelist, one of the 20th century greatest American writers was born in the State of Illinois, on July 21, 1899. He was an **amateur** boxer, a deep-sea fisherman, a hunter and a brave war correspondent. His parents wanted him to become a doctor like his father, or a musician like his mother, but after **graduating from** high school, Hemingway began his **writing career** as a sports reporter for the newspaper "The Kansas City Star".



B When the United States entered World War One, Hemingway left his job as a sports **reporter** and joined the army. He worked as an **ambulance driver** with the Red Cross in Italy. He gained **valuable life experience** from the war and from the hospital in Milan where he had to spend several weeks. Hemingway's war experience and adventurous life provided the background for his many novels and short stories.

C Hemingway's first major success was the publication of his famous novel "*The Sun Also Rises*" in 1926. This was followed by a **collection of short stories** in 1927, and then another big novel "*A Farewell to Arms*", the love story between an American lieutenant and an English nurse during World War One. At that time Hemingway lived in Florida, the USA, but he made many trips to Africa to hunt wild animals. Some of his best short stories, written in the mid- 30s, **were inspired** by what he remembered of this exciting experience.

D In 1945 Hemingway moved to Cuba and lived there where his passion for deep-sea fishing provided the background for "*The Old Man and The Sea*". This is a story about a brave old Cuban fisherman's fight with a "brave" giant fish. In 1954, Ernest Hemingway was awarded the Nobel Prize for Literature.

E After he had won the Nobel Prize, Hemingway became a **respected** writer who was well-known in many countries. Most of his novels and short stories were translated into several other languages.

1. When and where was Ernest Hemingway born?
2. What were E. Hemingway's parents' professions?
3. When did the United States start to fight in World War One?
4. What novel did he win a Nobel Prize for?
5. When did E. Hemingway start his career as a writer?
6. What was his main success?
7. What were his stories inspired by?
8. How did he gain his life experience?

2

Tick the appropriate box according to task 1 on page 87.

Statements	A	B	C	D	E	None
He went hunting in Africa.			✓			
He was given the Nobel Prize for Literature.						
During World War One he was in hospital.						
“ <i>The Sun also Rises</i> ” was his first big success.						
He was often very sad and unhappy.						
His novels were translated into many languages.						
He lived mostly in Cuba.						
He gained a valuable life experience.						
He worked as a sports reporter.						

3

Change the sentences from Indirect into Direct speech.

Model: Fidan said that she had started working in that office two days before.

Fidan said: “I started working in this office 2 days ago.”

1. Shaig’s dad said that he had bought a new car this year.
2. Aydan said she was waiting for her mother then.
3. My friend Shahin said that he was nervous because he had never been on a plane.
4. Isabella says that she lived in Moscow in her childhood.
5. Our teacher says that students study Jane Austen’s novels at schools, at colleges and universities now.
6. Samira said Jane Austen wrote her first novel in 1795.
7. Suleyman said Ernest Hemingway was born on July 21, 1899.

**4**

Match the words to their definitions or close meanings.

1. career	a) journalist
2. reporter	b) journey
3. ambulance	c) very important, main, principal
4. trip	d) competence, proficiency
5. gain	e) get
6. amateur	f) a special car for carrying sick people
7. experience	g) job, profession
8. major	h) dilettante (<i>not professional, but fan</i>)

5

Write a paragraph: “Nobel Prize Winners” and their life experience and literary activities.

1A **GW.** Read and match headings 1-5 with paragraphs a-d. There is one heading you don't need.

Jane Austen

- A.** Jane Austen was a British writer. She was born in England in 1775. She lived in England all her life. She died on 18th July in 1817.
- B.** At the age of 16, Jane Austen began writing stories, poems and plays. She finished her first novel in 1795 and her second novel a year later. However, her father couldn't find a publisher. Her life changed in 1811 when she found a publisher for her first book. She published the book under the name “**A Lady**”.
- C.** In total she wrote six novels. Her most famous books are “**Sense and Sensibility**” and “**Pride and Prejudice**”. Her novels were funnier and more realistic than other novels of the time.
- D.** Now students at schools, colleges and universities study Jane Austen’s novels and there are about fifty different films and TV versions of her stories. There are also two Jane Austen museums in England.

1. *How Jane Austen Started Writing.*
2. *Jane Austen's Style of Writing and Her Famous Books.*
3. *Jane Austen's Likes and Dislikes.*
4. *Jane Austen's Fame Today.*
5. *A Summary of Jane Austen's Life.*

1B **IW.** Find the examples of description and narration in the text and write.

1C **IW.** Write a summary of Jane Austen’s life. (See task 1A).

2 **PW.** Think about a famous novelist who is from our country. Then change them into Indirect Speech and act it out.

Vagif: What are his/her most famous novels?

Samira: _____

Vagif: What period of history are his/her novels set in?

Samira: _____

Vagif: What sort of people did he /she write about?

Samira: _____

Vagif: What sort of things happen/happened in his/her novels?

Samira: _____



Writing

3 IW/PW. Make up sentences using the words in the box.

playwright
ideas
fabulous

outstanding
suspenseful
imaginative

imagination
perform
scientific

fantasy
plot
characters

Writing Guide

Follow the steps in the writing guide and make a biography of Jane Austen or give details about another writer/poet you admire.

Brainstorm and Plan:

1. Where and when was he/she born?
2. Where did he/she live?
3. When did he/she die?
4. How many books did he/she write?
5. What's his/her most famous character?
6. Why were his/her books successful?
7. Are his/her works still famous?

Write:

Paragraph 1. Summary of Life

Paragraph 2. Education and Work
The book/film is....

Paragraph 3: Most famous for
The things I like most

Paragraph 4. What he/she is famous
for today
All in all,

Check:

- phrases for facts and opinions
- list of the words in the vocabulary
- Direct and Indirect Speech

4

IW. Write a paragraph: " My Favourite Writer/Poet".

Self-Assessment	Level Reached			
	Excellent	Good	Fair	Poor
Description of Achievement				
Writing				
I can: <ul style="list-style-type: none">• write answers to the questions• match headings with/to paragraphs• find more examples of description, narration and dialogue in the text• make up sentences using words and expressions• make a biography of Jane Austen• create a paragraph on my favourite writer/poet				

Lesson 5. Reading or Watching?

What you'll learn:

- Why we like reading
- Why we love watching a film based on the book
- Which is better: reading a book or watching a film
- How we can make a poster on a film/a book
- How we change questions from Quoted into Reported Speech

Word File:

alien ['eɪliən] (n) *a stranger from another land/planet, a foreigner*

archery ['a:tʃəri] (n) *the sport or skill of shooting with a bow and arrows, especially at a target.*

be based (on) [bi: bɛst] *be grounded (on)*

blockbuster ['blɒkbʌstə] (n) *something very successful, especially a very successful book or film/movie*

descriptive [dɪ'skrɪptɪv] (adj) *saying what somebody/something is like; describing something*

dynamic [dai'næmɪk] (adj) *energetic, active*

fan [fæn] (n) *admirer, lover, devotee*

fancy ['fænsɪ] (v) *want something or want to do something, believe or imagine something*

miss [mis] (v)
1. *be bored, be anxious, have a tedious time*
2. *be late, stay too long*
3. *transmit, pass*
4. *be sad, grieve*

shooting ['ʃu:tɪŋ] (n) *firing, killing a person or an animal with a bullet or an arrow*

1

IW. Choose and write the words with the same sound in the appropriate box.

based
descriptive

watching
poster

blot
manner

fancy
speech

better
blockbuster

question
cool

[æ]

•

•

•

[ə]

•

•

•

[k]

•

•

•

[v]

•

•

•

[tʃ]

•

•

•

[s]

•

•

•

Listening/Speaking

- 2** PW. Listen and make up a short dialogue on the given model looking through the pictures. Use the expressions given in "Remember" box.



Sevda: Shaig, have you seen any good films recently?

Shaig: Yes, one or two. And you?

Sevda: Oh, no. I haven't. What about this one? Is it good?

Shaig: I'd only recommend that if you really like bad musicals.

Sevda: No, I don't fancy that.

Shaig: If they had Avatar, I'd recommend that, but I can't see it anywhere.

Sevda: Yeah, well, there is no sense watching it, if it isn't in 3D and I can't do that at home.

Shaig: Yes, you are right. It is a great film to see at the cinema.

Oh, (handing out a DVD) here you are! You might like this. It's got great special effects.

REMEMBER!

Recommending and Responding

- *What about this film?*
- *I'd only recommend that if... .*
- *If they had (Avatar), I'd recommend that.*
- *I am a big fan of*
- *I don't fancy that.*
- *You might like*
- *I am not a big fan of*

Stating your opinion

- I'm sure...
- Definitely...
- Certainly...
- Actually...
- I think...

Giving arguments

- , ... because...
- For example:
- The reason is...
- Besides...

Saying:

- I agree...
- It's true...
- I disagree...
- I don't think...
- I'm afraid...
- I can't agree...

Stating opposing opinions

- But...
- On the other hand...
- Don't forget that...

*Conclusion**

- In conclusion...
- On the whole...
- To sum up...

Reading

1

PW. Read the students' interviews and discuss the questions below.
Use Reported structures.

- Tolkien's "The Lord of the Rings" has been a favourite book of children for years, and the film, **based on** the book, is popular. enough.

So which is better: books or films?

Shams

- I think both books and films teach us a lot. Books are source of knowledge. Books have always been our friends. But some people prefer watching films and I think it's normal. For example. To read "Tom Sawyer" by Mark Twain can take you a few days, but it will take you only two hours to watch it.

Tural

- Yes, but on the other hand most films miss half of the story while books tell the whole story. You can use your imagination, not like with films where you can only see it!

Gabriella

- Yes, maybe, but I prefer films, because films are more exciting. In a film you can get involved in all the actions and actually feel like as you are there. Besides, books can be boring, but films are so **cool**, colourful and wonderful. You can just sit and enjoy them. You can also watch a film with your family or friends, and you can all talk about it after.

Jalal

- In conclusion I think that books and films are both great. Books are more **educational**, informative and **descriptive**. But films are much funnier and they have more pictures. I am not sure which is better: a film or a book?

Turgut

- Who prefers reading?*
- Who likes watching films?*
- Who enjoys both reading a book and watching a film?*
- Which is better: Reading a book or watching a film based on the book?*

2

GW. Complete the table with your own ideas and discuss.

Problems	Agree	Disagree	Reasons	Conclusion
<ul style="list-style-type: none">Books are good.Films are good.	<ul style="list-style-type: none">I think films are more educational.	<ul style="list-style-type: none">	<ul style="list-style-type: none">I think films are more interesting and they are more descriptive, too.	<ul style="list-style-type: none">

Reading

3 PW. Read and fill in the gaps with **Which** or **What**. Change the sentences in italics into Indirect Speech and act it out.

Aysel: ... shall we do this evening, Samir?

Samir: I am not sure. *Do you want to go to the cinema?*

Aysel: That's a good idea. But ... one - CineWorld or Cineplex?

Samir: I really don't mind ... one would you like to go to?

Aysel: Well, it depends. ... *films are they showing at the moment?*

Samir: I think CineWorld is showing the new James Bond film and Cineplex is showing Ben Stiller's new comedy.

Aysel: Ben Stiller? ... *does he look like?*

Samir: He is quite short with black hair. He was in "Tropic Thunder".

Aysel: Oh, I know him. So, ... *would you prefer -an action film or a comedy?*

Samir: I think probably a comedy. ... about you?

Aysel: Yes, I agree. Ben Stiller is always very funny.

Samir: Great. Well, let's go to Cineplex then. ... *time does the film start?*

Aysel: In half an hour. We'd better go right now.

Samir: OK, let's go now. But ... *is the quickest way to get there?*

Aysel: Well, we could take the train, but I don't know ... station to get off at.

Samir: It's near Victoria Station. Don't worry, I know how to get there.

4 GW/PW. Read the teenager's letter and identify the main idea in it.

I like watching films, but I don't like action films. How boring they are! Criminals, **shooting!** Nothing else! I agree that such films have the right to exist. They have some positive features. They are **dynamic**, dramatic and full of special effects. But they are unrealistic. I think it is up to you to decide to watch a film or not. Besides, you can find books for reading. As for me, I prefer reading a book to watching a film.

Murad



5 GW/CW. Fill in the diagram with your own ideas comparing **Reading** and **Watching**.

READING

- helps me a lot
-
-

BOTH

- improves my word stock/vocabulary
-
-

WATCHING

- makes more memorable
-
-

GRAMMAR POINT

Changing from Direct / Quoted into Reported Speech (Yes/No questions)

<i>From Direct / Quoted Speech</i>	<i>Into Reported Speech</i>
Add the conjunctive word if or whether before reporting a Yes/No question. Use statement word order, put the subject before the verb.	
• She says, “Are you a student?”	• She asks me if I am a student. <i>(Not: She asks me if am I a student.)</i>
• He asks, “Have you ever read a detective book?”	• He asks me if I have ever read a detective book.
• I said to/asked her , “Do you like watching films?”	• I asked her if/whether she liked watching films.
• She said to/asked me , “Did you receive the application?”	• She asked me if/whether I had received the application.
Special Questions in Reported Speech	
The verb “ask” is most commonly used to report questions, but I wonder and I want to know are sometimes used, too. After Wh/How questions, the question word is used as a conjunction.	
• She asks, “When will you go to the cinema?”	• She asks me when I'll/we'll go to the cinema. <i>(Not: She asks me when shall I/we go to the cinema.)</i>

6

PW. Listen and practise changing the sentences into Reported Speech.

Khadija says, “What do you want to do?”

?

Vagif says, “How can I improve my vocabulary?”

?

The teacher **asked**, “What kind of books do you like?”

?

Aydan **asks**, “Can your brother speak English well?”

?

Nuray **asked me**, “Have you ever been to Canada?”

?



1 PW/GW. Ask questions and write answers looking through the model.

Model:

A: to have a nice evening.

A asks me, "Have you had a nice evening?"

A asks me if I have had a nice evening.

Isabella: to go to the cinema.

Gabriella: to read a detective book.

Faig: to see the film "The Titanic".

Lala: to make a poster

Samir: to watch "Arshin Mal Alan" on TV.

Agil and Fidan: to discuss their future plans.

Mehriban: to enter the world "Avatar".

2 PW. Answer your partner's questions and write them in Reported Speech looking through the model.

Model: **A:** What is your favourite novel? **B:** _____.

A asked **B** what his/her favourite novel was.

Murad: What is your favourite film?

Murad: Where is Sam Worthington from?

Murad: Where was Sam Worthington born?

Murad: Which film did he star in?

Murad: Which role did he play in this film?

Murad: What is this film about?

Murad: Who are the stars of this film?

3 PW. Make a paragraph about your most favourite book or film. Pay attention to the conjunctive words.

Gabi: I want to ask you some questions about your favourite film:

- *What's your favourite film?*
- *Have you seen the film "Avatar?"*
- *Who is your favourite actor/actress?*
- *Why do you like his role/part and what specific features of a character attract you most?*

Model:

Gabi said that she wanted to ask me about my favorite film.

She asked me what my favourite film was.

Assessment

- 1** Make a poster of your favourite film following the steps in the project checklist. Follow the types of writing style.

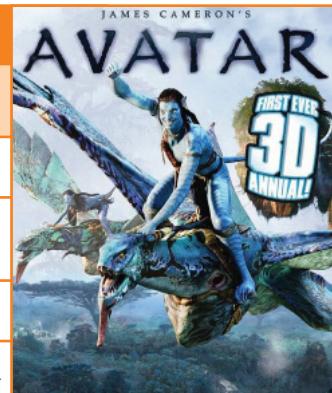
Project Checklist

- Choose a film you have seen or you would like to see.
- Find information about it on the Internet.
- Make a poster for the film. Include information about: special effects, the music, the plot and the main characters.
- Write a short plot summary and descriptions of the stars.
- Write about the special effects of the film.

Model:

FILM POSTER

Avatar - the science fiction, *blockbuster* of all times



Directed by	James Cameron
Special visual effects by	Welta digital, New Zealand
Music by	James Horner
Starring	Sam Worthington and Zoe Saldana
Plot Summary	Avatar is an epic 3D science fiction film which takes place in the future on a planet called Pandora. It is the world of beautiful forests and strange creatures and aliens called Na'vi. Greedy Humans want valuable material on the planet and they attack the peaceful Na'vi. Avatar is the story of an American soldier who leads the battle against his own people.
Special Effects	Cameron wrote the story of Avatar in 1994, but he couldn't make the film then, because the technology he needed didn't exist. He had to wait another twelve years for the new 3D technology. The New Zealand company which made "The Lord of the Rings" did the special effects for Avatar.
Sam Worthington	Sam is an Australian actor who was born in Britain. He plays the role of the American soldier who refuses to attack the Na'vi people.
Zoe Saldana	Zoe is an American actress who plays the role of the Na'vi princess. Zoe had to learn material arts, archery and horse riding for this role. She loves science fiction.

Student Portfolio. Revise and Check Around Unit 2.

1 Complete the table.

In the field of ...	What I learned	How I'll implement
<i>Listening</i>		
<i>Speaking</i>		
<i>Reading</i>		
<i>Writing</i>		
<i>Logical Thinking</i>		
<i>Critical Thinking</i>		
<i>Grammar Section</i>		
<i>Other things</i>		

- 2 Work with your partner and make an interview. Imagine you are a reporter, your partner is a famous actress/actor/writer or poet. Think of five questions you would like to ask, and "a famous person" should answer your questions.
- 3 Write an expository book review. (about 150-200 words). Follow the model outline.

Model:

♦ **Title and author**

"Murder on the Orient Express"

- by Agatha Christie
- published in 1934
- a detective story
- one of the most famous works by

A. Christie

♦ **Who and what it is about**

Setting: on the train called the Orient Express

Plot: Detective Poirot is travelling on the Orient

Express: a man is murdered and Poirot has to find the killer who is still on the train.

Characters: truthful, vividly described

Ending: surprising

♦ **Personal opinions**

- Murder. Mystery. Suspense. Excitement. A book you can't put down.
- To those who enjoy mysteries, or like a really good book.

4 Write a paragraph about your favourite film based on a book.
Use the connectors/ expressions given in the box.

I think actually because the reason is it's true yes
I don't think anyone could disagree I'm afraid I can't agree
maybe I'm not sure but on the other hand in conclusion

5 Write a review of a book or a film which you enjoyed.

Writing Guide

Brainstorm and Plan

1. What's the name of the book or film?
2. Who wrote it/starred in it/directed it?
3. What's the setting and who are the main characters?
4. What did you like most about it?
5. Has it got a good plot or any very memorable scenes?
6. What did you think of it overall?

Write:

Paragraph 1. Introduction
I'd like to recommend....

Paragraph 2. Details
The book/film is....

Paragraph 3: Opinions
The things I liked most

Paragraph 4. Conclusion
All in all,

Check:

- order the content of paragraphs
- phrases for facts and opinions
- Reported Structure
- book and film vocabulary

6 Find out mistakes and rewrite the sentences in Reported Speech.

Sample: My friend said when was William Shakespeare born. (*wrong*)
My friend asked (me) when W. Shakespeare was born. (*correct*)

1. Agil said when was William Shakespeare born.
2. Shahin asks me what is Nizami Ganjavi's masterpiece.
3. The teacher said to us at what age did Charles Dickens begin to write.
4. Fidan asks her friend what is Agatha Christie.
5. I asked my partner if did she read Samad Vurghun's poems.
6. Tural says that when I watched "Avatar".
7. My friend asked me which films did I like watching.
8. Aydan asked if could he make a poster on a movie.

UNIT 3

PROBLEMS ON THE EARTH

Lesson 1. Natural Disasters

What you'll learn:

- What a natural disaster/ a natural hazard is
- What the earthquake is
- What seismology is
- What the cause/the effect of natural disasters is
- What scientists' explanation about natural disasters is
- How to write paragraphs about natural disasters
- How to use vocabulary related to the topic
- How to express opinions about the natural disasters

Word File

condense [kən'dens] (v) *thicken, deepen, devoparate*

deforestation [dɪ'fɔrɪ'stefɪʃn] (n) *the act of cutting down or burning the trees in an area*

destructive [dr'strʌktɪv] (adj) *causing destruction or damage*

disaster [dɪ'zɑ:stə] (n) *an event that causes much suffering or loss/ a great misfortune*

disrupt [dɪs'rʌpt] (v) *make it difficult for something to continue in the normal way frequency*

evaporate [ɪ'vepəreɪt] (v) *vanish into the air, steam*

frequent ['fri:kwənt] (adj) *happening or doing something often*

hazard ['hæzəd] *a thing that can be dangerous or cause damage*

interrelate [ɪntə'relɪt] (v) *to (make) tie/contact, relate*

occur [ə'kɜ:] (v) *happen*

resistance [rɪ'zɪstəns] (n) *the refusal to accept syn: opposition to, strength*

respond [rɪ'spɒnd] (v/n) *to give a spoken or written answer to somebody/something*

rush [rʌʃ] (v) *move or to do something with great speed, often too fast*

scatter ['skætə] (v) *throw or drop things in different directions so that they cover an area of ground*

threat [θret] (n) *sign or cause of possible evil or harm*

track [træk] (v) *chase, follow, watch*

vibration [vɪ'breʃn] (n) *a continuous shaking movement or feeling*

whirlwind ['wɜ:lwind] (n) *hurricane, typhoon, cyclone, tornado, sandstorm*

Listening/Speaking

1 **GW/CW.** Listen to the definitions of the words and match them to the pictures and talk about them.

- | | | | | |
|---------------|------------|------------|----------------|-----------------|
| 1. drought | 2. typhoon | 3. volcano | 4. flood | 5. tsunami |
| 6. earthquake | 7. tornado | 8. famine | 9. forest fire | 10. * avalanche |



1. – an extremely large wave in the sea caused by an earthquake
2. – a mass of snow, ice and rock that falls down the side of a mountain
3. – a large opening at the top of the mountain through which gases and lava are forced out into the air
4. – the flames, light and heat
5. – a violent tropical storm with very strong winds
6. – a sudden, violent shaking of the earth's surface
7. – a violent storm with very strong winds which move in a circle
8. – lack of food during a long period of time in a region
9. – when there is little or no rain for a long period of time
10. – a large amount of water covering an area

* **avalanche** ['ævələ:nf] *snowslide, snowslip, snow mass*



Listening/Speaking

2 ➤ GW. Listen to the article and say what natural disasters are mentioned here. And express your thoughts on the following questions.

- What is a natural disaster/ a natural hazard/calamity?
- What is the cause/result of natural disasters?
- What is the scientists' explanation?

Natural **disasters** have begun to **occur** in many countries with increasing frequency. And what are the causes of natural disasters which are becoming more **frequent**? Some people say that this is our fault. During the last 50 years a great deal of forests were cut down in different places. **Deforestation** has led to changes in local climate. That's why we have so much trouble with floods in many places. The scientists remind us that all elements and systems are interconnected in nature. Irresponsible attitude to it might lead to terrible results. The conducted research work has confirmed the idea about not only natural but man-made causes of these floods. What is a natural disaster? The definition is: it's the effect of a natural **hazard** that affects the environment and leads to financial, environmental and or human losses. A natural hazard is a **threat** of a natural occurring event that will have a negative effect on people or the environment. Many natural hazards are **interrelated**. For example, earthquake can cause tsunami and drought that can lead directly to famine. The results of natural disasters are lives lost, homes destroyed, economies **disrupted**. But there is a reason for hope. By understanding how and where these natural events occur, we can build and live safely on the earth, and by providing real-time information about floods, earthquakes, and other hazards, we can **respond** effectively when disaster strikes. We should build stronger, safer communities that are **resistant** to natural disasters.



3 ➤ GW. Listen and change the statements into Direct Speech.

Sample: The scientists remind us: "All elements and systems are interconnected in nature."

1. The scientists remind us that all elements and systems are interconnected in nature.
2. They say that during the last 50 years a lot of forests were cut down in different places.
3. The student says that we should build stronger, safer communities that are resistant to natural disasters.
4. The teacher asks what a natural hazard is.
5. Aydan asks her partner how and where these natural events occur.
6. The student asks the teacher what the causes of frequent floods are.

REMEMBER!

Affect

Affect is to influence.

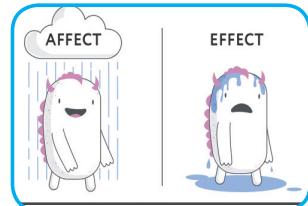
- Pollution **affects** fish.

Effect

Effect is the result.

Effect -the change that something causes to something else

- The pollution has a very harmful effect on our health. *The pollution had an **effect** on the fish.*



Reason



Cause



Reason

A reason is a fact which is put forward as a motive or an explanation, or in order to justify some **conclusion***.

- *It was a great **reason** for being late.*

Cause

A cause is something which produces an effect, which makes a thing happen.

- *It can be a **cause** for blindness.*

Result

-the outcome of an action or situation

The flight was cancelled as a result of heavy snow.

Then

Then refers to time.

- *We will go to class, **then** eat lunch.*

Than

Than makes a comparison.

- *I would rather eat **than** go to class.*

Then =



Than =



4

GW. Complete the sentences with “cause” and “reason” or “affect” and “effect”. Some words can be used twice or more.

1. Carelessness is often the ... of fires.
2. The ... of the accident is still not known.
3. What is the ... of lightning?
4. Your attitude will ... how successful you are.
5. The ... of earthquakes is the heat inside the earth.
6. Deforestation contributes to the ... of both air and water pollution.
7. What was the ... for your refusal to go there?
8. Scientists attribute changes in the weather to natural
9. There is no fear the whole ... is wonderfully impressive.
10. How can it ... your students?

Reading

- 1 ➤ **GW.** Read the answers 1-10 and match them with the questions a-j.
Pay attention to the intonation.

Earthquakes

1.

The layer of the Earth is divided into huge pieces that are constantly moving. When two of the pieces move against each other an earthquake happens. A large movement causes a violent earthquake, and a small movement causes a mild one.



2.

The place where an earthquake begins is called the epicenter. When an earthquake happens, **vibrations** move outward from the epicenter. These rolling vibrations are called seismic waves. And an earthquake is strong enough to cause damage near its epicenter.

3.

When the epicenter of an earthquake is at the bottom of the ocean, it can create huge sea waves as tall as fifteen meters.

4.

They are very dangerous. The waves can cross the ocean in several hours. They destroy small islands **rushing** toward land. In 1868, a wave reached 4.5 kilometres inland in Peru.

5.

After an earthquake people can die from lack of food, water and medical supplies.

6.

The amount of destruction caused by an earthquake depends on where it happens, what time it happens, and how strong it is.

7.

Scientists use the Richter Scale to measure seismic waves. A seriously **destructive** earthquake measures 6.5 or higher on the Richter Scale.

8.

Earthquakes are not just **scattered** anywhere on the surface of the Earth. They happen in areas where pieces of the Earth's surface meet. Earthquakes often **occur** on the west coasts of North and South America around the Mediterranean Sea.

9.

One way to predict earthquakes is to look for changes on the Earth's surface, like a sudden drop in the water level on the ground.

10.

Before earthquakes, people can see chickens sitting on the trees, fish jumping out of the water, snakes leaving their holes, and other animals acting strangely.

- a) What causes earthquakes?
- b) When are huge sea waves made?
- c) What is the epicentre of an earthquake? And what is a seismic wave?
- d) How dangerous are the waves?
- e) How can animals **predict** earthquakes?
- f) What can you look for to predict an earthquake?
- g) Why do scientists use Richter Scale?
- h) How can people suffer from earthquakes?
- i) What does the amount of destruction depend on?
- j) Where can earthquakes occur?

2) GW. Debate. Express your ideas on these statements.

- Most earthquakes cause a lot of property damage
- Some of the world's earthquakes cause serious damage
- The amount of destruction caused by an earthquake depends on where it happens, what time it happens, and how strong it is
- People can predict earthquakes by studying the weather

3) GW. Make a paragraph on natural disasters in Azerbaijan using internet sources and reading the "DYK" box.

DO YOU KNOW?

♦ Seismology is the study of earthquakes, and a seismologist is a scientist who observes earthquakes. Seismologists give us a valuable knowledge about earthquakes. Their equipment measures the smallest vibrations on the surface of the earth. They are trying to find ways to use knowledge about earthquakes to save lives and help to solve the world's energy shortage. The earth's natural activity under the ground and creates energy in the form of heat. If seismologists could predict earthquakes, we could save about 20.000 human lives each year. Humans can control many things about nature, but they cannot control earthquakes.

4) PW. Change the sentences into Indirect Speech using suitable connectors.

1. The teacher asks ... can cause earthquakes.
2. The students asked the teacher ... dangerous the waves could be.
3. We asked the teacher ... scientists had to use Richter Scale.
4. Anar asks his partner ... people died in northern China during the earthquake.
5. The student asks the geography teacher ... huge sea waves are made.
6. Our teacher says ... humans can control many things about nature, but they can not control earthquakes.
7. They ask ... scientists can predict earthquakes.
8. We want to know ... earthquakes often occur.
9. The scientist explained ... and ... can measure even the smallest vibrations on the surface of the earth.

Writing

1 IW/GW. Project. Make a presentation on “How to protect the Caspian Sea, the rivers Araz and Kur, and the Topkhana forest?”

2 GW. Group up the words in the box according to the columns using sources.

tsunamis	droughts	avalanches	tornadoes
hurricanes	floods	earthquakes	hailstorms
whirlwinds	heat waves	landslides	fires

Land movement disasters	Water disasters	Weather disasters
•	•	•
•	•	•

3 PW/IW. Find the pieces that fit together and write them in the answer area.

thunder	cane
light	quake
tor	storm
dis	phoon
earth	nado
ty	aster
hurri	storm
hail	ning

ANSWERS

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

4 GW. Match natural hazards in the box with their descriptions below. Sometimes two options are possible.

- | | | | |
|-----------------|------------------|---------------|--------------|
| a) an avalanche | b) an earthquake | c) floods | d) a tsunami |
| e) a heat wave | f) a tornado | g) hailstorms | |

1. ... is one of the names of cyclonic storm that forms over the oceans. It is caused by **evaporated** water that comes from the ocean. Typhoon is another name for it.
2. ... are rain drops that have formed together into ice.
3. ... are the result of prolonged rainfall from a storm, rapid melting of large amounts of snow, or rivers which rise up their levels of water.
4. ... is a phenomenon that results from a sudden **release** of stored energy that radiates seismic waves. It is the shaking of the ground.
5. ... is a slide of a large snow (or rock) mass down a mountainside. It is one of the major dangers faced in mountains in winter.
6. ... is a wave of water caused by the **displacement** of a body of water. It can be caused by undersea earthquakes or by meteorological phenomena.
7. ... is a **hazard** characterised by heat which is considered extreme and unusual in the area in which it occurs.

Assessment

- 1** Read the paragraphs A-E and refer them to the questions 1-5.
Act out the interview.

- A) Over the warm parts of oceans, tornadoes are common in some parts of the USA, Australia and Japan.
- B) The water **evaporates** from the warm sea. This **condenses** in the atmosphere. Hot and wet air rises up. It becomes a strong wind.
- C) Scientists can usually **track** hurricanes, but they cannot stop them. So people are informed about hurricanes before they occur.
- D) Tropical storms with strong winds start at sea, and can travel a long distance. They have different names in different places: "hurricanes" in the Atlantic ocean and around **Australia**. Tornadoes or **whirlwinds** are similar, but begin over land.
- E) They can affect ships, blow down houses, cause floods and disrupt traffic.
1. *What are hurricanes?*
 2. *Where do they happen?*
 3. *How do they affect people?*
 4. *Can scientists stop hurricanes? How?*
 5. *What can people do when hurricanes occur?*



- 2** Write the correct synonym and antonym for each word in the chart.

Words	Synonyms	Antonyms	Sentence
<i>lift</i>	<i>pick up</i>	<i>drop</i>	
<i>create</i>			
<i>respond</i>			
<i>mild</i>			
<i>forbid</i>			
<i>destroy</i>			
<i>dangerous</i>			
<i>observe</i>			
<i>cause</i>			
<i>tiny</i>			

- 3** Discuss in pairs how people can protect themselves from hurricanes.
Ask students to write some solutions as well.
- 4** Find out the meaning of these words given in the box and build up sentences using them.

destruction	seismology	predict	earthquake	sudden
drop	to measure	dangerous	waves	cause
affect	occur	famine	drought	flood

Lesson 2. Climate Change

What you'll learn:

- What climate is
- Why climate change is the biggest problem on the Earth
- What influence climate has on humans and plants and animals
- What the weather is like in different places
- How the weather will be in future

Word File

absorb [əb'zɔ:b] (v) *take in a liquid, gas or other substance from the surface or space around*

alter ['ɔ:lṭə] (v) *make different, change, vary*

considerably ['kən'sidər(ə)bli] *by a notable large amount or extent greatly, much, very much*

crush [krʌʃ] (v) *press or squeeze something so hard that it is damaged or injured, or loses its shape*

decade ['dekeɪd] (n) *ten years, a period of ten years*

doubtful ['daʊtfʊl] (adj) *not sure; uncertain and feeling doubt*

emission [i'miʃn] (n) *the production or sending out of light, heat, gas, etc.*

glacier ['glæsiə] (n) *a large mass of ice, formed by snow on mountains, that moves very slowly down a valley*

halt [hɔ:lt] (v) *stop; make somebody or something stop*

impact ['impækt] (n) *the powerful effect that something has on somebody/something*

intricate ['intrikət] (adj) *having a lot of different parts and small details that fit together*

methane ['mi:θeɪn] (n) *a gas without colour or smell, that burns easily and is used as fuel.*

sceptic ['skeptɪk] (n) *a person who usually doubts that claims or statements are true, especially those that other people believe in*

spell [spel] (n) *a short period of time during which something lasts*

trap [træp] (n) *a piece of equipment for catching animals*

1

**IW. Choose and write the words with the same sound in the right column.
Tick the ones with a different sound.**

methane crush impact thematic Asian glacier trap absorb
emission practise sceptic patriotism azone spell

[æ]

[z]

[s]

[ʃ]

[θ]

•
•
•

•
•
•

•
•
•

•
•
•

•
•
•

Listening/Speaking

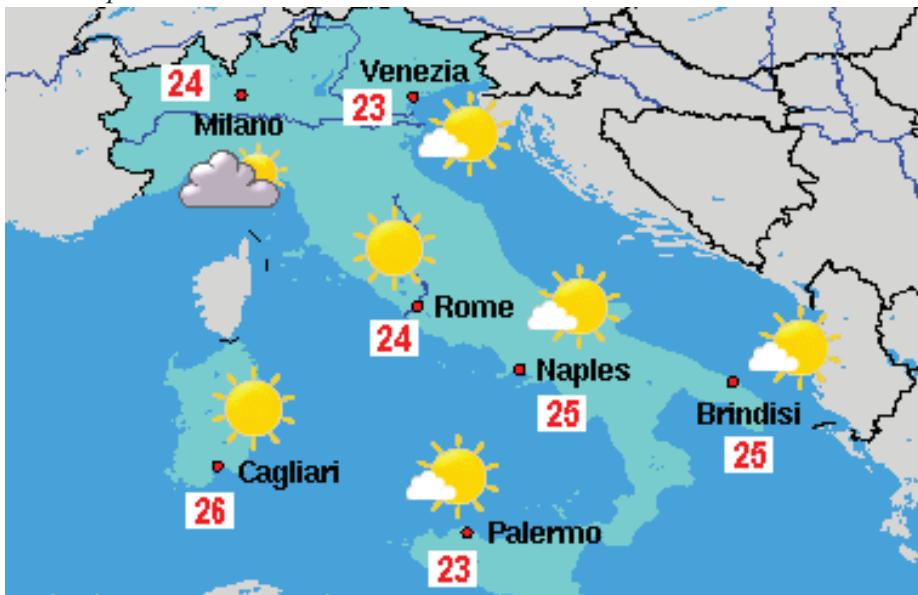
- 2 PW.** Look at the weather map and speak about the weather. Use the weather words.

Model: *Agil:* What's the weather like in Rome?

Fidan: It is sunny. The temperature is +12°C.

Agil: What's the climate like in Italy?

Fidan: In summer it's generally hot, with a lot of sunshine. In winter it's mild and wet. The average summer temperature is +24°C. The average winter temperature is +6°C.



Climate is the weather that a certain place has over a long period of time. Climate has a very important influence on plants, animals and humans. And it is different in different parts of the world.

Country	Summer Temperature	Winter Temperature
America	+ 22.2 °C	+ 0.7 °C
Australia	+ 25.2 °C	+ 8.1 °C
Austria	+ 25 °C	- 6.5 °C
Belgium	+ 25 °C	+ 1 °C
England	+ 21 °C	+ 4 °C
France	+ 20 °C	+ 4 °C
Germany	+ 24 °C	0 °C/+1°C
Holland	+ 17 °C	+ 3 °C
Russia	+25°C	-1°C/-50°C

Listening/Speaking

3 GW. Listen to the magazine article, try to generalize and express your thoughts. Choose the best title.

a) Global Heat

b) Very Hot

c) Global Warming

d) Climate Change in Europe

e) Problems or Benefits?

If you want to know what the weather's going to be like this weekend, ask a weatherman. If you want to know what it'll be like in 100 years, ask a scientist. The most important influence on the weather of the future is likely to be global warming. Global warming may or may not be the great environmental crisis of the next century. Here's what we know about global warming. Since the Industrial Age the concentration of the so-called greenhouse gases-carbon dioxide, **methane** and others in the atmosphere has risen about 30 percent. One opinion is that these tendencies are connected with industrial and transportation **emissions** that increased carbon dioxide, **trapping** more heat in the atmosphere and raising temperatures. Another opinion is that the small temperature rise is a natural climatic variation. Scientists say that the next hundred years the earth will heat up further. In 1995 hundreds of scientists from around the world predicted a rise of anywhere between 1.8 and 6.3 degrees by 2100. But some regions will become warmer and others, especially northern continents will become much warmer. The USA is facing a temperature rise of 5 to 10 degrees. We don't know what the effects of global warming might be. Warmer weather might make some areas more attractive and others less. Because what will happen to the world is still uncertain, what will happen to a particular region is even more uncertain. We don't know how to prevent warming. Stabilizing emissions isn't enough. No one knows how to lower emissions without **crushing** the world economy.



4 CW/PW. Find True/False statements giving explanation.

- | T | F |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
1. We know more about global warming than we don't.
 2. As the concentration of greenhouse gases in the atmosphere has risen, temperatures have increased.
 3. The scientists are sure of how much the temperature will rise in the next century.
 4. By 2100 northern regions will warm less than other regions.
 5. Stabilizing emissions can prevent global warming.
 6. Global warming will crush the world economy.

Reading

1 **GW.** Read the article and match the headings A-I with the paragraphs 1-8. There is an extra heading that you don't need.

A. It's not Just Us!

B. Mother Earth

C. Not Everyone Agrees

D. A New Ice Age?

E. The Food We Eat

F. The Weather Forecast

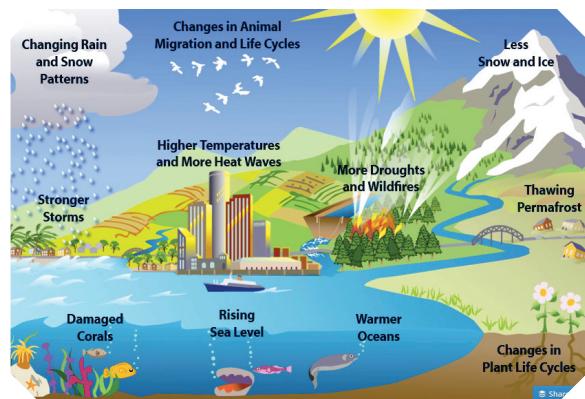
G. Water, Water All Around!

H. We Need to Buy Time!

I. Who is to Blame?

The Changing Weather

1 Climate change is one of the biggest problems today. The planet's climate has **constantly*** changed throughout history. Previously this was due to natural processes. But now it is mainly due to man's activities. The earth is kept warm by greenhouse gases. Without these the world would be extremely cold. The problem is that man's activities have produced extra greenhouse gases like carbon dioxide which have increased temperatures.



2 Scientists fear that by the end of the century, the temperature will have risen by 1.5 to 6 degrees. This means that there could be more rain in many parts of the world, a greater number of hot days and fewer cold days. Other areas, however, will see less rainfall, and the **polar*** ice sheets could be greatly reduced.

3 There will be increase in temperature which will cause the level of the seas to rise. This is because the sea **absorbs** atmospheric heat, making it expand and thus rise. In addition, **glaciers** and the polar ice sheets will have melted. The next result could be a rise in sea levels of up to five metres. Such changes will lead to flooding-catastrophic floods that happen every hundred years might occur every **decade**.

4 Our health will also be affected, as scientists believe a warmer world will be an unhealthier place. Warm winters will mean fewer deaths from extreme cold, but bacteria that normally die in such cold **spells** will thrive in the warmer weather and spread infections further.

5 Heat waves will cause more deaths from heart attacks, increase in skin cancer and more food poisoning. This is the matter of diseases from warmer zones that spread to new areas.

* **constantly** ['kɒnstantli] (adv) continuously over a period of time, always, continually

* **polar** ['poula] (adj) of or relating to the North or South Pole, cold, freezing, icy, glacial

6 Wildlife and plants will not remain unaffected. Less winter snow and hotter summers will have an enormous **impact** on life. Rising sea levels *will have reduced* dry surface areas, leading to less food and shelter for other species by 2030. The most dramatic impact will be felt at the poles where many creatures depend on the ice to survive.

7 Farming practices could be **altered**. Scientists predict that changes in the weather will mean that we *shall have grown* some crops further north. For instance, the UK could see vineyards and sweet corn. On the other hand, drier summers could destroy crops that need more water. Longer warm periods could also mean more **pests*** that could **damage** agriculture even more than usual.

8 There are **sceptics** (*skeptics*), however. Some scientists remain doubtful about the greenhouse effect. They say that it is too complex to make predictions about. They also say it is unlikely that such an **intricate** system could be affected by one part as small as greenhouse gases. Greenhouse gases can stay in the air for a century. If we cut emissions immediately, we probably *will not* be able to **halt** change in the short-term. However, we might slow down changes which would give us a chance to do something about the problem.

2 ➤ GW. Read the article (See task 1. p 111-112) and define its style.

Pay attention to the parts given in **italics**. Set your own examples looking through the "Grammar Point".

GRAMMAR POINT

The Future Perfect Tense Form

We use the Future Perfect with a future time word, (and often with "by") to talk about an action that will finish before a certain time in the future, but we don't know exactly when.

Affirmative				Adverbs of Time
<i>Subject</i>	<i>shall will</i>	<i>have</i>	<i>Past Participle II</i>	<i>by the time you come by 2030 by this time tomorrow by 6 tomorrow by this time next year</i>
I/we	shall	have	V ₃ /ed	
You/they he/she/it	will	have	V ₃ /ed	
Negative				
I/we	shall not	have	V ₃ /ed	I/we <i>shan't have</i> + V ₃ /ed
You/they he/she/it	will not	have	V ₃ /ed	You/they/he/she/it <i>won't have</i> + V ₃ /ed
Interrogative				
Shall	I/we	have	V ₃ /ed	Shall I/we <i>have</i> + V ₃ /ed Will you/they/he/she/it <i>have</i> + V ₃ /ed
Will	you/they he/she/it	have	V ₃ /ed	<i>Sample:</i> Will you <i>have finished</i> your work by 2 o'clock tomorrow?

3 **CW/GW.** Read and complete the table analyzing the statements in task 1. Think of evidence to support your view and make notes in the table below.

“The weather will be hotter tomorrow than today.”

Agree	Disagree	Opinion	Evidence
•	•	•	•
•	•	•	•

4 **GW.** Say the sentences in the Future Perfect tense form.

1. My mother will prepare a delicious meal tomorrow.
2. Modern equipment will measure the smallest vibrations on the earth.
3. Scientists will find new ways to measure earthquakes.
4. They say the climate will change in the future.
5. We'll learn all the materials in this book.
6. Jack will finish his homework when his mother gets home.

5 **IW/PW.** Look at the highlighted words in the passage and find their definitions.

The weather is an **important** (1) topic of conversation for the British, but in 1995 they had to talk about it more than usual. It was a year with very unusual (2) **weather** patterns. A rainy spring, the wettest ever recorded, the hottest summer and one of the coldest winters they had experienced. In fact, since the beginning of the 1970s, **rainfall** (3) during **storms** (4) has increased dramatically all over the world. Why are we having all these changes? Climatologists agree that global warming is to blame for this. After a lot of **investigation** (5), though they are not all in agreement as to how this will **affect** (6) us. **Warnings** (7) given by some climatologists say that if we don't prepare for **droughts** (8) and **floods** (9), we'll face problems like **starvation** (10). Others say that winters will be warmer, so the growth of more crops in more places will be possible. In any case, it seems that we all should be prepared to experience changes in the **climate** (11) and learn to live with them.

- a) the act of finding out the truth about an event
- b) an event telling smb beforehand that smth unpleasant may happen in the future
- c) the state of suffering and death caused by having no food
- d) a large amount of water covering an area that is usually dry
- e) a long period of time when there is no rain
- f) the condition of the atmosphere at a particular place and time
- g) very bad weather with strong winds and rain
- h) the regular pattern of weather conditions of a particular place
- i) to produce a change in somebody/something
- j) having of a great value
- k) the total amount of rain that falls in a particular area

1 **IW.** Write the verbs in the correct tense form.

1. By 2040 we (*to eat*) only processed food*.
2. The authorities predict that by 2070, lots of big cities (*to become*) uninhabited due to air pollution.
3. By the year 2100 many people (*to live*) on the moon.
4. The temperature on the earth (*to rise*) to 40 °C all year round by 2050.
5. By 2050 rainforests (*to disappear*) and there won't be enough oxygen for everyone.

2 **IW/GW.** Discuss the questions trying to solve the problem. Then create a paragraph on both questions.

- *Have you noticed the effects of climate change in our country?*
- *What can we do to help to prevent the planet from getting warmer?*

3 **GW.** Write a descriptive paragraph looking through the article about the weather and using the given expressions in the box.

however, the problem is, scientists say that, because, the next result, etc.

Remember to:

- *describe the place you live in or you'd like to live in*
- *describe some advantages*
- *give your reasons for living in this place*

Express your opinion about the characteristics of	
the landscape	
the climate	
the people	
the food	
everyday life	

4 **PW.** Answer the questions and write predictions. Actitout

Shahin: What should be done to prevent/reduce disasters happening in the future?

Khadija: _____

Shahin: What problems do you think deforestation can cause?

Khadija: _____

Shahin: What alternative sources of energy should we use instead?

Khadija: _____

Shahin: Why don't we use alternative sources of energy now?

Khadija: _____

Shahin: What changes do you think people could make in their everyday lives in order to help to prevent the planet from getting warmer?

Khadija: _____

1 Listen to the passage and give your comments on the statements in **italics**. Then fill in the table about your country.

“Water, water everywhere, but no drop to drink,” said the sailor from Coleridge’s poem describing to a friend how awful it was to be without drinking water on a ship in the middle of the ocean. It is strange to think that the water around his ship was probably quite safe to drink. It was salty - but not polluted. *Sea water today is much more dangerous. There is no ocean or sea which is not used as a dump**. The Pacific Ocean, especially, has suffered from nuclear pollution, because the French Government tests nuclear weapons there. *Many seas are used for dumping industrial and nuclear waste.* Britain alone dumps 250.000 tons of industrial waste straight into the North Sea. This poisons and kills fish and other sea animals. *“Nuclear-poisoned” food should be prohibited by us.*

Many rivers and lakes are poisoned, too. Fish and reptiles can’t live in them. *There isn’t enough oxygen in water.* In such places all the birds leave their habitats and many plants die. It happens so, because factories and plants produce a lot of waste and pour it into rivers. So they poison water.



Country/City	Azerbaijan, Baku
Problems on Environment/water/land	:
Solutions/how to protect them	:

2 Choose the correct tense form.

1. We’ll *have used up/will be using up* all the Earth’s fresh water by the year 2050.
2. Animals like lions, tigers, etc. *will probably have died out/ will be dying out* completely thirty years from now.
3. I think people *will have lived/will be living* much more environmentally friendly lives in the future.
4. Scientists *will have looked /will be looking* for a solution to this problem over the next few decades.
5. At the **current*** rate we’ll *have cut down/ will be cutting down* all the forests by 2050.
6. Politicians’*ll have discussed /will be discussing* this issue at a conference in March.
7. *I’ll have spent/shall be spending all my money by this time next year.*
8. *He’ll have run /will be running successfully in three marathons if he can finish this one.*

*dump [dʌmp] (n) rubbish or junk yard

*current [ˈkɑːrənt] present

Lesson 3. World Population Growth

What you'll learn:

- How many people the Earth can support
- If the Earth has enough natural resources to support many people
- Why the world's population started to increase rapidly
- What researchers can predict about overpopulation
- How to write paragraphs around the topic
- How to use vocabulary related to the topic
- How to express opinions about the world population

Word File:

chronic shortages ['krɔnɪk 'ʃɔ:tɪdʒɪz] *long term, continuously deficit or need*

commercial [kə'mɜ:ʃl] *(adj) trade, profitable, mercantile*

crucial ['kru:ʃl] *(adj) extremely important*

decline [dɪ'kleɪn] *(v) lower, fall, collapse*

desalination [di:sæl'neɪʃn] *(n) the process of removing salt from ocean water*

developed [dɪ'veləpt] *(adj) economically strong*

exceed [ɪk'si:d] *(v) go beyond the limit, overstep*

fossil ['fɒsl] *(n) the remains of an animal or a plant which have become hard and turned into rock*

gradually ['grædʒuəli] *(adv) in a gradual way; syn: slowly, slowly but surely, little by little*

natural resources ['nætʃrəl rɪ'sɔ:sɪz] *raw materials found in nature, such as trees, oil, and natural gas*

overpopulation [,əʊvə,pʊpjʊ'lεʃn] *the fact of a country or city having too many people living in it*

recreate [ri:kri'eit] *(v) refresh, revive, renovate*

renewable [rɪ'nju:əbl] *(adj) that is not depleted by use; that is replaced naturally or controlled carefully, revolving, prolongable*

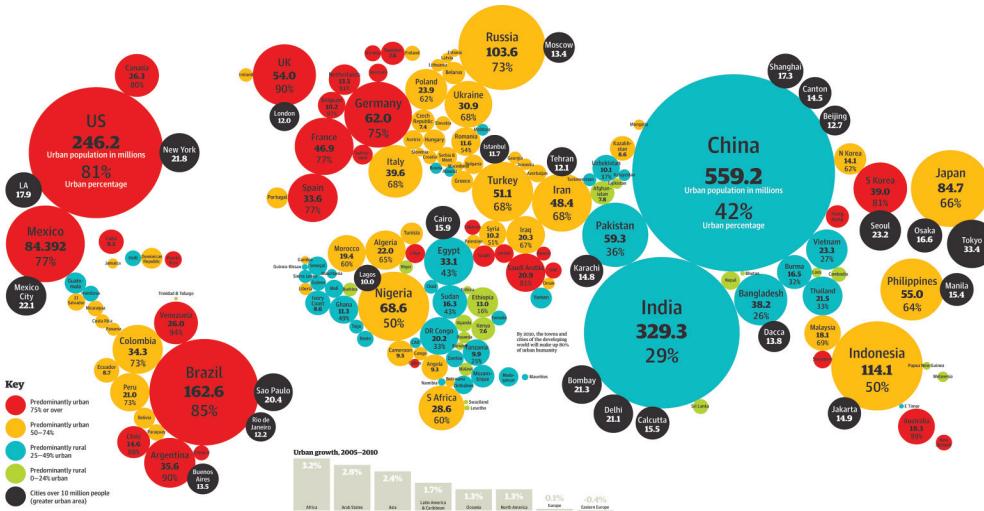
threaten ['θretn] *(v) scare, frighten, intimidate*

urban ['ɜ:bən] *(adj) having to do with cities or towns*

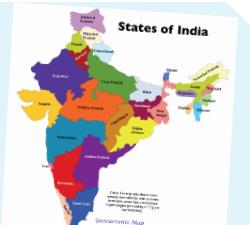
Listening/Speaking

Diagnostic Assessment		YES	NO
Activities		<i>I can...</i>	<i>I can't...</i>
• <i>describe pictures and problems on the planet Earth</i>			
• <i>talk about different countries</i>			
• <i>talk about diseases caused by pollution</i>			
• <i>give comments on statements about Earth problems</i>			

- 1** **GW.** Look at the map of world population and listen to the scientists' ideas.
Share your points of view.



A India is on track to **exceed** China as the most populated country by 2035. In India, 48.000 babies are born every day on average. In future, India's resources such as schools and hospitals will be permanently on **trial*** as they try to keep up with rising demands.



B Millions of children are at risk of contracting diseases from dirty water. Only sixty percent of the world's population has easy access to drinking water. In future, it's hoped that at least ninety-five percent of people will have running water at home, but there are no guarantees of this.

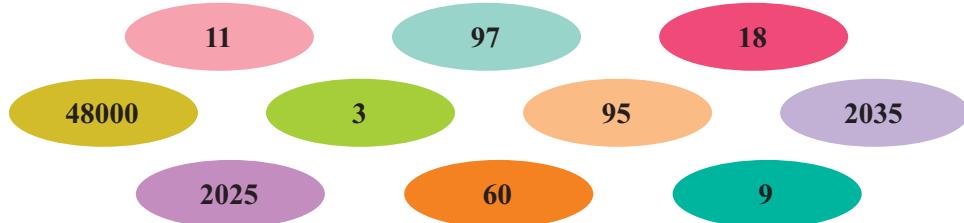
C As humanity's need for resources and industries has grown, we are nature's extraordinary polluters of the planet. In future everyone will have to monitor their pollution law. While the number of humans has risen, the number of wild animals such as lions and buffaloes has **declined** for decades. We are now preserving the genetic codes of animals that are in danger of extinction. In future, we hope to be able to "affect", "recreate" these animals.

*trial /'traɪəl/ (n) test, experiment

Reading

1 GW. Read and make generalization expressing your thoughts on the figures below.

- Fresh water, for example, is **crucial** for health and food production. As we know more than 97% of the water on Earth is salty, which is poisonous to both people and crops. Only 3% of the water on Earth is fresh. Today, demand for fresh water is greater in 80 countries around the world. By 2025, scientists predict that forty-eight countries will have **chronic shortages** of fresh water. It takes a lot of energy to remove the salt from ocean water, and that makes the **desalination** process very expensive.
- Clean air is another important natural resource. However, it is too **threatened** by the growing population. The average person today contributes about 1.1 **metric tons*** of carbon into the atmosphere each year. Most of it comes from burning **fossil** fuels-gasoline, coal, oil, wood and natural gas. Scientists say that the amount of carbon dioxide in the air is already 18% higher than it was in 1960. What effect would more than 3 billion people have on the air we breathe?
- While we have many different sources of **commercial** energy, there is a limited supply of majority of them. Today, most of the world's commercial energy comes from three nonrenewable energy resources: petroleum, natural gas, and coal. Three quarters of this commercial energy is used by **developed** countries. As the standard of living goes up in other countries, so the demand for energy will increase.
- The amount of land suitable for agricultural production is limited. Nearly 11% of the land on the Earth can be used for crops, while another 20% is available for raising animals. Each year, more of this land is lost as cities grow and roads **stretch** across the land. In addition, **overcultivation*** has already damaged an amount of farmland. It is possible to increase the amount of **farmland**, but only a little. Some farmland can be more productive if people start using different farming methods.
- Clearly, the number of people that the Earth can support in the future will depend on many things. The Earth may be able to support 9 billion people, but what will their standard of living be? And what effect will people have on the environment?



*metric ton [ˈmetrik ˈtan] a unit of weight equal to 1.000 kilograms (2.205lb) tonne

*overcultivation [əʊvər kɔltveɪʃən] excessive cultivation; cultivating more than necessary or normal

2

GW. Complete the table thinking of the evidence to support your points of view on the passages.

- *The Earth has natural resources to support all people.*
- *The world's population has started to increase rapidly.*
- *The Earth's natural resources are limited.*
- *Today demand for fresh air, water and food is greater.*
- *Natural gas, petroleum and coal are the world's commercial energy resources.*
- *Overtcultivation has damaged farmlands in the US and Canada.*
- *New technologies will be available in the future.*
- *We don't know what the standard of living will be in the future.*

Model:			
Agree	Disagree	Opinion	Evidence
•	• I don't agree, the Earth doesn't have enough water resources.	• Because I don't know how people will live in the future.	•
•	•	•	•
•	•	•	•

3

PW. Find the meaning of the words in the box and fill in the gaps with the suitable one.

- | | | | | |
|--------------|--------------|------------|-------------|------------------|
| a) threat | b) effect | c) last | d) source | e) non-renewable |
| f) resources | g) gradually | h) crucial | i) standard | j) growing |

1. The population of the world increased ____ .
2. Fresh water is ____ for health and food production.
3. Wind is a renewable resource, while oil is a ____ resource.
4. Using more solar and wind energy would have a positive ____ on the environment.
5. If you use water slowly, it will ____ longer.
6. Overpopulation could be a ____ to the health on the Earth.
7. In some countries the ____ of living is higher than in others.
8. The Internet is a good ____ of information about population growth.
9. The ____ population is causing environmental problems.
10. We do know that the earth's natural ____ are limited.

4

PW. Define the meaning of the words in bold and use context clues to guess what each word means.

1. In the eighteenth century, the population of the world increased **gradually**. However, in the nineteenth century, the world's population grew very **rapidly**.
2. By the year 2050, researchers **predict** that the population of the world will have been 9.1 billion.
3. Fresh water is **crucial** for health and food production.
4. What **effect** will 3 billion more people have on the air we breathe?
5. We don't know how long the world's supply of petroleum will **last**.
6. Today, **demand** for fresh water is greater than the supply in roughly 80 countries around the world.
7. The **number** of people that the Earth can support in the future will depend on many things.

COMPARE AND REMEMBER!

The number of -is the subject, it's followed by a plural noun and a singular verb.

Sample:

- **The number of days in a week is seven.**
- **The number of books in the library has risen to over 5 million.**

A number of-is an expression of quantity meaning "*a lot of*". It is followed by a plural noun and a verb in the plural.

Sample:

- **A number of people visit the museum every day.**
- **A number of plants are used in/as medicine.**

5

GW. Read the "Do You Know?" box and give comments on the figures given in bold type.

DO YOU KNOW?

♦ For thousands of years, the population of the world increased **gradually**. Then, in the mid-nineteenth century, the world's population started to increase rapidly. In the **100** years between **1830** and **1930**, the population of the world



grew from **1** billion to **2** billion people. By **1960**, just for thirty years, the world's population had hit **3** billion. In **1999**, we passed the **6** billion mark. Today, the world's population grows by **76** million people every year. That is about **240.000** people every day. By the year **2050**, researchers predict that the population of the world will have been **9.1** billion.

6

GW. Search for some information about our country and predict the growth of the Azerbaijan population by 2050 looking through the Fact Box.

Model:

The USA has a population of more than 325 million, and it's the third largest country in population in the world. About eighty per cent of the population live in towns and cities. Experts think that in the middle of this century, the population of the USA will be about 420 million.

FACT BOX

The World's Largest Urban Areas (2017)

Cities	Population
1. Tokyo/Yokohama, Japan	37,750,000
2. Jakarta, Indonesia	30,539,000
3. Seoul, South Korea	23,480,000
4. New York City, USA	20,630,000
5. San Paolo, Brazil	20,365,000
6. Mexico City, Mexico	20,063,000
7. Mumbai, India	17,712,000
8. Osaka/Kobe/Kyoto, Japan	17,444,000
9. Cairo, Egypt	15,600,000
10. Los Angeles, USA	15,058,000

World's Largest Countries by Population (2017)

Countries	Population
1. China	1,378,759,670
2. India	1,327,698,358
3. USA	325,220,227
4. Indonesia	260,900,429
5. Brazil	209,778,213
6. Pakistan	192,863,112
7. Nigeria	187,009,157
8. Bangladesh	162,907,506
9. Russia	146,359,686
10. Japan	126,460,549

- 1** **GW/PW.** Find out about a country in the European Union (EU) and complete the table.

Project Checklist	
<i>Find the information about any ...</i>	
Country	
Area	
Geographical Position	
Typical Weather	
Population	
The Future	

- 2** **PW.** Read the sentences and fill in the blanks using the suitable words given in the box.

- | | | |
|--------------|---------------|------------|
| a) shortages | b) population | c) process |
| d) import | e) tremendous | f) impact |

1. There has been a ... achievement in stopping the over-population in China.
2. The government is in the ... of finding new energy resources.
3. The environmental ... of increased pollution **threatens** our planet.
4. Most of the world's ... is suffering from poverty.
5. Drought causes water ... during summer.
6. The government **eventually*** banned the of electricity when they started to use other resources.

- 3** **PW/IW.** Write a paragraph following the given plan.

- *Describe what your country is doing to solve the world population problem.*
- *Describe life in your city/town/village in five years from now.*
- *Talk about natural resources in your city/town/village.*

- 4** **PW.** Write your own predictions which are likely to happen in 30 years' time. Then report what your partner has predicted as in the example.

Elnur: I believe people will travel from the Earth to space every day simply by pushing a button.

Sona: My partner said that he/she believed people would commute from the Earth to space every day simply by pushing a button.



122 ► *eventually [ɪ'ventʃəlɪ] after all, especially after a long delay, dispute or series of problems

5**IW/PW. Rewrite the Quoted sentences in Indirect Speech.****Sample:**

- Aydan's brother said, "Will passengers in a rocket suffer from the low temperature?"
- Aydan's brother asked if passengers in a rocket would suffer from the low temperature.

1. Mehriban said: "I hope to work for NASA when I graduate from University."
2. Our science teacher said: "We shall have the chance to see the neighbouring planets by the year 2050.

3. The children said: "We want to stop the violence between nations in the nearest future".

4. Futurologists predict: "Water shortages could be the cause of war among nations if we don't take any measures now."

5. Scientists say, "Global warming is threatening our planet."

6**IW. Write the main idea of the passages (See task 1, page 118) and express your points of view on the topic. Begin like this...**

Model:

- I think
- Today
- I don't think

7**IW/GW. Make a report about the most important problems that our planet is facing today.****8****PW/CW. Choose the correct form of the verbs.**

1. A number of journalists **has been/have been** to the party this week.
2. The number of months in a year **is/are** twelve.
3. A number of students **was/were** interviewed in the competition.
4. A number of streets in Baku **is/are** still known by their old names.
5. A number of activities **has been/have been** held by green organizations lately.
6. The number of members of this company **is/are** approximately two thousand.
7. The number of people **depend/depends** on many things on the Earth.
8. A number of wild animals **is/are** in danger of extinction now.
9. A number of children **is/are** at risk of diseases from water related diseases.
10. A number of rivers and lakes **was/were** poisoned in this country a few years ago.



Assessment

1 Read the paragraphs and answer the questions predicting about future. Match the headings to the paragraphs.

- ♦ What predictions can you make about future?
- ♦ Do you think future will be better than today?

1. The Effects of Overpopulation

2. Energy Revolution

3. High Technology

4. Changes on the Earth

A.

The Earth went through a period of catastrophic and intense changes during its earliest beginnings 4 billion years ago. Ice ages have come and gone and volcanoes have erupted. Earthquakes have shattered* ancient mountains and changed the course of rivers. Nowadays scientists are studying the changes which are likely to take place in 50 years' time.



B.

A rapidly increasing population is one of the causes of social and environmental problems. The population growth brings the problem of depletion. If we cannot feed 6 billion people today, how will we satisfy the needs of 8 billion people or more by 2030? Global food shortages will become much more serious than today, leading to poverty.



C.

Renewable energy technologies are now ready to be used and will meet the world's energy demand by 2030. We'll find new energy sources like wind and solar power that won't pollute and will never run out. They are also less expensive compared to other sources of energy.



D.



will be everywhere. There will be no wires on and behind your desk. We'll be able to control people around us with a tiny microchip* and through the access to the Internet. Here are some more predictions about the future:

There will be no street cars in our large cities. All traffic will be below or high above the ground. People will be able to see the bus coming closer to their stop by means of a web-site.

*microchip [mʌkrəʊtʃɪp] microelectronics, silicon chip, a tiny wafer of semiconducting material used to make an integrated circuit,

*shattered [ʃætəd] (adj) destroyed, ruined, disrupted

Assessment

2 Make up a dialogue and answer the questions and act it out.

Sona: Then discuss your partner's answers.

Sona: How has the population of the world changed in the past 2000 years?

Elchin:

Sona: Why is the standard of living different in different countries?

Elchin:

Sona: Can the amount of farmland on the Earth be increased?

Elchin:

Sona: Why can't we use most of the Earth's water?

Elchin:

Sona: What's a nonrenewable energy resource?

Elchin:

Sona: Why is the demand for energy increasing everywhere in the world?

Elchin:

Sona: Is it better to have a smaller population with a higher standard of living for everyone or to have a larger population with a lower standard of living?

Elchin:

Sona: Which European country is among the world's largest?

Elchin:

Sona: Which urban area of the world has the largest population?

Elchin:

Sona: What about the population of Azerbaijan?

Elchin:



3 Search and write the key words for these explanations.

1. intended to make a profit

2. economically strong

3. long-lasting

4. the overall quality of life that people experience

5. raw materials found in nature, such as trees, oil, and natural gas

6. to say beforehand

8. extremely important, because it will affect other things

7. capable of being renewed

4 Build up sentences using the words and expressions from the box.

renewable
to increase
natural resources

standard of living
the largest countries
overpopulation

crucial
farmland
urban areas

Student Portfolio. Revise and Check Around Unit 3.

1 Complete the table.

In the field of ...	What I learned	How I'll implement
<i>Listening</i>		
<i>Speaking</i>		
<i>Reading</i>		
<i>Writing</i>		
<i>Logical Thinking</i>		
<i>Critical Thinking</i>		
<i>Grammar Section</i>		

2 Match the definitions with the energy kinds.

- | | |
|------------------|---|
| a) hydroelectric | 1. comes from moving turbines or mills |
| b) solar energy | 2. oil, gas, coal which contribute global warming while burning |
| c) nuclear | 3. comes from flowing water in rivers, waterfalls and streams |
| d) wind | 4. comes from the sun and can be saved using panels |
| e) geothermal | 5. comes from splitting atoms, and produces dangerous waste |

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

- | | | |
|---------------|--------------|-------------|
| a) population | b) live | c) farmland |
| d) sources | e) gradually | f) demand |

- For thousands of years, the population of the world increased
- By the year 2050, researchers predict that the ... of the world will be 9.1 billion.
- We don't know how people will choose to ... in the future.
- Today, for fresh water is greater than before.
- It is very important to increase the amount of
- We have many different ... of energy.

4 Match the adjectives to their synonyms.



- | | |
|---------------|---------------------------|
| 1. global | a. different |
| 2. urgent | b. unreal |
| 3. various | c. enormous/immense |
| 4. efficient | d. worldwide |
| 5. harmful | e. productive |
| 6. imaginary | f. flourishing/increasing |
| 7. tremendous | g. damaging |
| 8. booming | h. immediate |

4 Find the unscrambled words and write.

ciaruel Itedimi danemd eneyrg onchric
pictred popovertiulaon nwabelere mercomalc

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

1. There is a ___ amount of oil on the Earth.
 2. When automobiles first became ___, very few people could buy them.
 3. If you have a ___ problem, it never goes away.
 4. Some countries are poor because they have very few ___.
 5. We don't yet have the ___ to supply the world with energy without using oil.
 6. People are ___ learning that we must take care of the environment.
 7. When there is an increase in the ___ for oil, the price usually goes up.
 8. The health of the Earth ___ how we use its natural resources.
 9. Researchers ___ that the use of coal will increase more than 50 % over the next two decades.
 10. It's ___ for everyone to have a supply of clean water.
 11. When there's a shortage of something, the price usually ___.
 12. The big old tree in our front yard is dead. We have to ___ it ___.
 13. The growing ___ is causing environmental problems.
- a.** gradually
b. technology
c. crucial
d. predict
e. available
f. demand
g. limited
h. chronic
i. depends on
j. increases
k. natural resources
l. cut down
m. population

6 Complete the sentences with your own ideas.

1. Using more solar and wind energy would have a positive
2. The demand for food and water is already greater than.... .
3. Wind is a renewable resource because
4. Overpopulation is a threat to many animals
5. Some people think overpopulation isn't a serious problem, but
6. If we use hot water slowly, it will
7. Some countries are poor because
8. The demand for energy is increasing everywhere

UNIT 4

OUR PLANET, OUR WORLD

Lesson 1. Go Green, Win Green!

What you'll learn:

- What everyday problems people face on the Earth
- Why people go green
- What the most expensive and valuable gift for children is
- What the meaning of the saying: “*Go Green, Win Green!*” is
- How people can make a difference in nature
- How to write paragraphs around the topic
- How to use vocabulary related to the topic
- How to express opinions about the green world.

Word File

aquifer [ˈækwɪfə(r)] (n) *a layer of rock or soil that can absorb and hold water*

available [ə'veiləbl] (adj) *that you can get, buy or find*

contaminate [kən'tæmɪneɪt] (v) *to make dirty by adding a substance that is dangerous or carries disease; make dirty, pollute, infect, spoil*

deplete [dɪ'pli:t] (v) *reduce something by a large amount so that there is not enough left*

durable ['djʊərəbl] (adj) *likely to last for a long time without breaking or getting weaker*

finite ['faɪnɪt] (adj) *having a definite limit or fixed size*

groundwater ['graʊndwɔ:tə] (n) *water beneath the earth's surface, that supplies wells and springs*

invest [in'vest] (v) *buy property, shares in a company, etc. in the hope of making a profit*

reforestation [rɪfɔ:rɪstɛʃ(ə)n] (n) *replanting; the restoration of a forest that had been reduced by fire or cutting*

strain [streɪn] (v) *pressure on somebody/something because they have too much to do or manage, or something very difficult to deal with; violate, abuse*

styrofoam ['staɪrə,fəʊm] (n) *foam plastic, foam rubber*

sustainable [sə'steɪnəbl] (adj) *involving the use of natural products and energy in a way that does not harm the environment*

tide [taɪd] (n) *wave, flow, stream*

utilize ['ju:təlaɪz] (v) *make use of*

Listening/Speaking

1 **GW/PW.** Look at the pictures and make a list of all problems that we face on our planet.

Model: 1. air pollution

2. water pollution

3. destruction of buildings in towns

4. how water and air pollution influence people's health



2 **CW/GW.** Listen to the story and answer the questions giving your comments.

The Starfish Story

An old man was walking on the beach one morning after a storm. In the distance, he could see someone moving like a dancer. As he came closer, he saw that it was a young woman picking up starfish and gently throwing them into the ocean. "Young lady, why are you throwing starfish into the ocean?"

"The sun is up, and the tide is going out, and if I do not throw them in they will die," she said.

"But young lady, don't you realize that there are many miles of beach and thousands of starfish? You cannot possibly make a difference." The young woman listened politely, then bent down, picked up another starfish and threw it into the sea. It made a difference for that one.

(Adapted from the original by Loren Eiseley)

- *What did you understand/ get from the story?*
- *Would you like to make a difference in nature? How?*
- *What would you tell the man?*
- *Do you also think that the woman's action doesn't make a sense?*

Listening/Speaking

- 3 CW. Listen to the "Remember" box and share your ideas on the words: **reuse, reduce, recycle** and **replace**.

REMEMBER!

REUSE

Wear items that can be used multiple times, as much as possible to avoid using **disposable*** items.

RECYCLE

The goods that are no longer useful can be recycled. Not all items can be recycled. There are a lot of industries that **utilize** domestic waste into other goods.

REDUCE

Use goods that are not easily described as naturally as plastic, tins, cans, etc.

REPLACE

Substitute goods that can only be used once the goods are more **durable**. Also examine so that we only use things environmentally friendly, for example, instead of our plastic bags use a basket when shopping.

- 4 CW/GW. Listen to the passage and express your opinions on the statements giving explanation. Explain the meaning of the words in bold.

Why Go Green?



The world has a fixed amount of natural resources - some of which are already **depleted**. So as population growth greatly **strains** our **finite** resources, there are fewer resources **available**. If we intend to leave our children and grandchildren with the same standard of living we have enjoyed, we must preserve the foundation of that standard of living. What should we do to save clean air, water, fuel sources and soil for future generations?

Some of the greatest threats to future resources come from things we throw away every day. Household batteries and electronics often contain dangerous chemicals that may pollute the **groundwater**. This can **contaminate** everything from the soil in which our food grows, to the water which will eventually come out of **aquifers** and into our tap water. Many of these chemicals cannot be removed from the drinking water supply, not from the crops that are harvested from/on contaminated fields. The risks to human health are tremendous. Throwing away items that could be recycled reduces energy, water and natural resources.

Listening/Speaking

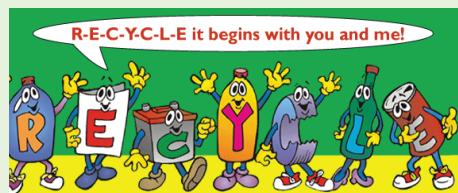
- 5 ➤ **GW/PW.** Listen to the “Remember!” box and search for more facts and information on recycling. Add your own ideas.

REMEMBER!

Recycle!



- There is no doubt that recycling paper is good for the environment!
- There is no doubt that recycling glass we can save a lot of energy!
- By recycling plastics we create a cleaner environment!
- By recycling organics we can produce compost, which is equally good for gardening and agriculture.
- By recycling iron, copper and aluminium we can save a lot of energy.
- The paper production process has a negative environmental impact, as it releases harmful substances into the atmosphere.
- Paper production leads to deforestation, followed by the disappearance of rare and endangered species, soil erosion and a decrease in the supply of groundwater.
- About 650.000 tons of paper are produced every day worldwide and 500.000 tons are thrown away because they are not reintroduced into the paper cycle.



- 6 ➤ **IW.** Fill in the gaps with the words from the box.

- | | | | | |
|----------------|----------------|-------------|---------------|------------|
| a) recycle bin | b) recycle | c) wildlife | d) destroy | e) disturb |
| f) damage | g) environment | h) glass | i) instead of | j) pollute |
| k) reduce | l) reuse | m) throw | n) draw | |

1. Take care of the ____ .
2. Always throw garbage into a ____ .
3. ____ newspapers, ____ and plastic bottles, and metal cans.
Recycling helps to ____ pollution.
4. Don't throw away things if you can ____ them.
5. Don't ____ water. Don't ____ garbage into the pond.
6. Never ____ or paint on trees. It will ____ them.
7. Plant flowers ____ picking them.
8. Don't ____ animals or ____ their homes. Create new and safe places for ____ .



Reading

- 1 ➤ **GW.** Read the UI box with correct intonation and match the words with the paragraphs. Then complete the table below.

1. Recycle

2. Reduce

3. Reuse



Useful Information

Earth Day began in 1970. Every year on April 22nd we remember to take care of our planet. On this day people clean the rivers, lakes, parks and beaches. We need clean water for drinking. We can keep the Earth clean by following the rule of “**Reduce, Reuse, Recycle**”.

(a) means to use less. We can use less energy, paper, water. Ride a bike or walk to use less gasoline.

Turn off the lights to use less electricity.

(b) means to use again. We can _____ many things, such as jars, bags, and boxes. _____ plastic water bottles. **Give** old clothes **to** other people.

(c) means to make something new from something old. _____ bottles and paper. _____ garbage to reduce land pollution. Make old jeans into a cool bag. Use old newspapers for art projects.

If we take different materials to a recycling center, they can be used again in a different way. On Earth Day, we remind ourselves and everyone on Earth that we must do these things. We must do these things every day, not just on Earth Day.

What I Reduce ...	What I Reuse...	What I Recycle
•	•	•
•	•	•

- 2 ➤ Listen to the passage and express your ideas.

Go Green!

Expensive Gifts for Your Children and Grandchildren!



We know that families go green for their children. Living with eco awareness protects the planet for future generations. Because it's the right thing to do participate in neighbourhood or community **eco awareness***. It will be good living a **sustainable** lifestyle and become **healthier-investing** in your body less toxins and less illness.

It's an opportunity to reconnect with local community and go green now, more options and alternatives are available. The most expensive and also the most beautiful gift to our children and grandchildren is healthy environment without pollution. If we ourselves start it, we'll have clean and safe environment.

3

IW. Read the poem with correct intonation and answer the questions.

Make It Green!

By Mrs. Avani Desai

Lives are crying because it's not clean,
 Earth is dying because it's not green...
 Earth is our dear Mother, don't pollute it,
 She gives us food and shelter, just salute it...

With Global Warming, it's in danger,
 Let's save it by becoming a strong ranger...
 With dying trees and animals, it's in sorrow,
 Make green today and green tomorrow...

With melting snow, one day it will sink,
 How can we save it, just think...
 Trees are precious, preserve them,
 Water is a treasure, reserve it...

Grow more trees, make Mother Earth green,
 Reduce pollution and make her a Queen...

1. *What is the poem about?*
2. *Why did the author give it the name “Make It Green”?*
3. *Do you think that we should do our best to make our planet really a wonderful place/world? Why?*



Assessment Checklist

I can ...	Samples
• give comments reading the passage	• If we don't do anything about pollution, life will be so dangerous.
• find the meaning of the words and match them with their definitions	• Small pieces of rubbish-litter. Likely to last for a long time without getting weaker –durable, etc.
• talk about reusing, reducing and recycling	• Reuse means to use again. • Reduce means to use less. • Recycle means to make something new from something old.
• answer the questions on the poem	• What's this poem about? It's about a wonderful world.
• search more information on recycling	• Recycling paper, glass, plastic and iron is good for the environment.

Writing

- 1 **GW/PW.** Complete the passage using the words from the box. Write a report on pollution in Azerbaijan.

a) dangerous b) land c) fresh air d) late e) safe
f) roadworks g) smoke h) serious i) air j) water

Stop Polluting!

The pollution in Hong Kong is a (1) ... problem. We have (2) ... pollution which makes the rivers and the sea very dirty. Some seafood is no longer (3) ... to eat now. We have (4) ... pollution because of the (5) ... made by cars and factories. (6) ... pollution is also getting worse because of the (7) ... and traffic in our streets. If we allow this to go on, Hong Kong will become a (8) ... place to live in. Therefore we must do something before it is too (9) If we don't stop making a lot of smoke, we won't have (10) ... to breathe.

By Liu Jay



- 2 **IW.** Write an essay or a report on "How we can improve city parks in our country!" and "How to stop polluting!" looking through the table.

	Theme	Improving the park will encourage community members to use it.
1.	Point 1. <i>Examples:</i>	<i>Community volunteers can clean up the park:</i> • Pick up the trash • Plant trees
2.	Point 2. <i>Examples:</i>	<i>New equipment will make it nicer to use the park:</i> • Swings and sandboxes for children • Picnic tables for families • Litter bins for garbage
3.	Point 3. <i>Examples:</i>	<i>Community volunteers can make the park beautiful:</i> • Plant flowers • Don't cut trees or flowers, pull weeds • Trim shrubs

3 IW. Write a paragraph on the following statements.

- We are in charge of our planet.
- Who should be in charge of the Earth.
- How we help the Earth.
- Who can help the Earth.

4 IW. Think of the following questions and try to answer them filling in the table.

- How can I go green? What and how can I ...?

Reduce	Reuse	Recycle	Replace
• using private cans	• bottles	• paper	•
•	•	•	•
•	•	•	•

5 PW. Complete and create your own solutions looking through the model.

Model: Caring of the Earth is Everybody's Business!

1. Let's a difference!
2. Love Nature,.... Pollution!
3. Go Green, Green!
4. Let's the World!
5. Join us and the Earth!
6. Don't water!

- a) save
- b) pollute
- c) change
- d) win
- e) fear
- f) make

6 IW. Find the pieces that fit together and write them in the answer area.

rain	inct
green	sphere
atmo	effect
acid	tion
pollu	house
greenhouse	sphere
bio	rain
ext	forest

ANSWERS
1. _____
2. _____
3. _____
4. acid rain
5. _____
6. greenhouse effect
7. _____
8. _____

Assessment Checklist

I can ...

- complete the passage using the words
- make a report on pollution in Azerbaijan
- write an essay on the topic looking through the model
- create my own solutions looking through the model
- find out the pieces of words

Assessment

- 1 Read and answer the questions making logical comments and complete the story with one of the following sayings.

A) *What is done cannot be undone!*

D) *First think, then speak!*

B) *Better late than never!*

C) *Those who rush to riches will often end with nothing!*

Once upon a time there was a small town by the sea. It was very beautiful, with a clean blue sea, sand as soft as silk and wonderful forests along the coast. It was called "Lovely". People lived there peacefully and happily. One day the **residents** of Lovely decided to change their town into a big and attractive tourist centre which they imagined would give them a chance for making more money and having better lives. They cut down the forest and started building new hotels in its place. Many tourists drove their cars to Lovely and made the town a noisy place. Every day lorries brought food and goods from distant places to meet the demands of the tourists and rubbish began **piling up**. Lovely was growing all the time. The town changed a lot. People stopped thinking of Lovely as a nice place for a holiday. One evening a stranger appeared in the central square where most of the local people had gathered. He stayed there for a long time, listened to the people's talk and in the end he told them the following story: "Once upon a time there was a special hen. Every single day it laid a golden egg that was shining like a little sun in a corner of the **coop**. The owner of the hen checked the weight of the eggs daily. He kept complaining as the eggs weren't bigger and said: "Maybe I should just kill that hen. There must be a treasure in its body. If I take it out, I'll be the richest man in the world!" He finally made up his mind, so he killed the bird. Imagine his shock! He pulled his hair **in despair** and cried bitterly. But everything was **in vain**. The **miser** lost both the eggs and the hen. The stranger looked at the townspeople sadly and said:

1. *What is the moral of the story?*
2. *What happened to the town? Why did it go up down?*
3. *What was done wrong? What was the stranger's story about?*
4. *How did the stranger's story impress the people? Give reasons.*

- 2 Pay attention to the meaning of the words in bold.

Glossary

coop [ku:p] (n) a cage, a prison, a jail

in despair [ɪn dɪ'speə] hopelessly, lose hope

in vain [ɪn vɛɪn] without success, to no purpose, uselessly

laid [leɪd] (*past of lay; lay-laid-laid*) (v) to set an object down

miser ['maɪzə(r)] (n) a person who loves money and hates spending it; a *greedy man*

pile up [paɪl ʌp] (v) heap up, stoke up

resident ['rezɪdənt] (n) inhabitant, occupant

Assessment

3 Put the events in the correct order (see task 1, page 134).

- A) 7, 5, 3, 8, 4, 2, 1, 6
C) 1, 6, 8, 3, 5, 4, 2, 7

- B) 5, 7, 2, 8, 1, 3, 4, 6
D) 3, 4, 5, 1, 8, 2, 7, 6

1. Many tourists made the town a noisy place.
2. The owner of the hen wanted to be the richest man.
3. People lived in Lovely peacefully and happily.
4. One day the residents of Lovely decided to change their town.
5. People cut down trees in the forest and built new hotels there.
6. The stranger said, "*Those who rush to riches will often end with nothing.*"
7. The man killed the bird and hoped to find a treasure inside of the hen.
8. One evening a stranger came to the centre and listened to the local people and he told them a story.



4 Write your observations on the essay below and give comments.



You are asked to suggest improvements to a park that you have visited. What improvements would you make and why? Use specific reasons and examples to support your recommendations.

Thirty years ago the people left the city and moved to the suburbs. They left behind what was once a green oasis in the center of the city - City Park. Where children used to play, there is now broken glass. Where their parents gossiped and watched their children play, there are now decayed benches. Where flowers bloomed every season, there are now just weeds. I want to bring this park back to life and encourage the people to return to the city again to enjoy it.

The improvements I would propose are simple and relatively inexpensive. First, we have to clean up the park, volunteer groups can bring **rakes*** and brooms and pick up the trash that litters the playgrounds and the grass.

Second, we have to add things that will make the park a place to come to. Swings and sandboxes for children, picnic tables and benches for families.

Third, we need to make the park beautiful again. Our volunteer groups can plant flowers, trim **shrubs***, cut the grass and pull the weeds.

The people are returning to live in the city. We need to provide them a place that is safe, fun and relaxing. We need the park to give us a sense of community.

***rake** [reɪk] (n) a tool used for drawing together cut grass or fallen leaves; a harrow

***shrub** [ʃrəb] (n) bush, brushwood, cluster

Lesson 2. Love Environment, Fear Pollution!

What you'll learn:

- What environmental organizations there are in the world/in our country
- What the role of these green organizations is
- What charities people do in order to protect the environment
- What the meaning of the saying: "Love Environment, Fear Pollution!" is
- How we should protect the Earth from pollution

Word File

annual ['ænjuəl] (*adj*) once a year/smth that appears yearly or lasts for a year

conservation [kɔnsə'veisn] (*n*) the protection of the natural environment

destruction [dr'strʌkʃn] (*n*) the act of destroying something;

fear [fiə] (*n*) the bad feeling that you have when you are in danger

forthcoming ['fɔ:θ'kʌmɪŋ] (*adj*) future, nearest, recent, upcoming

extinction [ekstɪŋkʃ(ə)n] (*n*) abolition, a situation in which a plant, an animal
stops existing

pave [peiv] (*n/v*) cover the ground with concrete, asphalt, stones or bricks;
lay paving over

rehabilitation [riə'bili'teisn] (*n*) the process of helping somebody to have a
normal, useful life again after they have been very ill;
syn: restoration, reconstruction

relevance ['reləvəns] (*n*) appropriateness, connection, suitability

run out [rʌn aut] (*v*) come to an end, expire

spill [spil] (*v*) flow over the edge of a container by accident; to make liquid

1) **IW.** Write the words with the same vowel sound in the appropriate column.
Pronounce them correctly.

rehabilitation run out extinction clear fear destruction
spill pave forthcoming charity conservation footprint

[ɪə]

[eɪ]

[ʌ]

[ʊ]

[ɪ]

•
•
•

•
•
•

•
•
•

•
•
•

•
•
•

Listening/Speaking

1 CW. Listen and answer the questions looking through the photos.

- What are these people doing?
- Why do you think they are doing it?
- What environmental organizations are there in our country?
- What is the main goal of these organizations?
- Do you support such organizations? Why/Why not? If yes, how?



2 PW. Listen and analyze the facts in the information.



■ Every person produces about 650 tons of garbage during his/her lifetime.

■ One ton of recycled paper can save 17 trees.

■ We are **running out** of space in which we can **get rid of** garbage. One solution to this problem is recycling.

■ Some scientists say that one species of plant, animal or insect becomes extinct every day. In the next 20 years, one fifth of all species could become extinct.

■ Eight million tons of oil are **spilled into** the earth and oceans every year.

■ Forests cover 30% of the Earth's land. They produce oxygen. Protecting all the forests is the key to our survival.

■ Oceans cover more than 70% of the Earth's surface. Life began in the oceans. Today, coastal waters have become very polluted, and it kills many whales and dolphins.

Reading

- 1 **GW.** Read the passages with correct intonation and correct the sentences below.

Love Nature, Fear Pollution!

An Australian sailor, Ian Kiernan, competed in a round-the world sailing race a few years ago. He was so shocked and angry about the huge amount of rubbish that was polluting the world's oceans that he decided to do something about it. Back home in Sydney, he organized Clean Up Sydney Harbour Day. Over 40.000 volunteers cleared away old cars, bottles and all kinds of plastic. It was so successful that he started Clean Up Australia and then, in 1993, the Clean Up the World (CUW) project was born.

The organization's main **annual** event is Clean Up the World Weekend in September. During the weekend, over 600 groups from every continent clear waste from streets, beaches, river banks and parks.

A lot of people in about 120 countries now participate in the project and many volunteers continue their actions all year round doing things like collecting and recycling waste, planting trees and organizing exhibitions, competitions and education events. If you want to organize a CUW project in your community, go to "Join" on the website and also read about other people's actions.

1. American sailors organized Clean Up Day a few years ago.
2. Clean Up Sydney Harbour Day was spread all over the world in 1993.
3. During the year, over 400 groups from every continent clear waste from streets, beaches, river banks and parks.
4. Around 4000 people in 120 countries participate in project.
5. If people want to organize a CUW project in the community they do it themselves.

- 2 **GW.** Find out the given facts and give comments. (See task 1 above)



- 3 **PW.** Make an interview on these questions. Play a role.

Nurana: What do charity organizations do to protect the environment?

Muhammad: _____

Nurana: What actions do you think they should take part in?

Muhammad: _____

Nurana: What animals are in danger of extinction?

Muhammad: _____

Nurana: What does your school or company do to save the Earth?

Muhammad: _____

Reading

- 4 GW. Read the text in UI box and search for more information about Greenpeace Organizations and discuss it.

Environmental Group



There are many groups in the world which try to protect the environment. The famous group is Greenpeace in Great Britain, which campaigns in many countries around the world. They campaign against hunting whales and birds, pollution in the North Sea, nuclear power, testing nuclear weapons and many other issues. Greenpeace supporters organise demonstrations and they also take right direction. All environmental groups campaign against global warming, the destruction of the rainforests and the hole in the ozone layer.



International Dialogue for Environmental Action - IDEA is a Public Union, and an international campaign founded and led by the Vice-President of Heydar Aliyev Foundation, Ms. Leyla Aliyeva. IDEA started the eco environmental scenario competition named "**My Eco Story**" jointly with Heydar Aliyev Center. The aim of the projects that IDEA organizes is to inform people about causes of environmental pollution, highlight the **relevancy** of problem solutions to these problems, and increase the role of people in expanding green spaces of our country. As the Founder and Director of the International Dialogue for Environmental Action global initiative, Leyla Aliyeva encourages young people to live in harmony with their environment, and writes articles on green issues, particularly those relating to the South Caucasus. IDEA promotes large-scale projects on gardening in Absheron, forest **conservation** and **rehabilitation**.

- 5 PW. Complete the interview with your own ideas and act it out.

Samira: I have made a presentation about saving life on the earth.

Vagif: So have I.

Samira: I agree with the argument that we should help and save our planet.

Vagif: So do I, because I think it's really a good idea.

Samira: And what do you do to save the planet?

Vagif: What I do to save our planet is riding a bike instead of driving a car. I recycle my rubbish. At home I always turn off the lights when they are not needed. I studied the website of **WWF (World Wildlife Fund)** and Greenpeace, both are very interesting and they have a clear structure. It is exciting to read their website, because it is interesting what these organisations do. And what about you?

1 **GW.** Search for information on the Green Organizations and World Environment Day Activities and write a paragraph following the given one.

Model:

Every June 5th is a day used by the United Nations to raise worldwide awareness of environmental issues.

World Environment Day began in 1972 as a day for people to come together, to ensure a cleaner, greener and brighter outlook for themselves and for future generations.

It is a similar celebration to Earth Day which is held every April 22nd - most of the activities for Earth Day are suitable for World Environment Day, too.

2 **GW.** Plan an event for a Clean Up the World Weekend in your area.

1. Work in groups of three or four and choose an activity.

Look through the ideas in the text and add your own ideas.

2. Decide what you want to achieve.

3. Plan your event. Think about:

- The Time • Interest • Getting Volunteers
- Getting the Media • The Place

4. Prepare a poster for your event.



3 **IW.** Complete the sample essay with the words or phrases from the box.

- | | | | |
|-----------------|--------------|----------------------|--------------------|
| a) consequently | b) despite | c) this reason | d) in my opinion |
| e) result | f) the first | g) the second aspect | h) unless we do so |

Environmentalists have been warning us for many years about the effects of human activity on the environment. ... (1) being aware of the dangers, we continue to harm it, and for ... (2) I believe that our children will live in a worse world than we do. I think there are two aspects of human activity, which are especially dangerous. ... (3) is atmospheric pollution, which is caused by fumes and industry. This will lead to changes in the climate and make sea level rise. As a ... (4), our children will live in a warmer world and people living near the coast may have to leave their homes. ... (5) is the destruction of our natural environment such as rainforests and countryside. ... (6), we are damaging the habitats of many animals and plants that live there and these will become extinct. ... (7), urgent action is needed to protect the environment by reducing pollution and creating nature reserves. ... (8), the world that our children live in will be a less pleasant place than ours.

Writing/Test Your Memory

- 1 IW. Make a list of vocabulary connected with the environment that you could use in your essay.
- 2 IW. Complete the plan for the essay by writing down your ideas.

Paragraph 1. Introduction

The present situation and your opinion.

Paragraph 2.

First reason for your opinion

Paragraph 3.

Second and third reasons for your opinion.

Paragraph 4. Conclusion

Action we can take, consequence if we don't take them.

- 3 GW. Project. Make a leaflet on the environment looking through the situation. Follow the instructions below.

ECO- Action (Environmental Community Action, www.eco-act.org) is a new environmental group in our city. In order to encourage more people to take part in community activities, such as cleaning the local surroundings, they have decided to ask secondary school students to design a leaflet, which would invite people to participate in the **forthcoming** project and also provide necessary information. Let's discuss and include the following points in the text of your leaflet.



- briefly present the project
- explain what way people can participate in
- say how this project will help the environment

- 4 Find out close meanings of the words and build up sentences.

pollution

environment

relevancy

destruction

forthcoming

extinct

recycled

damage

conservation

rehabilitation

pave

extinction

Lesson 3. Visions of The Future “Fifty Years on”

What you'll learn:

- Which things could be better or worse
- What we should do to make sure that only good things happen
- What will have become the most serious problems in nature
- How the environment will have changed by 2050
- What scientists predict about future life

Word File

access ['ækses] (n) *a way of entering or reaching a place*

carbon footprints - *carbonic tracks, marks, traces, signs*

compensate [kæmpən'seɪt] (v) *pay back, reduce the bad effects of damage*

demand [dɪ'ma:nd] (n) *a very firm request for something; something that somebody needs*

destination [dɪ'stri'neɪʃn] (n) *a place to which somebody/something is going or being sent*

fuel ['fju:əl] (n) *any material that produces heat or power, usually when it is burnt*

household ['haʊshəʊld] (adj) *domestic, connected with a house or flat and the people living in it*

moderate [mə'deɪrit] (adj) *mild, well-balanced, neutral*

prevent (from) [prɪ'vent] (v) *stop somebody from doing something*

standby ['stænd,bai] (n) *waiting, reserve service, available*

vision ['vɪʒn] (n) *power of seeing /sense of sight*

1 **IW.** Choose and write the words from the box with the same sound and pronounce them. Tick the ones with a different sound.

compensate
compensation
destination

emission
predict
passion

scientist
carbon
prevent

future
sewage
standby

access
plain
fuel

[p]

[f]

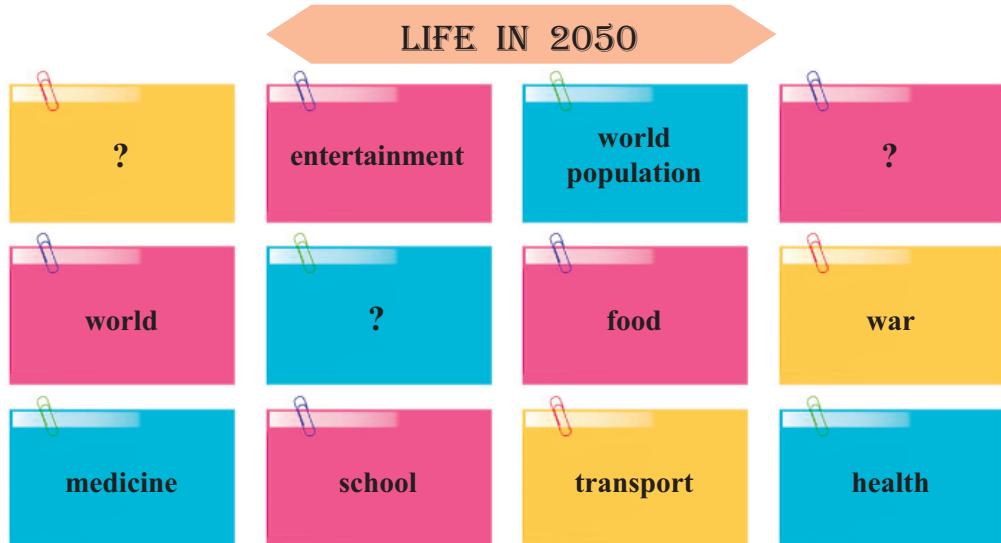
[k]

[s]

[u:]

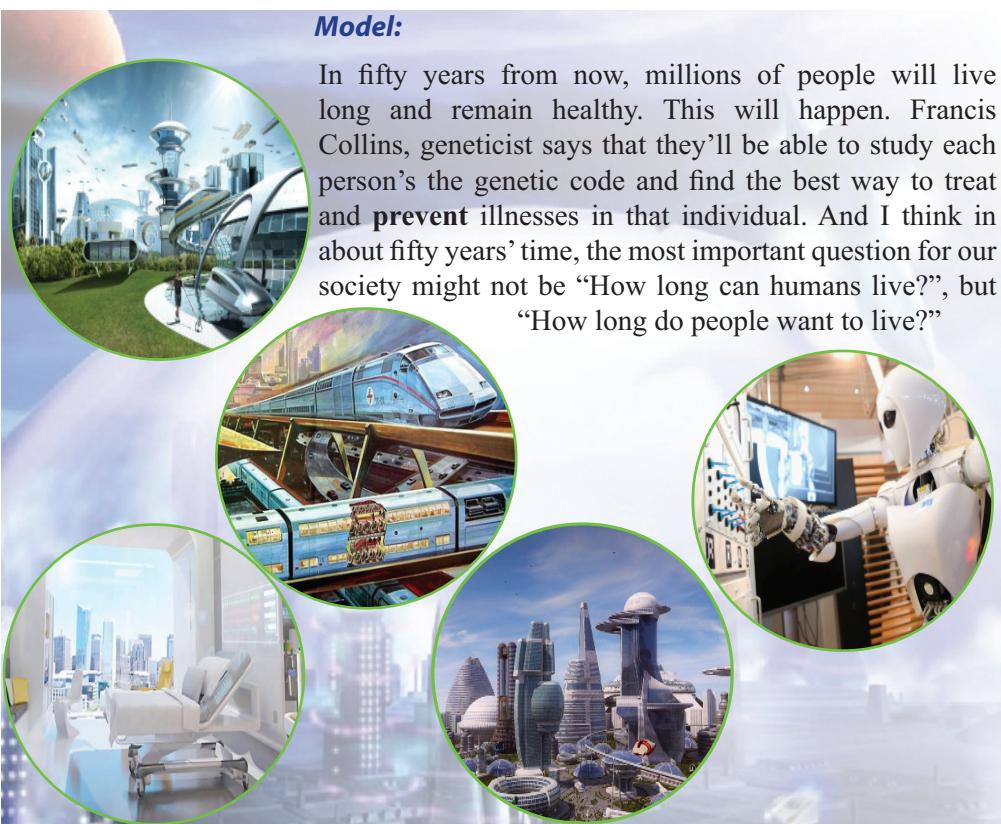
Listening/Speaking

- 2** **CW/PW.** Listen to the teen's ideas looking through the expressions which show visions of the future in fifty years from now. Brainstorm more ideas comparing them.



Model:

In fifty years from now, millions of people will live long and remain healthy. This will happen. Francis Collins, geneticist says that they'll be able to study each person's the genetic code and find the best way to treat and **prevent** illnesses in that individual. And I think in about fifty years' time, the most important question for our society might not be "How long can humans live?", but "How long do people want to live?"



Listening/Speaking

3 ➤ **GW/CW.** Listen to some predictions of futurologists about the world in fifty years' time and try to answer the questions.

- Which things could be better or worse?
- What should we do now to make sure that only good things happen?

Environment

■ Water shortage will have become one of the most serious problems. In many places, agriculture is changing and people grow fruit and vegetables to export. This uses a lot of water. **Demand** for water will increase ten times between now and 2050 and there could be serious shortages.

Transport

■ Cars will run on new, clean **fuels** and they will go very fast. Cars will have computers to control the speed of the car and there won't be any accidents. Today, many cars have computers - GPS navigators (**Global Positioning System**) that tell drivers exactly where they are. By 2050, even cars will be controlled by the computers that will drive you to your **destination**.

Entertainment

■ TV channels will have disappeared.

Instead, people will choose a programme from a "menu" and a computer will send the programme directly to the television. Today, we can use the World Wide Web to read newspaper stories and see pictures on a computer thousands of kilometres away. By 2050, music, films, programmes, newspapers and books will come to us by computer.

Technology

■ Robots will have replaced people in factories. Many factories already use robots. Big companies prefer robots. By 2050 we'll see robots everywhere -in factories, schools, offices, hospitals, shops and homes.

4 ➤ **CW/GW.** Express your ideas on the statements below. Give explanation adding your ideas and predictions.

Environment	Transport	Entertainment	Technology
Demand for water will increase ten times between now and 2040. • •	Transportation will be much more convenient soon. • • •	By 2050, songs, films, and news will come to us by the Internet. • •	People will have used robots everywhere by 2030. • •

Reading

1 GW. Read and give your comments on the questions.

- What does the first sentence in each paragraph tell you?
- Which one do you think is the most likely to come true?

1 Sir David King, scientific adviser

If we don't reduce carbon **emissions**, the earth will become warmer, polar ice will melt and the oceans will rise. Cities like London and New York will disappear under water. By 2100, Antarctica could be the only continent that is suitable for human life-the rest of the world will be too hot.



2 Richard Gott, physicist

During the next fifty years, our earth might suffer from a catastrophe. Humans could disappear, just like the dinosaurs and hundreds of other species. The best way to keep humans safe from extinction is to start a colony on Mars. This is not a prediction, but actually a plan.

3 Ellen Heber-Katz, biologist

I believe that soon we'll be able to repair the human body in the same way that we can replace damaged parts of a car or a washing machine. In five years from now on, we'll be able to grow new fingers, and a few years after that, new arms and legs.



4 Peter Norvig, director of research at Google

Today, people all over the world have **access** to billions of pages of texts on the Internet. The computer will make suggestions and provide usable information, not just a list of links. In fifty years' time, computers will be much more intelligent than today, and this will change people's lives. Computers will help people work, learn, plan and decide. Intelligent computers will work as scientists, and start to make important discoveries on their own.

2 CW/PW. Match the opinions a-f with the experts' ideas 1-4 above.

There are some opinions you don't need.

- a) ____ hopes that people will go and live on another planet, in case there's a terrible disaster on the Earth.
- b) ____ thinks that computers will find things out without the humans' help.
- c) ____ predicts that the human race will become extinct.
- d) ____ thinks that we'll be able to communicate directly with search engines and they tell us what we need to know.
- e) ____ thinks that the coldest place on the Earth might one day have the best climate for humans.
- f) ____ predicts that medical advances will allow us to grow new limbs.

Reading

3 PW. Read the statement and complete the table. Think of evidence to support your points of view and take notes.

“Scientists are sure that life will be better in the future.”

Agree	Disagree	Opinion	Evidence
•	•	•	•
•	•	•	•

4 CW/IW. Change the sentences into Indirect Speech. Pay attention to the conjunctive words.

1. Peter Norvig says: “Intelligent computers will work as scientists, and will start to make important discoveries of their own.”
2. Ellen Heber Kats says: “In five years from now on, we’ll be able to grow new fingers, and a few years after that, new arms and legs.”
3. Richard Gott says: “During the next fifty years, our earth might suffer from a catastrophe.”
4. David King says “By 2100, Antarctica could be the only suitable continent for human life.”
5. The geneticist Francis Collins says, “We’ll be able to study each person’s genetic code and find the best way to treat people.”

5 GW. Debate on the given statements.

- The computer will make suggestions and provide useful information.
- The human race will become extinct.
- The best way to make humans safe from extinction is to start a colony on Mars.
- Some cities will soon disappear under water.

6 IW/GW. Match the verbs and nouns to make phrases from the texts.



1. reduce
2. make
3. treat
4. provide
5. replace
6. suffer from
7. start

- a) illnesses
- b) damaged parts
- c) a catastrophe
- d) a colony
- e) carbon emissions
- f) information
- g) important discoveries

1 IW/PW. Complete the table explaining your ideas on the statements below.

In 20 years' time

- ◆ we'll all be using solar power to heat our houses.
- ◆ low cost airlines will have disappeared and tickets will be extremely expensive.
- ◆ they'll have banned private swimming pools and golf courses.
- ◆ everyone will have used public transport to get to work.
- ◆ we'll have stopped using petrol and we will be using electric cars.

Agree	Disagree
<ul style="list-style-type: none"> • I think it will have become so warm that we won't need any heating. • 	<ul style="list-style-type: none"> • I disagree. I think we'll... . • •

2 PW/GW. Read some of the predictions scientists have made about climate change and complete them with a word from the box.

- | | | | |
|-----------|----------------|--------------|---------------|
| a) become | b) closed down | c) doubled | d) having (2) |
| e) melted | f) risen (3) | g) suffering | |

Short Term: By the year 2050

- More than a third of the world's plant and animal species will have (1) ... extinct.
- The ice in the Arctic Sea will melt every summer, causing the extinction of polar bears, and many glaciers, for example on Mount Kilimanjaro, will have (2) ... completely.
- 50 % of the world's ski resorts will have (3) ... due to lack of snow.

Mid Term: By the year 2100

- Sea levels will have (4) ... by between 16 cm and 69 cm. This means that low-lying islands like the Maldives will no longer be habitable.
- The number of serious coastal storms and tsunamis will have (5)
- Northern European cities, e.g. Paris and London will be (6) ... 50 days a year of heat waves when temperatures are over 30° C (there are currently 6-9 days).

Long Term: By the year 3000

- Temperatures will have (7) ... by about 15° C.
- Sea levels will have (8) ... by more than 11 metres, flooding large areas of Bangladesh, and many low-lying cities, such as London. Hundreds of millions of people will be displaced.
- One third of the world will be (9) ... from extreme droughts, and half the world will be (10) ... - moderate droughts. Tens of millions of Africans will have to emigrate.

Student Portfolio. Revise and Check Around Unit 4.

1 Complete the table.

In the field of ...	What I've learned	How I'll implement
<i>Listening</i>		
<i>Speaking</i>		
<i>Reading</i>		
<i>Writing</i>		
<i>Logical Thinking</i>		
<i>Critical Thinking</i>		
<i>Grammar Section</i>		
<i>Other things</i>		

2 Make three predictions about the world in fifty years' time. Use the ideas in the box that may be of great help to you.

the number of serious coastal storms and tsunamis, buildings, education, climate, work, transport, computers, entertainment, health, space, the world's plant and animal species, using electric cars

3 Match each word to the correct meaning and build up sentences.

- 1. predict
- 2. control
- 3. fuel
- 4. prefer
- 5. connect
- 6. cause

- a) smth that gives heat or power
- b) reason
- c) like one thing more than another
- d) say or estimate what will happen in the future
- e) link or join, combine
- f) check or inspect, examine

4 Put the words with the sounds [s], [k] and **both** in the correct place.

scientist	electricity	recycle	declaration	statue
subtropical	embassy	computer	compensate	destination
independence	plastic	biologist	ecology	geneticist
technology	predict	protect	province	stripe

[s]

Both

[k]

<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • •
--	--	--

Student Portfolio. Revise and Check Around Unit 4.

- 5 Listen to the top tips in the “Remember” box and create your own for protecting the Earth.

REMEMBER!

What can you do to help the Earth? (*The Top Tips*)

1. Fly less. Use buses or trains instead if possible. If you have to fly, give money to an organization like Carbon Footprints to **compensate** for the CO₂ emissions of your flight.
2. Drive as little as possible. Use bikes, or public transport. And if you need to drive, buy a hybrid, a car which has an extra electric motor which charges up when you break. You could also share a car with a friend.
3. Use only energy-saving light bulbs.
4. Plant trees. Two or three dozen trees can absorb a whole **household's** emissions of CO₂.
5. Don't keep your TV or other electrical appliances on **standby**. Switch them off completely.
6. Use the *cold water wash* on your washing machine, and use a dishwasher, on the economy programme, which uses less energy and water than hand - washing dishes.
7. Try to buy organic food, if possible which has been grown locally. Take your own shopping bags when you go to supermarkets.
8. Turn your heating down and wear a sweater if you're cold. If you use air conditioning, don't have it at less than 25° C.
9. Support an environmental organization, for example:
Friends of the Earth of Greenpeace.
10. Regularly recycle paper, glass, plastic, and household waste.

- 6 Fill in the gaps with the suitable verbs. Act it out.

- | | | |
|---------------|---------|----------|
| a) unplug | b) do | c) waste |
| d) turn off | e) take | f) save |
| g) throw away | h) go | i) reuse |

Lala: How can I ... (1) water?

Jalal: Well, you can't ... (2) long showers and you can ... (3) the water when you're not using it.

Lala: How can we ... (4) green?

Jalal: You can not ... (5) bottles and cans.

You can ... (6) them and make beautiful flower vases!

Lala: What can we ... (7) to save energy?

Jalal: We can not ... (8) energy at all, so we can ... (9) the TV when we're not watching it!

- 7 Write an essay “*How do I See My Life and Career in the Future*”.

UNIT 5

COUNTRIES, COUNTRIES...

Lesson 1. America - a Friendly Country!

What you'll learn:

- Where the USA is situated
- How many people live in the USA
- What the geographical position of the country is
- What national symbols the country has got
- What places of interest there are in the USA

Word File

capacity [kə'pæsəti] (n) 1. the number or amount of smth

2. the ability to understand or to do smth, container, volume, power

descendant [dɪ'sendənt] (n) a member of a tribe or a family

distinction [dɪ'strɪŋkʃn] (n) a clear difference or contrast especially between people or things that are similar or related

dub [dʌb] (v) duplicate, record, file

executive [ɪg'zekjutɪv] (n/adj) a person who has an important job as a manager of a company or an organization

firework ['faɪəwɜ:k] (n) a small device containing powder that burns or explodes and produces bright coloured lights and loud noises, used especially at celebrations

frontiersman ['fræntɪəzmən] (n) colonist, colonizer, migrant

hardiness ['ha:dɪnɪs] (n) the ability to endure difficult conditions

province ['prəvɪns] (n) one of the areas that some countries are divided into with its own local government

reward [rɪ'wɔ:d] (n) prize, award, bonus

subtropical [səb'trɒpɪkl] (adj) in or connected with regions that are near tropical parts of the world

tribe [traɪb] (n) a group of people of the same race, and with the same customs, language, religion.

1 IW. Listen and practise the words with the same sound. Tick the ones that have different sound.

[jə]	executive	calculate	tributary	familiar
[z]	exclusive	execution	position	situation
[k]	subtropical	firework	ceremony	distinction
[u:]	bookish	prove	typhoon	cartoon

Listening/Speaking

2 CW. Listen and match the pictures to the passages. Search for more information about the USA and discuss it.

Model:

1 The Statue of Liberty is one of the most famous symbols of the USA. France gave the statue to America in 1884 as a symbol of friendship and it was brought to the USA by sea. The statue is in New York on Liberty Island. New York is one of the biggest and the most important cities in the country. Situated at the mouth of the deep Hudson River, it has always been the window and gateway to the USA.

a)



2 This is the American flag, often called "The Stars and Stripes". There are three colours, thirteen stripes and fifty stars on the flag. The three colours; red signifies **hardiness** and **valour***, white signifies purity and innocence and blue signifies **vigilance*** and justice. The red and white stripes signify the number of colonies, the 50 stars signify the number of states. You can see American flag in schools, shops, offices, in the streets and squares. Americans are very proud of their flag. The eagle became the official national symbol of the country in 1782.

b)



3 One of the most popular holidays in the USA is Independence Day, July 4. It's the birthday of the USA. On this day, in 1776 America signed the Declaration of Independence. To day the country's birthday is widely celebrated with parades, public meetings, patriotic music and political speeches. There are picnics and barbecues, and in the evening there are big **firework** shows.

c)



4 Thanksgiving Day is a tremendous holiday in the USA. It is celebrated on the fourth Thursday in November. This holiday is a harvest festival and it is very popular. This is a family holiday when all the members get together to have a meal. Most people go to church in the morning and then they have Thanksgiving dinner.

d)



*valour [ˈvælə] (n) great courage in the face (of danger or battle)

*vigilance [ˈvɪdʒləns] (n) sharp-sightness, alertness, guard

Reading

1 GW. Read the paragraphs and give them the following titles. Share your ideas on them working in groups.

- *The total area of the country and the states of the country*
- *The population of the United States*
- *The main industry*
- *The ruler of the country*
- *The national symbols and the traditional customs and holidays in the US*
- *The places of interest in the country*



A The United States of America (the USA) is the fourth largest country in the world after Russia, Canada and China. It occupies the southern part of North America and stretches from the Pacific to the Atlantic Ocean. It also includes Alaska in the north and Hawaii in the Pacific Ocean. The total area of the country is about nine and a half million square kilometres. The USA borders on Canada in the north and Mexico in the south. It also has a sea -border with Russia. The USA is made up of 50 states and the District of Columbia, a special federal area where the capital of the country, Washington is situated. The population of the country is more than 325 million. We can see lowlands and mountains if we look at the map of the USA. The highest mountains are the Rocky Mountains, the Cordillera and the Sierra Nevada. The highest peak is Mount McKinley which is located in Alaska.

B The USA is a highly developed industrial country. It's the world's leading producer of copper and oil and the world's second producer of iron ore and coal. Some of the most important manufacturing industries are aircraft, cars, textiles, radio and television sets, ornaments, furniture and paper. Though mainly European and African in origin, Americans are made up from nearly all races and nations, including Chinese and native Americans.

Reading

C The USA is an enormous country, more than two times the size of the European Union. There are six different time zones across the country. Its longest road, US Route 20, starts in Boston, Massachusetts, on the east coast and finishes in Newport, Oregon, on the west coast, only a mile from the Pacific ocean.



Each state in the USA has its own government. The seat of the central (federal) government is Washington, DC. According to the US Constitution, the powers of the government are divided into 3 branches: *the executive*, headed by the President, *the legislative*, exercised by the congress, and *the judicial*. The Congress consists of the Senate and the House of Representatives. There are two main political parties in the USA: the Republican and the Democratic, though there's hardly any difference between their political lines.



D George Washington was born in Virginia. His family owned a big farm and had slaves. George didn't get much education. During his life he tried three jobs: a farmer, a soldier and a politician. He was Commander-in – Chief of the Army and fought against the British in the War of Independence. When the war ended in 1781 he was happy to go back to the farm, but his country wanted him to be the President. Finally, in 1789 he became a President, and gave his name to the new capital city. Though he started the building of the White House, he never lived in it.



E In Washington, D.C., 1600 Pennsylvania Avenue is a very special address. It's the address of the White House, the home of the President of the United States. Originally the White House was grey and was called the Presidential Palace. It was built from 1792 to 1800. At this time, the city of Washington was built. It was to be the nation's new capital city. George Washington, the first president, and Pierre Charles L'Enfant, a French engineer, chose the place for the new city. L'Enfant then planned the city and the President's home was an important part of the plan. A contest was held to pick a design for the president's home. An architect named James Hoban won. He designed a large house of grey stone. In 1812 the USA and Great Britain went to war. The British invaded Washington in 1814 and burned many buildings including the Presidential Palace. After the war James Hoban, the original architect, partially rebuilt the president's home. To cover the marks of fire, the building was painted white. Before long it became known as the White House. The White House is one of the most popular tourist attractions in the United States. Every year more than 1.5 million visitors go through the five rooms that are open to the public.

Reading

2 GW. Say the sentences in the Reported Speech.

1. Our geography teacher says, “The climate of the country varies greatly.”
2. Aydan says, “The USA is the fourth largest country in the world.
3. Anar asks, “How many people live in the USA?”
4. Fuad says, “The USA borders on Canada in the north and Mexico in the south.”
5. The teacher asks, “Where is the USA situated?”
6. The student asks, “Which is the largest city in the USA?”
7. He asks, “When did George Washington become the president?”

3 GW. Think and match the given numbers with the events 1-6.

Find the numbers you don't need.

1. the total area of the country
2. a very special address
3. the population of the country
4. branches in the power of government
5. the USA and Great Britain went to war
6. the largest country

1812

20

1800

50

9,5

3

325

1789

1600

4

4 IW/PW. Fill in the gaps with suitable articles looking through the “Compare and Remember” box.

1. ... Statue of ... Liberty is one of ... most famous symbols of ... USA.
2. ... France gave the statue to ... America in 1884 as a symbol of friendship.
3. ... highest mountains are ... Rocky mountains, ... Cordillera and ... Sierra Nevada.
4. ... Mount McKinley located in ... Alaska is ... highest peak.
5. ... USA is ... fourth largest country in the world after ... Russia, Canada and China.
6. It occupies the southern part of ... North America and stretches from ... Pacific to ... Atlantic Ocean.
7. ... Great Smoky Mountains, ... Grand Canyon and ... Yellowstone Park are the most popular places in ... America.

COMPARE AND REMEMBER!

The Definite Article “the”	
the	the
<i>the Amazon</i>	<i>Alaska</i>
<i>the Atlantic</i>	<i>Canada</i>
<i>the Caucasus</i>	<i>China</i>
<i>the Cordillera</i>	<i>Chicago</i>
<i>the Mississippi</i>	<i>North America</i>
<i>the Pacific</i>	<i>South America</i>
<i>the USA</i>	<i>Yellowstone Park</i>

Reading

5 ➤ **GW.** Read and fill in the gaps with the suitable words in the box.
Define the style of the text.

- a) typhoons
- b) temperature
- c) subtropical
- d) alligators
- e) tropical
- f) tribes
- g) continental
- h) density
- i) border
- j) distinction
- k) territory
- l) provinces



The USA is a land of extremes. It's both one of the hottest and coldest places in the world. The climate of the country varies greatly. The coldest regions are in the north. The climate of Alaska is arctic. The climate of the central part is (1) The south has a (2) ... climate. Hot winds blowing from the Gulf of Mexico often bring (3) The climate along the Pacific coast is much warmer than that of the Atlantic coast.

Montana is the fourth largest state in area, but in population (4) ... it ranks 48th, it is situated on the Canadian border, in the northern mountain region of the western United States. The state was once called the “icebox of the nation”, before Alaska took away that (5) The lowest (6) ... ever recorded in the USA (except Alaska) was -57°C at Rogers Pass, Montana, in January 1954.



America's largest rivers are the Mississippi, the Missouri, the Rio Grande and the Columbia. The Mississippi River in the United States is called “the father of waters”. The name Mississippi, “father of waters” and “the biggest river”, comes from the Indian (7) ... that lived along the famous river. The Missouri and the Ohio Rivers touch all or part of 31 states, as well as 2 Canadian (8) The Great Lakes on the (9) ... with Canada are the largest and deepest in the USA.

America is the first country to start up “National Parks”, beginning with “Yellowstone” in 1872. There are more than sixty national parks that cover a large area of the country. The Great Smoky Mountains, the Grand Canyon and Yellowstone Park, and the Everglades are the most interesting places to visit. Most of their (10) ... is covered with grass. Open water is sometimes found, and there are a lot of islands with (11) ... plants. If you visit Everglades national park in Florida. You can see a lot of (12) Be careful, they are dangerous, they are protected, because the Everglades is a national park. Tourists and naturalists come to see water birds, bobcats, bears and alligators here.



1 **GW/IW.** Read the passage and write a narrative paragraph about customs and traditions in the USA.

America's a friendly country with friendly people. In small American towns you can hear "Hello", "Hi", "Welcome!" from friends and also from other people who don't know you. Waiters in restaurants often tell you their names and talk to you. When you leave, they will tell you "Take care!" or "Have a nice day!" "Pot Luck" dinners are very popular with Americans. At a "Pot Luck" dinner all the guests bring something to eat and usually ask the host or hostess what they would like. Americans love to get together and also have parties. Traditional parties are birthdays, moving to a new house, a wedding, New Year's Eve and the Independence Day. Americans like to relax and enjoy themselves. So Americans' best advice is "*Relax, smile and enjoy yourself!*"

2 **GW/IW.** Write a descriptive paragraph about states/cities in/of the USA looking through the model and say what type of letter style it is.

Model:



The largest cities of the USA are New York, Los Angeles, Chicago, Philadelphia, Detroit, San-Francisco, Washington and others. New York is the financial and media capital of the world. It's the centre of American cultural life. New York holds the leading place in fashion and entertainment.

3 **PW.** Express your points of view on America using the words and expressions from the box.

grandiose country
independence
traditions

cultural life
entertainment
highlands

financial
important
to relax

lowlands
national parks
a friendly state

4 **PW.** Complete the table with the information about the USA.

<i>The capital</i>	
<i>The symbols</i>	
<i>The biggest cities</i>	
<i>The population</i>	
<i>Places of interest</i>	
<i>Holidays</i>	
<i>Customs and traditions</i>	
<i>The geographical position</i>	

Writing

5 IW. Look at the questionnaire and create your own quiz on the USA.

1. - Why does American flag have 50 stars?
- Because the USA has ...
a) 50 towns b) 50 cities c) 50 states d) districts
2. How many people live in the USA?
a) 325 million b) 280 million c) 180 million d) 300 million
3. What is the capital of the USA?
a) Boston b) Philadelphia c) New York d) Washington D.C.
4. The White House was originally called:
*a) the home of kings b) Home of Americans
c) Presidential Palace d) George Washington's house*
5. Which is the largest state in the USA?
a) Washington b) Alaska c) California d) Arizona
6. The USA is:
*a) a constitutional monarchy b) a federal monarchy
c) a federal republic d) the President's home*
7. In law the head of state in the USA is ...
a) the president b) the queen c) the Prime Minister d) the king
8. The stripes on the flag of the USA show:
a) states b) colonies c) democracy d) independence

6 IW/PW. Correct mistakes using sources and rewrite sentences.

1. Americans celebrate the Independence Day on June, 4 every year.
2. The climate of Alaska is continental.
3. George Washington, the second President of the USA, was born in Alaska.
4. The coldest regions are in the south.
5. America's deepest rivers are the Mississippi and the Missouri.
6. The Mississippi River in the United States is called "the father of valleys".
7. At a "Pot Luck" dinner all the guests bring something to eat and never ask the host or hostess what they would like.
8. The Great Smoky Mountains were once called the "icebox of the nation".
9. The climate along the Atlantic coast is much colder than the Pacific coast.
10. Tourists and naturalists come to Alaska to see water birds, bobcats, bears and alligators.



Assessment

1 Read the text with correct intonation and discuss the questions.

- *What personality traits do you think are typical for the Americans?*
- *What were the Americans like at the period of the frontier experience?*

(According to the American historian Frederick Jackson Turner, the frontier experience had a deep influence on the American character.)

America is a nation of risk-takers. Most Americans are **descendants** (1) of immigrants. The pioneers who lived on the frontier had a hard life.

Frontiersmen (2) and women were often facing new problems and situations which needed new solutions. Under these circumstances they learned to experiment with new inventions and new ways of doing things. The willingness to experiment and invent led to another American trait, a sense of optimism that every problem has a solution. The frontiersmen had to overcome many difficulties. Friends and neighbours came for help without any **reward** (3). They shared food, together built each other's houses and fought fires. This extraordinary willingness to cooperate gave a rise to the American's **capacity** (4) for volunteer actions. The difficulties of the frontier also shaped the tradition of **hospitality** (5). As the people acquired new territories, they were moving from east to west. Americans like to move—from one part of the country to another. They left their own country for the unknown world, so they were risk-takers. That is how the Americans became the way they are.

The British speak a foreign language. The Americans have **suspected** (6) it since the time of Benjamin Franklin. Oscar Wilde said, "We and Americans have much in common, but there is always the language **barrier** (7)." Till the end of the 20th century the Hollywood films were **dubbed** (8) for Englishmen, because of their disability to understand American English (AE). But with the economical development of the USA the AE has won its strong positions in international relations. Moreover, American books, films, TV series began to force out the **analogous*** products in the markets of Europe.

2 Find and match the words 1-8 with their definitions a-h.

a) **duplicate**

b) **prize**

c) **migrant**

d) **a member of a tribe**

e) **the number of something**

h) **friendly and generous reception and entertainment of guests**

f) **obstacle that keeps people or things apart**

g) **have an idea of the existence**

3 Answer the questions on task 5, p 157.

1. What are the largest rivers in America?
2. What part of America is Montana situated in and how large is it?
3. How is the climate in Alaska?
4. What are the coldest regions of America?
5. What part of the USA do tourists and naturalists come to see bobcats, bears and alligators?



4 Think of some words describing personality traits and use them in sentences. *Sample:* patient, polite, optimist, etc.

5 Match the words with their definitions and say how people can be described if they have traits mentioned above.

Sample: If a person has *patience* he/she is *patient*.

1. patience
2. self-reliance
3. submission
4. mobility
5. toughness
6. predictability
7. vigilance
8. self-confidence

- a. the ability to live through difficult conditions
- b. the ability to move quickly and easily from place to place
- c. the ability to use one's own power of action and judgement without depending on others
- d. great care
- e. a feeling that you can do things successfully, that people like you, or you are attractive, etc
- f. a willingness to do what someone tells you to do even if it is unpleasant
- g. the ability to wait for something calmly for a long time
- h. the ability to see or to describe a future event in advance as a result of knowledge, experience, reason

Self Assessment

<i>I ...</i>	<i>Activities</i>
remember everything about	
have no problems with	
think I need some more practice with	
think I need a lot more practice with	
can't remember anything about	

Assessment

1 Complete the passages with the words from the box.

- | | | |
|--------------------|-------------|-------------|
| a) Queen's English | b) words | c) terms |
| d) British English | e) borrowed | f) language |
| h) The Americans | i) grammar | j) similar |

English speaking countries



As so many people speak English in so many different countries, there are many different "Englishes". The British literary form of English is called **Standard English**. It is used by the Government, the BBC, the Universities and it is often called (1) **American English** is the variety of English spoken in the United States of America. It is a bit different from English in pronunciation, intonation, spelling, vocabulary and sometimes even in (2) An Englishman goes to the town centre to watch a (3) ... while an American goes downtown to watch a movie. If an Englishman needs a pen he would ask you: "Have you got a pen, please?", but an American would say: "Do you have a pen?"

Australian and New Zealand English, also called Australian English, are very (4) Especially in pronunciation they are also similar to British English, but there are differences in (5) ... and **slang**. Many terms, such as **kangaroo**, **dingo**, **wombat** and **boomerang**, come from the Aboriginal (6) ... and many others from the Cockney dialect spoken by the first settlers, the Londoners.

Canadian English is different both from American English and from (7) It is said to sound like American to Britons and like British to (8) In pioneer days Canadians (9) ... a lot of words from Canadian French, for example **habitat**, from the native Indian languages came a lot of (10) ... like **caribou** and **totem**, and from Eskimo, Canadian English took **anorak**, **inuit**, **kayak** and others.

2 Find and add more words looking through the "Compare and Remember" box.

COMPARE AND REMEMBER !

BE

- litter
- holiday
- pavement
- flat
- crisps
- queue

AE

- garbage
- vacation
- sidewalk
- apartment
- chips
- line

BE

- taxi
- maize
- petrol
- lift
- motorway
- tin

AE

- cab
- corn
- gasoline
- elevator
- highway
- can

Lesson 2. My Hearth-Azerbaijan!

What you'll learn:

- What the total area of Azerbaijan is
- How many people live in Azerbaijan
- What the geographical position of the country is
- What national symbols/customs and traditions the country has got
- What places of interest there are in Azerbaijan
- Who the most famous people of Azerbaijan are

Word File

anthem ['ænθəm] (*n*) *a song that has a special importance for a country, an organization or a particular group of people, and is sung on special occasions*

border (on) [bɔ:də] (*v*) 1. *share a border with another country or area*
2. *be next to smth*

be bounded [baʊndɪd] (*v*) *be certain or likely to happen, or to do or be something*

classify [kla'sifai] (*v*) *group, grade, categorize, sort out, arrange sth according to shared qualities or characteristics*

fishery ['fiʃ(ə)ri] (*n*) *a place where fish are reared for commercial purposes*

hearth [ha:θ] (*n*) *home, native land, nest, homeland*

hornbeam ['hɔ:nbi:m] (*n*) *a tree with smooth grey bark and hard wood*

lime [laɪm] (*n*) *a white substance used in building materials and to help plants grow*

maple ['meipl] (*n*) *a tall tree grown in northern countries that has sour juice like a lemon*

multinational [mʌltɪ'næʃnəl] (*adj*) *existing in or involving many countries*

represent [rɪprɪ'zent] (*v*) *be a member of a group of people and act or speak on their behalf at an event, a meeting, etc.*

treaty ['tri:tɪ] (*n*) *a formal agreement between two or more countries*

1

IW. Listen and practise the words with the same sound. Tick the ones that have a different sound.

[ɔ:]	border	hornbeam	court	sponge
[æ]	anthem	national	manner	maple
[ʌ]	multinational	blood	country	area
[ɒ]	along	strong	flagman	trunk

Listening/Speaking

2 CW/GW. Listen to the Fact Box and talk about the pictures.



FACT BOX



1918 -1982

Gara Garayev wrote nearly 110 musical pieces, including ballets, operas, symphonic and chamber pieces, solos for piano, cantatas, songs, and marches, and became famous worldwide. Gara Garayev first studied at junior music school at the Azerbaijan State Conservatoire, currently known as the Baku Music Academy. The prominent Azerbaijani composer Uzeyir Hajibeyli was his teacher. In 1938, when he was 20, Gara Garayev composed his first musical piece, a cantata "*The Song of the Heart*" to the poem by Rasul Rza.

In 1945, together with Jovdat Hajiyev he wrote the opera "*Motherland*", for which they were awarded a Stalin Prize. In 1948, at the age of 30, Gara Garayev was again awarded this prize for his symphonic poem "*Leyli and Majnun*". He continued Uzeyir Hajibeyli's traditional emphasis on Azerbaijani folk music in teaching, and also promoted contemporary genres, such as jazz in Azerbaijani music. Gara Garayev's ballet "*Seven Beauties*" opened a new chapter in the history of classical music of Azerbaijan. His other ballet, "*Path of Thunder*" was staged in 1958.

Not only literature and music, but also Azerbaijani dances, are well known all over the world and help to express cultural richness of the country. The history of folk dances of Azerbaijan is very old. Azerbaijani dances symbolize different characters, such as courage, bravery, labour. "*Yalli*" expresses unity and collectiveness. A group of people perform it with handkerchiefs in their hands.



3

**GW. Listen to the newspaper interview and classify the foreigner's ideas.
Ask questions for the given answers.**

1. _____ ?

– I've come to know about many things that are worth praising and are really the pride in Azerbaijan. This newspaper helped me to get a lot of information about Azerbaijan. I liked all these articles published in this newspaper. The most interesting is this dealing with the Azerbaijan's international policy, economic development, education and science.

2. _____ ?

– I like reading newspapers. And this newspaper gave me an objective picture of life in the country which has an old history. I've visited Azerbaijan three times and have seen great developments over that period with my own eyes. The democratic changes have created the country of a new kind. When I talk about your country with your people, I see that you are very proud of your motherland, its history, language, nature, beauty, holidays, customs and traditions.

3. _____ ?

– Oh, the capital city! Amazing! It is one of the most beautiful cities of the world. I've seen a lot of wonderful changes here. I can't believe my own eyes how Baku has changed. Flame Towers, Crystall Hall, Olympic Stadium, Heydar Aliyev Centre and others attract more and more tourists nowadays.

4. _____ ?

– I've also learnt a lot about people of Azerbaijan. As the Republic of Azerbaijan is a **multinational** state, you can meet different nations here such as the Russians, Lezghins, Tatars and so on. How hospitable the Azerbaijanis are! All of them enjoy equal rights to develop their national language, culture and traditions. Azerbaijan has an ancient and cultural heritage.

5. _____ ?

– The information was very helpful to me. When I return to my country, I'll tell my students everything I've read and seen here. And I think it will be very interesting for my students, too.

6. _____ ?

– And I want to say the article published in the newspaper has opened my eyes to things I had no idea of before. Such kind of articles give the readers a chance to learn a lot about places, their culture and traditions.

4

GW. Discuss these statements and express your thoughts on them.

- Democratic changes have influenced the economy and industry of the country.
- The Azerbaijanis are proud of their motherland.
- Azerbaijan is a multinational and cosmopolitan country.

1

CW. Read the passage and the “Fact Box” with correct intonation and analyze the events.



Azerbaijan is the largest country in the Caucasus region of Eurasia. It is bounded by Russia on the north, on the east by the Caspian Sea, on the south and west by Iran, on the west by Armenia, on the northwest by Georgia and Turkey. About thirty million people live in Azerbaijan. As a result of wars between Russia and Iran, Azerbaijan was divided into two parts as for Turkmanchay Treaty in 1828 - Southern Azerbaijan and Northern Azerbaijan. In some books the parts of Azerbaijan are called Russian Azerbaijan and Iranian Azerbaijan.

Northern Azerbaijan is now called the Republic of Azerbaijan. More than nine million people of different nationalities live in the Republic of Azerbaijan. Most of them are the Azerbaijani people. It has its own tricolor flag and national emblem, **anthem**, money and army.

The colours used in composing the emblem are taken from the national flag. Green indicates the fact that Azerbaijan is an Islamic country. Red indicates/means the development and democracy of Azerbaijan. Blue indicates that the Azerbaijanis are one of the Turkic peoples. The star itself stands for the eight branches of the Turkic peoples, and between each point of the star, there is a smaller eight pointed star.

The state emblem of Azerbaijan mixes traditional and modern symbols. The local point of the emblem is the symbol of fire. This symbol comes from the fact that Azerbaijan is “**the land of eternal fire**”.

FACT BOX

◆ The name of the country comes from the name of Atropatena ruler Atropat. Later it became Azerbaijan.

◆ 28 May, 1918 is the day of establishing the Independent Azerbaijan Republic. It lived for only 23 months. The troops of the 11th Red Army came to Baku and in December, 1922 Azerbaijan became a part of the former Soviet State. In 1991 Azerbaijan regained its independence which opened a new stage in the history of Azerbaijan.

2

GW/PW. Read the “Do You Know?” box and search for more facts about the riches of Azerbaijan and share your opinions.

DO YOU KNOW?

- ◆ Azerbaijan has a lot of natural riches, the principal one being oil. The oil production occupies the major place in the economy of the republic. Other natural riches of Azerbaijan are cobalt, copper, rock salt, marble and many, many others.
- ◆ Azerbaijan is famous for its mineral springs such as Isti-su, Badamli, Sirab and others. There are a lot of rivers in Azerbaijan. The longest river Kur rises in Turkey and flows into the Caspian Sea. There are two electric power stations on the river Kur: The famous Mingachevir Hydroelectric Power Station which was built after World War II and the Shamkir Hydroelectric Power Station which was built some years ago.
- ◆ Azerbaijan is famous for its Shaki silk. Even in the old times merchants from different countries came to Azerbaijan to buy silk. There are rich **fisheries** along the coast of the Caspian Sea and on the bank of the river Kur. Black caviar from Azerbaijan is famous in the whole world.
- ◆ Our country has a very rich fauna and flora. There are nine climatic zones in Azerbaijan. You can find 4500 plants in our country. There are six reservations in Azerbaijan. They are: Gizilaghaj, Shirvan, Goy Gol, Turianchay, Girkan and Zagatala.

REMEMBER!

Dates	Special Days and Holidays
20 January	Black January
26 February	Khojali Tragedy
20-21 March	Novruz Holiday
28 May	Day of establishing the Independent Azerbaijan Republic
15 June	Day of National Salvation
26 June	Day of the Armed Forces of Azerbaijan
18 October	Independence Day
9 November	Flag Day

3

GW/RW. Find out the given numbers according to the passage above.

Match them with the events.

1. Independence Day
2. Black January
3. Flag Day
4. Khojaly Tragedy
5. Salvation Day
6. Army Day
7. Day of establishing the Independent Azerbaijan Republic.

28

15

26

26

18

20

9

1 **GW/IW.** Make a paragraph or presentation on famous people of Azerbaijan looking at the pictures and prepare an informative text.

Model: Lotfi A. Zadeh is one of the most famous and referenced scientific authors not only in Azerbaijan, but also in the world. Lotfi A. Zadeh is the member of a big number of awards and medals from different honorary societies. He has developed five fundamental scientific theories. We are proud of our Azerbaijan scientists, poets, writers.



2 **CW/PW.** Read the statements and analyze the events. Then correct the mistakes and make your additions using the sources.

1. Azerbaijan is a young country.
2. Azerbaijan regained its independence in 1998.
3. The forests in Azerbaijan are in Guba, Gabala, Ganja and Gazakh.
4. At the top of the mountains of the Caucasus you can find waterfalls and lakes.
5. There are seven climatic zones in Azerbaijan.
6. Azerbaijan has a lot of natural riches, such as oil, rice, copper, sugar, and tea.
7. After World War II the Shamkir Hydroelectric Power Station was built.

3 **GW.** Find the meaning of the words and build up sentences using them.

cosmopolitan
multinational
everlasting

sovereign
represent
natural

bounded
anthem
treaty

eternal
border
marble

Assessment

1 Listen and write a descriptive essay following the model.



There are thick and large forests in Azerbaijan where different wild animals live. They are in Shaki, Zakatala, Guba, Khachmaz, Ismailly, Lankaran and Garabagh. Most of the forests have rather valuable tree types such as an iron tree, a beech tree, a **hornbeam**, a **lime**, a **maple**, etc. At the top of the mountains you can find different herbs which are used as a medicine. The forest policy of the country is managed by the Department for Forests Development under the Ministry of Ecology and Natural Resources of the Republic of Azerbaijan.

2 Project. Search for more information and write a paragraph about Garabagh looking through the plan.

1. **Garabagh** - the old province of Azerbaijan.
2. **Garabagh** - the commercial, cultural and agricultural center of Azerbaijan.
3. **Shusha** - known as the Conservatoire of Azerbaijan.
4. **Garabagh** - known as the homeland of the most famous Azerbaijani composers, singers, poets as Molla Panah Vagif, Khurshudbanu Natavan, Bulbul, Uzeyir Hajibeyli, Gara Garayev, Fikrat Amirov and others.



3 Complete the table with the information about Azerbaijan.

<i>The President</i>	
<i>The capital</i>	
<i>The official language</i>	
<i>The history</i>	
<i>The symbols</i>	
<i>The population</i>	
<i>The places of interest</i>	
<i>The customs and traditions</i>	
<i>The landmarks and museums</i>	
<i>The famous people</i>	
<i>The relations with other countries</i>	
<i>The geographical position</i>	
<i>The natural resources</i>	
<i>The currency</i>	
<i>The area code</i>	

Lesson 3. Profitable Cooperation Of Azerbaijan

What you'll learn:

- What countries Azerbaijan has close diplomatic relations with
- What kind of projects the president of Azerbaijan has recently signed
- How many international organizations we currently hold membership in
- In what fields Azerbaijan has relations with the USA, the UK etc.

Word File

admission [əd'miʃn] (n) *the act of accepting somebody into an institution, organization, etc.; the right to enter a place or to join an institution or organization*

ensure [ɪn'sʊə] (v) *make sure that something happens or is definite*

framework ['freimwɜ:k] (n) *the parts of a building or an object that support its weight and give it a shape*

influential [ˌɪnflu'ēnʃl] (adj) *having a lot of influence on somebody/something*

maintain [meɪn'teɪn] (v) *keep, keep up, carry on, support*

multilateral [mʌltɪ'lætərəl] (adj) *in which three or more groups or nations, multinational*

mutual ['mju:tʃuəl] (adj) *used to describe feelings that two or more people have for each other equally, or actions that affect two or more people equally*

profitable ['prɒfɪtəbl] (adj) *that makes or is likely to make money*

relationship [rɪ'leɪʃnʃɪp] (n) *the way in which two people, groups or countries behave towards each other or deal with each other*

unitary ['ju:nɪt(ə)rɪ] (adj) *forming a single or uniform entity; solitary*

1) **CW/IW.** Choose and write the words with the same vowel sound in appropriate box and pronounce them correctly.

admission
multilateral
organization
framework

relationship
nowadays
profitable
maintain

embassy
coloured
man-made
multinational

mutual
ensure
equal
flame

flood
flour
mud
stud

[uə]

[eɪ]

[ʌ]

[ɪ]

Listening/Speaking

Diagnostic Assessment	YES	NO
<i>Activites</i>	<i>I can...</i>	<i>I can't...</i>
Speak about different countries		
Talk about relationships among countries		
Describe pictures on the topic		
Talk about the future of our country		
Ask questions on the foreign policy of Azerbaijan		

1 CW/IW. Look at the pictures and talk about them listening to the model.



Model: We see our President Ilham Aliyev and the Ex-President of the USA B.Obama. They are having negotiations on It shows our close relationship with the US government.

2 PW. Answer the questions and play a role.

Aygul: What can you say about the foreign policy of Azerbaijan?

Ismayil: _____

Aygul: What countries does Azerbaijan have relations with?

Ismayil: _____

Aygul: What's the role of these relations in Azerbaijan's progress?

Ismayil: _____

Aygul: In what fields does Azerbaijan have cooperation with America and Russia?

Ismayil: _____

Aygul: What are the most profitable projects?

Ismayil: _____

Listening/Speaking

3 ➤ GW. Listen to the information and fill in the gaps with the words from the box.

a) international
d) major
g) foreign

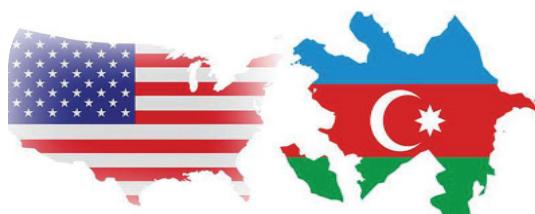
b) significant
e) political
h) unitary

c) economic
f) global
i) profitable

Azerbaijan is a **secular*** and a ... (1) republic. It is one of the six independent Turkic states as well as an active member of the Turkic Council and the TURKSOY community. Azerbaijan currently holds membership in 38 ... (2) organizations, and has diplomatic relationship with nearly 160 countries such as *Afghanistan, Bahrain, Canada, China, Denmark, Egypt, France, Georgia, Germany, Hungary, Greece, Iran, Iraq, Italy, Japan, Kazakhstan, Kyrgyzstan, Kuwait, Mexico, Mongolia, Netherlands, Norway, Poland, Qatar, India, Russia, Saudi Arabia, Spain, Sweden, Switzerland, Turkey, the Ukraine, the United Arab Emirates, the United Kingdom, the United States*, and others. Azerbaijan also maintains good relationships with the European Union in the **framework** of its Eastern European Neighbourhood Policy.



Azerbaijan is the ... (3) export market for the countries of Western Europe. The necessity of the development of mutually (4) cooperation between the leading states of the Far East-China and Japan caused Azerbaijan to be more active in the project of the Great Silk Road.



Azerbaijan also attaches (5) importance or value to the relationships with the developed countries of the West in its ... (6) policy, especially to the contacts with the United States of America. As the development of these relations promotes the (7) and (8) progress of Azerbaijan, the implementation of Caspian oil and gas projects, the establishment of the trans-regional corridors, communicating Europe and Asia, the cooperation between Azerbaijan and the USA is the major element in the integration of our country to the (9) economic system.

Reading

1 IW/PW. Make mottos looking through the model.

Azerbaijan - A Multinational Republic!

Azerbaijan - A Unitary Republic!

Visit Azerbaijan and see everything with your own eyes!

Azerbaijan - The Land of Fire!

Come to Prosperous Azerbaijan!

2 GW. Read the text and try to define its style.

After gaining political independence, Azerbaijan **established** foreign economic relations on the right track. Now, Azerbaijan has **mutual** economic and trade relationship with 84 countries of the world. Economic potential, rich raw material and mineral resources, natural conditions, and favorable economic-geographical position of the country increase opportunities for co-operation. Economic cooperation with the foreign countries provides great advantages **to ensure multilateral** development of national economy. So, as the national economy of Azerbaijan Republic is on the way of formation, **mutual** economic relationship with foreign countries and the **strengthening** of these relations are of great importance. The main feature of foreign economic relations of the Republic of Azerbaijan is the country's **admission** into international, regional, and local economic organizations. After our independence was restored, Azerbaijan established first co-operative relations with a number of international economic organizations. So Azerbaijan is one of the co-founders and members of **GUAM** (Georgia, the Ukraine, Azerbaijan, Moldavia), an organization of democracy and economic development. The **Organization for Economic Co-operation (OEC)** has a special role in Azerbaijan's integration into the world economy. Azerbaijan is one of the co-founders of the **Black Sea Economic Cooperation Organization (BSEC)**. Azerbaijan became the member of **CIS**, which is also a member of the United Nations, the **OSCE**, the Council of Europe, and the **NATO Partnership for Peace (PfP)** program. Azerbaijan became the forty third member state of the Parliamentary Assembly of the European Council.



3 IW. Find the meaning of the words in bold and build up sentences using them.

Reading

4 GW/PW. Analyze the statements and give comments on them.

- Azerbaijan has close relations with a number of foreign countries
- Azerbaijan is the member of a number of international organizations
- Azerbaijan has cross-cultural relations with different countries
- The Organization for Economic Co-operation has a special role in Azerbaijan's integration into the world economy
- Azerbaijan has close relationships and treatments with a number of foreign organizations and companies

5 CW/GW. Look through the “Fact Box” and complete the table. Search for more information and speak about the role and importance of the relationships.

FACT BOX

Information on some of the countries that Azerbaijan maintains formal relations.

Countries	Formal Relations Began
<i>the USA</i>	◆ Azerbaijan has an embassy in Washington, DC ◆ Azerbaijan has a consulate-general in Los Angeles. ◆ United States has an embassy in Baku.
<i>the UK</i>	◆ Azerbaijan has an embassy in London. ◆ The United Kingdom has an embassy in Baku. ◆ Both countries are full members of the Council of Europe and the Organization for Security and Co-operation in Europe (OSCE).
<i>Czech Republic</i>	◆ Azerbaijan has an embassy in Prague, opened on 15 August 2007. ◆ The Czech Republic has an embassy in Baku. ◆ Both countries are full members of the Council of Europe and the OSCE. The Czech Republic recognized the Independence of Azerbaijan on 8 January 1992.
<i>Germany</i>	◆ Azerbaijan has an embassy in Berlin. ◆ Germany has an embassy in Baku. ◆ Both countries are full members of the Council of Europe and the Organization for Security and Co-operation in Europe (OSCE).

Facts	Countries	US	UK	Czech Republic	Germany	Other
<i>Azerbaijan has an embassy in</i>		✓	✓	✓	✓	
<i>This country has an embassy in Baku</i>						
<i>It is the member of CE and OSCE</i>						

1 PW/IW. Give abbreviations for the following:

1. Partnership for Peace
2. The Organization for Economic Co-operation
3. Organization for Security and Co-operation in Europe
4. Black Sea Economic Cooperation
5. the United Nations

2 GW/PW. Correct the statements according to the information and rewrite them.

- Azerbaijan has close relations with 48 countries.
- Azerbaijan is the member of some international organizations.
- The main feature of local economic relations of Azerbaijan is the country's admission into regional organizations.
- The OEC has an important role in Azerbaijan's integration into the world culture.
- The Czech Republic recognized the independence of Azerbaijan in 1993.
- Azerbaijan has become the 33rd member state of the European Council.
- Azerbaijan has no embassy in Germany.

3 IW/CW. Find the synonyms and antonyms of the given words and use them in sentences.

relation	international	embassy	foreign	global
different	cooperation	profitable	framework	
independent	integration	maintain	unitary	

4 IW/GW. Search and write about the countries that Azerbaijan has formal relations with. (See Fact Box, page 174). Make a presentation.**5 PW/IW.** Design a questionnaire about cooperation of Azerbaijan with other countries in different fields.

<i>Self-Assessment</i>	
<i>I can ...</i>	<i>Samples</i>
• find out the style of the text reading it	
• find out the meaning of the words	<i>mutual-</i> <i>multilateral-</i>
• search more information looking through the "Fact Box"	<i>Azerbaijan has an embassy in _____</i>
• correct the wrong statements	<i>Azerbaijan has close relations with 48 countries-wrong.</i> <i>Azerbaijan has close relations with a number of countries - correct.</i>

1 Complete the table.

In the field of ...	What I learned	How I'll implement
<i>Listening</i>		
<i>Speaking</i>		
<i>Reading</i>		
<i>Writing</i>		
<i>Logical Thinking</i>		
<i>Critical Thinking</i>		
<i>Grammar Section</i>		
<i>Other things</i>		

2 Correct the sentences paying attention to the conjunctive words and word order. Follow the model.

Model: Mehriban asks *that what* countries *does* Azerbaijan border on.
Mehriban asks what countries *Azerbaijan borders on.*

Elvin says who does rule the country.

Sona asked if what famous writers I knew.

Sevda says if Azerbaijan an old country is.

Aygun asks how many people in Azerbaijan live.

Asim asked on what fields does Azerbaijan have cooperation with the UK.

Asif asks where is Azerbaijan situated.

Vagif asks what is the policy of Azerbaijan.

Raul asks what is the national symbol of Azerbaijan.

Semra asks that when Azerbaijan gained its independence.

Khadija asks if there nine climatic zones are in Azerbaijan.

Samira asked what national holidays does Azerbaijan have.

3 Project. Search for more information and write a paragraph about Azerbaijan looking through the plan.

1. Azerbaijan - The country that has 9 climatic zones
2. Azerbaijan - Land of fire
3. Azerbaijan - Multinational country and hospitable people
4. Azerbaijan - Land of poetry
5. Azerbaijan - Paradise

4

Listen to the poem and match the words in bold 1-13 with a-m. Express your opinions on how the poet glorified his hearth – Azerbaijan.

Azerbaijan

by S. Vurghun

Men know that you are mine by birth:
My nest, my refuge and my (1) **hearth**,
My mother, native land, dear earth!
Sever soul and body? Death but can,
O Azerbaijan, my Azerbaijan!

I've walked these mountains again and again,
Passed by the springs bright-eyed as (2) **cranes**,
And caught the distant flashing strain
Where quiet Araks' waters moved:
Here love and friends I've truly proved.

As mother to me, as child to you –
Such is the bond we ever knew:
I'd come back wherever I flew,
For you are my people, you – my (3) **nest**,
My native birthplace ever blest.

Beautiful (4) **birthland**!
Your meaning's deep,
Cradle of Beauty that never sleeps,
Where songs of bard, inspired, sweep.
The sun's embrace? your counterpart,
O land of (5) **poetry** and art.

Khazar – the sea you (6) **border** on
Where floats the (7) **legendary** swan...
My day-(8) **dreams** sweep me swiftly on
To Mughan Lowland, on to Mill:
A long life road-half done, I feel.

(9) **Spirit** immortal, works (10) **immortal**;
Nizami, Fizuli? are immortal!
On pen and paper, open the portals
Of your soul, record the flow:
The word once write through time will go.

Your mountain crests are topped with snow,
And cloud – a shawl of fleecy flow,
Your past is greater than we know.
Your age from everyone (11) **obscured**,
And none may guess what you've (12) **endured**.

Beautiful birthland! I was born,
Together with freedom's dawn
Which (13) **crimson** banners did adorn –
Life seemed one endless, joyous feast,
Gay songs and laughter never ceased,
Dear country – gate of the Ancient East!

(Translated by Gladys Evans)

- a) the house or area where a person was born
- b) a tall, long-legged and long-necked bird noted for its elaborate courtship dances
- c) a person's feelings or state of mind
- d) a country or an area to share a border with another country or area
- e) the home, thought as the safe place where parents bring up their children
- f) a collection of poems
- g) living or lasting for ever
- h) a series of images, events and feelings that happen in your mind while you are asleep or wishes
- i) dark red in colour
- j) very famous and talked about a lot by people in a way with admiration
- k) home, land, the birthplace where one was born
- l) hidden, covered or kept from being seen
- m) suffer patiently; tolerate, bear

5

Write a descriptive essay about Azerbaijani culture/art/history/nature.

UNIT 6

SPORTS AND GAMES

Lesson 1. Love Sports!

What you'll learn:

- What the role of sport in life is
- How sport helps people to keep fit and healthy
- What sport teaches people
- If life without sport is possible or not

Word File

coach [kəʊtʃ] (n) *a person who trains a person or team in sport*

fix [fɪks] (v) *put something firmly in a place so that it will not move*

injure [ɪndʒə(r)] (v) *harm yourself or somebody else physically, especially in an accident*

instructor [ɪn'strʌktə] (n) *a person whose job is to teach somebody a practical skill or sport*

jogging ['dʒɒgɪŋ] (n) *the activity of running slowly and steadily as a form of exercise*

judge [dʒʌdʒ] 1. (n) *a person who decides who has won a competition*

2. (v) *keep an eye on to take care of somebody/something and make sure that they are not harmed, damaged, etc.*

3. (v) *form an opinion or conclusion about smth/smb*

lead [li:d] (v) *show the way*

thoroughly ['θʌrəli] (adv) *carefully, in details, comprehensively, completely, accurately*

train [treɪn] (v) *teach a person or an animal the skills for a particular job or activity; to be taught in this or that way*

1 **IW.** Listen and practise the words with the same sound. Tick the ones that have a different sound.

[ɔ] jogging

sport

possible

cough

[ʌ] instructor

flood

thoroughly

conclusion

[ou] taught

coach

known

stone

[dʒ] injure

judge

gain

gesture

Listening/Speaking

2 CW. Answer the question looking through the pictures.

• *What do these pictures tell you?*



3 GW. Listen to the statements and classify them. You can add your own ideas. Which statements do you agree/disagree to/with? Why?

Sport builds a character

Sport helps people to become good friends

Sport takes a lot of energy from you

Sport is health

Sport makes you unhappy when you lose

Sport causes a lot of injuries

Sport is very important

Sport teaches you to win and to lose

Sport makes you happy when you win

Sport helps to keep fit and stay active

Sport is not necessary

Sport teaches you to be disciplined

Sport prolongs your life

Agree	Why?
• I think doing sport is very important.	•
•	•
•	•
•	•

Disagree	Why?
• I don't think that sport is very important.	•
•	•
•	•
•	•

Reading

1 ➤ **GW.** Read the young people's answers/opinions about sports and games. Use the construction " So do I/Neither do I" below.

Bill Stuart,

22

1. Well, I consider myself an armchair sportsman. I enjoy sports most when I'm at home watching sport programmes on TV. It's cricket that I like in particular. I could watch it for hours. I even stopped **fixing** my motorbike last week to watch England playing with Jamaica. You see, it's not that, I'm interested in sports. I'd rather meet my mates and discuss the weekend's football results with them. And do you enjoy sports and games?

2. So do I. I can't imagine life without sport! I love sailing. It's wonderful to be in the open air and to lie in the sun! But, it's tennis that I'm really interested in. My sport teacher told me that I had a skill for playing tennis and that I should practise it more **thoroughly**. That was why I stopped sailing, and tennis takes up all my free time now. It would be fantastic to be a big tennis professional and travel around the world, to meet people and be interviewed by TV reporters.

Liz Willson,

17

3. Oh, I'm very active in sports and I love it! I remember spending my days running through the woods and climbing up trees when I was a little boy. Now I go **jogging** every week, and besides that, I play tennis. My favourite sport, however, is volleyball. My life would be boring without it. I love it, because it's a team game and you need all kinds of skills. You must be fit, you must **keep an eye** on what your team-mates do, and you need a quick brain. I think you can make new friends while doing sports.

4. I don't like sports. What is an endless boring tennis match compared to a good film? Nothing! It's just a waste of time! Some people think that the most famous stars in the business **lead** a wonderful life. How can the sportsmen who go to the competitions to foreign countries have any social life? They are always away from home. I don't believe that these professionals are really interested in their sports. Nobody ever mentions the dangers of sports. I just think of the **injuries**.

Suzie Rubinstein,

21

Statements	So do I	Neither do I
• Bill enjoys sport very much.	•	•
• Liz can't imagine life without sport.	•	•
• Mark is a member of local volleyball team	•	•
• Suzie doesn't go jogging.	•	•
• Mark goes jogging every week.	•	•
• Suzie doesn't like sports.	•	•
• Mark can make new friends while doing sports.	•	•

Reading

2 **GW.** Fill in the chart according to the passages. (See task 1, page 182)

Opinions	Liz	Mark	Bill	Suzie	None
• remembers spending his days running through the woods					
• watches different programmes on TV					
• thinks that it's fantastic to travel around the world					
• loves basketball					
• can't imagine life without sports					
• discusses the weekend's sport results with friends					
• thinks that sport causes a lot of damages/injuries					
• enjoys being in the fresh air and the sun					
• wishes to be interviewed by reporters					
• says that sport is the waste of time					

3 **IW.** Read the “Do You Know?” box and search for more information about extreme, unusual kinds of sport and find out if people in our country are interested in any of them.

DO YOU KNOW?

◆ We say “Sport” when we mean this physical activity generally, for example “Sport is good for keeping fit”, and a sport/sports when we mean a particular kind of sport, for example “*Athletics is an ancient sport*”.

People who go in for sport are sportsmen and sportswomen or athletes.

◆ People who are important in sports are:

- a coach
- an instructor
- a judge or a referee

◆ When you go in for sport you:

- train for a competition(match,game)
- participate in a championship
- take part in a tournament
- set/break records
- score points and goals
- win or lose (in) the competition
- win a prize/a cup
- draw the game

◆ Some of the popular sports are:

- athletics
- aerobics
- boxing
- cycling
- swimming
- a swimming race
- a running race
- gymnastics
- skiing
- skating
- figure skating
- wrestling
- a motor race
- a horse race

◆ Some of the popular games are:

- chess
- golf
- draughts
- hockey
- tennis
- badminton
- basketball
- football/soccer
- volleyball
- rugby

1 **IW.** Create a descriptive paragraph on the topic using the useful phrases and expressing opinions about sport.

- *In my opinion, everyone should... .*
- *If you want to know what I think, sport is... .*
- *I'm just not interested in*
- *It gives an opportunity*
- *I think sport is... .*
- *Sport develops*
- *Sport teaches*
- *Sport gives*

2 **IW/PW.** Complete the sentences using the "So do I/Neither do I" constructions.

A: Liz played volleyball last year.

B _____

A: Nurana is a member of a sport club.

B _____

A: My brother has to go to the pool.

B _____

A: Laman can't imagine her life without sport.

B _____

A: I don't like swimming.

B _____

A: Gabi can't ride a bicycle.

B _____

3 **PW/IW.** Make a list of opinions *for* and *against* doing sports, which are mentioned in task 3, page 183. Add as many ideas as possible.

Then compare your results with other pairs.

4 **PW/GW.** Make a paragraph about sports using the new words and expressions given in the box.

on the one hand
on the other hand
the best thing about

I don't think
I'm sure that
the worst thing about

I think
no doubt
besides

5 **GW/IW.** Follow the steps in the writing guide and make a sport profile.

Writing Guide

Brainstorm and Plan:

- sports you like to watch
- sport activities you are good at
- sports you have ever tried and your results
- sport you have found yourself in
- your achievements in the sport you've found yourself in

Check:

- phrases for facts and opinions
- words and phrases expressing opinions about sports and games

Lesson 2. National Games

What you'll learn:

- What kinds of sports and games there are
- What the difference between sport and a game is
- What national games people have in different countries
- What the aim of sports and games is
- What national games there are in Azerbaijan

Word File

amateur ['æmətər] (*n*) *engaging or engaged in without payment; nonprofessional, nonspecialist*

cheater ['tʃɪ:tə] (*n*) *a person who acts dishonestly in order to gain advantage; trickster*

cool down [ku:l daʊn] (*v*) *to make or become less excited or less emotional*

cyclist ['saɪklɪst] (*n*) *a person who rides a bicycle*

gymnast ['dʒɪmnæst] (*n*) *a person who performs gymnastics*

horseback ['hɔ:sbæk] (*n*) *while sitting on a horse*

league [li:g] (*n*) *a group of sports clubs that play with each other over the period of championship*

pitch [pitʃ] (*n/v*) *an area of ground specially prepared and marked for playing a sports game, a playground, field*

ransacking ['rænsækɪŋ] (*n/v*) *plundering, robbing, making a place untidy, causing damage*

score [skɔ:] (*n*) *the number of points, goals, etc. scored by each player or team in a game or competition*

spectator [spek'teɪtə] (*n*) *a person who is watching an event, especially a sports event*

wrestler ['reslə] (*n*) *a person who takes part in the sport of wrestling*

1 CW/IW. Listen and practise.

[dʒ]	gymnast	geologist	sponge	geography	jogging
[g]	league	globe	game	greenhouse	grandiose
[tʃ]	cheater	pitch	match	parchment	dispatch
[f]	national	shadow	crucial	fashionable	sugary

Listening/Speaking

Diagnostic Assessment	YES	NO
Activities	I can...	I can't...
describe the pictures about sports and games		
ask and answer the questions on sports and games		
share my ideas on sports and games		

2 **CW/PW.** Listen and express/share your ideas. Follow the model.

Model: ■ *What are these people doing?*



Model:

A: He is a wrestler. He goes in for wrestling.

B: She is a swimmer. She is swimming in the pool.

C: He is a tennis player. He is playing tennis in the tennis court.

D: She is a gymnast. She is doing exercises.

3 **PW.** Play a role answering the questions.

Fidan: What sports and games do you know?

Agil: _____

Fidan: What is the difference between “sport” and “a game”?

Agil: _____

Fidan: What’s the most popular game in England/America?

Agil: _____

Fidan: What is the most popular game in Azerbaijan?

Agil: _____

Fidan: Which of the sports is a team game?

Agil: _____

Listening/Speaking

4 IW. Listen to the student's ideas and speak about your favourite sports and games.

Model: I like playing football. Football is number one for me. I'd like to be a professional footballer and get a place in the national team. Football is everything, money, fame and travelling for me. This summer I'm going to spend 3 weeks in the camp for talented young footballers. I'm going to work hard, I know, but some important people are going to be there and who knows what will happen?



COMPARE AND REMEMBER!

- We use **play** for games with rules and musical instruments.
- We use **go** for hobbies and sports, especially when we have to go somewhere to do them.
- We use **do** for other hobbies, often creative hobbies.

play

- basketball
- chess
- tennis
- football
- computer game
- chovgan

go

- cycling
- dancing
- fishing
- swimming
- skiing
- jogging

do

- exercises
- sport
- gardening
- knitting
- yoga
- good

- ◆ **Sport** - is the activity that you do for pleasure and that needs physical effort or skill, usually done in a special area and according to fixed rules.
Sport is a healthy entertainment, act.
- ◆ **Game** - is the activity with rules in which people or teams compete against each other; a contest based on rules whose result is determined by skill, knowledge, strength or chance. Game is a contest based on rules.
- ◆ **Match** - an organized game of football, cricket or other sport.

5 GW. Complete the sentences with the correct form of **play**, **do** or **go**.

1. Do you ... morning exercises every day?
2. I ... rugby for a local team.
3. How often do you ... swimming?
4. My father ... golf every weekend.
5. We often ... cycling at the weekend.
6. My sister ... yoga twice a week.
7. I can't ... basketball because I'm too short.
8. It's a nice day. Let's ... swimming.
9. My grandmother ... a lot of knitting.

Listening/Speaking

6 GW Listen and complete the paragraphs with the words from the box.

- a) championship b) countryside c) baseball d) cricket e) league
 f) enthusiasm g) spectators h) pitcher i) courts j) holes

A The game (1) ... is associated with England. Many other games are also English in origin, but are accepted with (2) ... in other countries. Cricket was seriously accepted only in the Commonwealth, particularly in Australia, India and Pakistan. Cricket is a slow game.



B The Association of football or soccer is very popular. Each year nearly 40 million (3)... each year attend matches between the great professional teams organized by the Football (4) The biggest (5) ... in England was the Final Cup played at the Empire Stadium, Wembley, in a London suburb. Rugby football has existed in Britain since the beginning of the 19th century. It is played with an egg-shaped ball which may be carried and thrown (but not forward).

C The games of golf and tennis are played by great numbers of people. Golf is played in the (6)... . It consists of driving a small ball towards and into (7) ... separated by considerable distances, by means of special golf clubs. The aim is to "go round" using as few strokes as possible. There are many tennis clubs, but every town provides tennis (8) ... in public parks. The world tennis matches are held at Wimbledon in London, during June and July. There are different types of golf .



D ...is a national game of the USA. There are two teams of nine players. The ball is semisoft and covered in leather. The ball is thrown, or pitched by the (10) ... from about the centre of the "diamond" to the batter on the home base. There are two main professional baseball leagues and about 40 minor ones in the USA, and the game has spread to many countries.

7 PW Group the facts in the passages and classify them according to the kinds of sports and games.

Cricket	Rugby	Golf	Baseball	Tennis
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•

Reading

- 1 IW. Read the text with correct intonation. Pay attention to the meaning of the words in bold and define them.

Chovgan

Azerbaijan is one of the developed countries. Culture, sport and science are flourishing in our country. Azerbaijani people are good at sports and games. We have a lot of famous sportsmen and we are proud of them. Azerbaijani game “**Chovgan**”, which is played riding Garabagh horses, was included into the list of Intangible Cultural Heritage of the UN Educational, Scientific and Cultural Organization (UNESCO) at the request of Azerbaijan. The game “Chovgan” is a sport played on **horseback** with a history going back to 2, 400 years. It was one of the most popular sports across the Middle East, including Azerbaijan. Turks organized **horse racing** during holiday festivities, where chovgan and other horseback sports were also played. The chovgan contests mentioned in the epic poem “Kitabi Dede Gorgud” were favourite games among the Oghuz tribes. In the episode called “The Ransacking of Salur Gazan’s house”, the word chovgan means a piece of wood with a curved end used to catch sheep. In the Middle Ages there was a great interest for these competitions and it featured in the works of prominent thinkers of the period. The great Azerbaijani poet of the 12th century Nizami Ganjavi, wrote about the game in his poem “*Khosrow and Shirin*”. Besides him the poet Khagani Shirvani wrote about such sports as Chovgan - horseback riding and chess playing. They showed how the ancient Turkic nations spent most of their time on horseback.



- 2 PW. Play a role answering the questions on the text above.

Aysel: What does “Chovgan” mean?

Samir: _____

Aysel: How old is “Chovgan” and where is it famous?

Samir: _____

Aysel: What other national sports and games do you know?

Samir: _____

Aysel: Who wrote about national games in his/her poems/novels?

Samir: _____

Aysel: What sports and games are Azerbaijani people good at?

Samir: _____

Reading

3 GW/IW. Read and find the main idea in the text. Give your suggestions.

Everyone wants to win. But any time when two teams or kids face each other in a game or contest, someone loses. Losing is disappointing, so it is not surprising that kids do not like it. Adults do not like it either, but everyone can learn to control how they react to a **loss**. In other words, what should you do when you lose? The tricky part is that sometimes you might react before you even realize it. For instance, it's the last game of your Little League championship and, in a flash, the other team has won. There they are celebrating in the field and you **burst into tears**. The important thing is what you do next. Do you storm over to the other team and accuse them of cheating? No! The best thing to do is to try to collect yourself and get in line with your teammates, so you can congratulate the other team. This tradition is one way to teach everyone how to be a good sportsman. If you feel like crying or you want to complain about the game, you can do that and you **cool down** after you have won.



REMEMBER!

- ♦ **beat**-defeat smb in a competition or election
- ♦ **win**-achieve first place and gain a prize in a competition
- ♦ **gain**-acquire something gradually
- ♦ You can **win** a match, competition, medal or trophy.
- ♦ You can **beat** another team or person.

4 PW/CW. Find out the meaning of the words and expressions and build up sentences.

*disappointing loss burst into tears to cool down to be eager tricky
to realize surprising to have a chance tradition to complain to react*

5 IW/PW. Find and match the given words to their definitions.

1. handball
2. hockey
3. boxing
4. surfing
5. rowing
6. fencing

- a) A game played on a field by two teams of eleven players with curved sticks and a ball.
- b) A sport in which one balances himself/herself on a long narrow board while being carried along by heavy waves.
- c) A sport in which two people fight with fists in thick gloves.
- d) A sport in which one or several people move a boat by using oars.
- e) A game played by two teams five players each who try to throw a large ball into a ring with a net 10 feet above the ground.
- f) A sport in which two people fight with long slender swords.

Writing

1 **GW.** Write the names of the sports and games given from the box in the right columns.

boxing golf cycling rugby baseball water polo basketball
volleyball droughts field hockey judo badminton wrestling tennis
swimming athletics rowing yachting darts figure skating karate chess
mountainclimbing diving scuba-diving jogging skating ice skating

Sports	Games
•	•
•	•
•	•
•	•

2 **IW.** Match the words with their definitions.

- a) the place where they play tennis
- b) the person who is the leader of a team
- c) the people who watch a game
- d) a person who rides a bicycle
- e) the official who controls the game in some sports
- f) the person who is in charge of a team
- g) a person who takes part in the wrestling
- h) to teach smb the skills for a particular activity
- i) the person who **trains** a person or team in sport
- j) a player whose job is to stop the ball from going into the team's goal

- 1. a captain
- 2. a coach
- 3. a referee/judge
- 4. a train
- 5. a spectators
- 6. a boxer/pugilist
- 7. a wrestler
- 8. a cyclist
- 9. a tennis court
- 10. a goal-keeper

3 **PW/IW.** Find the mistakes and correct them.

1. Football is popular in almost all the countries of the world.
2. Sports fans come to the stadium to learn their favourite poems.
3. People, who play chess, are called chessmen.
4. The referee acts as a goalkeeper in football.
5. There is no difference between tennis and table tennis.
6. Tennis is a game in which two or four players strike a tennis ball with rackets all over a net.
7. There is no difference between soccer and rugby.
8. Golf is played on ice fields.
9. The goalkeeper acts as a judge in football.

4 **PW.** 1. Imagine and write a dialogue about the favourite sports of two sports fans. 2. Two friends are talking after a football match; one is happy-his favourite team has won; the other is sad, as his team has lost the match.

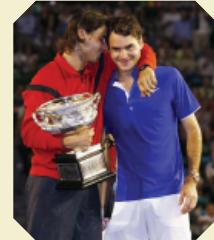
Writing

- 5 ➤ **GW.** Read the “Remember” box and think of the ways of being a good sportsman and write.

REMEMBER!

The ways how to become *A Good Sportsman*:

- ♦ Be polite to everyone you’re playing with and against. No trash talk - which means saying mean things while you’re in the middle of a game.
- ♦ Don’t show off. Just **do your best**. If you’re good, people will notice.
- ♦ Tell your opponents “good game” whether you’ve won or you’ve lost
- ♦ Learn the rules of the game. Show up for practice and games on time even if you’re the star of the team.
- ♦ Listen to your **coaches** and follow their directions about playing.
- ♦ Don’t argue with an official if you don’t agree with his or her call. If you don’t understand a certain call, wait until after the game to ask your coach
- ♦ Don’t make up excuses or blame a teammate when you lose.
- ♦ Be willing to sit out so other team members can get in the game – even if you think you’re a better player.
- ♦ Play fair and don’t cheat
- ♦ Cheer for your teammates even if the score is 100-1!



- 6 ➤ **PW.** Choose and write the words from the box in the appropriate column.

a skater cycling a swimmer a boxer a court a wrestler
a stadium a footballer tennis swimming a chess player pool
wrestling basketball athletics playground a basketballer rugby racing
a gymnast boxing chess a field surfing a ring gymnastics
a tennis player an athlete a cyclist a goalkeeper a surfer

Name of sports/a game	Name of a person who goes in for sports	Name of the place of sports/gym
•	•	•
•	•	•

- 7 ➤ **GW.** Choose one of the sports and describe it.

1. Where it is played.
2. What it is played with.
3. What is the aim of the game.
4. What are the basic rules.



- 8 ➤ **IW.** Write a paragraph about the role and importance of National Games.

Lesson 3. Olympic Games

What you'll learn:

- What Olympic Games there are
- What the history of the Olympic Games is
- Where the home country of the Olympic Games is
- What the main goal of the Olympic Games is
- Who can participate in the Olympic Games

Word File

abolish [ə'bɒlɪʃ] (v) officially end a law, a system or an institution

arrange [ə'reɪndʒ] (v) plan or organize something in advance

compete [kəm'pi:t] (v) try hard to get smth wanted by others/be a rival

competitor [kəm'petɪtə] (n) a person or an organization that competes against others, especially in business

inaugural [ɪ'nɔ:gjərəl] (adj) the first official speech, meeting, etc. that marks the beginning of something important, for example the time when a new leader or parliament starts work

massive ['mæsɪv] (adj) big and heavy; large and solid

nobleman ['nəʊblmən] (n) a man from a family of high social rank; a member of the nobility, aristocrat

polish ['pɒlɪʃ] (v) rub a surface to make it smooth and shiny, grind

renew [ri'nju:] (v) begin something again after a pause or an interruption

representative [rɪprɪ'zentətɪv] (n) a person who has been chosen to speak or vote for somebody else or on behalf of a group

shot [ʃɔ:t] (n) an attempt, a try

symbolize ['sɪmbəlaɪz] (v) be a symbol of something

1

IW. Choose and write the words with the same vowel sound in the right column. Pronounce them correctly.

abolish	inaugural	league	symbolize	compete	game
renew	competitor	colonize	shot	arrange	purity

[ju:]

[g]

[k]

[ʃ]

[ə]

•
•
•

•
•
•

•
•
•

•
•
•

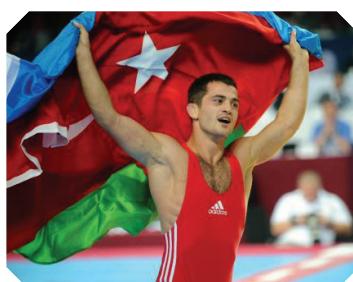
•
•
•

Listening/Speaking

- 2 PW. Listen to the model and define the kind of sport. Speak about them giving comments.



Model: This is Jeyran Aliyeva, one of the most successful volleyball players in the Azerbaijani national team. The best competitions that she ever attended are World Cup games. While playing volleyball, falling over when trying to reach **shots** is one of the most challenging parts of her sport. “For me the most challenging part of my sport is to fall over trying to reach shots while playing volleyball”, Jeyran says.



This is Rovshan Bayramov, a European and world champion in Greco-Roman wrestling. Moreover, he is a two-time Olympic silver medalist. He has been a world champion in the previous world championships. In addition, Bayramov holds two European titles. Silver medal in Beijing 2008 and London 2012 Olympic Games, World Champion in Istanbul 2012 and two-time European Champion.

This is Marina Durunda, the two-time Azerbaijani Rhythmic Gymnast Champion. She has also competed in several World Cups confidently and is very happy with her performance in the competition. She feels proud that the first European Games was held in her own country.



- 1 **GW.** Read the text and “Do You Know?” box paying attention to the correct intonation. Define the style of the passage.

DO YOU KNOW?

The Olympic Games have a very long history. They began in 776 BC in Greece and took place every ***four*** years for nearly twelve centuries at Olympia. They included many different kinds of sports: running, boxing, wrestling, etc. All the cities in Greece sent their best athletes to Olympia to compete in the Games. For the period of the Games all the wars stopped. So the Olympic Games became the symbol of peace and friendship. In 393AD the Games were **abolished** and were not **renewed** until many centuries later.

Pierre de Coubertin, a young French **nobleman**, had an idea to bring the Olympic Games back to life. With the help of the people who supported him he organized the first modern Olympic Games in **1896**. And the competitions were held in Greece to **symbolize** the continuation of the centuries-old tradition.

- 2 **PW.** Read the “Remember” box and make an interview.

REMEMBER!

Baku was awarded the right to host the first European Games at the 41st EOC General Assembly in Rome, on 8 December 2012.



The Organising Committee responsible for the **inaugural** European Games in Baku was established by decree of the President of the Republic of Azerbaijan. The Committee is chaired by the First Lady of Azerbaijan, the first Vice-President Mehriban Aliyeva, member of the Executive Committee of the National Olympic Committee of the Republic of Azerbaijan and UNESCO Goodwill Ambassador.



The 2015 European Games, also known as Baku 2015 or Baku 2015 European Games, were the inaugural edition of the European Games, an international multi-sport event for athletes representing the **National Olympic Committees (NOCs)** of the European Olympic Committees. It took place in Baku, Azerbaijan, from 12 to 28 June 2015, and featured almost 6,000 athletes from 50 countries competing in 20 sports.

Reading

- 3 ➤ **GW.** Read and define the style of the passage and say what the figures in bold stand for in this task and in task 1, on page 195.

It's the central policy - making body of the Olympic movement. It's formed by the **representatives** of all countries which take part in the Olympic Games. The International Olympic Committee decides upon the programme of the games, the number of the participants and the city host for the Games. Over **one hundred and fifty** countries are represented in the International Olympic Committee now. Winners of the Games are highly praised and honoured for their results. Besides, each country has its National Olympic Committee. Summer and winter Games are held separately. There are always several cities wishing to host the Games. The most suitable is selected by the International Committee. After that the city of the Games starts preparations for the competitions, constructs new sports facilities, stadiums, hotels, press centres. Thousands of athletes, journalists, and guests come to the Games, and it takes great efforts **to arrange** everything. There is always an interesting cultural programme of concerts, theatre performances, exhibitions, and festivals, etc. for each game.



This is the symbol of Olympic Games and the Olympic Flame. The Olympic Flag is white with 5 rings. The rings represent 5 continents.



As representatives of an independent state Azerbaijani sportsmen have performed at the Olympics since **1996**. Our sportsmen always achieve successful results and bring a lot of gold, silver and bronze medals to our country.

4

1996

150

393

776

5

- 4 ➤ **PW.** Answer the questions and give explanation.

1. When did the Olympic Games begin?
2. Where is the home of the Olympic Games?
3. Why did the Olympic Games become the symbol of peace and friendship?
4. When was the International Olympic Committee set up?
5. What is the function of the International Olympic Committee?
6. When did Azerbaijan join the Olympic movement?
7. What's the symbol and the main goal of the Olympic Games?

Reading

5 GW/PW. Read the passage and match 1-8 with the a-h.

The exciting (1) game between the Dragons and the Tigers is over. The Tigers' failure (2) to win means they won't play in the finals. The Dragons played a wonderful game (3) and earned (4) everyone's admiration. Their combination of tactics and strength (5) definitely helped them win. Due to the continuous development (6) of new strategies by their coach (7), this will be the fifth year in a row that the Dragons will play in the final. Their popularity has increased over the years and there is no doubt that Hillbell Stadium will be crowded with fans who are as enthusiastic as the players. If they continue to play like today, they are sure to be successful (8).

- a) receive money as payment for your work
- b) a contest based on rules
- c) a person who trains a person or a team in sport
- d) the gradual growth of something
- e) achieving your aims or what was intended
- f) lack of success in achieving something
- g) causing great interest or excitement
- h) the equality of being physically strong

6 PW. Answer the questions and use specific reasons and examples to support your answers looking through the sample:

Agree	Disagree
<i>Games are important for</i>	
<ul style="list-style-type: none">• Games are important at any age to learn new things, and maintain social skills.• By concentrating on the tactics of a game, memorizing moves and following your opponent's strategies, you can keep your brain functioning and growing.• Games require the use of social skills.	<ul style="list-style-type: none">• Games are just fun.• Playing games can't teach you anything.• Games can't help you keep your mind alert or learn new things either.

7 CW/IW. Speak about sports and games looking through the "Language Box".

LANGUAGE BOX

As for me ...

I think sport makes us strong.

Because...

More than that

And if you want to know...

What I think, sport is...

I think sport is useful but...

On the one hand it...

On the other hand it...

Besides...

That's why

I'm just interested in...

Writing

- 1 PW/IW. Search for more information reading the model. Add your own ideas about basketball and share.

Players have played basketball in the Olympic Games since 1936. Today it is played in more than seventy five countries: in schools, high schools, colleges and universities. In the United States they say it attracts more **spectators** than any other team game. In the 1920s many basketball games were played in ballrooms. Guests danced before the game. Of course the highly **polished** floors were hard to play basketball on, but many fans were as interested in the dancing as they were in the ball game.



- 2 GW/PW. Briefly describe any kind of sport and write an essay. Use the following phrases and connectors to link sentences.

in my opinion I think sport is... I'm interested in... there is nothing like this as for me such a thing I see nothing exciting in I can't agree with you absolutely marvellous I like it immensely

- 3 IW/PW. Search information and complete the chart.

<i>Host city</i>	
<i>Nations participating</i>	
<i>Athletes participating</i>	
<i>Events</i>	
<i>Opening ceremony</i>	
<i>Closing ceremony</i>	
<i>Officially opened by</i>	
<i>Torch lighters</i>	
<i>Main venue</i>	
<i>Website</i>	

◆ *The 2015 European Games, also known as Baku 2015 or Baku 2015 European*

- 4 IW. Choose and write an essay 1) "Sport is one of the most popular free time activities of the young and the old all over the world." 2) The role and importance of National Games.

Assessment

1 Listen to the tips about running in a marathon and answer the questions. Then define the meaning of words in bold 1-9 with a-i.

- Which ones give you advice for/before the race?
- Which ones give you advice for/during the race?

Marathon Tips

You've done your training-now you have to run the (1) race. Here are our top ten tips to help you succeed in any big city marathon.



- Be (2) determined to finish. Your mind needs to be as strong as your body! Don't give up unless you have an injury.
- Check all your (3) gear carefully three or four days before the race. Then you'll know you haven't forgotten anything. Don't wear any new gear, especially shoes.
- Have a gentle run the day before the big race. Two or three miles will not affect your energy reserves and it will (4) relieve any pre-race nerves you may be feeling.
- Resist the (5) temptation to spend the whole day before the race sightseeing or shopping. It's easy to do that at the big city marathons like London or New York, especially if you go with a partner. Take it easy the day before.
- Have a shower the morning of the marathon. This removes body oils and helps the body stay cool, which is important to prevent dehydration.
- Split the race into (6) "chunks" in your mind. Concentrate on each five-mile or five-kilometre section, so that you feel you are making progress. Instead of running 26 miles, you just have to run five miles five times!
- Run at a steady pace that you know you can (7) maintain. Don't get too excited at the start- if you set off too fast, you'll suffer later.
- Eat a large balanced dinner in preparation for the race. This could include protein, carbohydrate, and some fat. A nice dessert would be fine. No alcohol.
- Don't drink too much during the race. You should (8) sip water at every stop but not too much. Never try glucose (9) supplements if you haven't used them before in training.
- Plan how to get to the start of the race carefully and arrive at least half an hour before so you have time to warm up properly.

- a) competition between people, vehicles, etc to see which one is faster or the fastest
- b) keep/keep up/carry on/support/declare to be true
- c) to decide definitely to do smth
- d) the equipment or clothing needed for a particular activity
- e) remove or reduce an unpleasant feeling or pain
- f) the desire to do or have smth that you know is bad or wrong
- g) to drink smth, taking a very small amount each time
- h) a thick solid piece that has been cut or broken off smth
- i) a thing that is added to smth else to improve or complete it.



Student Portfolio. Revise and Check Around Unit 6.

1 Complete the table.

In the field of ...	What I learned	How I'll implement
<i>Listening</i>		
<i>Speaking</i>		
<i>Reading</i>		
<i>Writing</i>		
<i>Logical Thinking</i>		
<i>Critical Thinking</i>		
<i>Grammar Section</i>		
<i>Other things</i>		

2 Search and write about the winners of different games, especially Islamic Games held in Azerbaijan and the great success of our sportsmen.

3 Read and give comments on the passage.

Frederick Loerz, from New York, won the marathon at the St Louis Olympic Games in 1904. He finished the race in three hours 13 minutes. After the race Fred was waiting to get his medal and the spectators were cheering him loudly. Alice Roosevelt, the daughter of the US President, was in the crowd, and some journalists took a photo of Fred with her. But then suddenly somebody started shouting “cheat” and soon everybody was shouting the same thing. It was true, Fred had travelled 18 of the 42 kilometres in a friend’s car! Fred didn’t win the gold medal and he was **banned** from athletics.

4 Read the following statements and write about yourself.

- ♦ sport activities at your school or sports club
- ♦ general rules of any sport/game
- ♦ the gym you train in
- ♦ the most important sports events in your school
- ♦ sport clubs during the last spring/ summer

4 Make a postcard to your friend describing the recent sports match, competition or game you've watched. Mention where and when it took place, what sort of match or game it was, who won, and if you enjoyed it.

5 Find True/False statements.

1. Rugby football has existed in Britain since the beginning of the 20th century.
2. The games of golf and tennis are played by great numbers of people.
3. Baseball is a national game of the USA.
4. Golf is played in the countryside.
5. There are two teams of eleven players in the game of baseball.
6. Rugby football is played with an egg-shaped ball which may be carried and thrown.
7. Baseball was seriously accepted only in the Commonwealth, particularly in Australia, India and Pakistan.
8. Tennis has existed in Britain since the beginning of the 19th century.
9. The world football matches are held at Wimbledon in London, during June.

6 Find the unscrambled words.

- | | |
|----------------|-------------------|
| 1. geduj - | 7. rehcpit - |
| 2. bafollot - | 8. pionmachpish - |
| 3. reyapl - | 9. eugael - |
| 4. licycst - | 10. netsin - |
| 5. mingiws - | 11. keycoh - |
| 6. toratceps - | 12. notminbad - |

7 Read the text and comment on it. Then search for more information about today's sports and games and discuss it.

Hang gliding, like windsurfing, comes from America. The person who thought of this sport, Francis Rogallo, got the idea when he was watching space capsules had a sort of wing which helped them to go more slowly until they reached the sea. But this idea isn't as you might think: in the fifteenth century, Leonardo da Vinci drew pictures of a hang glider: it was a sort of kite which could carry a person. The modern hang glider can go with the wind or against it, and the pilot can change direction by moving the control bar. Hang gliders rise and fall with the movements in the air- near hills, for example, they usually go up. All over the world, these giant butterflies are becoming more and more popular, as people discover the fun of flying.



(From "Modern English International" Mozaika)

- What do you know of the kinds of sport which has recently appeared?
- Describe them and say what attracts people in them.

VOCABULARY

A a

- able-bodied** [eɪbl 'bɒdɪd] (*adj*) physically healthy, fit, strong in contrast to somebody who is weak or disabled
- abolish** [ə'bɒlɪʃ] (*v*) officially end a law, a system or an institution
- absorb** [əb'zɔ:b] (*v*) take in a liquid, gas or other substance from the surface or space around
- access** ['ækses] (*n*) a way of entering or reaching a place
- accomplishment** [ə'kʌmplɪʃmənt] (*n*) an impressive thing that is done after a lot of work
- admission** [əd'mɪʃn] (*n*) the act of accepting somebody into an institution, organization, etc.; the right to enter a place or to join an institution or organization
- adore** [ə'dɔ:(r)] (*v*) *admire, to love somebody madly/very much*
- alter** ['ɔ:lṭə] (*v*) make different, change, vary
- amateur** ['æmətər] (*n*) a person who does smth for pleasure not for money or as a profession
- amputate** ['æmpjuteɪt] (*v*) cut off smb's arm/leg/ or finger in a medical operation
- annual** ['ænjuəl] (*adj*) once a year/smth that appears yearly or lasts for a year
- anthem** ['ænθəm] (*n*) a song that has a special importance for a country, an organization or a particular group of people, and is sung on special occasions
- aquifer** ['ækwifə(r)] (*n*) a layer of rock or soil that can absorb and hold water
- arrange** [ə'reɪndʒ] (*v*) plan or organize something in advance
- available** [ə'veiləbl] (*adj*) that you can get, buy or find

B b

- be a success** [bi: ə sʌk'ses] be/have favorable outcome, be successful, get successful result
- be based (on)** [bi: berst] be grounded, be substantiated
- be mad about** [bi: mæd ə'baut] be crazy/dotty
- beg** [beg] (*v*) ask smb very strongly or anxiously for smth
- blockbuster** ['blɒkbʌstə] (*n*) smth very successful, especially a very successful book or film
- border (on)** [bɔ:də] (*v*) 1. to share a border with another country or area
- boredom** ['bɔ:dəm] (*n*) the state of feeling bored/the quality of being very boring
- bounded** [baʊndɪd] (*v*) certain or likely to happen, or to do or be something
- breed** [bri:d] (*n*) a stock of animals or plants within a species having a distinctive appearance and typically having been developed by deliberate selection. syn: variety, stock, type, kind
- bring smb up** ['brɪŋ ʌp] (*v*) care for teaching him/her how to behave, etc.

C c

- calm** [kɑ:m] (*adj*) not excited, nervous or upset
- capacity** [kə'pæsəti] - container, volume, power
- carbon footprints** - carbonic tracks, marks, traces, signs
- carry on** ['kærɪ on] (*v*) continue, conduct, act up
- change** [tʃeindʒ] (*n*) money that you get back when you have paid for smth giving more money than the amount it costs.
- characterize** ['kærəktəraɪz] (*v*) describe the distinctive nature or features of smth; be typical of a person/place or thing, give its typical qualities or feature syn: distinguish, mark
- cheat** [tʃi:t] (*v*) trick or deceive smb, especially when they trust you
- chronic** ['kronik] (*adj*) long-lasting
- clear** [klɪə(r)] (*adj*) easy to understand and not causing any confusion

coach [kəʊtʃ] (*n*) a person who trains a person or team in sport
collateral [kə'lætərəl] (*n*) property or valuable item that can be claimed by bank as loan
commercial [kə'mɜːfl] (*adj*) sold in the marketplace
commit [kə'mɪt] (*v*) to give an opinion or make a decision openly
compensate [kæmpən'seɪt] pay, reimburse
compete [kəm'pi:t] (*v*) try hard to get smth wanted by others/be a rival
competitor [kəm'petɪtər] (*n*) a person or an organization that competes against others
concerned [kən'sɜːnd] (*adj*) (about/for smth) worried and feeling anxious about smth.
opp: unconcerned
condense [kən'dens] (*v*) thicken, deepen, devoparate
conservation [,kɒnsə'veɪʃn] (*n*) the protection of the natural environment
conscience ['kɒnʃəns] (*n*) the fact of behaving in a way that you feel is right, even though this may cause problems/believing your actions to be fair *syn*: honesty, inner voice
contaminate [kən'tæmɪneɪt] (*v*) make a substance or place dirty or no longer pure by adding a substance that is dangerous or carries disease, infect, pollute, make dirty
crucial ['kruːfl] (*adj*) extremely important, because it will affect other things desalinization
crush [krʌʃ] (*v*) press or squeeze something so hard that it is damaged or injured, or loses its shape
cyclist ['saɪklɪst] (*n*) a person who rides a bicycle

D d

damage ['dæmɪdʒ] (*n/v*) physical harm caused to something which makes it less attractive, useful or valuable
deal with smb ['di:l wɪð] (*v*) take appropriate action in a particular situation or according to whom you are talking to, managing, etc. *syn*: handle
decade ['dekeɪd] (*n*) ten years, a period of ten years
decline [dr'klaɪn] (*v*) lower, fall, collapse
decisive [dɪ'saisɪv] (*adj*) very important for the final result/particular situation; opp: indecisive
dedicate ['dedɪkeɪt] (*v*) yourself/smth to smth/to doing smth- to give a lot of your time and effort to a particular activity or purpose
deforestation [,di:fɔːrɪ'steɪʃn] (*n*) the act of cutting down or burning the trees in an area
demand [dɪ'ma:nd] (*n*) a very firm request for something; something that somebody needs
deny [dɪ'nai] (*v*) 1. state that one refuses to admit the truth or existence of
2. refuse to give *syn*: decline, reject
deplete [dɪ'pli:t] (*v*) reduce something by a large amount so that there is not enough left
derive [dɪ'raɪv] (*v*) get smth from smth.
descendant [dɪ'sendənt] (*n*) a member of a tribe or a clan, child son
descriptive [dɪ'skrɪptɪv] (*adj*) saying what somebody/something is like; describing something
desalination [,di:sæl'neɪʃn] (*n*) demineralizing, demineralization
destination [,destɪ'neɪʃn] (*n*) a place to which somebody/something is going or being sent
destruction [dɪ'strʌkʃn] (*n*) the act of destroying something; the process of being destroyed
destructive [dɪ'strʌktɪv] (*adj*) causing destruction or damage
determine [dɪ'tɜːmin] (*v*) decide definitely to do smth
developed [dɪ'veləpt] (*adj*) economically strong
disappointed [dɪsə'pɔɪntɪd] (*adj*) upset because smth you hoped for has not happened or has not been as good, successful, etc. as you expected
disaster [dɪ'za:stə] (*n*) an event that causes much suffering or loss/ a great misfortune
disburse [dɪs'bɜːs] (*v*) pay out money, especially from a fund collected for a purpose
disrupt [dɪs'rʌpt] (*v*) make it difficult for something to continue in the normal way frequency
distinction [dɪ'stɪŋkʃn] (*n*) a clear difference or contrast especially between people or things

that are similar or related

doubtful ['daʊtfl] (*adj*) not sure; uncertain and feeling doubt

dreadful [drɛdfl] (*adj*) very bad or unpleasant

durable ['djʊərəbl] (*adj*) likely to last for a long time without breaking or getting weaker

dynasty ['dɪnəsti] (*n*) a series of rulers of a country who all belong to the same family

E e

effect [i'fekt] (*n*) a change that somebody/something causes in sb/smth else; a result

embassy ['embəsi] (*n*) a group of officials led by an ambassador who represent their government in a foreign country

emission [i'miʃn] (*n*) the production or sending out of light, heat, gas, etc.

empowerment [im'paʊəmənt] (*n*) authorization

ensure [m'soə] (*v*) make sure that something happens or is definite

essential [i'senʃl] (*adj*) necessary, very important

eternal [i'tɔ:nl] (*adj*) without an end/existing or continuing forever

evaporate ['væpəreɪt] (*v*) *vanish into the air; steam*

everlasting [,evə'la:stɪŋ] (*adj*) continuing forever; never changing

exceed [ik'si:d] (*v*) *go beyond the limit, overstep*

executive [ɪg'zekjətɪv] (*n/adj*) a person who has an important job as a manager of a company

expand [ik'spænd] (*v*) become greater in size, number of importance; existence.

syn: author, designer, maker, producer, originator

expository [ik'spozətri] (*adj*) intended to explain or describe something. *syn:* explanatory, descriptive, describing, explicative, interpretative

extinction [ɪks'tɪŋ(k)ʃ(ə)n] abolishment, repeal, discontinuance

F f

fabulous ['fæbjələs] (*adj*) extremely good

fancy ['fænsi] (*v*) want something or want to do something

fear [fiə] (*n*) the bad feeling that you have when you are in danger

feature [fi:tʃə] (*n*) something important/interesting or typical of a place or thing

fictional ['fɪkʃən(ə)l] (*adj*) not real or true; existing only in stories

finite ['faɪnɪt] (*adj*) having a definite limit or fixed size

firework ['faɪəwɜ:k] (*n*) a small device containing powder that burns or explodes and produces bright coloured lights and loud noises, used especially at celebrations

fix [fiks] (*v*) put something firmly in a place so that it will not move; fasten (something) securely

fossil ['fɒsl] (*n*) the remains of an animal or a plant which have become hard and turned into rock

framework ['freɪmwɜ:k] (*n*) an essential supporting structure of a building, vehicle, or object; the parts of a building or an object that support its weight and give it shape

syn: infrastructure, structure, skeleton

frantic ['fræntɪk] (*adj*) very worried

frequent ['fri:kwənt] (*adj*) happening or doing something often

fuel ['fju:əl] (*n*) any material that produces heat or power, usually when it is burnt

fuss [fʌs] (*n*) unnecessary excitement/worry or activity

G g

gesture ['dʒestʃə] (*n*) a movement of part of the body, especially a hand or the head, to express an idea or meaning. *syn:* signal, sign, motion, indication, show

get into trouble ['get intə trʌbl] (*v*) meet difficulties, have a misfortune, come to grief
glacier ['glæsiə] (*n*) a large mass of ice, formed by snow on mountains, that moves very slowly down a valley
governor ['gəvənər] (*n*) a person who is the official head of a country or region that is politically controlled by another country
graceful ['greɪsfʊl] (*adj*) moving in a controlled, attractive form; opp: graceless
gradually ['graedʒuəli] (*adv*) in a gradual way; syn: slowly, slowly but surely, little by little
gymnast ['dʒimnæst] (*n*) a person who performs gymnastics

H h

halt [hɔ:lt] (*v*) stop; make somebody or something stop
handicapped ['hændikæpt] (*adj*) suffering from a mental or physical
hazard ['hæzəd] (*n/v*) a thing that can be dangerous or cause damage syn: danger, risk, threat
honour ['ɒnə(r)] (*v*) show respect
hornbeam ['hɔ:nbi:m] (*n*) a tree with smooth grey bark and hard wood
horseback ['hɔ:sbæk] (*n*) while sitting on a horse
housekeeper ['haʊski:pə] (*n*) woman employee in charge of a house
humorous ['hju:mərəs] (*adj*) funny and entertaining; showing a sense of humour

I i

ignorant ['ignorənt] (*adj*) lacking knowledge or awareness in general; uneducated or unsophisticated; syn: unknowledgeable, untaught, unschooled, untutored
ignore [ig'nɔ:(r)] (*v*) pay no attention to/disregarding ignorance
imaginative [i'mædʒɪnatɪv] (*adj*) having or showing new and exciting ideas
immediately [i'mi:diətlɪ] (*adv*) without delay; at once
impact ['impækt] (*n*) the powerful effect that something has on somebody/something
impertinent [im'pɜ:tɪnənt] (*adj*) 1. not showing proper respect; shameless, cheeky, rude, impolite 2. not pertinent to a particular matter; irrelevant
inaugural [i'nɔ:gjərl] (*adj*) the first official speech, meeting, etc. that marks the beginning of something important
inclusiveness [in'klu:sivnəs] (*n*) including or covering all the services, facilities, or items
increasingly [in'kri:sɪŋgli] (*adv*) to an increasing extent; more and more. syn: progressively
influential [,ɪnflue'nl̩ʃl] (*adj*) having a lot of influence on somebody/something
initiative [i'nɪʃiatɪv] (*n*) 1. the ability to assess and initiate things independently. syn: self-motivation, ambition, resourcefulness, inventiveness
injure ['ɪndʒə(r)] (*v*) to harm yourself or somebody else physically, especially in an accident
inspire [in'spaɪə(r)] (*v*) give somebody the desire, confidence or enthusiasm to do st well
installment [in'stɔ:lmənt] (*n*) a sum of money due as one of several equal payments for something, spread over an agreed period of time. syn: part payment, premium
instructor [in'strʌktə] (*n*) a person whose job is to teach somebody a practical skill or sport
interest-free ['ɪnterɛst 'fri:] (*adj*) with no interest charged on money that has been borrowed
interrelate [,ɪntərɪ'læt] (*v*) to (make) tie/contact, relate
intricate ['intrɪkət] (*adj*) having a lot of different parts and small details that fit together
inventive [in'ventɪv] (*adj*) able to think of new and interesting ideas keep smb in suspense
invest [in'vest] (*v*) buy property, shares in a company, etc. in the hope of making a profit

J j

jealous ['dʒeləs] (*adj*) afraid that the one you love might prefer smb else/wanting

jogging ['dʒɒgɪŋ] (*n*) the activity of running slowly and steadily as a form of exercise
judge [dʒʌdʒ] (*n/v*) 1. a person who decides who has won a competition

K k

keen (on) ['ki:n (ən)] (*adj*) liking smb/smth very much; very interested in smb/smth.

L l

lead [li:d] (*v*) show the way
league [li:g] (*n*) a group of sports teams who all play each other to earn points and find which team is the best
lime [laim] (*n*) a white substance like chalk obtained by heating limestone, used in building materials and to help plants grow
loan [ləʊn] (*n*) a number of money that an organization such as a bank
loyal ['lɔɪəl] remaining faithful to smb/smth supporting them or it

M m

maintain [meɪn'teɪn] (*v*) keep/keep up/carry on/support/declare to be true
manuscript ['mænjuːskript] (*n*) a copy of book, a piece of music, etc. before it has been printed
maple ['meɪpl] (*n*) a tall tree with leaves that have five points and turn bright red or yellow in the autumn/fall. Maples grow in northern countries.
massive ['mæsɪv] (*adj*) big and heavy; large and solid
master ['ma:stə] (*n*) a person who is skilled at smth
mean [mi:n] (*adj*) not generous/not willing to give or share things/unkind
meaningful ['mi:nɪfʊl] (*adj*) having a meaning that is easy to understand
methane ['mi:θeɪn] (*n*) a gas without colour or smell, that burns easily and is used as fuel
miner ['maɪnə(r)] (*n*) a person who works in a mine taking out coal, gold, diamonds, etc.
mislead [,mɪs'li:d] (*v*) give sb the wrong idea or impression and make them believe it
miss [mis] (*v*) 1. be bored, be anxious, have a tedious time 2. be late, stay too long
mix [mɪks] (*v*) prepare smth by combining two or more different substances
moral ['mɔ:rəl] (*adj*) following standards of behaviour considered acceptable and right by most people
multilateral [,mʌltɪ'lætərəl] (*adj*) in which three or more groups, nations, etc. take part
multinational [,mʌltɪ'næʃnəl] (*adj*) existing in or involving many countries
mutual ['mjoo:tʃuəl] (*adj*) used to describe feelings that two or more people have for each other equally, or actions that affect two or more people equally

N n

narrative ['nærətɪv] (*n*) a description of events, especially in a novel. *syn.* story
narrate [nə'reɪt] (*v*) *to tell a story*
natural resources ['næʃrəl ri'sɔ:sɪz] raw materials found in nature, such as trees, oil, and natural gas
nobleman ['nəʊblmən] (*n*) a man from a family of high social rank; a member of the nobility, aristocrat
notable ['nəʊtəbl] (*adj*) worthy of attention or notice *syn:* remarkable, outstanding, spectacular
novelist ['nɒvəlist] (*n*) a person who writes novels

O o

occur [ə'kɜː] (v) happen

originate [ə'ridʒɪneɪt] (v) to happen or appear for the first time in a particular place or situation; have a specific beginning; syn: have its origin, arise, begin

overpopulation [əʊvər pəpju'leɪʃn] the fact of a country or city having too many people living in it

P p

parchment ['pɑ:tʃmənt] (n) material made from the skin of a sheep or goat, used in the past for writing on

pave [peɪv] (n/v) 1. cover a piece of ground with concrete, asphalt, stones, or bricks

2. lay paving over; syn: cover or close, spread over, plank

penname ['pen'neɪm] (n) a name used by a writer instead of their real name. syn: nickname

periodical [,piəri'ɒdɪkl] (n) a magazine that is published every week, month, etc., especially one that is concerned with an academic subject

personality [,pɜːsə'nælətɪ] (n) 1. the various aspects of a person's character that combine to make them different from other people

persuade [pə'sweɪd] (v) win over to do, or believe /make willing

persuasive [pə'sweɪsɪv] (adj) able to persuade smb to do or believe smth.

pick [pɪk] (n) an act of choosing something

pitch [pɪtʃ] (n) an area of ground specially prepared and marked for playing a sports game

plain ['pleɪn] (adj) easy to see or understand

polio ['pəʊliəʊ] (n) illness, infantile paralysis, poliomyelitis

polish ['pɒlɪʃ] (v) rubbing a surface to make it smooth and shiny, grind

poodle ['pu:dł] (n) a dog with very curly hair

population [,pɒpju'leɪʃn] (n) people of a city or a country

precede [pri'si:d] (v) happen before something or come before something/somebody in order

predict [pri'dikt] (v) tell beforehand

prejudice ['predʒudɪs] (n) an opinion formed without taking time and care to judge fairly

prevent [pri'vent] (v) stop somebody from doing something;

profitable ['prɒfɪtəbl] (adj) that makes or is likely to make money

province ['prɒvɪns] (n) one of the areas that some countries are divided into with its own local government

prudent ['pru:dnt] (adj) sensible and careful when you make judgements and decisions

opp: imprudent

put down [put daun] (v) stop holding smth and place it on a table, shelf, etc.

R r

reasonable ['ri:znəbl] (adj) fair, practical and sensible. opp:-unreasonable

recommend [,rekə'mend] (v) tell smb that smth is good or useful, or that smb would be suitable for a particular job

recreate [,ri:kri'eɪt] (v) refresh, revive, renovate

reference ['refrəns] (n) 1. a thing you say or write that mentions smb/smth else

reforestation [ri:fɔ:r'steɪʃn] replanting; the restoration of a forest that had been reduced by fire or cutting

rehabilitation [,ri:ə'bili'teɪʃn] (n) the process of helping smb. to have a normal, useful life again after they have been very ill/sick or in prison for a long time; syn: reconstruction

relate [ri'leɪt] (v) give an account of (a sequence of events); narrate, coordinate, link, connect

relationship [ri'leɪʃnʃɪp] (n) the way in which two people, groups or countries behave towards

each other or deal with each other
relevancy ['reləvənsɪ] (n) appropriateness, propriety
rely on/upon smb/smth [rɪ'lai] (v) need or be dependent on smb/smth
remarkable [rɪ'mɑ:kəbl] (adj) unusual or surprising in a way that causes people to take notice, syn: astonishing
renew [rɪ'nju:] (v) begin something again after a pause or an interruption
renewable [rɪ'nju:əbl] (adj) (of energy and natural resources) that is replaced naturally or controlled carefully, not depleted when used.
represent [,reprɪ'zent] (v) be a member of a group of people and act or speak on their behalf at an event, a meeting, etc.
representative [,reprɪ'zentatɪv] (n) a person who has been chosen to speak or vote for somebody else or on behalf of a group
reserved [rɪ'zɜ:vɪd] (adv) (of a person or their character) slow or unwilling to show feelings or express opinions. opp: unreserved
resistance [rɪ'zɪstəns] (n) the refusal to accept or comply with something; syn: opposition to
respond [rɪ'spɒnd] (v/n) to give a spoken or written answer to somebody/something
restrain [rɪ'strem] (v) prevent (someone or something) from doing something; keep under control or within limits. syn: prevent, stop, keep, hold back
reward [rɪ'wɔ:d] prize, award, bonus
romanticize [rɔ'mæntɪk saɪz] (v) deal with or describe in an idealized or unrealistic fashion: make smth seem better or more appealing than it really is.
run for [rʌn fɔ:(r)] (v) continue, extend
run out [rʌn aut] (v/n) a length of time or stretch of ground over which something gradually ceases or is brought to an end or a halt.
rush [rʌʃ] (v) move or to do something with great speed, often too fast

S s

scatter ['skætə] (v) throw things in different directions so that they cover an area of ground
score [skɔ:] (n) the number of points, goals, etc. scored by each player or team in a game
set out [set aut] (v) start, lay out, make one's way, direct one's steps, pick one's way
shack [ſæk] (n) a roughly built hut or log cabin. syn: hut, chantey, cabin, lean-to, shed, hovel
shed [ſed] 1. (n) a small simple building usually built of wood/metal used for keeping things in
shot [ſɒt] (n) an attempt, a try
skeptic/sceptic ['skeptɪk] (n) a person who usually doubts that claims or statements are true, especially those that other people believe in
simplicity [sim'plɪſtɪ] (n) the quality of being easy to understand or use.
soar [ſo:(r)] (adj) fly upward or at a great height/aspire
sociable ['səʊſəbl] (adj) enjoying spending time with other people. opp: unsociable
specialize (in) ['speſəlaɪz] (v) become an expert in a particular area of work/study/business
spectator [spek'teɪtə] (n) a person who is watching an event, especially a sports event
spell [spel] (n) a short period of time during which something lasts
spill [ſpil] (v) flow over the edge of a container by accident; to make liquid do this turn off to leave a road in order to travel on another
sponsor ['spɒnſə] 1. (v) provide funds for (a project or activity or the person carrying it out).
syn: finance, put up the money or, fund, subsidize, support, contribute to
standard of living ['stændəd əv'livɪŋ] the overall quality of life that people experience
standby ['stænd,bai] waiting
state (to) [stet] (v) formally write or say smth, especially in a careful and clear way
strain [streɪn] (v) pressure on somebody/something because they have too much to do or manage, or something very difficult to deal with; the problems, worry or anxiety that this produces
stretch [ſtreſf] (v/n) extend, prolong, lengthen, make bigger/looser reach out
stud ['stʌd] (n) an animal, especially a horse that is kept for breeding; the place where ani-

mals, especially horses are kept for breeding

subtropical [,səb'trɒpɪkl] (*adj*) connected with regions that are near tropical parts of the world
suspense [sə'spens] (*n*) a feeling of worry or excitement that you have when you feel that something is going to happen, somebody is going to tell you some news, etc.

suspenseful [səs'pɛnsfʊl] (*adj*) 1. characterized by or causing suspense *syn.* thrilling, exciting
2. nail-biting, suspenseful

sustainable [səs'teɪnəbl] (*adj*) involving the use of natural products and energy in a way that does not harm the environment

symbolize ['sɪmbəlaɪz] (*v*) be a symbol of something

T t

temper ['tempə] (*n*) the way you are feeling at a particular time. *syn:* mood

tempered ['tempəd] (*adj*) having a particular type of temper-good/bad/sweet tempered

tender ['tendə(r)] (*adj*) kind/gentle and loving

thematic [θɪ'mætɪk] (*adj*) 1. having or relating to subjects or a particular subject *syn:* topical

threat [θret] (*n*) sign or cause of possible evil or harm

threaten ['θretn] (*v*) state one's intention to take hostile action against someone for smth done

thrilled [θrɪld] (*adj*) very excited and pleased

thrive [θraɪv] (*v*) grow or develop well or vigorously. *syn:* prosper, blow, thrive

tide [taɪd] (*n*) wave, flow, stream

track [træk] (*v*) chase, follow, watch

train [treɪn] (*v*) to teach a person or an animal the skills for a particular job or activity; to be taught in this or that way

trait ['treɪt] (*n*) particular quality in your personality.

transpire [træn'spaɪə] 1. (*adj*) something has happened or is true 2. (*v*) occur, happen

trap [træp] (*n*) a piece of equipment for catching animals

treaty ['tri:tɪ] (*n*) a formal agreement between two or more countries

tremendous [trə'mendəs] (*adj*) 1. very great 2. extremely good

tribe [traɪb] (*n*) a group of people of the same race, the same customs, language, religion

typhoon [tai'fu:n] (*n*) a violent tropical storm with very strong winds

U u

unbelievably [,ʌnbɪ'lɪ:vəblɪ] (*adv*) incredibly, improbably

urban ['ɜ:bən] (*adj*) having to do with cities or towns

utilize ['ju:təlaɪz] (*v*) make use of

V v

vibration [vɪ'breɪʃn] (*n*) a continuous shaking movement or feeling

vision ['vɪʒn] (*n*) power of seeing /sense of sight

vivid ['vɪvɪd] (*adj*) producing very clear pictures in your mind

W w

want [wɔnt] (*n*) something that you need

well-versed ['wel'vest] (*adj*) having a lot of knowledge about smth, or skill at smth.

whirlwind ['wɜ:lwind] (*n*) hurricane, typhoon, cyclone, tornado, sandstorm

will [wɪl] (*n*) the ability to control your thoughts and actions in order to achieve what you want to do determination, purposefulness by which a person decides on and initiates action

wrestler ['reslə] (*n*) a person who takes part in the sport of wrestling

REMEMBER!

Here is a selection of useful linking words and phrases. Browse the internet for “linking words” to expand the list.

About time

*Afterward
As soon as
At present
Currently
Eventually
In the future
Meanwhile
Previously
Today*

To contrast

*Although
Even though
However
Nevertheless
Though
While this is true yet*

To give reasons

*Because of (this)
Due to (the fact that)
For the reason
Owing to (the fact that)
Since
Thanks to (the fact)
That/this is why*

To conclude

*As a result
Consequently
Finally
Hence
In conclusion
Lastly
On the whole
Summing up
To conclude
To summarize*

To add

*Additionally
Again
Along with
Also
For instance
For example
Furthermore*

To make a point clearer

*Actually
Because of this
In fact
Obviously
To emphasize*

To compare

*In accordance with
In comparison
In the same way
Likewise
On the other hand
Similarly*

To signal a new topic

*Moving on to our point...
On a related topic/note ...
That takes us to the following idea ...
This leads us to our next point*

To exemplify

*For example
For instance
Namely
One example of this
To demonstrate this
To illustrate this*

REMEMBER!

Writing the Essay

There are two important parts to writing an essay

- Developing the topic
- Demonstrating facility with English

Here is an overview of the step-by-step process that you'll use to develop the topic and demonstrate your facility with English.

- Write the topic sentence for each paragraph
- Write the Introduction
- Write the Body of the essay
- Write the Conclusion

Writing an essay will be discussed thoroughly in the chapter by the same name. You'll learn different ways to develop a topic and demonstrate your facility with English. You'll learn different ways to write your essay, but the steps remain the same. You must always follow these steps.

Write the topic sentence for each paragraph

Each of the rows in the concept map could be a paragraph: one paragraph could be about motivation.

Topic sentence for general idea: information

Information comes from technology, but it also comes from people.

Topic sentence for general idea: *interaction*

Interaction with other people increases my knowledge.

Topic sentence for general idea: *motivation*

Competition motivates me.

Write the Introduction

The Introduction lets the reader know what my point of view is and how I plan to develop the essay. I believe that it is better to study at school than at home. I can learn a lot if I study alone at home, but I can learn more if I study at school with other people. I can gain a lot of information from other people. I also learn a lot by interacting with them. I'm motivated to study more if I don't work alone. Therefore, I believe I can learn a lot more at school. In this Introduction I have stated my opinion: Studying at school is best for me.

Write the Body of the essay

Information comes from technology, but it also comes from people. If I study at home, I can get a lot of information from my computer, DVD player, and television. If I study at school, I can get all this information, and also get information from my teachers and classmates. So, I learn more at school.

In this paragraph, I chose one of my topic sentences and developed it using the specific details in my concept map.

Write the Conclusion

Some people can study very well when they are alone at home, but I can't. I need to have other people near me. When I am with other people, I have the possibility to learn more information. I have the opportunity to develop my ideas more completely. I have the motivation to do a better job. Therefore, school is the best place for me.

In this paragraph, I summarized why I preferred studying in school. I rephrased my ideas. I didn't simply repeat them.

GRAMMAR FOLDER

ADJECTIVE / ADVERB

Compare:	
Adjective	Adjective+ly= Adverb
quick	quickly
quiet	quietly
slow	slowly
easy	easily
happy	happily
lucky	luckily
heavy	heavily
careful	carefully
serious	seriously
fluent	fluently
<ul style="list-style-type: none"> • Sam is a careful driver. • They didn't go out because of heavy rain. 	<ul style="list-style-type: none"> • He drives carefully. • We didn't go out because it was raining heavily. (not raining heavy)

Note: Not all words ending -ly are adverbs. Some words ending in "ly" are adjectives, too.

friendly
lively
lovely
elderly
lonely
silly
ugly
deadly

Samples:

- Sara is a very **friendly** girl. (adj)
- She treats everybody in a very **friendly** manner.

Note: The words ending in -ly are both adjectives and adverbs:
hourly daily early weekly monthly yearly, etc.

Compare: This is a **daily** programme. He brushes his teeth **daily**.

These words are both adjectives and adverbs.		These words are adverbs and they are used only in positive degree.	
fast	fast	hardly	Note: Hardly = "almost not any" has negative meaning. Sample: She can hardly speak German = (She can't speak German.)
hard	hard	highly	
high	high	lately	
late	late	nearly	
early	early	shortly	
near	near		
short	short		
<ul style="list-style-type: none"> • He is a fast runner. • It's hard work. • It's early spring. • That was a late train. • This is a high mountain. 	<ul style="list-style-type: none"> • He runs fast. • He tried hard to find a job. • I get up early. • She came late. • The bird can fly high. 	<ul style="list-style-type: none"> • She was not friendly at the party. • This is a daily newspaper. • He could hardly walk in the park. • My granny is nearly (almost) sixty. • The workers are highly paid in this plant. 	

A Number of... /The Number of...

The number of-is the subject, it's followed by a plural noun and a singular verb.

Sample:

- **The number of days in a week is seven.**
- **The number of books in library has risen to over 5 million.**

A number of-is an expression of quantity meaning “*a lot of*”. It is followed by a plural noun and a verb in the plural.

Sample:

- **A number of people visit the museum every day.**
- **A number of plants are used in/as medicine.**

Do /Make

We use **Make** when we speak about:

Producing, constructing, creating or building something new.

It is also used to indicate the origin of a product or the materials that are used to make something.

- His wedding ring is made of gold.
- The house was made of adobe.
- Wine is made from grapes.
- The watches were made in Switzerland.

We also use Make for producing an action or reaction:

- Onions make your eyes water.
- You make me happy.
- It's not my fault. My brother made me do it!

You use Make after certain nouns about plans and decisions:

- make the arrangements,
- make a choice

We use Make with nouns about speaking and certain sounds:

- make a comment • make a noise • make a speech

We use Make with Food, Drink and Meals:

- make a cake • make a cup of tea • make dinner

We use **Do** when we speak about:

1. **Work, jobs or tasks.**
2. **Do** is used when we refer to activities in general without being specific. In these cases, we normally use words like: thing, something, nothing, anything, everything, etc.

- *Hurry up! I've got things to do!*
- *Don't just stand there – do something!*
- *Is there anything I can do to help you?*

GRAMMAR POINT

The Present Perfect Continuous Tense Form

I/you/we/they +have been +Verb+ing

He/she/it+has been+Verb+ing

- Use the Present Perfect Continuous with **for** and **since** with action verbs. (*to learn, to do, to go, to work, to speak*)
- Use the Present Perfect Continuous for recent continuous actions.

Sample:

a: Your eyes are red. Have you been crying? b: No, I've been cutting onions.

- Use the Present Perfect Continuous for actions which have been going on very recently.

Positive

- *I have been learning English for 2 years.*
- *She has been working in this school since 2007.*
- *We have been watching a film for an hour.*

REMEMBER AND COMPARE!

Agreeing with somebody else

Person A	Person B
I am happy.	<i>So am I/So is he/she.</i>
I'm going to Brazil in summer.	<i>So am I.</i>
You look nice today.	<i>So do I/So does he/she.</i>
Simon has a new friend.	<i>So does she.</i>
We went to the cinema yesterday.	<i>So did we.</i>
He will win a prize.	<i>So will she.</i>
They have finished their homework.	<i>So have they.</i>
She has to go to the museum.	<i>So does he/she.</i>
They have lunch at 12.	<i>So do we.</i>
He should study more.	<i>So should I.</i>

Disagreeing with somebody

I am not going to Brazil.	<i>Neither am I.</i>
You don't go to work on Sundays.	<i>Neither do I</i>
She hasn't finished her homework yet.	<i>Neither has he</i>
He won't make mistakes.	<i>Neither will she.</i>
They didn't go to the party yesterday.	<i>Neither did we.</i>
He doesn't have to go to the concert.	<i>Neither does he/she.</i>
He hasn't got a car, either.	<i>Neither has she.</i>
She couldn't help me.	<i>Neither could I.</i>

Changing from Direct into Reported Speech

Direct Speech	Indirect Speech
Present Simple	Past Simple
1. She said , “I watch TV.” 2. The students said , “We love Azerbaijani literature very much.” 3. She said , “Samad Vurghun’s dramas are very popular.”	1. She said (that) she watched TV. 2. The students said (<i>that</i>) they loved Azerbaijani literature very much. 3. She said (<i>that</i>) Samad Vurghun’s dramas were very popular.
Present Continuous	Past Continuous
“I am watching TV.”	She said (that) she was watching TV
Present Perfect	Past Perfect
“ I have watched TV.”	She said (that) she had watched TV.
Past Simple	Past Perfect
1. “ I watched TV.” 2. The teacher said , “I checked all your tests yesterday.”	1. <i>She said (that) she had watched</i> TV. 2. <i>The teacher said (that) she had checked</i> all our tests the day before.
Past Perfect	Past Perfect
“I had watched TV.”	She said (that) she had watched TV.
will	would
“I’ll watch TV.”	She said (that) she would watch TV.
can	could
“I can watch TV.”	She said (that) she could watch TV.
may	might
“I may watch TV.”	She said (that) she might watch TV.
must	must - (prohibition)/had to - (obligation)
“I must watch TV.”	She said (that) she had to watch TV.
have to	had to
“I have to watch TV.”	She said (that) she had to watch TV.

Note: *would, could, should, might, ought to* do not change in Reported Speech.

Changing from Direct into Reported Speech		
Yes/No questions		
From Quoted Speech	Into Reported Speech	
<p>Add the conjunctive word if or whether before reporting a Yes/No question. Use statement word order, put the subject before the verb. An object (me, you, him, her, us, them, etc) can be added after asked.</p> <p>Language Note: If the ask phrase is in the present tense, don't follow the rule of sequence of tenses. Keep the same tenses as the original question.</p> <p>Reported questions are not real questions, the word order is the same as in statements.</p>		
<ul style="list-style-type: none"> • She says, "Are you a student?" • He asks, "Have you ever read a detective book?" • I said to/asked her, "Will you have time to go to school?" • I said to/asked her, "Can I take classes?" • I said to/asked her, "Do you like watching films?" • She said to/asked me, "Does your mother approve?" • She said to/asked me, "Did you receive the application?" 	<ul style="list-style-type: none"> • She asks me if I am a student. (Not: She asks me if am I a student.) • He asks me if I have ever read a detective book. (Not: He asks me if have I ever read a detective book.) • I asked her if/whether she would have time to go to school. • I asked her if/whether I could take classes. (Not - I said.) • I asked her if/whether she liked watching films. • She asked me if/whether my mother approved. • She asked me if/whether I had received the application. 	
<p>Note: Be careful with the auxiliaries do/does/did. The auxiliaries do/does/did are never used in Indirect questions.</p>		
<p>Language Note: In reporting a general truth, it is not necessary to follow the rule of sequence of tenses. He said: "<i>The sun rises in the East and sets in the West</i>". He said that <i>the sun rises in the East and sets in the West</i>.</p>		
Special Questions in Reported Speech		
<p>The verb ask is most commonly used to report questions, but I wonder and I want to know are sometimes used too. After Wh/ How questions, the question word is used as a conjunction.</p> <p>Note: Remember to change the word order in reported questions; the subject followed by a verb. The same changes in word order happen in reported questions.</p>	<ul style="list-style-type: none"> • She asks, "When will you go to the cinema?" 	

IRREGULAR VERBS

Nº	Infinitive	Past Simple	Past / Participle
1	blow [blou]	blew [blu:]	blown [bloun]
2	bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]
3	catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]
4	choose [tʃu:z]	chose [tʃəuz]	chosen [tʃəuz(ə)n]
5	come [kʌm]	came [keim]	come [kʌm]
6	deal (with [di:l]	dealt [delt]	dealt [delt]
7	draw [drɔ:]	drew [dru:]	drawn [drɔ:n]
8	fall [fɔ:l]	fell [fel]	fallen ['fɔ:lən]
9	find [faɪnd]	found [faʊnd]	found [faʊnd]
10	freeze [fri:z]	froze [frouz]	frozen ['frouzən]
11	go [gou]	went [went]	gone [gon]
12	grow [grou]	grew [gru:]	grown [groun]
13	have [hæv]	had [hæd]	had [hæd]
14	hide [haɪd]	hid [hid]	hidden [hɪdn]
15	hit [hit]	hit [hit]	hit [hit]
16	hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]
17	keep [ki:p]	kept [kept]	kept [kept]
18	know [nou]	knew [nju:]	known [noun]
19	lay [lei]	laid [leid]	laid [leid]
20	lead [li:d]	led [led]	led [led]
21	leave [li:v]	left [left]	left [left]
22	lie [lai]	lay [lei]	lain [lein]
23	make [meik]	made [meid]	made [meid]
24	meet [mi:t]	met [met]	met [met]
25	read [ri:d]	read [red]	read [red]
26	ride [raɪd]	rode [roud]	ridden ['ridn]
27	rise [raɪz]	rose [rouz]	risen ['riz(ə)n]
28	run [rʌn]	ran [ræn]	run [rʌn]
29	say [ser]	said [sed]	said [sed]
30	see [si:]	saw [sɔ:]	seen [sin:]
31	send [send]	sent [sent]	sent [sent]
32	shake [seik]	shook [ʃuk]	shaken ['seɪkən]
33	sleep [sli:p]	slept [slept]	slept [slept]
34	speak [spi:k]	spoke [spouk]	spoken ['spoukən]
35	spend [spend]	spent [spent]	spent [spent]
36	strike [straɪk]	struck [strʌk]	struck [strʌk]
37	take [teɪk]	took [tɒk]	taken ['teɪkən]
38	teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]
39	tell [tel]	told [təuld]	told [təuld]
40	think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]

Buraxılış məlumatı

İNGİLİZ DİLİ 10

Ümumtəhsil məktəblərinin 10-cu sinfi üçün
ingilis dili (əsas xarici dil)
fənni üzrə dərslik

Tərtibçi heyət:

Müəlliflər: **Qıztamam Quliyeva,
Xalidə Rüstəmova**

Naşir	Xəlil Həsənoğlu
Redaktor	Nailə Bağırova
Bədii redaktor	Jalə Kərimli
Texniki redaktor	Ləsfət Talıbova
Korrektor	Billurə Ələkbərova
Dizayner	Tural Səfiyev

Azərbaycan Respublikası Təhsil Nazirliyinin qrif nömrəsi: 2017-128

© Azərbaycan Respublikası Təhsil Nazirliyi – 2018.

Müəlliflik hüquqları qorunur. Xüsusi icazə olmadan bu nəşri və yaxud onun hər hansı hissəsini yenidən çap etdirmək, surətini çıxarmaq, elektron informasiya vasitələri ilə yaymaq qanuna ziddir.

Fiziki çap vərəqi 13,5. Formatı 70x100 1/16.
Səhifə sayı 216. Ofset kağızı. Jurnal qarnituru. Ofset çapı.
Tirajı 13800. Pulsuz. Bakı – 2018.

“KÖVSƏR” NƏŞRİYYATI
Bakı, AZ 1010, Dilarə Əliyeva küç., 251A/8A

PULSUZ

Əziz məktəbli!

Bu dərslik sənə Azərbaycan dövləti tərəfindən bir dərs ilində istifadə üçün verilir. O, dərs ili müddətində nəzərdə tutulmuş bilikləri qazanmaq üçün sənə etibarlı dost və yardımçı olacaq.

İnanırıq ki, sən də bu dərsliyə məhəbbətlə yanaşacaq, onu zədələnmələrdən qoruyacaq, təmiz və səliqəli saxlayacaqsan ki, növbəti dərs ilində digər məktəbli yoldaşın ondan sənin kimi rahat istifadə edə bilsin.

Sənə təhsildə uğurlar arzulayıraq!