

ENGLISH

Student's Book





AZƏRBAYCAN RESPUBLİKASININ DÖVLƏT HİMNİ

*Musiqisi Üzeyir Hacıbəylinin,
sözləri Əhməd Cavadındır.*

Azərbaycan! Azərbaycan!
Ey qəhrəman övladın şanlı Vətəni!
Səndən ötrü can verməyə cümlə hazırlız!
Səndən ötrü qan tökməyə cümlə qadiriz!
Üçrəngli bayraqınla məsud yaşa!
Minlərlə can qurban oldu!
Sinən hərbə meydən 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

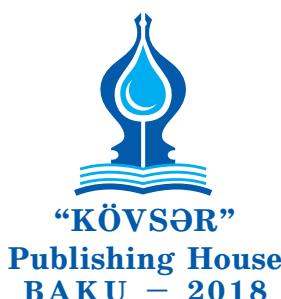
ENGLISH

7

Student's Book

English as the main foreign language for the 7th 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.



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UNIT 1

SCHOOL

Lesson 1. We are at School, Again!

Getting ready for the task:

- What is the date today?
- What holiday is it today?
- How do you celebrate this holiday?

Key words:

an academic year – a school year
innovation – improvement, reform
to integrate – to enlarge, combine one thing with another so that they become a whole

a first-grade student – a beginner at school /*a first former*
to name after – to give a name to smb/smth
to face – be positioned with the face or front toward smb or smth
unforgettable – memorable

1 CW. Listen to the passage and answer the questions using the pictures given below.



- What is going on in this picture and who is this person?
- Why do the children feel happy today? in their hands?
- What holiday are they celebrating?
- What do the schoolchildren have

I think today is an **unforgettable** day for students. We are at school again. There are many students, parents and teachers in the school-yard now. Today is the 15th of September. It's a

holiday. Azerbaijani people celebrate the Knowledge Day, the first day of the academic year. It is an exciting day. The beginning of the new school year is an important day not only for students, but also for teachers and parents. However, this day is more interesting for the **first-grade students**.



2 PW. Make up sentences using these words.

Sample: Students *greet* each other in the school yard on the 15th of September.

Noun	Verb	Adverb	Adverb
boy, girl, child, children, friend, teacher, students	go, meet, greet, say: <i>hi, hello</i>	in the schoolyard in the park at school	on foot by bus by metro

3 **GW.** Answer the questions and describe your school.

1. Where is your school situated? (*name of the country/city/town/village*)
2. What are there in your school? (*a gym/a canteen/a library, etc.*)
3. What is it surrounded with? (*a garden/a park/a river/a forest*)
4. What can school give us?
5. Do you follow school rules? How?

REMEMBER!

GRAMMAR FOCUS

PREPOSITIONS

in	on	at	Note:
September	Monday	the moment	We don't use in/on/at
spring	the 15 th of May	the weekend	this week
the morning	Sunday evening	5 o'clock	next year
2018	Novruz holiday	night	last month
the future	my birthday	midnight	every year
the past	week days	lunchtime	

4 **IW.** Look through the Grammar Focus above and choose the correct prepositions.

- | | | |
|-------------------------------------|---------------------|-----------------------|
| 1. in/on Monday | 5. in/at June | 9. on/in the evening |
| 2. in/on the 5 th of May | 6. in/at summer | 10. last/in last July |
| 3. in/on 2012 | 7. at/in home | 11. in/at midnight |
| 4. in/on autumn | 8. at/in the future | 12. at/on school |

5 **PW/GW.** Read and discuss giving comments on the ones you agree/disagree with and say Why?

1. Students must wear a school uniform.
2. Students should never be late for school.
3. You can always miss the lessons.
4. Students shouldn't write on the walls.
5. Students can't make friends at school.
6. Students shouldn't help their friends. It is the teacher's job.



6 **GW.** Complete the sentences.

1. Our school is named after
2. This day is the most interesting for me
3. We study different subjects
4. My favourite subjects are
5. We have some enjoyable activities in our school

7 **IW.** Project work. Write a passage about your first day at school.

8 CW. Read the samples and write school rules using the modal verb **must/mustn't**.

School Rules:

- Be at school before 8.00!
- Always wear a uniform!
- Never miss school!
- Respect your teachers and classmates!
- Be polite to your classmates and others!
- Don't write on the walls of the classroom!

9 IW. Read the letters and introduce yourself.

Hello, dear friends!

I'm Fidan. I am in the 7th grade. We have a big school. My school is named after Mubariz Ibrahimov. He is one of the national heroes of Azerbaijan. There are many schools in Azerbaijan named after our national heroes. All students know that our schools and education have **integrated** into the world education system. We face **innovations** almost everyday and we are open to any of them. So, we learn new things every passing day and **gain experience*** while practising the innovation. As Prophet Muhammad said, "*Learn from Birth to Death!*"



Fidan



Tom

Dear friends! I like everything about my school. It is in a beautiful old castle. The teachers are very kind and my classmates are very friendly. We often have productive projects in our school. We can choose our subjects in our school ourselves. We can do Maths, English, Literature, Biology, Chemistry, Physics, Art, Design and Technology, etc. here. We all must wear a school uniform. I think my school gives me everything.

10 IW. Project. Write an essay "What Can School Give us?"

Self Assessment: IV-excellent III-good II-fair I-weak	IV	III	II	I
I can introduce myself				
I can answer the questions about school				
I can talk about school				
I can talk about the importance of the Knowledge Day				
I can prepare school rules				
I can take part in discussions on school days				

Lesson 2. Schools in Different Countries

Getting ready for the task:

- How does school education differ around the world?

Key words:

core – the most important part of an object

compulsory – that must be done because of a law or a rule

innovative – introducing or using new ideas/ ways

to provide – to give, to grant, to tender; to afford

to include – to make smb/smth a part of something; to add in

1 CW. Look at the pictures and say where these schools are situated. Find out what countries these flags represent.



Curriculum –

a new-educational program/a new innovative program

the subjects that are included in a course of study or taught in a school/a college, etc.

2 GW. Listen and discuss Curriculum in different countries.



There is a National **Curriculum** for all students in **the UK**. School Curriculum mainly includes 10 subjects. English, Math, Science are the “**core**” subjects. There are state and private schools. State (*public*)schools **provide** a free education for children. Most students study at public schools and they have to wear a school uniform. Secondary education takes 12 years in the UK.

Each state in **the USA** has its own curriculum. Students take a number of hours in the given subjects. These subjects are usually English, Spanish, Science, Math, History, Music and **Physical Education (PE)**. Secondary education lasts 12 years in America.



Secondary education in **Germany** is the longest in Europe. It lasts 13 years. Students have the **opportunity (chance)** to learn 2 or more foreign languages. They choose their own subjects. There are about 12 **compulsory** subjects, two or three of them are foreign languages.



Primary education normally starts at the age of 7 in **Singapore**. It lasts 6 years, and it is compulsory. They study not only Arts and Crafts, Music, Health Education, but also Moral Education, Social Studies.



Japanese children go to primary school from the age of 6. Secondary education lasts 12 years. The Japanese school year begins in April. They have only one month for summer holiday. A school year has three terms: spring, summer and winter. School Curriculum covers Social Studies, Maths, Science, Music, Art, Handicrafts and Physical Education.

3 IW. Write a paragraph on “The National Curriculum and educational system in Azerbaijan” pointing out the similarities and differences among our and some other school systems.

Lesson 3. One for All and All for One!

Getting ready for the task:

- Do you like to work together?
- Why is it good to work together?

Key words:

independently – without depending on anyone

pair – two things of the same type/to put people/things into groups of two

to take turns – to do smth alternatively

brilliant – 1. shining, sparkling
2. diamond

household – relating to a house or to the people living in a house

1 CW. Look, match and find out what the proverbs “One man is no man” and “One for all and all for one” mean.



1



2

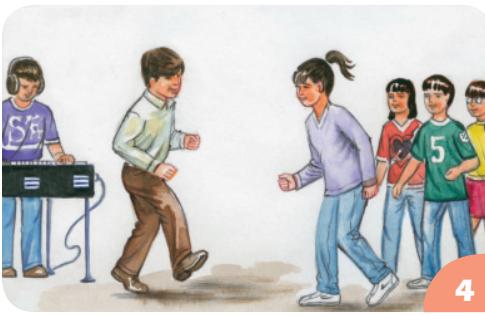
A) In class students work together, think, **pair** and share their ideas to gain experience and success.

B) In a football team all the players try to win together. Here is “**One for all and all for one**”.



3

C) In a dancing club students dance together. They like dancing very much. Dancing together is enjoyable and it gives them a great pleasure.



4

D) A family is a school, too. There is a lot of work to do in a family. In the family everyone helps one another to do the **household**. All the members work and have their meals together in the family.

2 GW. Answer the questions and make rules for GW/PW.

1. Do you like working in pairs/in groups? Why?
2. What is a team and team work?
3. What can Group Work/Pair Work give you?
4. What is Collective Work for you?
5. Do you follow the school/classroom rules? How?
6. Do you love playing with your friend/friends? Why?
7. Do you enjoy being in the company of your classmates?
8. Do/don't you share your ideas with your classmates? How and why?



Rules for Group and Pair Work

- Think and share your ideas!
- Listen attentively to others!
- Work together!
- Take turns!
- Respect each other!
- Don't be shy!
- Try to express your ideas independently!
- Be kind to your mates!

3 PW. Read the students' ideas and give your advice orally or in written form.



Dear friend!

My name is Kate. I am in the 7th grade. I am twelve. My marks are not good. I try a lot, but I am afraid I can't be a good student. I can't express my ideas and share my opinions with my friends independently. After school I like playing computer games. I enjoy listening to music and watching TV. I don't have any time to help my mother. She comes home from work very tired. Can you help me? What should I do to be a brilliant student?

Dear Kate!

Here is what you should do: You can be a good student! Do your homework every day. I think school comes first. Be patient, listen to your friends and share ideas with them. If your lessons are difficult, ask your teacher, your classmates, your mother and friends for help. They can help you. Good luck!



Self Assessment: IV-excellent III-good II-fair I-weak

IV	III	II	I
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I can express my own ideas about GW/PW

I can speak about the importance of being in a company

I can make school rules/rules for GW/PW

I can write a letter to my friend and give advice

I can say proverbs on being in a company

Lesson 4. Let's Go to the Library!

Getting ready for the task:

- Do you like reading books? What books?
- Where can you find different books? • What is the role of libraries in our life?

Key words:

digital – electronic

to check out – to examine

a catalogue – a complete list of items

to support – to help or encourage
smb by saying that you agree with
them

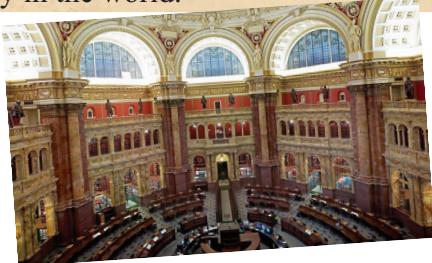
1 GW. Listen to the Fact File and discuss it in your groups:

- What famous libraries do you know in the world?
- Why is it important to have a library or to go to the library?



Fact File

There are many famous libraries in the world. One of them is the Library of Congress. The Library of Congress is a symbol of **vital*** connection between knowledge and democracy. The Library provides the Congress with information and ideas, and it also helps other libraries throughout the world. Thomas Jefferson is the founder of the Library of Congress. He was a man of various interests. His personal library is the Library's core. Today's the Library of Congress is the world's greatest resource. With the **support** of the US Congress it has become the largest and the most famous library in the world.



***vital** – necessary, essential, important

2 PW. Listen to the dialogue and act it out.

Samira: Hello, Vagif! Where were you yesterday?

Vagif: Hi, Samira! I was at the library with my friends.

Samira: Oh, great! Is your library new, Vagif?

Vagif: Yes, of course. We have got a large and modern library in our school.

Samira: Is it a **digital** library?

Vagif: Yes, of course.

Samira: What books are there in your library?

Vagif: All kinds of books, even in different languages. You can see fantasy, detective, adventure, fiction and other books there. You can also find old and new books on literature, physics, history, chemistry, geography and many other books on different subjects in our library.

Samira: What book did you want to take?

Vagif: I checked out “Sister Kerry” by T.Dreiser. That was for home reading in the original/in English. That’s why I had to get it. And the librarian willingly helped me with that.

Samira: Oh, that’s very good! And you have to return the book to the library in two weeks.

3 CW. Make up a situation about M.F. Akhundov Library using the following words and word combinations.

catalogue, fiction, adventure books, to give a hand, to borrow books (from), capacity, digital, to take turns, to return books (to), to check out

4 PW. Listen to the Library Rules and change them following the Grammar Focus below.

Library Rules

- *Follow library rules!*
- *Keep library books clean and return them in time!*
- *Never write or draw on the pages of a book!*
- *Keep silence in the library/reading hall!*
- *Don’t make dog’s ears in the books!*
- *Never bring food or drinks to the library!*
- *Don’t interrupt or bother people while reading or working!*

REMEMBER!

GRAMMAR FOCUS

MODALS

Must	Mustn't	Should	Shouldn't
• You must treat the old very politely.	• You must not interrupt people while working/ speaking.	• You should show your card to a librarian.	• You shouldn't sleep very late.

Lesson 5. Be an Exchange Student!

Getting ready for the task:

- What do you know about an exchange program?
- What is a youth exchange program?

Key words:

youth – the time of life when a person is young

fair – faithful

government – a group of people who are responsible for governing a state

to pass a law – to adopt/accept/admit a law

a scholarship – an amount of money given to smb by an organization to help to pay for their education

a host – a person who invites guests to a meal/a party, etc. at his/her own place

an exchange program – a program to share and work on with partners

1 GW. Read the text paying attention to the sentences with the modal verb “**to have to**”.

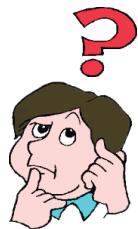
In **an exchange program**, groups of people from different countries visit each other. They go to other countries to spend time there, study the language of the country and make new friends. In 1992 the United States government **passed a law**. Under this law the US **government** started to offer **scholarships** to school students. These students go to the USA and live there for a year. They live with a **host** family. But they are not guests of the family, they become members of the family, just like the children and the parents of the family. And they do not go there for a holiday, because while they are there they go to high school. They *have to* learn about the country and speak English very well.

You *have to* win a competition, then you can become an exchange student in the US. You *have to* take a test in English, and they choose only those students who are good at English. Your teachers *have to* give you a recommendation that you are responsible, independent and cooperative. At the same time you must be **fair**, caring, honest, and you should respect other people. When you come back, you can share what you learned in the USA with all your friends.



2 CW. Answer the questions.

1. Why do countries exchange students?
2. When did exchange programs start?
3. Where do exchange students live?
4. What do students have to learn in the USA?
5. How can students get a scholarship?
6. How long do exchange students have to stay in the USA?



GRAMMAR FOCUS The Modal Verb *have to*

REMEMBER!

Have to	The Present Simple	The Past Simple
Positive	I/we/you/they- have to He/she/it- has to	I/you/he/she/it/we/you/they- had to
Negative	I/we/you/they- don't have to He/she/it- doesn't have to	I/you/he/she/it/we/you/they- didn't have to
Questions	Do/we/you/they - have to Does he/she/it - have to	Did I/you/he/she/it/we/you/ they- have to

Sample: Positive: I/we/you/they **have to** learn these rules now.

Interrogative: Do I/we/you/they **have to** learn these rules now?

She **has to** go to the party today.

Does she **have to** go to the party today?

I/You/He/She/We **had to** stay in London last week.

Did I/You/He/She/We **have to** stay in London last week?

3 PW. Fill in the gaps with “to have to” paying attention to the tense form and Grammar Focus above.

1. Peter ... to help his little brother to do his lessons.
2. Students ... to take part in this competition.
3. They ... to live with host families last year.
4. My brother ... to go to the library yesterday.
5. There is a lift here, you ... to climb the stairs.
6. The children ... to walk home from school every day.
7. Lamiya ... not ... to work on Sundays.
8. We ... to take a taxi to school yesterday.

4 PW. Make questions with “to have to”. Sample:

1. An exchange student ... to win a competition.
Does an exchange student have to win a competition?
2. Students from different countries ... to live in America.
3. Exchange students ... to speak English better.
4. Exchange students ... to get scholarship.
5. An exchange student ... to know English well.
6. We all ... to respect teachers and students.
7. They ... to learn different customs and traditions.

5 PW. Match the halves and build up sentences.

- | | |
|------------------------|--|
| 1. a host | a. the time of life when a person is young |
| 2. youth | b. a group of people who are responsible for governing a state |
| 3. government | c. an amount of money given to smb by an organization to help to pay for their education |
| 4. a scholarship | d. a program to share and work with partners |
| 5. an exchange program | e. to admire smb/smth deeply; honour, esteem |
| 6. respect | f. a person who invites guests to a meal/a party, etc. to his/her own place |

6 GW. Choose the correct variant.

1. In an exchange program, groups of people from different countries ...

A) send letters	B) visit each other
C) write emails	D) study only English
2. The US government passed a law ...

A) in 2012	B) in 1982	C) in 2002	D) in 1992
------------	------------	------------	------------
3. ... go to the USA and live with a host family for a year.

A) Exchange students	B) Businessmen	C) Tourists	D) Teachers
----------------------	----------------	-------------	-------------
4. Exchange students have to in English.

A) make a project	B) write a letter	C) send an e-mail	D) take a test
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5. Teachers give students a recommendation that they are ...

A) caring and lazy	B) fair and dishonest
C) responsible and cooperative	D) independent and rude
6. The opposite of the word “honest”

A) helpful	B) rude	C) dishonest	D) cooperative
------------	---------	--------------	----------------
7. The close meaning of the word “diligent”

A) responsible	B) hard working	C) helpless	D) careful
----------------	-----------------	-------------	------------

7 IW. Creative Work. Write the qualities of the students who can participate in exchange programs.

8 IW. Write a letter to an exchange student.

My portfolio

1 Answer the following question: How well can you do these things?

I can ...

- | | | | |
|--|------------------|-----------|-----------------|
| • introduce myself/my friends | very well | OK | a little |
| • speak about my school | very well | OK | a little |
| • talk about libraries | very well | OK | a little |
| • talk about curriculum | very well | OK | a little |
| • speak about different schools | very well | OK | a little |
| • write essays on the topic | very well | OK | a little |
| • talk about PW/GW/CW/IW | very well | OK | a little |
| • share my ideas with my friends | very well | OK | a little |
| • enjoy being in the company of classmates | very well | OK | a little |

2 Complete the conversation using the box beside. Act it out.

Tehmasib: Hi, how are you?

Nilay: ... ?

Tehmasib: Not bad, thanks!

Do you know ... , Nigar?

Nilay: Sure! Today is It is

How do you spend this holiday?

Tehmasib: We spend

1. *this holiday with all students and teachers.*
2. *I'm fine, thanks. And you?*
3. *a great day for us!*
4. *what day it is today*
5. *the Day of Knowledge.*

3 Write rules for your school/class/library.

4 Imagine your classmate/friend has some problems with school/lessons. Try to think and give some good advice to him/her.

5 Write a paragraph about group/pair/collective work and its importance at the lessons.

6 Put the words and expressions from the box in the correct column:

3 o'clock, the weekend, school, my birthday, the library, Novruz Holiday,
Tuesday morning, the future, night, 2017, present,
Monday, October, September 23, the afternoon, the gym, the museum

in	on	at
• the museum • afternoon	• Monday/Friday • September 23	• school • the weekend

7 Complete the list of the rules with:

must/mustn't/should/shouldn't/have to/has to.

1. You ... be polite.
2. You ... say hello when you see a teacher.
3. You ... come to school on time.
4. You ... stand up when a teacher comes into the classroom.
5. You ... eat or drink in the classroom.
6. You ... bring mobile phones to class.
7. You ... run in the corridors.

8 Think logically and complete the sentences with your own ideas using modal verbs.

1. You don't understand your homework. You have to ask
2. Your friends invite you to the party. You
3. Jane is not good at Maths. She
4. My classroom is in a mess. I
5. These books are interesting. You

9 Look at the sample and write the following information about yourself.

First name ____ Murad
Last name ____ Babayev
Age ____ 12
Date of birth ____ 02.04.2002
Place of birth ____ Guba
Address ____ F.Agayev St.2
Telephone ____ 0513476556
E-mail ____ murad@gmail.com
Occupation ____ student
Likes ____ Maths, English, Music
Dislikes ____ Art

First name ...
Last name ...
Age ...
Date of birth ...
Place of birth ...
Address ...
Telephone ...
E-mail ...
Occupation ...
Likes ...
Dislikes ...

UNIT 2

COMMUNICATION

Lesson 1. How to Communicate?

Getting ready for the task:

- How do you spend your free time?
- Do you like watching TV/talking on the phone/playing computer games?

Key words:

to waste – to use carelessly with no purpose

to communicate – to exchange information news/ideas with smb.

to chat – to talk

to depend on – to be controlled or determined by someone

gigantic – huge, massive

a super-chatter – a very talkative person

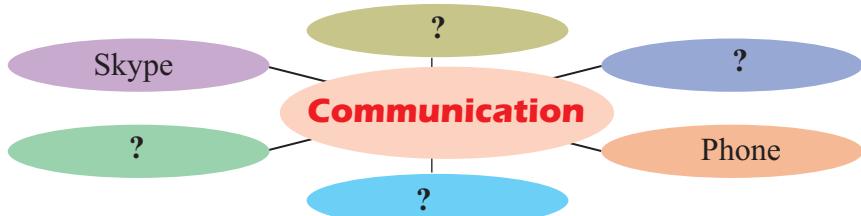
nowadays – at present

1 CW/GW. Look and match the pictures with the sentences.

1. You can talk to someone on the telephone.
2. You can talk or write to someone on the internet/skype.
3. You can write someone a letter, a postcard.
4. You can take part in forums or chat sessions on the computer.
5. You can participate in local and international teleconferences.
6. You can type/search something/anything on the computer.
7. You can talk and share (in pairs/groups).



2 **GW/PW.** Answer the questions, brainstorm and share your ideas with your partners in many ways.



- What are the most common methods of communication?
- Who do we communicate with? Why?
- How do we communicate/keep in touch with the relatives/friends?
- What is the easiest way to communicate nowadays? Why?
- Why do we need **to communicate**?

Communication – is *the activity or process of expressing ideas/thoughts and feelings*.

We can't live if we don't communicate. Not only people, but also animals and plants communicate with each other in different ways.

3 **PW/IW.** Listen and read letters with appropriate rhythm. Write about your own hobbies/interests.



Semra

I enjoy figure skating. That's why my username on the Internet is **Skate Princess**. I enjoy watching sport programs on TV and I regularly search for the latest news on figure skating and more facts about its fans. I keep in touch and share my ideas on the latest news with my friends **via*** skype.



Suleyman

I like **chatting** on the internet. My username is **Superchatter**. I always share my ideas actively communicating with my friends on the Internet. We talk about different games and matches, share and learn about the latest news.

***via** – through

4 PW. Open the brackets and act out the dialogue.

Khadija: How do you think, is watching TV a waste of time?

Why do you think so?

Shahin: I don't think so. It (to depend) on you. I enjoy (to watch) TV.

But we don't have to watch TV more than 2-3 hours a day.

Khadija: What programs are interesting for you? Do you have a favourite TV program?

Shahin: Oh, yes! I love (to watch) sport programs. My brother also (to like) Sport and Nature programs. "The World of Animals" program is his favourite one. You can get a lot of information about them on TV. And what about your favourite programs?

Khadija: Well, I prefer (to listen) to classical music. So, I love Music programs.

Shahin: Oh, great! I also enjoy (to listen) to classical and pop music. I think it is very enjoyable. You know, nowadays there are many musical show programs on TV.

REMEMBER!

GRAMMAR FOCUS

Verb + ing	Verb + to/ing	Verb + to
enjoy	start	want
stop	begin	expect
finish	like	promise
suggest	love	ask
mind	prefer	decide
	need	learn
		tell
		try

Note: Many verbs that show preference (things that we like or don't like) are followed by - **ing**, e.g. *enjoy, mind*. After some verbs it is possible to use the - **ing** form or the Infinitive with - **to**, e.g. *love, hate*.

Sample: We **enjoy** dancing.

My friend **decided** to go to Mexico.

Murad loves **playing/to play** football.

5 CW. Complete the sentences using "to" or "ing" paying attention to "Grammar Focus".

1. Do you enjoy ... other countries?
a) to get up
2. My sister loves ... very much.
b) to visit
3. We tried ... more facts about new school systems.
c) to sell
4. Aydan's father decided ... his old car.
d) to get
5. Elnur likes ... by train.
e) to see
6. The visitor wanted ... many historical places.
f) to travel
7. My brother hates ... early.
g) to dance

Lesson 2. Digital Computers

Getting ready for the task:

- What can computers do nowadays?
- Why do people need computers?
- What is a computer?
- How can computers change our lives in future?

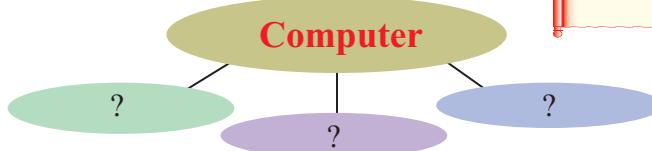
Key words:

experience – 1. the knowledge and skill you've gained through doing smth; competence, proficiency
2. the things that have happened to you
to surf websites – to use internet

web – network
patient – 1. able to accept or tolerate delays, problems; tolerant
2. a person receiving medical treatment

1 CW. Fill in the circles answering the questions.

- What can computers do?
- Can you talk about its functions?



- We can't imagine our life without computers -- thinking machines nowadays.
- Computers are the main part of our life today.
- They help us to communicate, they can find facts and we can solve some problems with the help of a computer.



2 GW. Discuss what computers can/can't do.

- design cars
- learn from *experience*
- play chess
- do puzzles
- send e-mails
- teach languages
- talk like a child
- think for people
- **surf websites**
- improve some skills

Sample:

Computers can design cars but they can't ...

With modern computers you can send e-mails, surf websites ...

3 PW. Read the teens' ideas and give your comments on the statements about computers and robots.

- ◆ Computers can make our lives easier.
- ◆ Nowadays computers run factories, plan cities, teach children.
- ◆ Robots can really think as people do.
- ◆ We can't imagine the 21st century without computers.
- ◆ People will use robots to control their lives, etc.



■ Computers are very important in the modern world, especially in management, art, science, business, education and music. They help scientists do many experiments. Thanks to computers people have made different programs in many areas, such as health care, communication systems and business management, etc. They always help us improve the quality of life.

■ Do you know anything about robots? A robot's brain is a computer. Robots can help people at home and schools, in hospitals, factories, stores and malls, too. Many car factories in Japan, the USA, and other countries use robots. Robots can work all day and all night. There are robots that visit classrooms to tell children about safety.



■ Robots are new workers nowadays. They are skilled, and they do many jobs. Robots never become tired. They can do jobs that are too boring, dangerous, or difficult for people to do. A robot's computer "brain" tells it what to do. Of course, these machines cannot really think as people do. Most robots work in factories and stores.

■ Robots can help people become better doctors and nurses. For example, a robot can be "a real patient" on the operating table. Robots can work for disabled people, too. They can feed and dress the disabled people. People also use robots for fun. Some robots can sing, dance, play the piano or tell jokes. Perhaps, one day, home robots will cook the food or walk a dog.



4 PW. Listen to the predictions and give comments.

1. Robots are successful machines.
2. Robots will do all the boring jobs.
3. Robots can do shopping for people.
4. Robots would make a good friend.
5. Robots would make your life more fun.
6. People will have fewer diseases and health problems.
7. People will use their televisions to control their lives. For example, you'll be able to do shopping and use your bank account in the house through the TV.



5 GW. Debate saying the advantages and disadvantages of the robots/computers.

Advantages	Disadvantages
•	•

REMEMBER!

GRAMMAR FOCUS

THE CONJUNCTION

and	but	because
• I went to the party and saw my friends there. • He took the pictures and put them into his bag.	• I went to the party, but I didn't see my friends there. • They liked the song, but they didn't like its words.	• I couldn't go to the party because I was busy. • We'll not participate in the meeting today because we are leaving.

6 IW. Complete with *and*, *but* or *because*.

1. Semra enjoys figure skating ... Suleyman doesn't like it.
2. Mehriban has many friends ... she likes chatting with them.
3. My mother listens to folk music ... I prefer listening to pop music.
4. Julia is often late for classes ... she always goes to bed very late.
5. Asim couldn't play football, ... he was ill.
6. Shahin can surf websites ... he knows computers well now.

7 IW. Make a list of things that computers/robots can do.

Self Assessment: IV-excellent III-good II-fair I-weak

IV III II I

I can talk about computers and robots and their role/function				
I can talk and also write about the role of computers/robots				
I can share my ideas on advantages/disadvantages of computers				
I can build up sentences using the conjunctions				
I can give comments on the predictions				
I can make a list of the things computers/robots can do				

Lesson 3. Animals' Messages

Getting ready for the task:

- Can plants/animals communicate?
- What do you know about animal communication?

Key words:

a distance – the amount of space between two places/ things

to roar – to make a deep, loud cry or shout; to scream

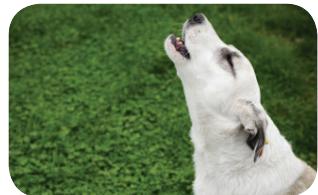
to run away – to escape

a direction – a guideline, a course

to attract – to make people have a particular reaction

safe – not dangerous, secure

1 GW. Write about the ways animals express themselves using the KWL chart and pictures below.



Animals:	K (Know)	W(Want to know)	L(learned)
Bees	<i>dance to send a message</i>	<i>How do they communicate?</i>	
Birds	<i>chirp to send a message</i>	<i>What is their message?</i>	
Dogs	<i>bark to send a message</i>	<i>?</i>	
Dolphins	<i>make sounds for other dolphins</i>	<i>How can they send signals?</i>	

2 GW. Read to the passages and fill in the 3rd column of the KWL chart.

1. Lions **roar** loudly when they want to tell other animals about danger. The message is, “Run away. It is dangerous here.”



2. A whale can hear another whale’s song from a distance of fifty kilometers. The message is, “I am over here.”



3. Have you ever seen how flowers “talk”? No! Of course, flowers can’t talk in the way we understand “their talking”. But they can send out messages. How? Some flowers have bright colours. These colours are the messages, because they tell bees, “Please, come and visit me!”



4. Have you ever seen how bees “talk”? Try to follow a bee when you see one. You will see that other bees also fly in the same **direction**. Bees “tell” each other by signals like “dancing” where the best flowers are. They send the message at what **distance** the food is and what kind of food it is. So, the message is, “Come this way. There is a very good place here.”



5. Dolphins make sounds for other dolphins. They can hear these sounds very far away, but people can’t hear them.

3 GW. Find a-e in the paragraphs 1-5.

- a) The message: “It is not **safe** here”.
- b) They make noises only for themselves.
- c) They can easily **attract** the bees.
- d) We found good food. Come here!
- e) It’s possible to hear them from many kilometers.



4 IW. Match the halves.

- | | |
|--------------------------------------|---------------------------------|
| 1. Bees “tell” each other by signals | a) “I am over here”. |
| 2. Flowers tell bees | b) for other dolphins. |
| 3. The whale’s message is | c) where the best flowers are. |
| 4. Dolphins make sounds | d) “Run away! It is dangerous!” |
| 5. Lions’ message is, | e) “Please, come and visit me!” |

5 IW. Write a paragraph on animals’ messages.

Lesson 4. Let's Visit Our ICC!

Getting ready for the task:

- Have you got the ICC in your school? • How many hours a day do you use it?
- Do you use the internet in your school? • Why do we use the internet?

Key words:

an access – a way of entering or reaching a place

to search – to explore to find

a forum – a place where people can

exchange opinions on a particular issue

success – fortune, happiness

to produce – to work out/release/build/make/create/output

1 PW. Listen to the dialogue paying attention to the Key words. Act it out.



Aysel: Hi, Samir. How nice to see you here again.

Samir: Hi, Aysel. Nice to see you, too.

Aysel: What are you doing here?

Samir: You know, I am **searching for** some information about our school monthly news here.

Aysel: Oh, how interesting! Do you **produce** a monthly newspaper?

Samir: Yes, of course. We have to prepare a wall newspaper every month. We began to produce monthly newsletters on a special site on the internet.

Aysel: It's good that we have an **ICC** in our school and it helps us a lot in getting aware of the innovations in all fields. Let's search together.

Samir: Here is lots of information about our school, students and great projects in our school that we do in our school ICC.

Aysel: Perfect! You must be proud of your **success**. I'll **regularly*** read fresh news here.

2 GW/PW. Read and complete the teenagers' letters.



Agil

My English lesson is always interesting. My home task for English is to find useful information about one of our national heroes. I have to prepare a creative composition on heroes. I have internet **access** and I want

I have to find facts for my school project. The project is quite **complicated** (*very difficult, not easy*), so it will take quite a long time to finish. I haven't got a computer at home. That's why I come to the ICC. After I finish my homework, I'll play some online games here. I want



Carrie



Brian

I usually surf the internet. Yesterday I had to download lots of music onto my MP3 player, so I went to the internet cafe. And I had to chat on facebook with my friend. I wanted



Jessy

Yesterday I had to email my penfriend in Poland. Then I had to visit the **BBC** children's website. I wanted to join **forums** there and did it. It was really amazing! I wanted

BBC – the British Broadcasting Corporation

3 PW. Fill in the chart according to the passages above.

Activities	Agil	Carrie	Brian	Jessy

4 CW. Answer the questions on the passages.

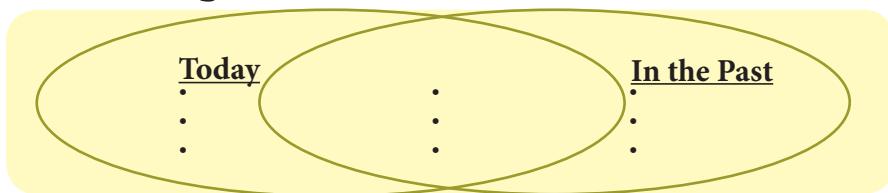
1. Who had to copy music?
2. Who hasn't got a computer at home?
3. Who had to find facts for the school project?
4. Why did Brian have to surf the internet?
5. Who had to email the penfriend?
6. Who had to write about heroes?



5 GW. Read and correct the following sentences according to the passages.

1. Agil had to email his penfriend in Poland.
2. Jessy had to prepare a creative composition.
3. Carrie had to use the internet to find more interesting computer games.
4. Jessy went to the internet cafe for chatting.
5. Using the Internet is not boring and dull for Jessy.
6. Carrie has to look at the BBC children's website.

6 GW/PW. Compare today's and yesterday's computers in Venn Diagram.



7 IW. Fill in the gaps using modal verb "to have to" in the correct tense form.

1. Students ... do tests and exams at schools.
2. My brother ... learn two foreign languages last year.
3. Rufat ... visit English websites to read the latest news yesterday.
4. My classmates ... improve English for their future job.
5. The weather was very cold and Julia ... wear a coat.
6. I can't translate the text and ... look up the new words in a dictionary.

8 IW. Write about yourself:

- how well you use the internet;
- how often you use the internet;
- how often you go to the ICC;
- why you go to the ICC;
- how useful it is for you.



9 IW. Write a paragraph "Why do I go to the Internet Cafe/Club?"

Self Assessment: IV-excellent III-good II-fair I-weak

IV III II I

I can talk about the role of the ICC				
I can compare teenagers' thoughts				
I can answer the questions on the importance of the ICC				
I can participate in dialogues using speech etiquettes				
I can make up sentences using the modal verbs				
I can search something on the ICC				

Lesson 5. A Global Language

Getting ready for the task:

- Do you know any foreign languages? • Is it easy to learn foreign languages?
- Is it important to know foreign languages? And why?

Key words:

abroad – in/to a foreign country

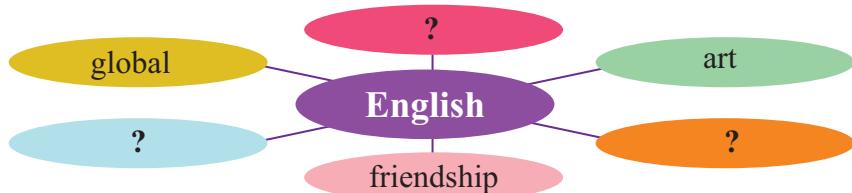
global – world wide

a foreigner – a stranger,
an alien, not native

a watermelon – a type of large melon
with hard dark green skin and stripes

inside (prep) – on or to the inner part
of smth/smb

1 GW/PW. Work in small groups, brainstorm and share your thoughts/ideas about English.



Sample: English is a worldwide language.

2 GW. Look at the pictures, listen to the problems and say how you can act in such situations.

- You are in the city centre and you meet a foreigner. The foreigner asks you to help him/her to show the way to the National Library. But you can't understand her/him.
- You are in a foreign country. You are in the market. You are going to buy a watermelon. You know English a little. You begin to explain, "*I'd like a watermelon which is juicy, sweet and red inside and has a good taste*".



3 PW. Read the essay and answer the questions.

Foreign languages play an important role in our lives. Speaking or knowing a foreign language helps us a lot in all spheres of life. Each foreign language has its own **peculiarities***. At present the most **globally** used language is English. English is spoken almost all over the world.

Studying foreign languages is a really good idea for three main reasons:

I believe that you should try to communicate when you travel **abroad**. If you study a foreign language like French, you can speak to people when you go on holiday to France. In my opinion studying a foreign language gives you a better understanding of people's lifestyles in other parts of the world as well.

I think that speaking a foreign language can help you in your own country, too. For example, it can make watching films or listening to music a better experience. I can speak a little Spanish. This means I can follow conversations when I watch Spanish films. I can also understand some of the lyrics when I listen to French, English and German music. *By John Walker*

- *What's John's opinion?*
- *How many paragraphs support his opinion?*
- *Why do you need to know foreign languages?*
- *How can it help us in our country?*



4 CW. Say which ideas you Agree/Disagree with. Give reasons.

1. It is necessary to learn or to know some foreign languages.
2. English is an easy language to learn.
3. People study English more than any other languages around the world.
4. English plays an important role in your future life.

5 IW. Plan your own essay on the global language and write:

1. Explain your basic idea in the first line.
2. Divide your essay into three paragraphs for each new reason.
3. Use expressions to introduce opinions and give examples.
4. Add as many details as possible.

6 GW/PW. Write expressions in the correct column.

Then read the text and check your answers.

also, as well, for example, I think that, such as, in my opinion, this means, I believe that, as for me, I want to say ...

Introducing opinions	Giving examples	Adding ideas
I believe that	Such as	Also
I think that		This means

7 PW. Look at different reasons why people learn English. And say why you learn English.

- A) I learn English, because I want to be an intelligent person.

- B) I am also able to understand people everywhere, because I know English.

C) I learn English, because I want to be able to travel all over the world independently.



D) I am able to write and send messages to my foreign friends, because I know English.

E) I learn English, because I want to be able to make friends in other countries.

REMEMBER!

GRAMMAR FOCUS

Modal Verb *to be able to = can*

to be able to	The Present Simple	The Past Simple
Positive	I am able to +V We/you/they- are able to +V He/she/it- is able to +V	I/he/she/it- was able to +V We/you/they- were able to +V
Negative	I am not able to +V We/you/they- are not able to +V He/she/it- is not able to +V	I/he/she/it- was not able to +V We/you/they- were not able to +V
Yes/No	Am I able to +V? Are we/you/they- able to +V? Is he/she/it-able to +V?	Was I/he/she/it able to +V? Were we/you/they able to +V?
Samples	<ul style="list-style-type: none"> I am able to translate these words. I was able to translate this story into English yesterday. 	

8 IW. Insert “to be able to” in the gaps.

- I ... to do these tests, because I work hard.
- Nigar ... to understand the words of this song as she knows many English words.
- Mahammad has many qualities and he ... to use modern computers.
- Dad was very tired yesterday and he ... not ... to sleep well.
- They know four foreign languages and they ... to travel to many countries.
- Students ... to integrate into the world education system.

9 IW. Write a paragraph: “Why do We Learn English?”

UNIT 2

COMMUNICATION

My portfolio

1 Answer the following question: How well can you do these things?

I can ...

- | | | | |
|---|------------------|-----------|-----------------|
| • speak about the ways of communication | very well | OK | a little |
| • share my opinions on communication | very well | OK | a little |
| • speak about the importance of English | very well | OK | a little |
| • talk about the role of the ICC | very well | OK | a little |
| • talk about different hobbies | very well | OK | a little |
| • talk about lifestyle of teenagers | very well | OK | a little |
| • compare teenagers' lifestyle | very well | OK | a little |
| • write my ideas on communication | very well | OK | a little |
| • speak about animals' messages | very well | OK | a little |

2 What do the following abbreviations stand for?

1. DVD
2. FB
3. BBC
4. WWW
5. ICC



- a) the Internet Computer Centre
- b) Digital Versatile (*many sided, flexible*) Disc
- c) Facebook
- d) the British Broadcasting Corporation
- e) World Wide Web

3 Complete the sentences using the correct modal verbs.

1. Some people ... work at night.
2. I watch TV all the time. I ... stop it.
3. Fidan's granny is ill. She ... visit her.
4. Today is my little brother's birthday. I ... send him a card.
5. They have no story books. They ... go to the book shop.
6. Elvin is so pale. He ... have some fresh air.

4 Complete the sentences with your own ideas.

1. It is important to know English, because ...
2. English is an important global language, ...
3. It is difficult/easy for me to learn English, ...
4. I think everybody wants to learn English ...



5 Agree/disagree giving explanation.

- It is more interesting to listen to songs that you don't understand.
- Computers are very bad for your health.
- No news is good news.
- It is not important to learn foreign languages.
- It is good to watch the international television networks.
- English is the main language all over the world.
- Too much information is bad for you.



6 Complete the sentences with “ing” or “to” form of the verbs:

- a) to be b) to do c) to make d) to spend
e) to communicate f) to improve g) to listen

Lala: How do you like (1)... your free time?

Faig: I enjoy (2)... at home. I like (3)... phone calls and (4)... to music.

Lala: How do you want (5) ...?

Faig: I prefer (6)... via skype. I think it is the fastest way.

Lala: How do you want (7)... your English?

Faig: In my opinion I have to study well.

7 Write about your classmates' likes/dislikes using the model given below.

Find someone who...	Name	Find someone who...	Name
likes finding facts on heroes	Barat	loves designing cars on the computer	Farid
dislikes writing letters	Aydan	likes reading	Fatima
doesn't like emailing	Musa	likes chatting through FB	Asim
likes making posters	Ismayil	likes watching TV	Javad
likes using the internet	Khadija	doesn't like communicating with computers	Mehriban
doesn't like surfing web sites	Nilay	loves playing complicated games	Tehmasib

UNIT 3

COUNTRIES

Lesson 1. Famous Places

Getting ready for the task:

- What countries have you visited?
- What are these places famous for?
- What countries would you like to go?

Key words:

a commercial centre – a trade centre
cosmopolitan – widely distributed
fashionable – stylish, modern

administrative – connected with organizing the work of an institution
a border – a line separating one country from another

1 CW. Look at the postcards from famous places and describe them paying attention to the "Grammar Focus".



Sample: This is the picture of the Statue of Liberty. It is in New York, I **have been** to New York this year. And I **have seen** a lot of places of interest there.

REMEMBER!

GRAMMAR FOCUS

The Present Perfect Tense Form

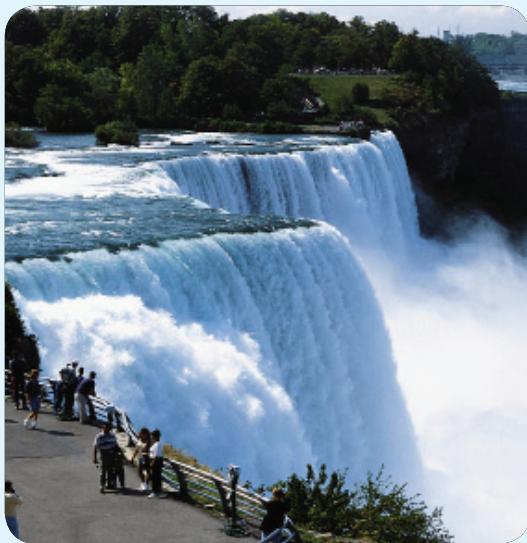
Positive	I/we/you/they+ have+V₃/ed He/she/it+ has+V₃/ed	Time adverbs: <i>just, already, ever, never, since, this week, lately, yet, many times, recently</i>
Negative	I/we/you/they+ have not +V₃/ed He/she/it+ has not+V₃/ed	
Questions	Have I/we/you/they+ V₃/ed? Has +he/she/it+ V₃/ed?	

Sample:

- *I/You/We/They **have been** to Italy lately.*
- *He/She **has** already **written** his/her exercises.*

2 PW. Listen to the letters and answer the questions.

Hello! I am Joe. I live in the US. I have been to Canada lately. It is the world's second largest country. This country attracts visitors all year round. Visitors come here for the magnificent scenery and beauty. Mountain climbing, hiking, watching polar bears, skiing, fishing or swimming are enjoyable ways to experience the **extraordinary*** scenery. You can't go home without seeing Niagara Falls. The capital city Ottawa is the **administrative** centre of the country. Ottawa also attracts tourists. It is a **cosmopolitan** city of great beauty, with its large parks, impressive public buildings and wide streets. You can come to this country and see everything with your own eyes.



not only the capital, but also a big port and one of the greatest **commercial centres** in the world. You can see many bridges over the Thames. But Tower Bridge is the most interesting one. The City is the oldest part and the heart of London. You can enjoy being in the West End. It is the most **fashionable** and expensive part of London.

1. What are the letters about?
2. Where are they from?
3. Where is Niagara Falls situated?
4. What do these countries attract visitors with?



***extraordinary** – very unusual or remarkable

GRAMMAR FOCUS

I have done = *I've done*
 You have done = *You've done*
 She has done = *She's done*

Contractions

He has done = *He's done*
 We have done = *We've done*
 They have done = *They've done*

3 GW. Look at the plan below to describe a place and sharing ideas with the group.

Introduction	Factual information about the place
Body	A general description of the place, its attractions. Why is the place worth visiting? Is it famous for its buildings / landscape?
Conclusion	Think of some ideas encouraging tourists to come to visit the town/city/place

4 PW. Read the Fact File and search for more facts about Niagara Falls.

Fact File

The waterfalls of Niagara Falls are located on the Niagara River which connects two of the five Great Lakes: Lake Erie and Lake Ontario. The Niagara River serves as an international **border** between the USA and Canada. Collectively the waterfalls are named Niagara Falls and they consist of two different waterfalls.



5 IW. Ask Yes/No questions.

1. Evan's parents have bought many books today.
2. Nigar has just taken pictures of the Maiden Tower.
3. The tourists have already gone to the top of the Eiffel Tower.
4. My brother has finished the college this year.
5. Fidan's brother has travelled to Niagara Falls lately.
6. Elnur's grandfather has been to Egypt before.

6 IW. Project. Look at the sample and write an invitation or make a poster about Azerbaijan.

Come to ancient Egypt! You'll see everything with your own eyes and enjoy! You can ride camels in the deserts. You will see the Pyramid of Giza Complex and the Great Sphinx.

Lesson 2. My Home is My Castle!

Getting ready for the task:

- What is “Motherland” for you?
- Why do we love our Motherland?

Key words:

to witness – to see smth happen with your own eyes

hospitality – friendly cordial reception
a skyscraper – a very tall building,
a multistoreyed house

be rich in – be wealthy

landscape – a view

1 GW. Listen and complete the sentences.

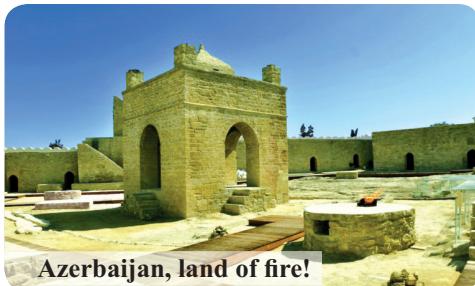


- The country – where we live is
- The capital city of our country is
- The people of our country are
- The language of our country is
- The natural riches are
- The places of interest are
- The customs and traditions are
- The cities and towns in our country are
- The sea, rivers, lakes around our country are
- The mountains, hills, valleys around our country are... .

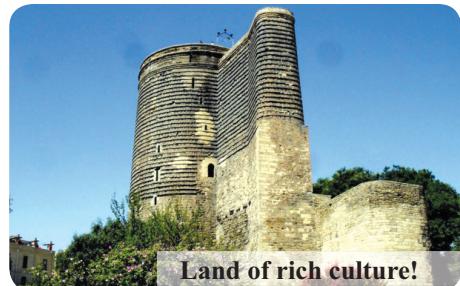


2 GW. Listen to the passages. Share your opinions and discuss.

Yes, Azerbaijan has all these beautiful features!



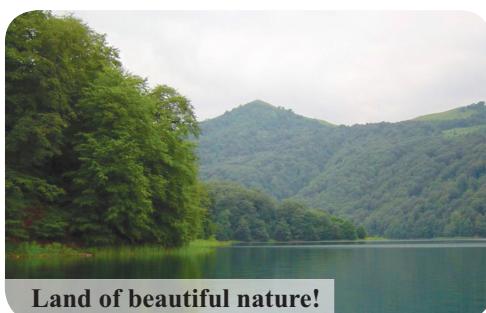
Azerbaijan, land of fire!



Land of rich culture!

■ People in Azerbaijan always welcome international guests. It's a great pleasure for us to **value*** their presence. We have **rich** flora and fauna. Come and **witness**!

■ Baku is the city of winds. Baku is changing day by day. You can see a lot of places of interest, historical monuments and **skyscrapers** here.



Land of beautiful nature!



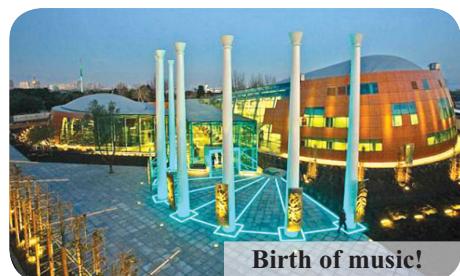
Land of natural riches!

■ You can enjoy its beauty: green forests, mineral springs, attractive lakes, high mountains and large orchards.

■ Azerbaijan which **is rich** in natural resources attracts many foreign countries with its oil. Oil is the main wealth of Azerbaijan.



Land of beauty!



Birth of music!

■ You can see the most beautiful and attractive **landscapes**! You can enjoy the **hospitality** of the Azerbaijani people!

■ You can find the most beautiful works of art! Azerbaijan is the birthplace of Mugham.

3 IW. Think and answer the questions. Perform it.

Agil: What is Azerbaijan famous for?

Agil: Who is the head of the country?

Agil: What does our country attract tourists with?

Agil: What natural resources does Azerbaijan have?

Agil: What does the word “Baku” mean?

Agil: What places do tourists enjoy visiting in our country?

Agil: How do Azerbaijani people greet their guests?



4 IW/PW. Write or say what proverbs you know about countries/motherland/hometown.

What do the proverbs “My Home is My Castle” and

“East or West, Home is Best” mean for you?

5 IW. Imagine you have a guest from a foreign country. What places of interest would you like to take her/him to and why?

REMEMBER!

GRAMMAR FOCUS

QUESTIONS

Khadija **has just sent** a letter to her friend.

Has she **sent** a letter to her friend?

Who **has just sent** a letter to her friend?

Whom **has she sent** a letter?

What has she sent to her friend?

When + ~~have~~ ~~had~~ ?

When ~~have you sent~~ a letter? (*wrong*)

When **did** you **send** a letter? (*correct*)

6 CW. Open the brackets using the Present Perfect tense form and ask questions to the words in bold.

1. Asif **already** (to check) his e-mails.

2. Fatima **just** (to finish) **her school project**.

3. **Khadija** (to be) to Mexico this summer.

4. Aydan **recently** (to return) from Europe.

5. Shahin **never** (to eat) **Chinese food**.

6. My father (to go) to **Florence** many times.

7. Bella’s parents (to visit) **many** countries since 2014.

8. Lucy and Kerry (to be) best friends **for 10 years**.



7 IW. Read the “Do You Know” box and search for more information about the Heydar Aliyev Foundation.



Do You Know...?

*Heydar
Aliyev
Foundation*



The Heydar Aliyev Foundation is a powerful and wealthy institution that has an important place in the social and public life of Azerbaijan. As the head of the Heydar Aliyev Foundation, the First Lady and the First Vice-President of the Republic of Azerbaijan Mehriban Aliyeva supports international projects in different fields. For example, she initiated a number of educational and charity programs. She supports secondary and high schools with the provision of textbooks, holds charity events in the boarding schools.

Mehriban Aliyeva also contributes to the field of healthcare by donating finances to the construction of healthcare institutions and diagnosis treatment centers. With her efforts, establishment as well as restoration of many historical, architectural monuments, museums, children's music schools and cultural centers take place. Under Mehriban Aliyeva's leadership the Heydar Aliyev Foundation organizes international music festivals and exhibitions.

8 PW. Read and act out the dialogues.

1. A: Have you ever **been** to Paris?

B: Yes, I have.

A: What places of interest have you **seen** there?

B: Oh, actually I **have visited** the Eiffel Tower which is world-famous. Then I **have been** to a wonderful show at the theatre.

2. A: Have you ever **been** to New Orleans?

B: Oh, yes! I have.

A: Have you **gone** on a riverboat tour?

B: Yes, of course!

A: Really? Wow! How lucky you are!
How brilliant!

B: I also participated in Mardi Gras celebrations. It was really amazing.

REMEMBER!

GRAMMAR FOCUS Regular Verbs

Infinitive	Past Simple	Past Participle
to call	called	called
to stop	stopped	stopped
to jog	jogged	jogged
to plan	planned	planned
to study	studied	studied
to try	tried	tried
to play	played	played
to enjoy	enjoyed	enjoyed

Irregular Verbs

Infinitive	Past Simple	Past Participle
to be	were	been
to become	became	become
to blow	blew	blown
to catch	caught	caught
to draw	drew	drawn
to eat	ate	eaten
to go	went	gone
to see	saw	seen

Lesson 3. Famous Regions in Azerbaijan

Getting ready for the task:

- What famous places do you know in our country?
- What are these places popular with?

Key words:

crop – harvest

to harvest – to gather crop

a pasture – the place where

animals graze, where there is much grass

a peel – a shell, skin, the outer covering or rind of a fruit or vegetable

a pearl – a small hard shiny white ball that is inside a shell

1 CW. Write a narrative describing a famous place/region in our country. Follow the sample.



Sample:

The symbol of this region is an apple. It's also famous for its beautiful carpets. (*Its carpets are very popular even far outside Azerbaijan.*) There is a famous song about “The White Apple” of this region. The apples are yellow, red, green and tasty with soft **peels**. What region is it?

2 GW. Listen and guess the name of the region. Match the pictures to the facts thinking logically.

1. This region is famous for its Turshsu meadows, Isa bulagi, Yukhari Dashalti springs, and the well-known Jidir Duzu valley which are popular in the world. People call this region the pearl of Azerbaijan. What region is it?



a



b

2. This area is famous for its pomegranates. People in this region celebrate the pomegranate festival every autumn. Many foreign guests visit this international festival **annually***.

What region is it?



c



d

3. There are many orchards with citrus fruit in this region. Citrus fruit is delicious. It contains citric acid, sugar, Vitamins C, B and A. This region is popular with its tea, too. It has a subtropical climate. What region is it?

REMEMBER!

GRAMMAR FOCUS

The Present Perfect

I **have just** sent a letter.
in my life, today, never, for, ever, just, since, today, this year, etc.

- I **have never** seen a UFO.
- She **has already** seen this film.
- The architect **has designed** a big bridge **this year**.
- Have you **ever** met any famous man?

Compare and Remember:

The Past Simple

I **sent** a letter **yesterday**.
in 1991, last week, last year, last Sunday, yesterday, 2 days ago, etc.

- Many guests **came** to the festival **yesterday**.
- The architect **designed** this bridge **3 years ago**.
- We **saw** a funny film **last week**.

3 **GW.** Listen to the passage. Then choose the correct tense forms in the statements below it.

I have been to Guba this summer and spent my summer holidays there. My uncle lives with his parents in Guba. It is one of the most wonderful regions in Azerbaijan. Guba is situated in the north of Azerbaijan. There are many kinds of apples in the orchards. My uncle is a very hardworking person. He grew different sorts of apples last year. He searched for information on the Internet on how to get much **crop**. I've tried to help my grandfather and my uncle. We have gathered many apples and sold them. I had a lot of fun there last year. **Ismayil**

1. I've *spent/spent* my summer holidays in Guba last year.
2. My grandpa and uncle *have grown/grew* a lot of apples this year.
3. I've *tried/tried* to help them in the orchard lately.
4. My uncle *sold/has sold* different kinds of apples this summer.
5. My uncle *lives/has lived* with his parents.
6. I've *had/had* a lot of fun in Guba last year.

4 **IW.** Write your own letter using the tense forms from the "Remember" box.

5 **CW.** Choose the correct variant.

1. Asif has studied in the United States of America
a) *last year* b) *this year* c) *next year*
2. Fidan has had a brilliant time
a) *today* b) *always* c) *yesterday*
3. Many tourists came to the pomegranate festival...
a) *last year* b) *lately* c) *yet*
4. Their team won the match
a) *recently* b) *this week* c) *two days ago*
5. My friends visited the Eiffel Tower
a) *just* b) *last year* c) *already*



6 **IW.** Project. Look at the plan and write an essay.

- *A famous place in your area*
- *Natural resources of/in this place*
- *Its history and religion*
- *Its nature and the weather in this place*

Self Assessment:	IV-excellent	III-good	II-fair	I-weak	IV	III	II	I
I can respond to the questions								
I can read the passage with correct rhythm								
I can make up a story on wealthy regions								
I can describe the pictures of the regions								
I can write an essay on wealthy regions								
I can build up sentences using the correct tense forms								

Lesson 4. Tea in Azerbaijan

Getting ready for the task

- What do you like to drink?
- Do you think tea is good for you?
- What national drinks do you know?

Key words:

to grow tea – to harvest tea

flavour – the distinctive taste of food or drink

a tea plantation – a tea field

a beverage – a drink

pastry – a dough of flour, shortening and water; used as a base and covering in baked dishes such as pies

1 CW. Look and speak about the drinks.



2 GW. Read the passage giving your comments.



Have a cup of tea when you are tired/ you feel bad/have a headache, etc!

The Azerbaijanis **grow tea** in the Lankaran-Astara region. It has a very special **flavour**. It is famous all over the world. All tourists have our national tea with great pleasure. We have tea for breakfast, lunch and dinner. We serve tea in “armudu” glass which is in the shape of a pear (*pear shaped*). Our people like to have tea mostly with lemon. We also enjoy tea with shakarbura, badambura, pakhlava and different kinds of sweets, as well as **pastries**.



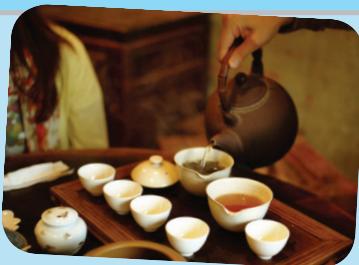
3 CW. Listen to the Fact File and answer the questions.



Fact File

The British, the Chinese, the Indians, the Japanese love drinking tea. The British first introduced tea into India. India is the world's largest tea-drinking country. The history of tea in China is old. They drink tea instead of water.

In the late twelfth century tea came to Japan from China. Tea is an important part of Japanese food culture. There are various types of tea in Japan. Green tea is also the central element of the tea ceremony. Tea has affected the history and economy of the world like no other **beverages**/drinks.



The British love tea with or without sugar. They drink several cups of strong, refreshing tea every day. This tradition started over 350 years ago. The five o'clock tea and tea with milk are among the greatest contributions of the British to tea culture.

1. What country is famous for its tea?
2. What is tea useful for?
3. What kinds of tea do you know?
4. In what country do people prefer green tea?
5. How do our people serve tea?
6. How do people serve tea in Japan/India/England?



4 PW/GW. Find True/False sentences.

1. The history of tea in Britain is long.
2. The English drink tea instead of water.
3. India is the world's largest tea-drinking country.
4. Tea is an important part of Chinese food culture.
5. Tea is an important part of Japanese food culture.
6. Green tea is also the central element of the tea ceremony in Azerbaijan.

Lesson 5. Lifestyle

Getting ready for the task:

- What is a lifestyle?
- Is it important to change a lifestyle? Why?
- How do the lifestyles of people from different countries differ?

Key words:

casual – simple, easy going,
uncomplicated

to mow the lawn – to cut down grass

to mend – to repair

a homeowner – a person who
owns his/her own home

to trim a hedge – to decorate
a fence

1 CW/GW. Look at the pictures, describe and talk about them looking through the model.



Model:

- Exercise is an important part of a healthy lifestyle.
- Spending time with the family and friends is enjoyable.
- Doing housework daily is also a part of our lifestyle.
- Going out together with the family and having picnic gives us energy.
- Spending more time in the lap of nature is good for our health.
- Walking in the open air is a good way for keeping healthy.

2 **GW.** Read and match the titles with the paragraphs.

1. *Interests and Hobbies* 2. *Doing Housework* 3. *Character traits**

A) Visitors always report that most Americans are friendly, helpful and polite. They say, "If you don't have anything to say, then don't say anything at all". The habit of informality still surprises foreign visitors. In **casual** conversations many Americans like the topics about income, religion and politics. "Kidding around" is a part of the daily life of many Americans. In general they like to joke about their abilities and achievements and then see how the others react.

B) The lives of most Americans **revolve*** round their homes and houses. Most American **homeowners** do everything around their houses themselves. They do food shopping once a week at the local supermarket. In many families children help their parents around the house. They vacuum the **rugs** (*mats, carpets*), **mow the lawn**, weed flower beds, clean windows, **trim hedges**, keep the car clean and so on.

C) Life is often **hectic***. The pressure is on at work and at school. Many adults and teenagers often volunteer to work in hospitals. They are under pressure to do well in their exams, to get into a good school, to get a better paying job, to improve themselves to get **slimmer*** or even to relax.

3 **IW.** Look through the words in bold in task 2 above and use them in sentences.

4 **CW.** Discuss and say if you agree/disagree giving your own reasons.

- | | |
|---|-------------------------------------|
| 1. The Azerbaijanis are hardworking. | 5. The English like gardening. |
| 2. The Americans are kind and friendly. | 6. The Americans like relaxing. |
| 3. The Azerbaijanis respect the old. | 7. The Azerbaijanis are hospitable. |
| 4. The English are polite. | 8. The Americans are very helpful. |

5 **GW.** List some typical qualities of the Azerbaijanis/ the English/the Americans and other nationalities under each heading.

Nationalities	Character traits	Interests/Hobbies
The Americans	• friendly	• like working around the house
The Azerbaijanis	• friendly • hospitable	• like receiving guests and showing respect for a guest
Other	?	?

*revolve – go around

*hectic – busy, intensive

*slim – thin

*trait – feature, quality

6 CW. Complete the diagram looking through the “Remember” box and with your own ideas.

REMEMBER!

- The Azerbaijanis are very hospitable and enjoy receiving guests.
- The English are fond of gardening and making tea.
- The British are helpful and friendly.
- The British are reserved in manners, dress and speech.
- The Americans never ask personal questions.
- The Americans like to relax and enjoy themselves.

So maybe the best advice is: “Relax, smile and enjoy yourself!”

polite

hardworking

helpful

reserved

hospitable

friendly

7 IW. Look at the Tips for writing an essay and write about lifestyle in your country. Begin from general features to specific ones.

We use paragraphs to make a text easier to read. We start a new paragraph for each separate topic in a text.

**1. Introduction Or
The Beginning**

- the people in this place
- the topic they often speak
- the work people like doing
- the lifestyle of adults/teenagers
- the special habits they have
- the changes you want to make

2. Body Paragraph

**3. Conclusion Or
Summary/The End**

8 PW. Look at the sample and make up dialogues using the words and word combinations:

to be, lately, since 2017, to eat, to visit, brilliant, fantastic places, lifestyle, daily activities, so strange, to be happy, customs and traditions, the food, and so on.

Elnur: Have you visited any place lately?

Nuray: Oh, yes! I've been to China.

Elnur: Really? Wonderful! What about the Chinese food?

Nuray: Oh, I didn't like the food when I first arrived. But then I tasted the Chinese and Italian food again and liked both of them. And I felt as if I was at home. I was very happy.

**9 CW. Use the Present Perfect/Past Simple questions.
Match answers to the questions.**

- | | |
|---|-------------------------|
| 1. Where/you/put/a new CD? | a) this young architect |
| 2. What/you/buy/for Linda's birthday? | b) 50 years ago |
| 3. How many/photos/you/download? | c) their parents |
| 4. Who/design/these bridges/lately? | d) a bunch of roses |
| 5. When/start/the exchange program? | e) into the hand bag |
| 6. Whom/the children/help/around the house? | f) twenty |

10 IW. Build up sentences according to the model:

Model: Lamiya has seen a fantastic film this week.

Lamiya vacuumed the rooms yesterday.

This week	Yesterday
<ul style="list-style-type: none"> • Search for some facts • Go to the festival • See a fantastic film • Visit her grandmother 	<ul style="list-style-type: none"> • Mow the lawn • Help her friend • Vacuum the rooms • Meet foreign guests

11 PW. Make a plan on: "How to make healthy lifestyle changes?" looking through the model.

- Try to change your lifestyle!
- Make healthy changes!
- Replace unhealthy habits with healthy ones!
- When you decide to make a lifestyle change, you need to plan what you will do and when, where, how often, etc.
- Create an achievable plan that can help to work for your lifestyle!
- Set goals you can accomplish and that work for your lifestyle!

Self Assessment: IV-excellent III-good II-fair I-weak



I can describe the pictures				
I can make up a dialogue about lifestyles				
I can talk about the specific features of different nations				
I can define the logical order in the passages				
I can make up a dialogue on lifestyles				
I can make a plan on a healthy lifestyle changes				
I can make a plan on health lifestyle changes				

UNIT 3

COUNTRIES

My portfolio

1 Answer the following question: How well can you do these things?

I can ...

- | | | | |
|--|------------------|-----------|----------|
| ● talk about different countries | very well | OK | a little |
| ● talk on natural resources in Azerbaijan | very well | OK | a little |
| ● speak about lifestyle in different countries | very well | OK | a little |
| ● compare different countries | very well | OK | a little |
| ● write an essay about countries | very well | OK | a little |
| ● speak about the places of interest | very well | OK | a little |
| ● make up a dialogue on the countries | very well | OK | a little |
| ● take part in discussions on the topic | very well | OK | a little |
| ● make up sentences using the Present Perfect | very well | OK | a little |
| ● express my opinions on countries | very well | OK | a little |

2 Write the following information about Azerbaijan, the USA and the UK. Then compare them.

<i>Area/territory</i>	...
<i>Capital</i>	...
<i>Climate</i>	...
<i>Population</i>	...
<i>Nationality</i>	...
<i>Official language</i>	...
<i>Head of Government</i>	...
<i>Natural resources</i>	...
<i>Big cities</i>	...

3 Put the sentences in the correct order.

1. Nigar/yet/seen/all places of interest/has not.
2. They/e-mailed/have/Gabriella/already.
3. Asif/broken/his brother's/CD/favourite/just/has.
4. We/hungry/aren't/. We/had/lunch/have/already.
5. Isabella/done/the washing/hasn't/yet.
6. Suleyman/skyscrapersdesigned/lately/magnificent/has.



4 Use the verbs in the correct tense form. Act the dialogue.

Lamiya: What you (write)? What's this list?

Agil: These are the things I have done in my life.

Lamiya: And what's there on the other list?

Agil: They are the things I ... (not do or see) in my life. I ... (not finish) this list yet. Any ideas?

Lamiya: Let's see. ... (you/ever see) the Statue of Liberty in New York?

Agil: Well, I ... (see) the photos, but I ... never (be) to New York.

Lamiya: ... (you/ever fly) in a hot air balloon?

Agil: No, I Hey, that's a fantastic idea! I'll write it down in the list.

Lamiya: ... (you/ever see) the Earth from the space?

Agil: No, I ... (never see). That's number one on my list. Let's do it together one day.

Lamiya: Brilliant idea!

5 Complete the table using the Present Perfect tense form and time adverbs: ever, yet, before, already, lately.

- | | |
|---|---|
| <ul style="list-style-type: none"> • Climb Mount Everest • Visit the Eiffel Tower • Play a computer game • Travel around Europe | <ul style="list-style-type: none"> • Take a tour of Shahdag • Meet a famous writer • Be an exchange student • Read an English story |
|---|---|

Things I have done	Things I haven't done
• I have been to Canada lately.	• I haven't won the lottery yet
• _____	• _____

6 IW. Complete the sentences using the words from the box and write.

value, natural resources, attract, wonderful beauty, landscapes, foreign companies, city of winds, tall buildings, rich, orchards

1. Our country is rich in
2. Azerbaijan ... foreign countries with its
3. You can find the most beautiful ... and ... here.
4. Our people always ... the presence of the visitors.
5. Everybody can enjoy wonderful ... of Guba.
6. Azerbaijan always opens its doors to

7 IW. Project. Write about one of the experiences below and describe:

- tall buildings you've been to the top of
- mountains/high places you've climbed
- countries or cities you've visited/been to
- food/meals you've tried/eaten

UNIT 4

SPECIAL OCCASIONS

Lesson 1. Have a Good Holiday!

Getting ready for the task:

- What special days do you know?
- Why are these days special?

Key words:

to reconcile – to make people become friends again after disagreement
an occasion – a special event
memorable – unforgettable

ideal – perfect, most suitable, existing only in the imagination

to be at odds – to be on bad terms

a rescuer – a savior

a wedding – a marriage ceremony

1 CW. Listen to the passage and talk about the special events looking through the pictures.



Sample:

Azerbaijan is a multinational country with its ancient customs and traditions. Holidays, memorable days and special occasions play a very significant role in the people's life. One of the national holidays is Novruz. On this holiday people visit each other very often. Azerbaijani people are really happy to receive guests. People who are **at odds** **reconcile** with each other on the eve of Novruz holiday.



2 PW. Listen and match the facts with the pictures.

Pay attention to the words in italics.

A. The Americans celebrate Independence Day on the 4th of July. They have day-long picnics, they are entertained with a *friendly* baseball game or enjoy the annual parade. In some towns and cities people gather together to watch fireworks.



B. People celebrate this day on the first of June with great pleasure. Children sing songs, dance *different* dances, give great presentations and show performances on this day. It is an *enjoyable* and *unforgettable* day for them. They also get a lot of *colourful* presents and toys.



C. June 15, 1993 entered our history as the *National Salvation** Day. It is *valuable* for our people. Our people welcomed the return of Heydar Aliyev with hope and joy. They remember this day as the day of National Salvation. Heydar Aliyev's name entered our history as the name of Great Rescuer.



REMEMBER!

GRAMMAR FOCUS

Compare and Remember!

Adjective forming Suffixes

- able	- ful	- y	- al	- ous
unforgettable	joyful	windy	educational	religious
comfortable	helpful	rainy	professional	various
enjoyable	greatful	snowy	multi national	prosperous

3 CW. Add the appropriate suffix to the word in the box and fill in the grid looking through "Grammar Focus" above.

nation, depend, courage, danger, cloud, fog, change, tradition, thank, care, friend, love, differ, fame, decorate, frost, value, memory, joy, act, comfort, multination, great

-able	-ly	-ous	-ent	-al	-ful	-ive	-y
•	•	•	•	•	•	•	•
•	•	•	•	•	•	•	•
•	•	•	•	•	•	•	•

*Salvation – liberation

**4 GW. Find which paragraphs the sentences are from
(see page 55).**

1. This day is very enjoyable and unforgettable for children.
2. Our people value this day and welcomed H.Aliyev's return to power.
3. Americans have great fireworks and long picnics on this holiday.
4. Children act out performances, sing and dance on this day.
5. His name entered our history as the name of Great Rescuer.
6. This is the Day of National Salvation in the History of Independent Azerbaijan.
7. People celebrate this day on the first of June.

5 GW. Complete both the grid and KWL chart writing about different holidays/special days.

31 October – Halloween	December 25 – Christmas	... – Thanksgiving Day	July 4 – Independence Day in the USA
... – Martyrs' Day	May 28 The Republic Day of Azerbaijan	... – Children's Day	February 26 ...
April 1 ...	March 8 ...	November 9 – The National Salvation Day in Azerbaijan

Dates/Holidays	K	W	L
. Novruz holiday	.	.	.
. Children's Day	.	.	.
. Martyrs' Day	.	.	.

**6 GW. Match the words with their definitions.
Use them in your own sentences.**

- | | |
|------------------|---|
| 1. unforgettable | a. perfect, satisfying |
| 2. different | b. flourishing, fortunate |
| 3. valuable | c. pleasant, giving delight or pleasure |
| 4. friendly | d. various, not the same |
| 5. enjoyable | e. beneficial, expensive, dear |
| 6. prosperous | f. very memorable |
| 7. ideal | g. public |
| 8. national | h. sociable, outgoing |

7 PW. Read the dialogue using the verbs in the correct tense form. Act it out.

- a) to go b) to remind c) to want d) to think
e) to know f) to support g) to buy h) to be

- What this dialogue is about;
- What presents they would like to buy;
- What this saying can tell you “Caring is the best gift!”

Sona: Hi, Where you (1)... ?

Fidan: I'm going to the gift shop. I (2)... to buy a holiday present for Kathy. As you (3)..., tomorrow is Thanksgiving Day, one of the memorable holidays.

Sona: Yes, you are right, Fidan! And what will you buy for Kathy, Vagif?

Vagif: I already (4)... a wonderful souvenir, it's not so ideal, but quite suitable for her. We (5)... at the mall with my mother yesterday and she chose a gift for Kathy.

Fidan: It is very nice indeed! We should choose such a gift that will (6)... us to her.

Vagif: You are absolutely right! I (7)... so and my mother also (8)... me on this.

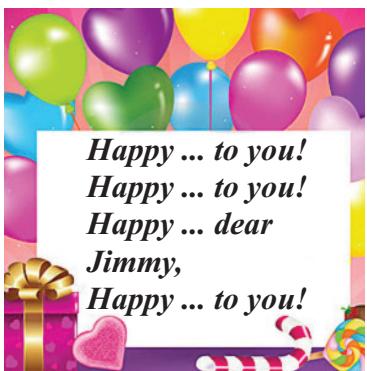
Sona: Oh, great! I'll buy something interesting for her, too. Let's go to the gift shop together, Fidan.

8 IW. Make a list of gifts that you like to give or receive.

9 IW. Fill in the chart with special days/holidays.

Memorable	Professional	National	Religious	International	Non public
Khojaly Tragedy	Teachers' Day	?	Sacrifice	New Year	?
?	?	Novruz	?	?	April 1

10 IW. Complete the conversations and say what these occasions are. Then practise with a partner.



Lesson 2. Do You Like Birthday Parties?

Getting ready for the task:

- Do you like birthday parties?
- How do you accept/refuse an invitation?
- How do you arrange your birthday party?

Key words:

to accept – to adopt, receive
honour – great respect for smth/
to show great respect
to encourage – to give smb support
to refuse – not to accept

unfulfilled – not carried out or
completed

impatiently – having no patience
to arrange – organize, plan, schedule
terrific – excellent, wonderful

1 CW. Look through the Language Focus box and make up a dialogue on Birthday Party. Answer the questions.

1. When and where is the party? ?
2. What does the person who accepts the invitation say? ?
3. What reason does he/she give? ?
4. What does the person who refuses the invitation say? ?



Language Focus

Inviting people	Accepting invitation	Refusing an invitation
1. What are you doing at the weekend?	1. I'd love to! That would be lovely! Thank you!	1. Thank you very much! But ... I'm afraid ...
2. Would you like to ...?	2. Thank you! I'd like to come very much!	2. I'd love to, but I ...
3. I'd like to see you	3. I'd really like to come! That sounds great/fun/ terrific/wonderful!	3. I'd really like to, but. You can give reasons for refusing: I am looking after my baby sister.

Agil: What are you doing this weekend?

Fidan: I haven't decided yet about my plan.

Agil: I'm having a party. I'd love to invite you to waltz.
Would you accept my invitation to come to my party?

Fidan: I'd love to. I'd never refuse your request.

Agil: Hope, we'll have a chance to waltz, too.

2 PW. Listen to the dialogue and act it out.

Aydan: Where were you yesterday?

Shahin: We went to the Shagan orphanage. There was a birthday party.

Aydan: Oh, really? Whose birthday was it there?

Shahin: It was Gunay's birthday.

Aydan: What did you buy for her?

Shahin: It was very difficult for us to choose a present.

Aydan: I think, life is a bit different for the children who live here.

Shahin: Oh, yes. I agree with you. And I think gifts aren't the main things. They need care and warmth most of all.

Aydan: That's true. How did you celebrate the birthday?

Shahin: We organized a small party for her. In my opinion it brought a lot of fun to her and her friends. You know, Aydan, we could encourage the children to talk about their interests, hobbies, wishes. I think they are very talented, capable and energetic. There are dancers, singers, painters among them.

Aydan: I'm sure, Gunay was pleased with it and she felt very happy.



3 Read Gunay's thoughts and share your ideas making comments.

Dear friends! I'm grateful to you. Thank you very much! I can't express my feelings. It was the greatest and the most **unforgettable** day in my life. I've never seen my parents and relatives. I've grown up here. We are waiting for them **impatiently** and we are like their imagined family, a part of their world and **unfulfilled** desires.

Best wishes, Gunay.

- ♦ The children who live in an orphanage don't need only presents, clothes, toys, but also they need care, love and warmth.
- ♦ The children have only one desire – and it is probably hard to realize – "to have parents".

4 IW/GW. Write an essay: How to help needy children?

Lesson 3. Birthday Traditions

Getting ready for the task:

- What is birthday for you?
- What birthday traditions do you know?

Key words:

to hang – to attach smth

honour – great respect for smth/
to show great respect

to encourage – to give smb support

to survive – continue to live or exist

waltz – a dance performed by
a couple

1 IW. Look at the pictures and talk about them.



2 IW. Look through the postcard and try to make your own.

Dear friend!
Please come to my
Birthday Party!
On 21 May at 6.
At Nizami Street 12.
From Tunar.



Come to my
Birthday Party!
We're honoured to
see you among us!
It's my pleasure
to have you there!

3 GW. Listen and match the paragraphs to the pictures and say in which country it is.

1. dancing is important
2. they wear special clothes
3. they decorate chairs

4. they give the guests chocolate
5. they put gifts near the bed
6. they hang a flag at the window



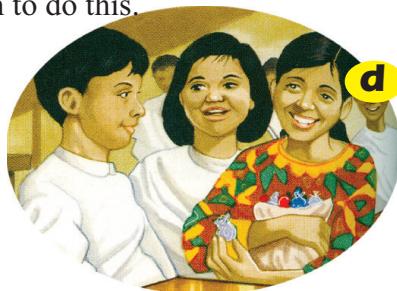
2. In Argentina, as in many Latin American countries, it is one of the most important birthday parties when a girl is fifteen. When girls turn 15, they have a huge party and dance the **waltz** first with their father, then with the boys at the party.

1. In Denmark people **hang** a flag outside a window. They want to show that someone who lives in that house is having a birthday. Parents place presents around the children's bed while they are sleeping, so that they will see them when they wake up.



3. In India children usually wear white to school. However on their birthday Indian children wear colourful clothes to school and give out chocolate to everyone in the class. Their best friend helps them to do this.

4. In the Netherlands special birthday years are 5, 10, 15, 20, 21. They call these years "crown" years. The birthday child receives a special large gift. The family also decorates the birthday child's chair with flowers or paper boats, paper flowers and balloons.



REMEMBER!

GRAMMAR FOCUS

Compare and Remember!

If/When + Present Simple	Present Simple
If I get / have a new CD,	we always listen to it together.
When the Americans meet people for the first time,	they usually shake hands.
We always accept the invitation	when they invite us to the party.

4 **GW.** Read and fill in the gaps with the verbs given in the box. Use the correct tense form.

- a) to know b) to spend c) to walk d) not to take
- e) to eat f) to catch g) to make h) to sleep
- i) to show j) to celebrate k) to travel l) to do

The Warlpiri people have modern lives like most people in Australia, but they also have their own traditions. One of the traditions is **Walkabout***, the moment when a boy becomes an adult. When a boy is 13, he leaves his family and walks on foot around the desert. In this way he shows that he can **survive** and he is brave.

Map of Aboriginal Australia



Well, on the day of his thirteenth birthday, Jangala from Central Australia (1)... around the Tanami desert for a week and he (2)... it alone! Jangala (3)... any food with him (4)... in the desert, he (5)... small animals and snakes, he (6)... them with his **boomerang** (*a curved flat piece of wood that you throw and it can fly in a circle and come back to you*) and spear. He (7)... small fires to cook his food. At nights he (8)... under the stars in the desert. In fact he (9)... that he was a good Warlpiri. When Jangala returned, his family (10)... his new status. He was happy. He (11)... that long ago the Warlpiri boys (12)... 6 months on Walkabout.

5 **PW/GW.** Find out True/False sentences.

- 1) When a Warlpiri boy is 13, he walks around the desert and returns home with his new status.
- 2) Jangala took a lot of food with him and left his family.
- 3) Many years ago the Warlpiri boys travelled 6 weeks on Walkabout.
- 4) The Warlpiri boy celebrated his thirteenth birthday with his friends.
- 5) The boy slept under the stars in the desert at nights.

6 **IW.** Find out unscrambled words and build up sentences.

- | | | | |
|--------------|-------------|---------------|-----------|
| 1. outabalkw | 2. tzalw | 3. gnah | 4. ournoh |
| 5. rageouenc | 6. ivevrus | 7. ertsed | 8. velart |
| 9. veiecre | 10. vivesur | 11. chateloco | 12. owcrn |

7 PW/IW. Open the brackets using the correct tense form.

1. When we (to visit) places of interest, we (to take) many photos.
2. My sister (to open) the gift boxes when she (to get) them.
3. The family (to decorate) the chair with the flowers if it (to be) a crown year birthday.
4. If the girls (to turn) 15 in Argentina, they (to have) a wonderful party.
5. The children (to wear) colourful clothes and give chocolate to classmates when they (to celebrate) their birthday.
6. In the Netherlands when children (to be) 5, 10, 15, 20 and 21, they (to receive) an extraordinary present.
7. When children (to have) a birthday, they (to wear) coloured clothes.

8 PW. Match the halves.

- | | |
|----------------|------------------------|
| 1) to receive | a) colourful clothes |
| 2) to hang | b) “crown” years |
| 3) to wear | c) child’s birth chair |
| 4) to dance | d) the waltz |
| 5) to call | e) a special gift |
| 6) to decorate | f) a flag |

9 PW. Fill in the gaps with the suitable articles where necessary.

REMEMBER!

GRAMMAR FOCUS		The Definite Article	
the	0-article	the	the
The USA	Argentina	The south of America	The Azerbaijanis
The UK	Australia	The north of England	The Japanese
The Ukraine	Europe	The centre of London	The Tanami
The Netherlands	Central Australia	The west of the country	The Warlpiri
	North America	The east of Africa	The English
	South Africa	The middle of Asia	The French

- 1) ... birthday child receives ... special gift in ... Netherlands.
- 2) ... 15th of birthday is ... most important day in ... Argentina.
- 3) ... Wales is ... smallest country in ... UK.
- 4) My friend’s father works in... south of ... Africa.
- 5) ... French live in ... France.
- 6) They’re going to drive right across ... Europe.

10 IW. Project. Write a paragraph about Birthday Parties in Azerbaijan.

Lesson 4. Happy New Year!

Getting ready for the task:

- Do you celebrate New Year in your country? How?
- What is the symbol of New Year?
- What holiday do we celebrate on the same day?

Key words:

a **drum** – a musical instrument made of a hollow round frame with plastic
to **sparkle** – to shine brightly with small flashes of light
to **light** – to make smth start to burn

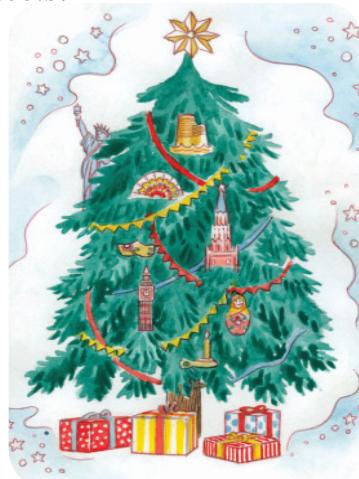
artificial – not real, not happening naturally

to **admire** – to respect smb for what they are or for what they have done
huge – very big

a **fir-tree** – an evergreen tree with leaves like needles

1 GW. Look and match these ornaments/symbols with the names of the countries and describe the New Year Tree.

- Do you know these ornaments (decorations)/symbols?
- What countries do these symbols belong to?



- a) Turkey b) Russia c) England d) Japan e) Azerbaijan f) the USA

2 IW. Listen to the facts and put the correct punctuation marks.

♦ When it comes to celebrating the New Year it seems that everyone has their own special way of doing things in different cultures: some people throw bread, others burn **scarecrows*** and still others **fist*** fight for good luck these are some strangest New Year traditions from around the world

♦ In Denmark people climb on top of chairs and **literally*** “jump” into the New Year to bring good luck

♦ In Colombia people carry their suitcases around with them all day in hopes of having to travel all year round

***scarecrows** – an object made to look like a human figure

***fist** – the hand closed tightly

***literally** – exactly

3 GW. Read about the customs and find out what special food people eat on New Year's Day for good luck.



On New Year's Day in Japan people eat mochi-rice cakes for strength.



Some Americans from southern states eat black eyed peas and rice with greens. The black eyed peas are like coins and the greens are like dollars.



In Spain and some Latin American countries, people eat 12 grapes at midnight on New Year's Eve: one grape for good luck in each month of the new year.



It is a Jewish custom to eat apples with honey for a sweet new year.

4 IW. Read and correct the sentences on task 3.

1. The Japanese eat sweets for strength in the new year.
2. Some Americans eat black eyed peas. Black eyed peas are like dollars.
3. In Europe people eat 12 grapes for good luck in each month of the new year.
4. Some Jewish people eat apples with candy for a sweet new year.
5. People in Latin America like to eat apples.

5 CW. Search for the song "Jingle Bells" and sing together.

6 IW. Project. Make a research and write facts on "How We Celebrate New Year in Our Country".

UNIT 4

SPECIAL OCCASIONS

My portfolio

1 Answer the following question: How well can you do these things?

I can ...

- | | | | |
|---|------------------|-----------|-----------------|
| • talk about special days | very well | OK | a little |
| • talk about different holidays | very well | OK | a little |
| • speak about favourite days | very well | OK | a little |
| • talk about New Year Food | very well | OK | a little |
| • compare special days | very well | OK | a little |
| • ask and answer Wh questions | very well | OK | a little |
| • build up sentences on the topic | very well | OK | a little |
| • sing a song on holidays | very well | OK | a little |
| • act out a dialogue on the topic, etc. | very well | OK | a little |

2 Write the following information about yourself.

Name of Holiday	I do/did	I have done
Novruz Holiday	I visit Children's Home and have a lot of fun with them.	I've had a wonderful time with the children.
New Year	I send postcards to my friends/relatives.	I have sent a postcard to my friend today.
Sacrifice Day	?	?
Mothers' Day	I give red roses to my mother.	?
Salvation Day	?	?

3 Answer the questions.

1. What do you do on your birthday party?
2. What birthday traditions are there in your country?
3. Do you think these traditions are dying out? Why?
4. How do people celebrate birthdays in different countries?
5. Do you have any national/family traditions? What are they?
6. What special food do you have for birthdays? Which of them is the major one? And why?



4 Write about birthday celebrations in different countries looking through the model given below.

Countries	Activities
Denmark	People have a flag outside a window.
India	Children wear colourful clothes to school on their birthday.
Argentina	When girls are 15, they have a huge party.
the Netherlands	They decorate the child's chair with flowers
Other	?

5 Read and complete the dialogue using these words/ word combinations and expressions.

welcome camera earrings interesting great
 these cool box oh wow₍₂₎ open

Semra: ... ! What is this?

Vagif: It's a ... !

Semra: Oh, how ... ! Thank you! It's ... !

Vagif: You are ... !

Semra: Now, let's ... this ... !

Vagif: ... ! What are ... ?

Semra: They are

Vagif: ..., they are very ... !



6 Match the special days with the descriptions.

- | | |
|---------------------|--|
| 1. April's Fool Day | a) children dress up strange costumes |
| 2. Halloween | b) children give flowers to the mothers |
| 3. Children's Day | c) people decorate fir trees |
| 4. Mother's Day | d) adults honour kids and do special things |
| 5. Thanksgiving Day | e) people like playing tricks on their friends |
| 6. New Year's Day | f) people bake a cake and light candles on it |
| 7. On a birthday | g) people thank God |

7 Think and write puzzles about special days/holidays.

Sample:

You make a cake, put candles on it and sing a song. What day is it? What song do you sing?



8 Make a poster on holidays/special days.

UNIT 5

NATURE

Lesson 1. Water Cycle

Getting ready for the task:

- Where can water be?
- How does water cycle?
- Where does water come from?

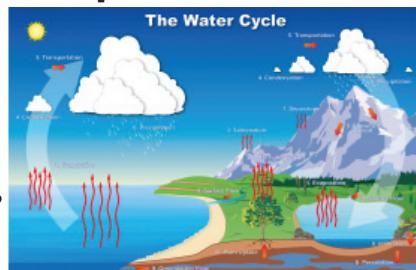
Key words:

to shake – to make sb/smth move with short quick movements
a crystal – a small piece of a substance
to fall down – to lose concentration and fall, to descend

to go up – to rise, to approach
a drop – a very small amount of liquid that forms a round shape
a cycle – a series of events that are regularly repeated in the same order

1 CW. Look, think and answer the questions:

- What do these arrows tell you?
- Where does water go?
- How does water go into the sky?
- How does water fall from the clouds?



2 GW. Read the passage using the appropriate verbs and choose the best title for it.

- | | | | | |
|---------------|------------|-----------------|-------------|------------|
| a) to give | b) to go | c) to become(2) | d) to water | e) to be |
| f) to change | g) to fall | h) to do | i) to shake | j) to come |
| k) to move(2) | l) to have | m) to show | n) to make | o) to blow |

The water cycle (1)... how water moves and changes on the Earth.

It is a cycle, because it doesn't (2)... a beginning or an end. It is important, because it (3)... us water to drink. It also (4)... plants for our food.

The warm air (5)... up and becomes cold. When it comes down, it rains. Then little wet drops (6)... into millions of drops of water and (7)... clouds. When the clouds (8)... in the sky, it may rain. When the air (9)... colder, more drops of water are formed. When there are very many drops of water, they (10)... so heavy that the clouds cannot hold them, so they (11)... down on the ground. This is rain. When it is very cold, these drops (12)... little crystals of ice and fall down on the ground. This is snow. When and why (13)... the wind (14)... ? When the air becomes warm, it goes up into the air and the cold air (15)... down. So the air (16)... and the wind blows and all the trees (17)... .

- a) The Sun and the Sea b) Water Cycle c) The Air and the Water**

3 CW. Find True/False sentences giving explanation.

1. Drops of water make clouds.
2. Rain is a drop of ice falling on the Earth.
3. Plants can live without air.
4. Snow is an ice crystal falling down from the sky.
5. The sun can never heat water in the sea.
6. The warm air goes up and becomes hot.



4 IW. Choose the correct articles.

1. When ... sun shines, we say it is sunny.
a) - b) the c) a
2. Plants can't live without ... air.
a) the b) - c) an
3. We live on ... Planet Earth.
a) an b) - c) the
4. How do ... sun, ... air, and ... water make ... weather?
a) the, the, a, the b) the, the, the c) -, a, the, the
5. ... Lake Baykal is ... deepest lake on ... Earth.
a) -, the, the b) the, the, the c) the, the, an



5 IW. Insert the correct articles where necessary and answer the questions.

- When ... sun shines, we say ... weather is fine, it's sunny! However, it is not always sunny. ... weather changes, sometimes it rains, sometimes ... wind blows and all ... trees shake. So, what is ... weather like?
- Which of the following make ... weather? Mark how you think, which one is right, ... sun which is shining in the sky or ... clouds that cover ... sky and which are sometimes white and sometimes dark grey?
- How can people live without ... air? How can rivers or seas be without ... water?
- How do ... sun, ... air and ... water make nature?

6 IW. Write a paragraph about "Water Cycle".

Self Assessment: IV-excellent III-good II-fair I-weak

IV III II I

I can express my own ideas on water cycle				
I can answer the questions about water cycle				
I can find True/False sentences about water cycle				
I can identify the main idea on the topic				
I can use the correct articles while speaking/reading/writing				

Lesson 2. Water is Life!

Getting ready for the task:

- What are the pictures about?
- Where is water on the Earth?
- Can we live without water?

Key words:

a spring – a place where water comes naturally to the surface
to overcome – to defeat, to win
a geyser – a natural spring with hot water

a challenge – a difficult task that tests somebody's ability

a source – a place/person or thing that you get something from, resource

1 GW. Match the expressions with the pictures and explain why we need water.



1. For drinking



2. For cooking



3. For washing



4. For watering



5. For swimming



6. For washing a car

2 GW. Listen to the passage and think of several important facts about water in your life comparing the pictures.



Compare



Model: Many people in the world can't get enough water. In Gambia, Africa one person uses four and a half litres of water a day. But in the USA, water intake by one person is much higher.

Do You Know...?

There is a lot of water on the Earth. The water is in the rivers and in the lakes. There is much water in the deep seas and oceans too. But the water in the seas and oceans is salty. Water is in trees, in flowers and in the air. Nothing and nobody can live without water. Some water falls down on the Earth as rain.



Lake Baykal/the Baikal is the deepest lake on the Earth. The water is fresh in this lake. It is 1,741 metres deep. The Baykal is a source of beauty and power for the Russians. But **Paper and Pulp Mill*** at Baykal pollutes the lake now. So, this beautiful lake is in danger now.

3 PW. Read the information and think of more questions.

There are big lakes and rivers in the world. Many birds build nests nearby, and they catch fish in the water. People use water for the plants in the gardens, orchards and fields, houses and factories. Sometimes they use water too much and as a result of it the rivers and lakes dry up. Look at this picture!

This lake has dried up. The lake looks like a desert. The fish and the birds have died out.

- What would the birds say to people if they could speak?
- How would people answer the birds?
- What do birds need the water for?



Think of 4 questions the birds would request.

Write your own ideas.

1. ____ 3. ____ 2. ____ 4. ____

4 CA/GW. Find out True/False sentences.

1. Water isn't important for life.
2. Lake Baykal/the Baikal is in danger now.
3. Water isn't clean in seas, rivers and lakes.
4. We should keep water clean and air fresh.
5. People should save nature from pollution.
6. People don't think about how to save the planet Earth.



Grammar Focus

Remember and Compare!

the + ocean/sea/river	the or lake	But: we don't use the with:
The Arctic Ocean	The Baikal/Baykal	Lake Baikal
The Caspian Sea	The Superior	Lake Superior
The Mississippi	The Constance	Lake Constance
The Thames	The Goygol	Lake Goygol

5 Choose the correct sentences with the modals.

1. We should/shouldn't pollute rivers, lakes and seas.
2. We can/can't use water for cleaning/washing up.
3. You should/shouldn't leave water/tap open.
4. People can/can't save the Planet Earth.
5. They should/shouldn't have a bath every day.
6. He should/shouldn't throw litter into the rivers/lakes/seas.
7. Students should/shouldn't regularly take care and water plants.



6 IW. Project. Write a paragraph: "How to keep water clean".



Model: Water is a unique component on our planet. We call it the “Blue Planet”. Unfortunately, 97 percent of the water on the Earth is salty and people can’t use it. The remaining 3 percent is fresh – meaning essentially “unsalty” in live organisms and in **glaciers***. Fresh water is in springs and geysers. Millions of people in the world are facing water shortages nowadays which could lead to a global crisis. What should we do to overcome such challenges?

Self Assessment: IV-excellent III-good II-fair I-weak

IV III II I

I can express my own ideas on water and its importance				
I can answer the questions about water				
I can find True/False sentences about water				
I can identify the main idea on the topic				
I can choose correct sentences with the modal verbs				
I can write an essay/a paragraph about water/its importance				
I can use the correct articles while speaking/reading/writing				

7 GW. Read the passage paying attention to the punctuation and capitalization. Answer the questions below.

Day after day week after week the hot sun burned in the sky the giraffe was very hungry but there were a lot of leaves on the trees unfortunately they were brown and dry the zebra was hungry too there was a little grass and it was dry A thirsty hippo walked to the bank of the river there was little water It was dirty and brown why didn't it rain the elephant looked at the sky there were a few dark clouds in the sky and suddenly the rain started there was a rainbow The animals were very happy



1. What is the story about?
2. What was the weather like that day?
3. Why did the hippo walk to the river?
4. What was there in the sky?
5. Why was the grass dry?
6. Were animals happy? Why?



8 GW. Read the list and fill in the chart according to the text.

*to look at the sky, to drink water, to eat grass, to start raining,
to walk to the forest, hungry, to see dark clouds, to snow, to be happy*

Things that happened	Things that didn't happen
• The elephant looked at the sky. • ...	• It snowed a lot. • ...

9 IW. Project work. 1. Group the given phrases under **should/shouldn't**. 2. Make a poster on Natural Disasters.

*build nests, save water, cut trees, let the Earth down, keep the Earth clean,
hunt the birds, kill animals, destroy forests, protect nature, shoot animals
protect environment, litter, survive, send smoke, take care of our forests/trees*

Should	Shouldn't
• We should take care of animals! • We should water flowers! • ...	• We shouldn't throw rubbish into water! • We shouldn't litter. • ...

Lesson 3. Have You Ever Been to Tahiti?

Getting ready for the task:

- Do you like travelling?
- What countries would you like to be to?
- What is “travelling” for you?
- What is the weather like in Tahiti?

Key words:

incredible – very difficult to believe

to glitter – to shine brightly with little flashes

a jewel – a precious stone such as a diamond

a lagoon – a lake of salty water that is separated from the sea by an area of rock/ sand

a crown – a circular ornament usually made of gold (that kings wear on their head)

turquoise – a blue or greenish blue precious stone

to explore – to travel to or around an area in order to learn about it

1 GW. Look and talk about these postcards. Use the sentences below.



You can begin like this:

- Welcome! There is so much to see and do here!
- You can see a beautiful island. You can make a **crown** of flowers.
- Tahiti is an island of **turquoise lagoons** and white sand beaches.
- Tahiti is an island of tall green rainforests and mountains.
- You can meet the friendly Tahitian people.
- You can listen to the music and watch the incredible fire dance here.
- There is a big **sparkling** green **jewel** in the **glittering** blue ocean.



2 GW. Listen to the passage and answer the questions.

Tahiti is the largest and most glamorous tropical island. It is located in the southern Pacific Ocean. Tahiti is just the world's paradise. Rainforests, the interior areas of Tahiti are beautiful with green trees and flowering plants, with **gushing*** waterfalls, long rivers and deep valleys. You can see tall palm trees and fields of tropical flowers on the coast. The main crops here are **copra** (*dried coconut kernels from which oil is obtained*), vanilla, sugarcane and other tropical fruits. There is no answer to "What's the weather like in Tahiti?" This is the tropical region with a similar weather model throughout the year, having a lot of sunshine. However there is no **monsoon***, there are no cyclones, and there is a lot of sunshine.

- Where is Tahiti/Which ocean is Tahiti in?
- What is the main crop of Tahiti?
- What can you see on the island?
- What water activity can you do in Tahiti?
- What are the Tahitian people like?
- What is the weather like in Tahiti? How do you know?



3 GW. Have a look at Tasks 1-2 and find the words.

adjectives	weather words	fruit words
. glittering . sparkling	. sunny . .	. copra . coconut

Remember and Compare!

Noun	Adjective	Noun	Adjective
sun	sunny	snow	snowy
fog	foggy	rain	rainy
cloud	cloudy	storm	stormy

4 IW. Look at the samples and make posters or invitations.

- Welcome to Tahiti!
- Come and relax!
- You can enjoy the weather here!
- You can see a sparkling green jewel in the blue ocean!
- We can make you a crown of flowers!

- Would you like to swim in the clear ocean?
- Would you like to lie in the sun?
- Would you like to surf 10 metre waves?
- Then come and enjoy!

*gush – flow out of smth in a rapid and plentiful stream
*monsoon – a seasonal wind

Lesson 4. Natural Disasters

Getting ready for the task

- Have you ever heard about extreme weather? • Have you ever seen a tornado?
- What happens when it rains/doesn't rain a lot? • What can tornadoes cause?

Key words:

a flood – a large amount of water
to destroy – to damage smth so badly
a funnel – a channel, pipe, tube
hail – heavy rain
a tsunami – an extremely large wave on the sea/the ocean

damage – harm
a drought – a long period of time when there is no rain
a hurricane – a violent storm with strong winds

1 CW. Look at the pictures and speak about natural disasters following the sample.



Natural disasters

2 PW. Follow the sample and make up a dialogue about the weather where you live.

Sona: What is the most extreme weather where you live?

Elchin: We sometimes have droughts.

Sona: What do you do when there is a drought?

Elchin: Well, we don't make fires. Fires are very dangerous when there is a drought. We should be careful with natural disasters.

3 PW. Complete the dialogue using the expressions. Act it out.

- a) terrible b) tornado c) warning d) at the bottom
e) inform f) damage(s)(2) g) imagine h) central point
i) I am sorry j) matter k) deadly (fatal) l) to speak



Vagif: You know Samira, how lucky I'm to stay alive after that (1)... day.

Samira: What happened? What was the (2)...?

Vagif: Oh, a horrible (3)...! You can't (4)... how dangerous it is and what (5)... it can cause.

Samira: How did it happen? Did they inform people about it? Was there any (6)...?

Vagif: Oh, no. But they usually (7)... people beforehand by radio or TV.

Samira: I wonder how tornadoes happen, what shape and (8)... results they have.

Vagif: Tornadoes appear as a cloud which moves in circles round the (9)... .

They have the shape of a pipe which are narrow (10)... and wide at the top.

Samira: You know, it's very horrible to hear it. And what about the (11)...?

Vagif: It caused a lot of damages. I don't want (12)... any more about it.

Samira: (13)..., Vagif.

REMEMBER!

GRAMMAR FOCUS

EXCLAMATORY SENTENCES

Use an exclamation point/mark at the end of exclamatory sentences.

Sample:

- *What a wonderful idea she has!* • *What a terrible tornado it is!*
- *How wonderful the idea is!* • *How terrible the tornado is!*

4 GW. Correct the exclamatory sentences paying attention to Grammar Focus.

1. What wonderful day it was!
2. How dangerous is a drought!
3. How careful are we!
4. What lucky they are!
5. How extreme weather we have today!

5 PW. Read the Fact File and search for more information about tornadoes. Define the main idea of the text.

Fact File

In different parts of the world the weather can be very violent. For example tornadoes are nature's most violent storms, they can be very dangerous. Sometimes they are deadly. Tornadoes can form any time of the year, but the tornado season runs from March to August. Tornadoes look like a funnel, which we use to pour liquid into the small opening, for example, a bottle. Tornado winds can blow at up to 300 miles or 480 kms an hour. They can damage an area one mile wide and 50 miles long. Most Tornadoes in the USA happen in Tornado Alley where Oklahoma is. There are some types of tornadoes. The strongest type is F5. This type of tornado moves at 500 km an hour and can throw cars as far as 100 metres. It also destroys houses, trees, etc. on its way.



6 Match the halves and use them in sentences.

1. a thunderstorm
2. a tornado
3. wind
4. snow
5. a cloud
6. flood
7. ice
8. sun
9. a rainbow



- a) frozen water
- b) bright flashes of light
- c) a dangerous and terrible funnel
- d) a colourful huge *arc
- e) like foggy balloons in the sky
- f) bright shining balloon
- g) moving air
- h) too much water
- i) lots of white fluffy crystal flakes

7 GW. Put the words in the correct order.

1. it what problem a global is!
2. today foggy the weather how is !
3. was what a terrible it thunderstorm!
4. were how dangerous the fires!
5. What season it is a cold!
6. are friendly the Tahitian how people!
7. jewel a sparkling green is what!
8. What it is a wonderful island!

8 PW. Read and try to solve these questions using the sample Answers.

What's happening to the world's weather?

Why is the weather changing?

How can hurricanes and tsunamis destroy cities?

What can drought, fires and floods cause?

How can you explain it?



Answer 1.	Answer 2.
<p>It's easy. Temperatures are hotter now than 100 years ago. Why?</p> <p>Another easy answer! It's because of the way we use the planet. We're destroying the planet with the smoke that the factories and cars produce.</p>	<p>This is a global problem today. We must behave better! We shouldn't wait for the politicians to do something, we can change the world ourselves. We must recycle things, and we must save water, nature and air.</p>

9 IW. Think and choose the correct answer.

1. When does thunder happen? – When there is

- A) a storm B) a tornado C) rain

2. What happens before thunder?

- A) tornado B) lightning C) ice

3. What happens when it rains a lot?

- A) a flood B) a tornado C) a thunderstorm

4. When is the season of tornadoes?

- A) from January to March B) from March to August C) in spring

5. ... can damage an area one mile wide and 50 miles long.

- A) Rain B) Tornadoes C) Fog

6. Tornado winds can blow at up to ... an hour.

- A) 380 miles or 580km B) 280 miles or 580 km C) 300 miles or 480 km

10 IW. Creative Work. Write an essay on the plan:

What would you do/how would you react if a thunderstorm happened?

Sample: ♦ Have you ever come across with any accident in life?

♦ How would you help your friend/relative in such a situation?

• *What a terrible funnel it is!*

• *How dangerous it was!*

Lesson 5. Under the Oak Tree

Getting ready for the task:

- Have you ever seen a thunderstorm?
- What causes thunderstorms?
- What is a thunderstorm?

Key words:

a bay – part of the sea of a large lake enclosed by a wide curve of the shore
a lightning – very bright flash of light in the sky that happens during thunderstorms
to yell – to shout loudly

gaseous – containing gas

to pull away – to start moving

a thunderstorm – a storm with thunder and lightning

to grab – to take or hold sb/smth with your hand suddenly

1 CW. Look at the pictures and talk about them.



2 GW. Read the passage with correct intonation, define the main idea of it and add your own idea. Answer the question: Why is it dangerous to stand under a tree or use a mobile phone in a thunderstorm?

One afternoon last summer I was playing football with some friends near the park. It was a warm afternoon, but the sky was full of dark grey clouds. My best friend Simon and I were playing football in the same team. While Simon was running with the ball I fell on him. He lost the ball. Simon got really angry and shouted at me. We were still arguing about it. Suddenly it began to rain very hard. Then there was a bright **flash of lightning** and a few moments later there was a loud **thunder** – it was a **thunderstorm!** I tried to run home, but my knee hurt from the fall, so I stood under a big oak tree to get out of the rain. I wanted to call my brother on my mobile. At that time somebody **grabbed** me and **pulled** me **away** from the tree. I fell on the ground. When I opened my eyes I saw Simon. “You are crazy!”, he **yelled**. I was shocked. I couldn’t believe my best friend was so angry with me for just a silly football game! There was another flash of lightning and it hit the big oak tree. When I turned round, I saw the oak tree burning. “I was under it ten minutes ago!”, I said to myself. “You are crazy”, Simon answered. “Don’t you know it is dangerous to stand under a tree or use a mobile phone in a thunderstorm?” Only then I realized the situation.

3 Correct the sentences according to the text.

(See page 80)

1. Simon was playing football with his friends in the playground last week.
2. The sun was shining and the sky was cloudless.
3. While I was running with the ball Simon fell on me.
4. The players were very angry and shouted at Simon.
5. Suddenly the rain stopped and a few moments later there was terrible thunder.
6. Simon wanted to go home, but his arm hurt from the fall.
7. I wanted to call my father for help on my mobile.
8. My friend Simon was standing under a big oak tree to get out of the rain.

GRAMMAR FOCUS		The Past Continuous Tense Form
was/were + V + ing		
Positive	I/he/she/it-was+V+ing We/you/they-were+V+ing	I <i>was reading</i> a story at 5 yesterday. We <i>were reading</i> at 5 yesterday.
Negative	I/he/she/it-was not/wasn't+V+ing? We/you/they-were not/weren't+V+ing?	I <i>was not reading</i> a story at 5 o'clock yesterday. We <i>weren't reading</i> a story at 5 yesterday.
General (Yes/No) Questions	Was I/he/she/it+V+ing? Were we/you/they+V+ing?	Was he reading a story at 5 yesterday? Were they watching TV at 5 yesterday?
Wh/How questions	What <i>was</i> I/he/she/it+V+ing? What <i>were</i> we/you/they+V+ing	What <i>were</i> they doing at 5 yesterday? What <i>was</i> he doing at 5 yesterday?
Time adverbs	<i>at one o'clock yesterday / at that time yesterday / when you came / while...</i>	

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

1. Murad (to watch) the DVD at that time yesterday.
2. The boys (to play) football at that time yesterday.
3. We couldn't go out, because it (to rain).
4. It was a beautiful morning. The sun (to shine) and the birds (to sing).
5. Mary (to search) some information about flowers in the internet café, when we (to reach) there.

UNIT 5

NATURE

My portfolio

1 Answer the following question: How well can you do these things?

I can ...

- answer the questions on the topic
- talk about water cycle
- speak about the importance of water
- talk about tornadoes/thunderstorms
- speak about the wonderful places
- make up invitations/postcards
- build up sentences on the topic
- use the verbs in the correct tense form
- write an essay on the topic

very well OK a little
very well OK a little
very well OK a little
very well OK a little
very well OK a little
very well OK a little
very well OK a little
very well OK a little
very well OK a little
very well OK a little

2 Odd one out.

- | | |
|-------------------------|--------------------------|
| 1. geyser, spring, deep | 4. fresh, fish, clean |
| 2. lake, like, river | 5. meter, water, air |
| 3. see, sea, ocean | 6. salty, crystal, windy |

3 Construct sentences using information given in the table. *Sample: Bill wasn't doing his homework. He was listening to music.*

at 8 o'clock yesterday/at that time yesterday				
Activities	Lamiya	Jane	Agil	Murad
• Listen to Fact Files	✓	x	✓	x
• Do homework on Maths	✓	x	✓	✓
• Watch TV	x	x	x	x
• Send email to a friend	✓	✓	✓	✓
• Work on a school project	x	✓	x	✓
• Download new songs	✓	x	✓	✓
• Write an essay on thunderstorms	x	✓	✓	x

4 Find out unscrambled words and use them in sentences.

- | | | | |
|------------|---------------|-----------------|-------------|
| 1. zeryeg | 2. lningthgit | 3. stomrdernuht | 4. retaw |
| 5. latsycr | 6. anecirruh | 7. thguord | 8. retsasid |

5 Odd one out.

1. thunderstorm, sun, snowy
2. flood, tornado, cloudy
3. rainy, funnel, foggy

4. windy, lightning, icy
5. hot, warmth, sunny
6. cloud, snowy, frosty

6 Read, find and match.

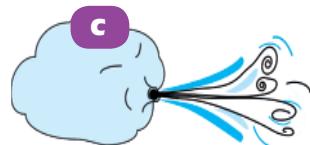
1. When water falls from clouds onto the Earth, what is it called?



3. When it is very cold outside, **fluffy***, frozen water may fall from clouds in the sky. What is it called?



2. When it rains extremely hard, what is it called?



5. When it is extremely cold outside, the top layer of lakes and ponds freeze over. What is the word for frozen water?



4. What warms the surface of the Earth?



6. Sometimes, if the Sun is shining while it is raining, you can see a huge **arc*** of colors in the sky. What is it called?



7. What is it called when the air moves?



8. It is made of water that is in a **gaseous** state. What is the name of the **puffy*** thing that moves across the sky?



9. This type of storm is very noisy and has very bright flashes of light. What is this storm called?

1. –
2. –
3. –

4. –
5. –
6. –

7. –
8. –
9. –

*puffy – blown

*fluffy – light in texture and containing air

*arc – bow

UNIT 6

ENVIRONMENT

Lesson 1. Mother Earth

Getting ready for the task

- What planet do we live on?
- Why should we protect the Earth?
- What is there on the Earth?
- What is the Earth?

Key words:

worthwhile – important, enjoyable

harmony – a state of peaceful existence

humans – people, men, individuals

pride – a feeling of pleasure

to survive – to continue to live or exist

overloaded – having much load

to strive – to try very hard to achieve smth

1 GW. Listen to the passage and answer the questions. Pay attention to the punctuation mistakes.



we live on the earth the sun shines on it the rain falls on it the wind blows on it the world is all around you you can see many interesting things in the world and keep your eyes open the world is full of wonderful things what can you see around you you can see the blue sky the black night different plants trees and flowers hills and mountains. you can see seas rivers lakes and waterfalls too all these things are the world the Earth is 4,600 million years old men have lived on the earth for only 35,000 years but during this time we have changed our planet in many ways many of the things we have done are good but many more are bad for the earth

- What is there on the Earth?
- What problems do people have with environment?
- How can people help the environment?
- What good/bad things do people do on the Earth?
- Why should we save the Planet Earth?

REMEMBER!

A sentence tells a complete thought. Use a comma to separate words and statements. Use a full stop at the end of the sentence/statement.

2 GW. Read and complete the chart below with the information from the passages.



Around the Earth there is a special type of oxygen which is called “ozone”. Ozone is important, because it stops ultraviolet radiation coming from the sun. As you know, nowadays factories and many aerosol sprays destroy it, and they have made a very big hole in the ozone layer. Too much ultraviolet radiation coming from the sun enters the Earth, which is very dangerous, and can cause cancer. **Ismayil**

Look at the streets of our city. How many cars do you see? In most cities you can't drive your car on certain days. In other places they use public transport, buses and electric cars. Cars and buses send a lot of smoke into the air which we breathe.

Mosako



People destroy our green forests, they cut down millions of trees. Many types of animals, birds and plants lose their homes, and they disappear. Do you know how useful and important the trees are? Yes, of course! They help to produce oxygen and keep the ecological balance in the nature.

Jim

Factories and plants also pollute the land and the water. And people sometimes throw their rubbish into the rivers, seas and lakes. As a result of it many rivers and lakes become dirty, and some of them become dead. **Isabella**



What is the Earth?	What has happened to the Earth?	What are the results?	What should we do?
:	:	:	:

3 IW. Find the correct synonyms and antonyms for the words given in the table.

Words

great, fresh, safe, dirty, polluted, bad, wonderful, brilliant, early, strong, fine, interesting, dull, cold, terrible, careful, warm

Words	Synonyms	Antonyms
overloaded	full	empty

4 IW. Search for the song and fill in the gaps with the words.

Earth(2), place, planet, you, me, peace, harmony, with care, pride, to be, future, great, smile, to strive, smile, light, worthwhile, trees, humans

Mother Earth, Mother ...

It's ... place ...

It's a great ... to be

In peace and ...

Mother Earth, Mother Earth

Look after our Earth

home ... for ... and ...

Cos it's a ... we all share

... , animals, plants and ...

Be kind it's ...

let's live together in harmony

... the world up with your ...

In ourselves we must take ...

Mother Earth, Mother Earth

for our ... we need ...

It's a ... place to be!



5 IW. Creative Work. "How Can We Protect Mother Earth?" or "How Can We Help the Earth?"

Self Assessment: IV-excellent III-good II-fair I-weak

IV III II I

I can define the main idea on the topic

--	--	--	--

I can take part in the discussion about the Earth

--	--	--	--

I can use punctuation marks correctly

--	--	--	--

I can sing a song about our Planet

--	--	--	--

I can write an essay about the Earth

--	--	--	--

Lesson 2. The Wonderful World of Plants!

Getting ready for the task:

- Do you like plants?
- What can make our world colourful?
- What plants do /don't you like? Why?
- Why do we need trees?

Key words:

to bear – to be able to deal with smth unpleasant

a thorn – a small sharp pointed part (on the stem) of some plants

to hunt – to catch/kill animals for food

bushy – growing thickly

a source – resource

a seed – a small hard part produced by a plant

ripe – fully grown

1 CW/IW. Write and speak about the features of the plants.

Use the sentences below:



- Plants grow in different sizes and shapes.
- Some plants grow big and some plants remain small.
- Big plants are trees. They can be tall and strong.
- Some plants' stems are weak and some plants have **thorns**.
- Some plants are **bushy**. Trees are a source of oxygen.
- We plant **seeds** of some plants to get crop.

2 GW. Look through the motto, answer the questions and share your ideas. Make/prepare some environmental solutions.

■ **No killing!**

■ **Save Nature!**

■ **Protect
Trees!**

- What are these solutions about?
- How can people help the environment?
- What current environmental problems is the world facing?

If/when + The Present Simple	The Future Simple
• If my friend invites me,	we shall go to the party.
• When Jane returns,	she will help me.

3 IW. Use the verbs in brackets in the correct tense form.
Pay attention to the usage of "If" and "when".

1. If pollution (to disturb) the balance in nature, all living things (not to live) in harmony.
2. If the air and the water (to be) polluted, many species of plants and animals (to disappear).
3. We (to put) up a tent when we (to go) to the camp.
4. When we (to go) camping, we never (to make) campfires.
5. If we (not to pay) attention to pollution, our Earth (not to be safe) to live in.

4 IW. Read the poem, find what season it is matching 1-4 with a-d.

1. Who loves the trees best?
"I" said the
Green leaves so beautiful
To them I bring.
2. Who loves the trees best?
I "said" the ...
I give them flowers,
White, pink and red.
3. Who loves the trees best?
"I" ... said,
I give them ripe fruit,
Golden and red.
4. Who loves the trees best?
I love them best,
White ... answered,
I give them rest.

Note!

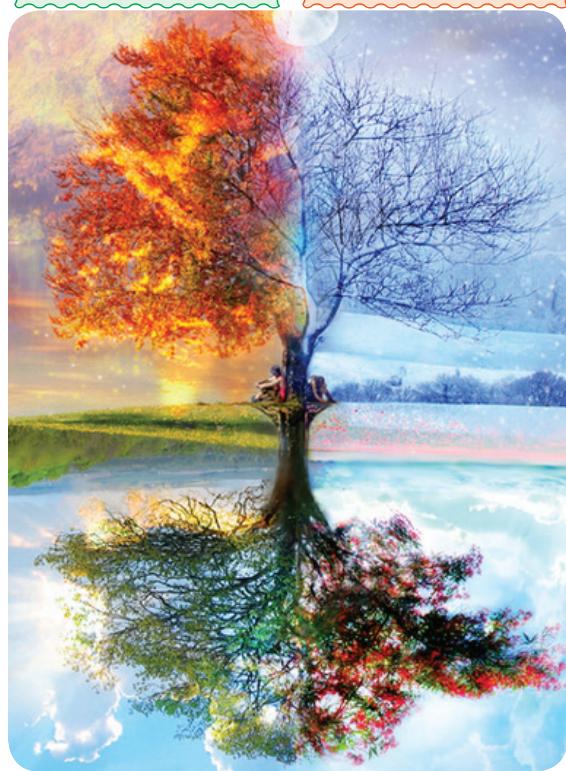
The tallest and strongest trees are in California. They are 378 feet/115 meters tall. They are 40,000 years old.

a) Autumn

b) Winter

c) Spring

d) Summer



Lesson 3. I Love Flowers!

Getting ready for the task:

- Do you like flowers?
- Do you know their meanings and colours?
- What flowers do you love? Why?
- Why are flowers important in life?

Key words:

to pick up – to collect smth from a place
a bud – a small lump that grows on a plant
a blossom – a tiny shape of a flower
tiny – very small

endemic – regularly found in a particular place and difficult to get rid of
healing – the process of getting better after an emotional shock

1 GW. Look at the samples, sort the flowers out and fill in the grid. You can add any other flower to the grid.



a bunch of flowers

Field / wild flowers

- Wild flowers are beautiful, fragrant and colourful.
- **Daisy** – can be white, yellow and sometimes orange. Daisy means day's eye.

Houseplants

- Roses can be colourful: red, yellow, white, pink
- I like pink roses. Pink roses make me feel happy/calm.
- Roses smell sweet.
- As in the proverb: *Tastes differ.*

2 GW. Project. Choose the flowers to decorate or make your home/room pretty. What flowers would you like to choose and why? Use the key words.

3 GW/PW. Read the Fact File and search for more symbols of countries.



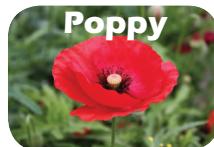
Fact File

Red poppy is the national flower of Albania.

Lotus is the national flower of India.

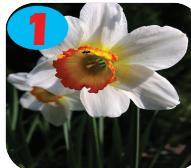
Jasmine is the national flower of Pakistan.

Calanit is the national flower of Israel.



4 CA. Look and match the pictures to the facts.

- A) is a symbol of England.
- B) is the symbol of Scotland.
- C) is the symbol of Wales.
- D) is the symbol of Northern Ireland.



5 PW. Listen and complete the dialogue giving comments.

Act it out.

Aysel: Samir, don't you think we can make a flowerbed in the corner!

Samir: We have too many flowerbeds. What is a garden for, if it isn't for planting fruit trees, vegetables and useful things like that?

Aysel: Oh Samir, you know that a garden is a place for flowers.

Samir: Rubbish! I think of digging up the roses and planting a few cabbages or some onions and potatoes there.

Aysel: You'll plant them in my flowerbeds?! I have never heard of anything like that

6 PW. Make up a conversation answering the questions.

1. What is your favourite flower? Why?
2. Do you like to give flowers to your teacher/mother/granny/anyone?
3. Do you know the meaning of flowers?
4. Whom do you give flowers on holidays/birthdays?
5. What flowers have you got in your garden/home?
6. Do flowers give us positive energy? How?



7 GW. Listen to the passages in “Do You Know” box and search for more facts about them.



Do You Know...?

Khari Bulbul is a beautiful flower which grows in Azerbaijan, in the mountains of Shusha. It doesn't grow anywhere else in the world. The flower looks as if a nightingale is sitting on it. People use this wonderful flower as a healing herb.

The tulip is a symbol of Holland. This country became famous for tulips in the 17th century. People cultivate tulips in big fields. The people hold tulip festivals all over the country in May. The Tulip Carnival is the most important flower show in Holland. The tulips look like “tulip seas”.



GRAMMAR FOCUS

REMEMBER!

Link verbs + adjective

feel	happy
smell	sweet
taste	good
look	relaxed sad

Sample:

- Roses *smell* sweet.
- It *tastes* good.
- I *feel* happy/sad/relaxed.
- Daffodils make us *feel* happy.

8 IW. Imagine you are going to plant a flower to make your home a nice place. Choose three flowers to plant and speak about their colours/features and meanings.

You can use the given words: good luck, sunny days, universal peace, first love, to make new friends, to have fun, to be happy, a green world.

Sample: Tehmasib: I'm going to plant a rose for friendship.

Nilay: I'm going to plant daisies for fun.

9 IW. Write a paragraph: “Flowers Decorate Our Lives”.

Lesson 4. Let's Grow Our Own Vegetables!

Getting ready for the task:

- Do you like gardening?
- What can you grow in your garden?
- Why is it good to have a garden?

Key words:

community-a group of people living in the same place or having a particular characteristic in common

plot- storyline, story, action

patch- mend or strengthen (fabric or an item of clothing) by putting a piece of material over a hole; mend, repair

shed- barn, a simple roofed structure

1 GW. Look at the pictures and talk about them looking through the model.



Model:

The Azerbaijanis like gardening. They say that it always tastes much better when you grow it yourself in your own garden. Our people grow different fruit and vegetables in their gardens and we have different fruit trees in the orchards.

2 **GW.** Listen and answer which reasons are mentioned:

- . It's a good way to relax*
- . The food tastes better when you grow it yourself*
- . It's cheaper than buying food in the supermarket*
- . It's a good way to earn some extra money*



United States

When you think of Washington, you might not think of vegetable **patches**, but there are lots of them. “**Community plots**” where people can grow their own food are getting more popular. Brian Wallis, who works in banking, likes gardening in his free time. And he’s not alone. “When you work in the city, gardening is a great way to relax,” he says.

Australia

Outside Sydney there are more than fifty community gardens. In the garden at the Addison Road Centre people grow all kinds of things from bananas to coffee, herbs, beans and vegetables. They also have lemon, peach and cherry trees. People come here to learn new skills related to organic gardening and recycling.

Kenya

In Kenya having a piece of land to grow food on is not just a good way to relax, it’s a way to earn some extra money. People grow bananas, coffee, and sugar on the land, as well as vegetables to eat at home.

Russia

Every weekend in the summer the roads of big cities in Russia are full of traffic, with families escaping to their dacha. A dacha can be anything from an old **shed** in a field to a huge house in the countryside, but the reason they go is the same. People from the city can enjoy the clean air and grow some vegetables. They grow tomatoes, cucumbers, greens and cabbages.

3 **GW.** Answer the questions and compare your answers.

1. Why do people enjoy gardening?
2. What do people do with the food they grow?
3. What is a “dacha” in Russia?
4. What fruit and vegetables do the Azerbaijanis grow?
5. What can Russian people enjoy at their dacha?

4 **IW.** Write an essay: “Let’s make our world a greener place!”

UNIT 6

ENVIRONMENT

My portfolio

1 Answer the following question: How well can you do these things?

I can ...

- name trees/flowers
- talk about the Earth
- speak about the importance of trees
- speak about the importance of flowers
- take part in discussions on the topic
- write a composition on the topic
- sing a song on the Earth
- find synonyms and antonyms for words

- very well OK a little
- very well OK a little
- very well OK a little
- very well OK a little
- very well OK a little
- very well OK a little
- very well OK a little
- very well OK a little

2 Look, think and complete the text with your own ideas using these words and word combinations:

useful, colourful, fresh air, clean, oxygen, to give, to cut down, should/shouldn't, protect, to help, to plant, to lose homes, bush, bushy, etc.



Plants are good and useful for our life. They make our world colourful. Trees are oxygen boxes for us. They clean the air and give us fresh air to breathe. We should plant a lot of trees.

Humans can change the Planet Earth in both positive and negative ways. First, people can cut down millions of trees.



3 Name the flowers saying their colours and special meanings. The words/word combinations can help you to make up sentences.

friendship, sunny days, universal peace, feel, happy, fun, to be happy, spring, endemic, a green world, symbol

Sample: I love daisies. I think daisy is the symbol of fun.



4 Follow the sample and make your own plan on "Our Planet".

Let's Make Our Planet Green!

My Plan	The Date
Plant lots of flowers	The beginning of summer
Plant trees	The beginning of ...
Recycle lots of paper	The end of ...
Design "A Green Poster" for school	The end of ...
Join "The Green Club"	The end of ...

5 Fill in the gaps with the articles a, an/the.

1. ... Arctic Ocean is colder than ... Indian Ocean.
2. ... Caspian Sea isn't very clean.
3. ... Sun gives us light and heat.
4. ... colour of ... sky is blue.
5. ... red rose is ... symbol of ... England.
6. It is not good to pollute ... Earth.



6 Project Work. Write a paragraph on:

"Let's Protect Our Planet" using the words in this Unit.

UNIT 7

GOOD HABITS

Lesson 1. Build Your Own Character!

Getting ready for the task:

- What is a character?
- Can you build your own character? How?
- What do characters show?

Key words:

a trait – a particular quality of your personality

a diary – a book in which one keeps a daily record of events and experiences

a habit – a thing that you often do

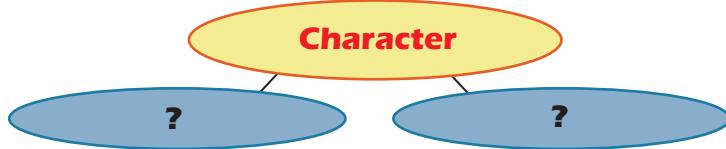
to spill – to flow over the edge of container

to concentrate – to give all attention to something

exhausted – very tired

painstaking – diligent, careful

1 CW. Talk about characters.



2 GW. Listen and fill in the gaps using the correct tense form of the given verbs. Make your comments on the statements below.

- a) to become b) to write c) to think d) to talk e) to be f) to care
- g) to start h) to feel i) to do j) to keep k) to continue l) to say

Many people like (1) ... a diary. Some people (2) ... their diaries from time to time and some write every day. They write about their lives. Keeping **a diary** is especially interesting for girls. Sometimes boys also do it. This is what a boy of thirteen, Max wrote, "Everybody (3) ... a lot what other people (4) ... about them. Today Bernard (5) ... to Ben, "He is a great guy." I thought, "Who does he mean? Maybe they are (6) ... about me?" We all want (7) ... great. My grandfather is a great man to me. Yesterday he said, "Being great (8) ... inside you. It is the way you (9) ... toward yourself and others. You must always try (10)... good. When you do something many times, it regularly (11) ... a habit. When you (12) ... doing it, it becomes **a trait** of your character. People with good character traits are always happier than people with bad traits.

- How everybody cares about other people's opinion;
- How you can build your own character;
- How you must behave toward others;
- How you can build habits.



3 GW. Listen to the passages about the students and talk about their character traits.

Sophia likes to sing and dance. She also enjoys working and having fun with her friends. Sophia is a very interesting person, just a little bit shy. She keeps her room tidy and clean. She thinks of other people and respects them. She takes care of plants, she has a lot of flowers in pots. She always looks after them and waters them. She is kind to animals as well.



Elvin is very **painstaking** and diligent. All teachers love and always praise his good qualities. He is modest and creative. He is never late for school. He is always a good sample for his classmates and for his school. He is outstanding not only in his district, but also in the country for his brilliant results.



Mike is tall and very handsome, but he is not enough friendly or kind. He hardly cares for his classmates or friends. When you advise him to be more polite and truthful, he often gets angry with you. He sometimes argues with his friends and classmates. He always thinks about himself.

4 IW. Match the 1-6 with the a-f.

a) kind-hearted b) selfish c) tidy d) creative e) funny f) hard-working

1. Jessico always keeps her room clean and wears clean clothes. She is
2. Anar hardly thinks about his friends. He is
3. Mehriban likes dancing and singing. She always has a lot of fun. She is
4. Laman has a lot of flowers. She takes care of flowers and plants. She is
5. Tehmasib always tries to help his friends and old people. He is
6. Shahin takes part in after-school activities. He makes school projects and always brings certificates and medals to school. He is

5 IW. Write an essay "How Can I Build My Own Character?"

Lesson 2. No Pain, No Gain!

Getting ready for the task:

- Do you like working?
- Are you hard-working?
- What can **hard work** give us?

Key words:

a **vineyard** – a piece of land where grapes are grown

to be upset – be worried

a **diamond** – a colourless precious stone

treasure – a collection of valuable things such as gold

a **necklace** – a piece of jewellery to wear around the neck/a chain



1 **GW/PW.** Read and fill in the gaps with the appropriate verbs from the box in the correct tense form.

- a) to call b) to know c) to begin d) to appear
e) to sell(2) f) to teach g) to imagine

There was an old farmer. He always worked hard, but his sons didn't. The farmer wanted ... (1) his three sons how to be good farmers. So he ... (2) them and said, "My dear sons, I want you ... (3) that there is great treasure buried in the vineyard. Promise me that you'll look for it after my death."

As the sons promised they ... (4) looking for the treasure after their father died. They worked very hard in the hot sun. In their minds they ... (5) boxes of gold coins, diamond necklaces and other things. But they didn't find a single penny. They were very upset. But when the grapes started ... (6) on the vines, their grapes were the best in the neighbourhood. And they ... them for a lot of money. Now they understood



Sample: • The moral of this story is • Hard work brings

2 GW. Discuss these questions and give your comments on.

1. What was the father's aim?
2. What did the father mean by the great treasure?
3. What can hard work bring to people?

REMEMBER!

GRAMMAR FOCUS

Relative Pronouns

We use relative pronouns to join sentences to nouns.

who/that	which/that
A liar is a person <i>who/that</i> tells a lie.	A plane is a machine <i>which/that</i> flies.
A person <i>who/that</i> always helps others is helpful	A dictionary is a book <i>which/that</i> gives us the meaning of the words.

3 GW. Complete the sentences with the pronouns and choose the correct word from the box.

*responsible, cooperative, honest, selfish, funny, diligent, internet, a liar**

1. A man ... thinks about himself is
2. A person ... tells lies is
3. A person ... is willing to help and share work is
4. A thing ... you can communicate with it is
5. A person ... tells the truth is
6. A man ... works hard is
7. A man ... tries to tell jokes is
8. A person ... does his work and study is



4 IW. Complete the sentences with your own ideas.

Sample: I have a friend who is very clever and diligent.

1. A good student is someone ...
2. A good teacher is a person ...
3. Everest is a mountain ...
4. A map is a thing ...

Self Assessment:	IV-excellent	III-good	II-fair	I-weak	IV	III	II	I
I can do different exercises								
I can identify the logical order in the passage								
I can complete the sentences								
I can build up sentences using relative pronouns								
I can match the paragraphs with their definitions								

**a liar – a person who tells lies*

Lesson 3. Honesty is the Best Policy!

Getting ready for the task:

- Is it good/bad to tell a lie? Why?
- Have you ever told a lie? Why?

Key words:

to amuse – to make smb laugh or smile
policy – a plan chosen by a party, etc.
honesty – the quality of being true
a liar – a person who tells lies

to chase – to run after smth/smb in order to catch
a shepherd – a person who cares for sheep

1 CW. Look and think of the proverbs about the truth/lie and give their equivalents in your mother tongue.



2 GW. Listen and choose the best title.

A) A Good Joke

B) A Good Lie

C) A Bad Joke

Milos was a shepherd boy. He liked the sheep, but sometimes was very bored with his job. One day he thought of a way to amuse himself. So, he began to shout, "Wolf, wolf! There is a wolf. The wolf is chasing the sheep!" The villagers ran up to the hill. When they arrived, Milos laughed at the villagers and said, "I am joking. There is no wolf." The next day Milos was bored again. "Wolf, wolf, wolf!" There is a wolf. The wolf is chasing the sheep! Milos was very happy when he saw many villagers around him. There was no wolf, it was a joke again. Some days later Milos wasn't bored. He was too scared. Out of the forest came a big wolf. Milos cried and cried, "Help, help me! Wolf, wolf! There is a wolf! Help me, please!" But no villagers came to help him. Why? . . .

3 **GW.** Match the parts and make up sentences according to the story.

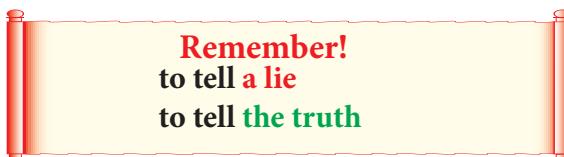
1. Milos was
2. He was bored
3. Milos laughed
4. Milos was joking
5. He was happy
6. Help, help me, please!



- a) at the villagers
- b) there was no wolf
- c) with his job
- d) when he saw many villagers
- e) but no villager came to help
- f) a shepherd boy

4 **GW.** Make your comments on the following:

1. What is the moral of this passage?
2. Why didn't villagers help Milos?
3. Do you tell lies? Is it good/bad to tell a lie?
4. Is it good to tell the truth? Why?
5. Was Milos a liar or an honest boy? Why do you think so?
6. What would you advise him?



5 **PW.** Complete the sentences with the adjectives from the box.

untidy, faithful, shy, hard-working, polite, lazy

1. Don't lie to me! You're not
2. Tom never does his homework. He is really
3. My sister never shouts at me, because she is very
4. Nilay's brother doesn't like to talk to others. He is
5. Elnur's uncle works hard. He is
6. Ted always wears dirty clothes. He is

6 **IW.** Find and write the opposites of the adjectives.

<i>cruel –</i>	<i>generous –</i>	<i>hard-working –</i>	<i>crazy –</i>
<i>kind –</i>	<i>dangerous –</i>	<i>nervous –</i>	<i>honest –</i>
<i>rude –</i>	<i>important –</i>	<i>funny –</i>	<i>helpful –</i>
<i>friendly –</i>	<i>happy –</i>	<i>polite –</i>	<i>different –</i>

7 **IW.** Project. Creative work. Write an essay: "Honesty is the Best Policy".

Lesson 4. A Friend in Need is a Friend Indeed!

Getting ready for the task:

- Have you got a friend?
- Has he/she ever let you down?
- What qualities has your friend got?
- What is friendship for you?

Key words:

timid – careful, shy

to let down – to disappoint

to escape – to get away from a place where you aren't allowed to leave

to attack – to use violence to try to hurt or kill smb

to sniff – to smell



1 GW. Discuss and express your opinions. Say

- ♦ why it is important for each of us to respect/to help others
- ♦ why it is necessary that people should help and respect others
- ♦ which qualities (of character) you would like to develop in yourself and why



2 IW. Find some adjectives to describe yourself. Then write a short description of your personality.

Sample: I'm a cheerful person. I am

3 GW. Read the sayings about friendship. Find the main idea and discuss their meanings.

1. Life without friendship is like the sky without the sun.
2. The best mirror is an old friend.
3. A friend in need is a friend indeed.
4. A friend is the one who walks in, when others walk out.
5. Every person is a new door to a different world.
6. A friend is someone who can sing you the song of your heart when you forget it.

4 GW. Listen and paraphrase the fable. Choose the best title.

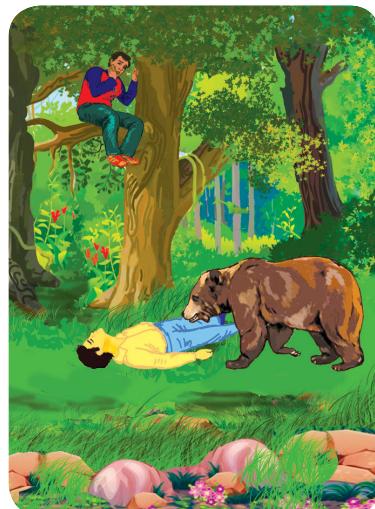
a) A Brave Man b) A Fearful Friend c) An Honest Friend

Two friends were travelling together through a forest. One of the travellers was **timid** and fearful of danger. “Have you ever seen wild animals in this forest?” he asked his friend.

“I heard a wolf **howl** last week” replied the other man. Then he laughed and he told his companion not to worry. “I’m a fearless fellow”, he said.

Suddenly a bear met them on their path. The timid traveller froze in fear. The other man left his friend at once and quickly climbed up a tree. He hid in the branches and watched the bear from his place of safety. The timid traveller couldn’t **escape** in time. He knew that the bear was going to **attack** him. He fell on the ground. The bear came up, smelled him all over and **sniffed** in his ear. The traveller held his breath. He pretended to be dead as much as he could. (People say that a bear never touches a dead body).

Fortunately the bear left him soon. When the bear went away, the other traveller came down from the tree. He laughed and said, “What did the bear whisper in your ear?” The timid traveller answered, “... ?!”



5 IW. Choose the best answer to the timid traveller’s question to complete the text.

1. Never believe in brave friends.
2. How friendly your friend is!
3. Always travel with fearful friends.
4. Never travel with a friend who leaves you when you are in danger.

6 GW. Make your comments answering the questions.

Try to use the new words while answering.

- What is the moral of this fable?
- What was the timid traveller’s answer?
- What could he say to his “friend”?
- What would you say to him? Why?
- Imagine if you were his friend, how would you react?



7 IW. Project Work. Write a short story on:

“How Would You React to Help Your Friend in Such a Situation?”

Lesson 5. What Kind of Person Are You?

Getting ready for the task:

- Why is it good to help/respect others?
- How can you be helpful to others?

Key words:

a quality – excellence, superiority, worth, value, distinction

devoted – faithful

neat – tidy and in order

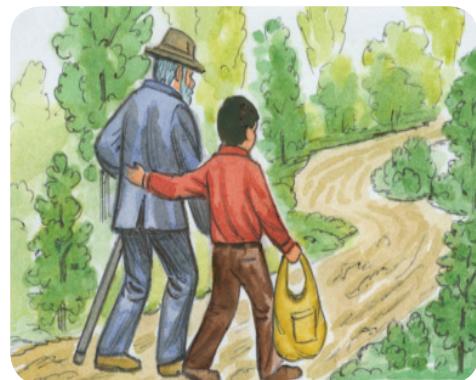
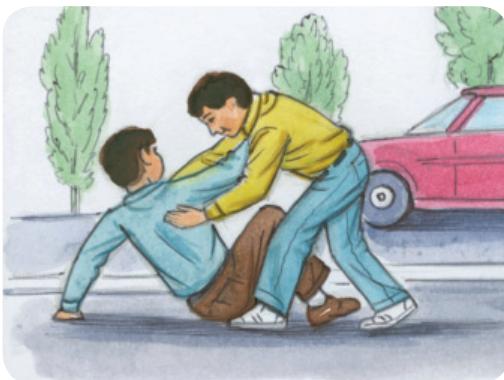
untidy – not tidy

generous – willing to give freely

modest – moderate, timid, mild

an accident – misfortune, happening, breakdown

1 GW. Work in small groups and discuss the following.



• **Never be rude!**

• **Try to be honest!**

• **Try to be intelligent!**

• **Respect others!** • **Never fight!** • **Never argue!** • **Be kind to your friends!**

2 PW. Read and complete the short dialogues. Act them out.

1. Imagine you are in the street, you see an old man with a heavy bag. How would you react?

Mahammad: Hello, could I carry your bag, please?

The old man: Oh, thanks, my dear child!

2. Imagine you are in the street/park. You see that some boys are arguing. How would you react in this situation?

Agil: What has happened, boys? Why are you arguing?

Nemat: Oh, Asim has told me a lie and ...

3 **GW/PW.** Complete the letters choosing the most appropriate adjectives from the box.

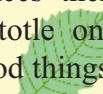
generous, honest, shy, sporty, unfriendly, sincere, friendly

Hi, I am Mark. I am 13. Unfortunately I can't walk because of a car accident. I go everywhere in a wheelchair. But it doesn't stop me from doing the things that boys of my age want to do. I regularly do exercises to build bigger arms. I'm also good at playing chess and I've been a winner for several times. *I am a*



Hello, my name is Zeynab. I love helping others. It is not only good for them, it also makes me happier too. For example, I've visited the old-age home with my friends lately. We danced, sang a lot of national songs and showed performances there. How happy those old people were! Aristotle once said, "We become good people by doing good things".

I always try to be



Hello, my name is Kamran . I love sport, computer games, working on the Internet and also telling jokes. I don't like telling lies. *I am*



Hi, I am George. If I have a problem, I speak only to my mother about it. I don't like to ask a lot of questions. I am really good at listening.

I am a bit



4 **PW.** Find out which of them has such qualities.

- ... says problems only to his mother.
- ... goes everywhere in a wheelchair.
- ... admires people.
- ... wants to be strong.
- ... likes sport and jokes.
- ... wants to help other people.

5 **IW/PW.** Odd one out.

1. sad, friendly, joke, good
2. generous, sport, strong, old
3. sporty, unfriendly, fun, funny
4. funny, liar, upset, true
5. dance, kind, important, old
6. truth, cruel, rude, weak

6 GW. Read the story using the verbs in the brackets in the correct tense forms. Make your comments on:



- *What is the moral of the story?*
- *What would you do with the bird? How would you act?*

Last spring I (to go) for a walk with my dog Benny. Benny (to love) walking. Suddenly Benny (to begin) to bark, he found something. I (to run) up to him. I (to see) a **dead** bird on the ground and (to get) very sad. Next to the bird there (to be) an egg. It (to be) still warm. I (to take) the egg and (to come) home. I (to show) it to my mom. Mum said, "We should keep it warm, Jane!" She (**to wrap**) the egg in a T-shirt and (to put) it in a cupboard.

At the end of the month I (to hear) a strange noise out of the cupboard. I (to open) the door of the cupboard and I saw a little **baby bird**. It began **to chirp**. I (to look) after the baby bird for 2 months. At the end of the summer it (**to fly away**). I was happy for the bird. I hope I can see it one day again. It was very tiny, but a wonderful baby bird.

7 PW. Match the halves.

1. I saw a bird
2. Mother wrapped
3. At the end of the month
4. Benny began to bark
5. I was happy
6. I went for a walk
7. The egg was



- a) the egg in a T-shirt.
- b) he found bird.
- c) seeing the bird.
- d) lying on the ground.
- e) I heard a strange noise.
- f) still warm.
- g) with Benny.

8 IW/PW. Read and complete with your own ideas.

What will you do in the following situations?

Sample: If my friend lets me down, I will not forgive him/her.

If my friend

- | | |
|---------------------|--|
| 1. lets me down | 4. phones me at six in the morning |
| 2. needs my help | 5. spends the weekend with other friends |
| 3. is angry with me | 6. has a problem with Math |

9 GW. Write the qualities of a real friend and a fair-weather friend. What do they do?/What are they like?

A real / loyal / devoted friend	A fair-weather friend
<ul style="list-style-type: none"> • Always stays with you • 	<ul style="list-style-type: none"> • Lets you down •

10 PW. Match the definitions 1-10 with the adjectives a-j.

When a person... we say he/she is...

1. likes sport a lot
2. is nervous with people he/she doesn't know
3. sleeps many hours and doesn't like working
4. often changes from happy to unhappy quickly
5. only thinks about himself/herself
6. works many hours a day
7. understands people's problems and helps them
8. tells the truth
9. always tells lies
10. tells jokes and makes other people happy

- a) hard working
- b) helpful
- c) liar
- d) moody
- e) honest
- f) funny
- g) shy
- h) sporty
- i) selfish
- j) lazy

11 IW. Write a story about the most important things for you in friendship. Use these words and expressions:

It is important; It doesn't matter; I think a friend should be; I think a friend shouldn't; I agree; I don't agree; as a rule; but what about...

12 IW. Write an essay: "What Kind of Person Am I ?"

13 IW. Project Work: How We Can Take Care of Birds/Animals.

UNIT 7

GOOD HABITS

My portfolio

1 Answer the following question: How well can you do these things?

I can ...

- speak about good/bad qualities
- talk about the truth
- express my ideas on characters
- share ideas on real friendship
- write letters on the topic
- say proverbs and sayings on friendship
- write a short description of my personality
- complete the letters/dialogues

very well OK a little
very well OK a little
very well OK a little
very well OK a little
very well OK a little
very well OK a little
very well OK a little
very well OK a little

2 Group the adjectives in the chart.

dishonest, cruel, friendly, kind, rude, kind-hearted, honest, fun-loving, painstaking, generous, timid, helpless, neat, devoted, responsible, unhappy, intelligent, untidy, tidy, cool, cooperative, shy, careless, careful

Positive	Negative
• lucky	• unlucky
•	•

3 Read and match the halves.

- 1) He is honest, he
- 2) He is a liar, he
- 3) She is upset, she
- 4) He is funny, he
- 5) She is shy, she
- 6) He is cheerful, he

- a) likes jokes
- b) feels sad
- c) tells lies
- d) tells the truth
- e) enjoys life
- f) doesn't share ideas



4 Project. Choose and write a paragraph on : "How to Help Others!" or "How to Respect the Elderly People!"

5 Match the pictures with the words given below adding your comments.



1. as sly
2. as funny
3. as quiet
4. as devoted

- a) as a monkey
- b) as a mouse
- c) as a bee
- d) as a fox

5. as busy
 6. as innocent
 7. as fast
 8. as brave
- e) as a horse
 - f) as a lion
 - g) as a rabbit
 - h) as a lamb

UNIT 8

ART AND CREATIVITY

Lesson 1. Music is Food for Our Souls!

Getting ready for the task:

- What is music for you?
- What impressions can music create in you?
- What kind of music do you like to listen to and why?

Key words:

spiritual – relating to people's thoughts

appeal – the quality of being interesting and attractive

to maintain – to make smth continue at the same level/standard to keep

aesthetic – made in an artistic way

mankind – all human beings thought about as a large group

to enrich – to improve or enhance the quality or value of smth

1 CW/PW. Listen to the passage and share your comments on music using the given words/word combinations.

high spirit, mood, entertainment, fun, useful, the part of life, enjoyable, a great pleasure, brilliant, important part, spiritual



Music is truly the one universal language of mankind. I think people can't live without music. Music is an art, fun and a great pleasure. It is also aesthetic, emotional*, mental, social, and spiritual delight for us. Music is an important part of life. Music gives people high spirit and mood. Sometimes music can help people to improve or maintain their health. It can enrich our inner life. The most popular types of music are: classical, jazz, pop, rock, rap, folk, opera, as well as electronic music.



2 PW. Act the dialogue out filling in the gaps with the correct prepositions: *on, to, about, with, without, of, for*.

Murad: Hi, Aygul! What are you doing?

Aygul: I'm listening ... music.

Murad: What kind ... music do you like to listen ...?

Aygul: I like folk music most of all. And what ... you, Murad?

Murad: But I like pop music. What other kinds ... music do you know, Aygul?

Aygul: I know jazz, rock, opera.

Murad: What is music ... you? Can you imagine your life ... music?

Aygul: I think, no! Music is food ... our souls. Our mood may depend ... music.

Murad: I agree ... you. Yes, music has a deep intellectual **appeal** and a strong **ethical*** effect. It can create a special **spiritual** world ... the listener.

Aygul: And I think to play a musical instrument is a great pleasure, too.

Murad: You are quite right, Aygul!

3 PW/GW. Look and answer the questions. Make a chart and sort out saying which ones are our national musical instruments.



- What musical instrument can you play?
- What is your favourite musical instrument?

Sample: This is a tar - Azerbaijani traditional musical instrument.

I can play the tar well.

4 GW/PW. Discuss the following and play a role.

- | | |
|---------------------------------------|----------------------------------|
| • the kind of music you play | • the kind of dance you perform |
| • who plays what | • what has influenced your music |
| • the name of your favourite musician | • the records you have made |

*ethical – moral

5 IW/PW. Look and make your own advertisement.

- | | |
|---|---|
| <ul style="list-style-type: none">• City Exhibition Centre• Native Azerbaijani Art and Music!• A Special Exhibition• Open 9.00-18.00 | <ul style="list-style-type: none">• Music – a great pleasure!• Come and enjoy this music!• Have a nice evening!• From 18.00 till 21.00 |
|---|---|

REMEMBER!

GRAMMAR FOCUS

The Article

0 - article	the	the	the
music	the music	to play the piano	to play tennis
health	the health	to play the tar	to play chess
life	the life	to play the guitar	to play handball
culture	the culture	to play the violin	to play football

Sample: • I like music. • The music that I listened yesterday is my favourite one. • I can play the piano. • I can also play tennis.

6 IW. Insert appropriate articles where necessary looking through the Grammar Focus.

1. People can't live without ... music.
2. To play ... musical instrument is ... great pleasure.
3. My sister enjoys playing ... piano.
4. If ... person wants to play ... guitar well, he has to practise it regularly.
5. ... happiness is usually the product of ... honesty and ... hard work.
6. ... flood did a lot of ... damage to ... monuments of ... city.
7. ... pollution is one of ... greatest problems facing ... mankind.
8. Don't eat in this restaurant. ... food is awful there.

7 IW. Listen to the "Do You Know" box, search for more facts and write about Azerbaijan national music/musical instruments.

Do You Know?...

The Azerbaijani people have a very rich musical culture. Mugham is the main genre of Azerbaijani classical music. The birthplace of mugham is Azerbaijan. In 2002, UNESCO declared mugham one of the masterpieces of the Oral and Intangible Heritage of Humanity. The History of Azerbaijani mugham dates back to the ancient periods. Three major schools of mugham performance existed in the 20th century: Garabagh mugham school, Shusha mugham school and Baku mugham school. Mughams like Rast, Shur, Bayati Shiraz are famous all over the world. The main themes of mugham is usually love for the motherland and nature as well as mystical love for God.



Lesson 2. Famous Musicians

Getting ready for the task

- What famous musicians do you know?
- What are these people famous for?
- What brought them fame and recognition?

Key words:

decade – a period of ten years

to glorify – to make smth seen better

cabaret – entertainment, show, performance

improvisation – the process of activity without pre-planning

bandstand – a covered platform outdoors where musicians stand and play

1 CW/GW. Look at the pictures and discuss them answering the questions below.



Tarkan



Fidan Gasimova

Khuraman Gasimova



Azerin



Alla Pugachova



Adele



Sting

- Who are they? What country do they represent?
- What other famous musicians do you know in Azerbaijan?
- What famous musicians do you know in other countries?

2 GW. Listen to the passages and match them with the pictures.



U. Hajibeyov

a) ... is a very successful French singer and actress. Stylistically her music isn't classical, but it's closer to a mixture of pop music, **cabaret** and jazz. In 2002 she had her film debut. She represented France in the Eurovision Song Contest 2009 in Moscow.



M. Magomayev



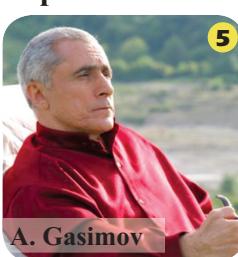
R. Behbudov

b) ... is the great Azerbaijani singer. He sang our national songs in many countries and always **glorified** Azerbaijan. In 1965 ... organized the first Song Theatre. He performed the role of Asker in the operetta "Arshin Mal Alan".

c) ... was the prominent composer of the XX century. He brought mugham into opera and created the **genre** of mugham opera in "Leyli and Majnun"... played a great role in making the art of mugham famous in the world.



P. Kaas



A. Gasimov

e) ... was an American musician: singer, songwriter, music producer and actor. ... was the most successful entertainer of all times by Guiness World Records. His great music and dances, as well as dance techniques are popular all over the world. His music and fashion have made him a global popular figure for over four decades.

f) ... a very popular Azerbaijani singer. He had a wonderful voice, and people loved his songs very much. His best song "My Mother-Azerbaijan" is popular all over the world. He became the art director of the Azerbaijan State **Bandstand** Symphonic Orchestra in 1975.



M. Jackson

3 IW. Find the words in bold in task 2 and use them in your own sentences.

4 GW/PW. Write about the famous musicians in the KWL.
You can add other famous people as well.

Famous Musicians	K	W	L
Uzeyir Hajibeyov			
Rashid Behbudov			
Vagif Mustafazadeh			
Patricia Kaas			
Fidan Gasimova			
Alim Gasimov			

5 IW/GW. Project. Make a presentation on “Shusha is the Conservatoire of the Caucasus”.

Shusha is the homeland to a great number of Azerbaijani poets, architects, musicians and other people of culture from the Caucasus, Middle East and Central Asia, as well as military leaders and generals. The people of Azerbaijan have **retained** their ancient musical tradition. For example, the art of ashugs, who improvise songs to their own **accompaniment** on a **stringed instrument*** called a kobuz, remains extremely popular. We call Shusha "***the Conservatoire of the Caucasus***".

(Source: "Azerbaijan: Cultural Life" Encyclopedia Britannica).



REMEMBER!

Use capital letters to begin a sentence and for proper nouns, including the special names of people, days, months, holidays, cities, states and countries. We should write all the proper names with the capital letter. **Sample:** Elmir, Vagif, Anar, Ali, Monday, January, History, Azerbaijan, etc.

6 IW. Insert articles where necessary. Pay attention to the capitalization.

1. ... prominent musician of ... 20th century u. hajibeyov brought ... mugham into ... opera.
2. ... azerbaijani people have ... very rich musical art and ... culture.
3. m. jackson was ... american musician. he was ... most successful entertainer of all time by ... guiness world records.
4. r. behbudov organized ... first song theatre in ... azerbaijan in 1965.
5. m. magomayev had ... wonderful voice and was popular all over ... world.

Lesson 3. Dance, Dance, Dance!

Getting ready for the task:

- Do you like dancing?
- What kind of dances do you know?

Key words:

artistic – connected with art or artists *braveness* – courage, bravery
gracefulness – elegance, delicateness *to differ from* – to be unlike

1 GW/PW. Speak about these pictures using the key words.



Sample: We have got a lot of national dances.

In different regions people dance various dances such as Lezginka, Yalli, Halay, Terekeme, Heyvagulu, Papag, etc. Terekeme is a lively and lovely dance. Azerbaijan national dances show the characteristics of the Azerbaijani people. These dances **differ from** other dances for their quick temp and optimism. And they also show the **braveness** of our people.

2 GW. Listen to the passages and match them with the pictures.

a) “Flamenco” is a style of entertainment with lively song, music and **artistic** dance. It is very popular in Spain. A man and a woman dance Flamenco in **genuine*** Spanish costumes.

1



b) Everybody knows that dance has an important role in the everyday life of African people. They express their feelings of joy, happiness, sorrow or grief in their dances. Some African dances are very dramatic, some are very energetic.

2



c) Dance has always played an important role in the life of Greeks. They perform dances for entertainment, at weddings or harvest festivals. They think it is also good for health. There is a Greek saying, “Dance is the wedding of movement to music”.

3



d) Azerbaijani people have folk, old, melodious, attractive, lyrical elegant dances, such as *Ay bari bakh*, *Uzundara*, *Vaghzali*, *Jeyrani*, etc. Azerbaijan national dances show the characteristic features of the Azerbaijani nation.

4



***genuine** – actual, authentic, ideal

3 CW. Read the texts again and complete the sentences with the appropriate words from the passages.

1. Azerbaijani national dances show
2. “Flamenco” is a style of
3. Dance has always played an important role
4. The Greeks think
5. African people expressed their feelings of ... and



4 GW/PW. Listen to the “Do You Know” box and write a paragraph about the dance you know. Insert the punctuation marks.

Do You Know? ...

Azerbaijani dances symbolize a feeling of freedom courage a cheerful spirit quick temp and optimism braveness energy **gracefulness** and elegance *Banovsha Regsi* is a very elegant **delicate*** dance here a group of girls gather together and collect flowers Azerbaijani dances have a long history Gobustan Rocks show us the characteristic features of Azerbaijani dances There are a lot of drawings of dancing people on the rocks in Gobustan It shows that our people liked music and dance many years ago They were brave strong and they loved hunting too



5 IW. Write about national dances of different countries based on the model below. Model:

Name of the country	Name of the dance	Reasons for the dance
• Azerbaijan	• Yalli • Vagzali	• expresses unity and collectiveness • symbolizes the bride’s departure from her house

6 GW/IW. Project. Search and collect information about Azerbaijani national dances.

Lesson 4. Eurovision in Azerbaijan

Getting ready for the task:

- What international contests do you know?
- Who can participate in these contests? • Where do they hold these contests?

Key words:

fame – popularity

grandiose – splendid, magnificent

contest – competition

annual – happening once a year

to hold – to carry/support with one's arms or hands

1 CW. Look through the pictures and discuss answering the questions below.



1. What is the main aim of the Eurovision Song Contest?
2. When does this contest take place?
3. What is the language of the Eurovision Song Contest?
4. What is the importance of the Eurovision Song Contest?



2 GW. Listen to the passage and find True/False sentences.

There are different kinds of contests: sports, art, music, etc. Eurovision is a music contest which is full of wonderful songs and dances, lots of colours and shiny clothes. The aim of the Eurovision Song Contest is finding the most perfect European pop song. It takes place in May every year. Azerbaijan joined this international song contest for the first time in 2008 with the song “**Day after Day**” which brought a great fame. In 2011 Azerbaijani duo Eldar and Nigar participated in this contest in Dusseldorf, Germany and took the first place. As a result, Azerbaijan got the right to host the 2012 edition of the Eurovision Song Contest. This event went down in history under the motto “Light Your Fire!.” The musicians from 42 countries performed their great shows in a newly constructed magnificent Baku Crystall Hall. In 2013 Eurovision took place in Sweden. Farid Mammadov participated in this contest with the song “**Hold me**” and took the second place.

1. The aim of the Eurovision Song Contest is to show different performances.
2. Eldar and Nigar became the winners of the Eurovision Song Contest.
3. In 2006 Azerbaijan participated in this contest for the first time..
4. The singers from 52 countries participated in the contest in 2012.
5. Farid Mammadov was one of the musicians to perform in Baku Crystall Hall.

3 IW. Put questions to the underlined parts of the sentences looking at the sample.

Sample: Azerbaijan opened its doors to the Eurovision Contest in 2012.

- What country opened its doors to the Eurovision Contest in 2012?
- When did Azerbaijan open its doors to the Eurovision Contest?

1. Our singer will take part in a music contest.
2. I have just finished my work.
3. We have never faced such a problem.
4. She performed a brilliant show yesterday.
5. Khadija likes to listen to folk music.
6. They have recently performed William Shakespeare’s play.

4 IW/PW. Write a dialogue about our contest winners.

5 IW/PW. Project work: Design/Write an invitation to the Eurovision Song Contest.

Lesson 5. At the Music Festival

Getting ready for the task:

- What have you heard of festivals? • Have you ever participated in any festival?
- What do you know about Mugham Festivals?

Key words:

picturesque – visually attractive

accompaniment – music that is played

to support singing

emphasized – stressed

a conductor – a person who stands in front of an orchestra and directs the performance

to retain – to keep hold of, maintain, remember, hold back, continue

1 GW. Look at the pictures and discuss them.



Jazz Festival



Classical Music Festival



International Music Festival



Mugham Festival

The Heydar Aliyev Foundation and the Azerbaijani Ministry of Culture and Tourism organize international music festival in a **picturesque** region of Azerbaijan, Gabala every summer. This traditional music festival brings together the world's famous musicians and music lovers from around the world. Prominent musicians, world-famous conductors and art groups of Azerbaijan and foreign countries take part here.

UNIT 8

ART AND CREATIVITY

My portfolio

1 Answer the following question: How well can you do these things?

I can ...

- | | | | |
|-------------------------------------|------------------|-----------|-----------------|
| • talk about music and dance | very well | OK | a little |
| • speak about famous musicians | very well | OK | a little |
| • talk about musical instruments | very well | OK | a little |
| • share my ideas with partners | very well | OK | a little |
| • talk about music contests | very well | OK | a little |
| • express opinions on song contests | very well | OK | a little |
| • write an essay about art | very well | OK | a little |
| • write an advertisement | very well | OK | a little |

2 Fill in the gaps with correct articles where necessary. Pay attention to the punctuation and capitalization.

... great composer mozart is one of ... most mysterious figures in ... world. He began playing ... piano at 4 and when he was 5 he composed ... serious music. He composed a lot of beautiful works, operas don giovanni, the magic flute and ... marriage of figaro are his famous operas musicians and music lovers say that he was a genius of ... music world mozart's fame was great

3 Find the unscrambled words and use them in sentences.

larpopo, setup, nesspyhap, guirat, calsimu, geeneric, lylive, imtantpor,
maticdra, cedan, nyfun, ousfam, larpupo, entanci

4 IW. Read and make your comments on the followings.

What you know about:

- Music Festivals
- International Music Festivals
- Where they are held
- What countries attend
- What these festivals can give/bring to their countries



5 PW. Fill in the gaps with the given words. Act it out.

- a) wonderful b) national c) open d) of course
- e) relax f) interesting g) grandiose h) music lovers
- i) world-famous j) prominent k) music l) different

Fidan: Have you ever taken part in the International Festival in Gabala?

Agil: Oh! Yes, (1)...!

Fidan: Can you tell me about the Fifth (2)... Festival? I want to know about it more. What countries did the musicians come from?

Agil: This (3)... music festival brought together the world's famous musicians and (4)... from many countries. (5)... musicians, art groups, soloists, the (6)... conductors and bands from Russia, Turkey, the UK, the USA, Italy, France, South Korea, Israel, Lithuania, Cuba, and Kazakhstan attended this festival and showed a great performance here.

Fidan: What was the most (7)... for you?

Agil: Let me share my impressions and feelings with you. Imagine that you are in nature-in the (8)... air and there are many musicians around you. You hear (9)... kinds of music. Just (10)... and enjoy.

Fidan: Oh, it's great! Symphony Orchestra, the jazz band and our (11) ... mugham. How (12)... to be there.

6 Make short dialogues about a dance/performance/concert. You can use these expressions:

wonderful, perfect, to enjoy, to imagine, a great pleasure, high spirit, dancer, singer, to organize, enjoyable, happiness.

7 Imagine you are interviewing one of the favourite singers/dancers/writers/poets/musicians. Find out as many facts about them as you can.

My favourite	Who is ...?	Why do you love ...?
singer		
writer		
dancer		
composer		

8 Project Work. Write a paragraph on: "Our National Music and Dances".

UNIT 9 THE WORLD OF TALENT

Lesson 1. Talent Contests

Getting ready for the task:

- Do you have any clubs in your school?
- Are you a member of any club?

Key words:

fascinating – very interesting and attractive

ingenious – very clever, original

craft – an activity involving a special skill

eternity – time without end

achievement – a thing that smb has done successfully

1 PW/GW. Look and say what competitions they are.



2 PW. Listen to the dialogue and act it out.

Bella: Look here, Henry! There is a talent contest on Sunday. Why don't you want to participate in the talent contest? You dance very well, I'm sure, you'll succeed.

Henry: I can't go to this contest. I think I'm not ready for the contest. But anyway, thanks for encouraging me, Bella. Maybe, we can both go to the contest.

Bella: Oh, no. I can't dance at all, but I can play the piano.

Henry: It doesn't matter, we can be winners or not. It will be a positive experience for us to take part in this competition.

Bella: Sure, Henry. Why not? You are right. It'll be an enjoyable practice for us. We can also see many talented students there.

Henry: OK. Let's try then. Good luck to us!

GRAMMAR FOCUS

NOUN FORMING SUFFIXES

-or	-er	-ist
conductor	teacher	scientist
actor	reader	artist
visitor	composer	journalist

3 GW. Read and complete the sentences with the conjunctions **who/that/which** paying attention to **-or, -er, -ist**.

Anyone can be famous for fifteen seconds, but some people remain famous forever. Leonardo da Vinci ... was creative by nature has been rightly called “a man for **eternity**”. Leonardo da Vinchi was an Italian artist, scientist, engineer and writer. He was also a genius in all the sciences and arts of his time. He spent all his life observing things and testing them scientifically in his laboratory. Da Vinci was a man ... reached the highest peaks of human **achievement**. His discoveries ... were circulation of the blood, the design of a flying **craft**, an **ingenious** war machine, etc. have **fascinated** thousands of people.

4 PW. Fill in the gaps with the given words and expressions thinking logically. Act the dialogue out.

*favourite, natural, talented, sing and dance, funny, nickname,
I think, can entertain*

Steve: What's your opinion of the **Spice Girls***, Liz?

Liz: ... they are great! I like their style. They ... people and they are ... They ... very well. My favourite is Mel. She is so fit and really

Kate: Which of them do you like best, Mike?

Mike: Emma. She is the most ... member of the group.

Kate: But my ... is Victoria. I like her ... “**Posh*** Spice”.

5 IW. Make up an advertisement on talent contests.

♦ Can you Dance or Sing?
Be a TV Star!
Join the Talent Contest
Sunday 10.00 a.m

♦ Come to the Piano Concert!
It will be a great and grandiose
Contest! You'll relax and have
a great fun! Saturday at 6.00

*Spice Girls – English pop girl group

*Posh – luxurious, stylish, elegant

Lesson 2. Special Talents

Getting ready for the task:

- Do you have special talent for any of these things?
- Can you name a well-known person who has/had a special talent in each area?

Key words:

<i>to investigate</i> – to carefully examine the facts of a situation	<i>a slave</i> – a person who is owned by another person
<i>mute</i> – unable to speak	<i>a band</i> – a group of musicians
<i>blind</i> – unable to see	<i>autistic</i> – unable to communicate
<i>to reproduce</i> – to restore, reconstruct	

1 CW. Read, choose and say which ones suit your character.

Try to explain giving reasons.

Sample: I'm good at ... (drawing).

language music art sewing memory sports
cooking drawing mathematics dancing history knitting

2 GW. Read and discuss. What do you think the two boys in these pictures have in common? Compare them in Venn Diagram.



Thomas Wiggins "Blind Tom"

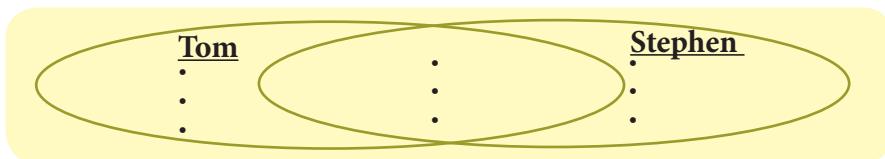
in his first public performance. Three years later Tom was invited to the White House where he performed for the president. Over the next forty years Tom performed shows in the US, Canada, the UK and in several South American countries. His concerts were a mixture of classical music and his own compositions.

A. In 1850 an American lawyer, James N. Bethune, bought a slave to work in his home. The **slave** was a woman. She had a small child called Tom who was **blind** and **autistic**. One day Bethune heard music coming from the house. He went inside to **investigate** and found young Tom playing the family piano. Bethune realized that a four year old Tom had special abilities. He hired a **band** of musicians to come to the house and play in front of him. Tom perfectly **reproduced** the music, which he heard. In 1857 Tom took part



B. Stephen Wiltshire was born in 1974 in London. He was **mute** and at the age of three he was diagnosed with autism. However Stephen had a remarkable talent and could create the most amazing drawings. His mother sent him to Queensmill School in London. Stephen's teacher, Chris Marris realized that Stephen could communicate through his drawings. At the age of 8 he drew detailed pictures of architecture, cars and imaginary post-earthquake of cities. At the age of 9 with Marris' help Stephen started talking. When

he was 10 he produced a series of pictures which he called "London Alphabet". Each drawing featured the London landmark-one for each letter of the alphabet. Stephen became an extremely popular artist and published a number of books of his drawings and paintings. He is an "autistic ***savant**"- a person who in spite of his autism has an extraordinary ability in a certain area. Stephen is quite famous these days.



3 PW. Answer the following questions.

Questions
What was Tom's/Stephen's special ability?
When/Where was Stephen born?
Where did Tom perform his concerts?
Where did Stephen study?
When did Stephen begin drawing?
How did Tom and Stephen communicate?
What pictures did Stephen draw?
How did Stephen call his series of pictures?
How did Tom and Stephen become popular?

***savant** – scholar, scientist

4 GW. The sentences are wrong, correct them.

1. Tom drew the most amazing drawings.
2. In 1857 an African lawyer James N.Bethune brought a nurse to work in his home.
3. Stephen's father sent him to high school in Canada.
4. Bethune realized that Stephen could draw wonderful pictures.
5. Tom has a remarkable talent, he could draw amazing paintings.
6. Stephen performed shows on BBC programme.



5 PW. Write the verbs in correct tense forms.

1. In 1857 "Blind Tom" (to take part) in his first public performance.
2. I'm not sure what Stephen is doing at the moment, but he probably (to draw) something.
3. At the age of 10 Stephen (to produce) a series of pictures.
4. Tom's concerts (to be) a mixture of classical music and his own compositions.

6 IW/PW. Think logically and build up sentences writing them in suitable columns.

REMEMBER!

GRAMMAR FOCUS

The Present Perfect	The Past Simple
• Murad has won the car race many times.	• Mehriban's parents went to Germany last year.

1. to take part in public performance (in 2017)
2. to meet a famous musician (a month ago)
3. to live in Italy (for 3 years)
4. to organize a concert (since November)
5. to go to the Museum of Science several times
6. to draw amazing pictures (3 months ago)
7. to visit Germany (last year)
8. to show a special talent (just)



7 IW. Read the passage inserting the capitalization.

when brittany maier was born she was blind and autistic. when she was five she couldn't speak, she suddenly began to sing after some time. she began to talk a little, but she still finds it difficult to communicate through language with her music teacher, a professor at the university of south carolina who works with brittany. she says that she is unique. she plays with only six fingers, but she has the musical qualities of beethoven and mozart.

Lesson 3. Do You Like Flashmobs?

Getting ready for the task:

- What is a flashmob?
- What is your opinion about flash mobs?

Key words:

creativity – a process of having the ability to produce smth new

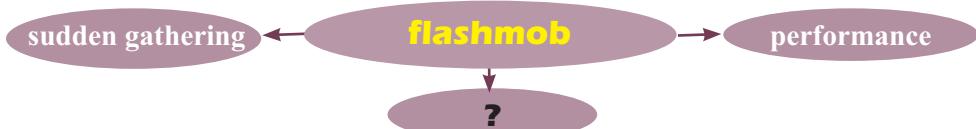
a purpose – an aim/a goal

a satire – a way of criticizing a person

*a flashmob – a sudden mass gathering
the media – press*

social – public

1 GW. Look and discuss. What is happening in each photo? What do you think they might have in common?



A flashmob is a group of people who assemble suddenly in a place, perform an unusual and seemingly pointless act for a brief time, often for the purposes of entertainment, satire and artistic expression. The first Flashmobs were created in Manhattan in 2003.



Begin like this:

- I think flashmobbing is a perfect example of creativity and performance. Some people argue that flashmobs are a waste of time. We must accept that people have the right to decide for themselves how to use their time.
- I can't see any danger in coming together for a few minutes in public places to have fun. It is enjoyable. Imagine you are in the city centre and you see a group of children. They are

2 GW. Look through the Newsletter and produce your own Monthly/Weekly News/Class Newsletter.

NEWSLETTER

S

6 A

We have some talented students among us. Nigar is the best dancer and always makes progress. Last week she participated in the dancing contest. She won a prize.

C

7 B

This is Rufat Muradov. He is a talented singer. Rufat participated in the song contest 5 days ago. He sang national songs and got the first place. We are proud of Rufat.

H

6 D

There is ICC in our school. We visit our ICC and take part in forums, discussions and debates. We also have teleconference bridge with other schools every week. There are very capable students in our class.

O

7 C

This is our Anar. He looks healthy, strong and energetic. He is famous for bringing certificates and medals to our school every year. For example he won a gold medal in an international competition last week. Good luck to you, Anar!

O

6 B

Tunar and Nuray are the members of a flashmob group. They are very active and find time to entertain people together with their friends. They became famous and they are really happy about it. They always try to perform unusual shows. Good luck to them!

3 PW. Role Play about flashmobs using the words/word combinations and expressions below.

a lot of fun, great creativity, it will be enjoyable, imagine, to have, in the city centre, perfect performance, TV journalists, really, energetic, talented teenagers, fantastic, I'm sure, with pleasure, let's go

4 IW. Write an Invitation to Flashmobs.

Lesson 4. Extreme Sports

Getting ready for the task:

- Have you ever ridden a horse?
- Have you ever ridden a camel?
- Have you ever climbed a mountain?

Key words:

a hang gliding – a sport in which you fly while hanging from a frame like a kite

dehydration – losing too much water from body

tiredness – a feeling that you need to rest/to sleep

altitude – the height above sea level

a glider – a light aircraft that flies without an engine

injured – harmed, damaged

a bend – a curve, esp. a sharp one, in a river, road, or path

1 CW. Look at the photos and discuss the questions.

- What is an extreme sport?
- Have you ever participated in an adventure activity?
- Do you think that the people who are good at extreme sports are strong or talented?
- Why do some people choose extreme sports?



2 PW. Read the sample and make up a dialogue on extreme sports:

1. **Fatima:** Hang gliding is a dangerous sport. Do you enjoy this sport?
What kind of adventure sport do you like most?

Murad:

2. **Nuray:** We know, you are good at mountain climbing.
What are some dangers that you've experienced?

Tunar:

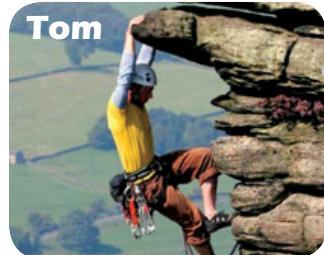
3 GW. Read the articles and fill in the gaps with appropriate verbs from the box.

to be, to explore, to lose, to feel, to crash, to come up, to live, to cause, to like

The effects of high **altitude** on the humans are considerable. I've experienced lack of oxygen, **tiredness** and **dehydration**. I've ... through storms and strong winds. But that's what I ... about mountain climbing - overcoming danger.

No, I've never ... seriously **injured**. Maybe I've just been lucky. Once my **glider** turned upside down and I ... control. I almost ... , but I parachuted away just in time. And I've always ... **hang gliding** is quite safe, though landing is sometimes difficult. I think, it's fantastic to be able to fly like a bird!

You get the **bends** when you're deep under water. If you ... out of the water too quickly, **bubbles*** form in your blood. The bends can be serious and they can even ... death. But the bends are rare. **Scuba diving*** isn't really dangerous. And it lets you ... another world.



4 IW. Answer the following questions based on the information given in the passages.

1. What do the sportsmen enjoy?
2. What are these sportsmen's opinions about these adventure activities?
3. What are the dangers?

5 IW. Write an essay about adventure activities.

Self Assessment: IV-excellent III-good II-fair I-weak

IV	III	II	I

I can define the main idea on the topic

I can take part in dialogues/role plays on extreme sports

I can write an essay about adventure activities

I can take part in discussions on extreme sports

*bubble – a ball of air or gas in liquid

*Scuba diving – underwater diving

My portfolio

1 Answer the following question: How well can you do these things?

I can ...

- | | | | |
|---|------------------|-----------|-----------------|
| • express ideas on various talents | very well | OK | a little |
| • speak about talent contests | very well | OK | a little |
| • play roles on talents and abilities | very well | OK | a little |
| • share ideas about special talents | very well | OK | a little |
| • describe the talented people's life | very well | OK | a little |
| • express opinions about flashmobs | very well | OK | a little |
| • take part in discussions on talented people | very well | OK | a little |
| • talk about extreme sports and sportsmen | very well | OK | a little |

2 Complete the word map with the abilities and talents from the list.

bake a cake, design a Web page, paint pictures, play chess, tell good jokes, play the violin, ride a horse, sing songs, make a school project, fix a motorcycle, dance, knitting, diving, write a story, produce music, surfing, hang gliding



3 Talk about these questions and write an essay using the key words of the unit.

1. Have you ever tried any of the sports described?
What was it like?
2. Which of these sports would you like to try? Why?

UNIT 10

SUMMER HOLIDAYS

Lesson 1. How to Travel?

Getting ready for the task:

- Who do you like to travel with?
- What form of transport do you prefer? Why?
- What form of transport do you like for travelling?

Key words:

a vehicle – a thing used for transporting people or goods

an advantage – a thing that helps you to be better or more successful

cruise – a voyage on a ship or boat taken for pleasure

journey – travelling from one place to another

to bump into – to meet smb by chance

1 **IW/PW.** Name all the vehicles in the picture and practise the model: I like to travel by air, because it's fast and comfortable.

by car by train by air by water by bus



REMEMBER!

GRAMMAR FOCUS

to go on ...	to go by ...	to go+ing	to go in/on
a holiday	car	shopping	in a car
business	train	windsurfing	in a taxi
a trip	bicycle	walking	on a plane
a cruise	bus	skiing	on a bus
an excursion	motorbike	swimming	on a ship
a journey	underground	fishing	on a train

2 PW. Listen to the dialogue paying attention to the words in italics. Act it out.

Laman: Do you like to go on a school *journey*?

Farid: Yes, I do. It is good to go on a school *journey* with the classmates. Last year I went on a sixteen day *cruise* with them. I think a school journey is a good chance for *traveling*. It is also fun.

Laman: Oh, really? I think you spent a wonderful time there. Can you speak more about it?

Farid: Yes, of course! We tried to get up early, and it was very difficult. In the afternoon we played deck games or went swimming. And every night there was dancing. We danced a lot and sang various songs.

Laman: Wow! How nice! I'm sure it has been a brilliant *journey* for you. I like *travelling* too.

Remember!

Travelling – going from one place to another over a long distance.

Journey – travelling from one place to another over a long distance.

Trip – a journey to a place and back again for a short distance.

Voyage – travelling on a ship.

Cruise – a journey by sea/visiting different places.

3 IW/PW. Make up your own dialogue on journey/cruise using the following words/word expressions and the "Remember" box.

wow, well, have fun, travelling, have a nice day, with whom, to play different games, voyage, that's great, cruise, trip, etc.

4 IW/PW. Match 1-10 with the a-j. Pay attention to the punctuation.

- | | | | | | |
|-----------|------------------|-------------|------------------|---------|-----------|
| a) faster | b) sent | c) can | d) e-mails | e) more | f) didn't |
| g) was | h) uncomfortable | i) couldn't | j) communication | | |

A hundred years ago life (1) ... very different. Transport was (2) ... and slow (3) ... was very difficult. People (4) ... use the internet and send (5) ... They (6) ... have mobile phones. They wrote letters and (7) ... telegraphs. Now life is easier. We (8) ... communicate with emails. Transport is (9) ... comfortable and (10)... now

5 PW. Read the passage, correct the wrong variants giving your reasons.

There are no trams in London. The main transport form is the underground. The London underground is called the tube because it looks like a long narrow tube with its walls covered with all kinds of advertisements. You can recognize the tube by its sign: a red circle crossed with a blue stripe. The sign can be seen either on the buildings or just under a staircase leading straight under the ground. People prefer the tube to buses because the fares are lower there.

The London underground ...

- a) isn't expensive
- b) isn't the main transport
- c) is called a staircase
- d) is full of advertisements
- e) looks like a red balloon
- f) is known by its sign

6 GW. Think about what life will be like in future and tell the class about your ideas. Write your ideas giving explanation.



7 IW/PW. Read the sample and fill in the chart about Tomorrow's World and Today's World and compare your thoughts with your partner's in Venn Diagram.

Today's World

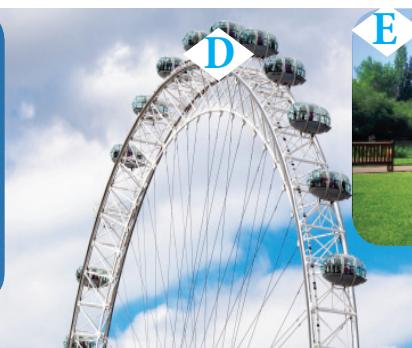
- We communicate by phone
- We travel by train/plane
- Our country is big
- We eat fresh food
- We live in high buildings
- We study at school

Tomorrow's World

- We'll communicate by ...
- We'll travel by ...
- We'll travel by ...
- We'll eat ...
- We'll have ...
- We'll study ...

8 **GW.** Match and complete the facts with the pictures.

1. It is the most famous place in London. It is the home of the Queen. There are 600 rooms in it. It is
2. It is the biggest toy shop. There are six floors with millions of toys there. It is
3. This is the biggest wheel in Britain. They opened it in London, on February 1, 2000. The highest point of the wheel is 135 m. It is
4. You can see many Londoners here. They like walking and jogging in the park. There are no signs like: "Don't walk on the grass". It is
5. There is Nelson's Column in the middle of the square. It is 51 m high. This is the most popular place for people to meet. It is
6. It is the deepest and the most beautiful river in Great Britain. It is
7. It is the biggest clock tower in Great Britain. It is



Lesson 2. The Channel Tunnel

Getting ready for the task:

- Can you get to an island by car/by train/by boat/by plane/by bus or by bicycle?
- Is it good to live on an island?

Key words:

to dig – make a hole in the ground

drill – a tool or a machine with a pointed end for making holes

tunnel – passage built underground

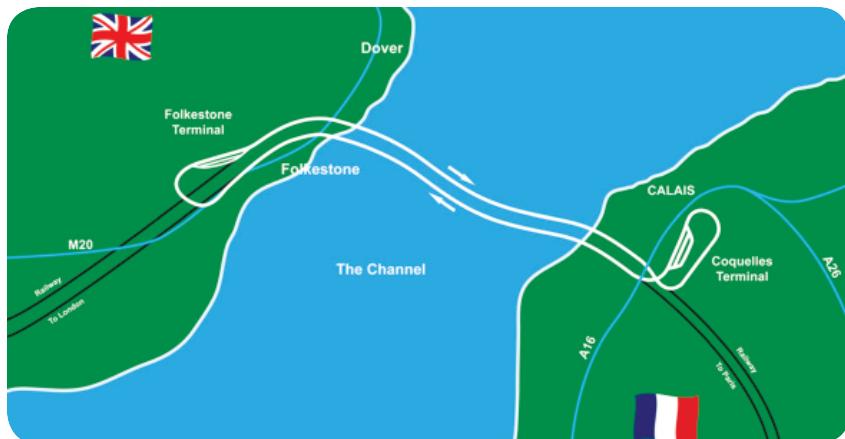
cost – value

rail – a wooden or metal bar placed around smth as a barrier on which trains run over

to link – to associate, connect

wonder – mystery

1 PW. Listen to the dialogue and widen looking through the Fact File below. Act it out.



Shahin: Where are you going, Bella?

Bella: We're going to London Waterloo Station. The train to Paris is at ten o'clock from there.

Shahin: A train?! But England is an island!

Bella: Don't you know about the Channel Tunnel?

Shahin: Oh, yes, I've heard about it. Good luck, Bella! I'll remember you.

Bella: I'll write to you! Don't forget to keep in touch! Here is my address, take it.

Shahin: Bye-bye! See you again.

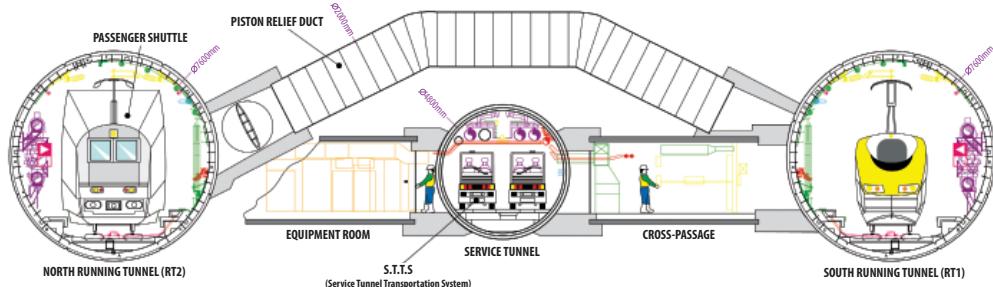
Fact File

The Channel Tunnel is one of the world's largest mega projects. It was officially opened by Queen Elizabeth II and French President Francois Mitterrand on 6 May 1994. It's the second longest rail tunnel and the longest undersea tunnel in the world. It is approximately 23.55 miles. It was operated by Eurotunnel and Eurostar. The Tunnel is now classified as one of the seven wonders of the modern world.

2 GW. Read the passages and put them in correct order.

a) 1802	b) 1987	f) 1860
A French engineer tells Napoleon about his idea. He wants to build a tunnel under the sea to link France and England. Napoleon doesn't like the idea. He wants to fight with England.	They start work. A British team begins drilling in England and a French team in France. Fifteen thousand workers build the tunnel. The biggest problem for builders is to meet under the sea.	A French engineer, Thomas de Gamond and a British engineer, Sir John Hawkshaw make plans for the tunnel.
d) 1980	g) 1994	h) 1975
The project starts again. A private company gives money for it. The project costs ten billion pounds.	The British and the French builders shake hands under the sea. The tunnel is ready.	The government of France and England close the project. They don't have any money for it.
c) 1880	e) 1960	
Digging begins. A two – kilometre tunnel is ready, but work stops. The First World War begins.	The British and the French governments start a new tunnel project.	

THE CHANNEL TUNNEL



3 PW. Change the verbs in the passages above into the Past Simple putting the parts in right order.

1	2	3	4	5	6	7	8

4 IW. Write questions for each passage in task 2.

When?	Where?	What?	How many workers?	Who?	Why?
:	:	:	:	:	:

5 PW/GW. Put the holiday vocabulary in A and B columns.

go by train, go to nice restaurants, go by car, have a picnic, go to museums, go by plane, look at the sky, go shopping, go by boat, go to the beach, go by bus, relax and do nothing, go to the cinema, to watch the waves, to watch the movies, go by ship, to take photos

A	B
<i>Ways to Travel</i>	<i>Things to Do</i>
•	•
•	•
•	•

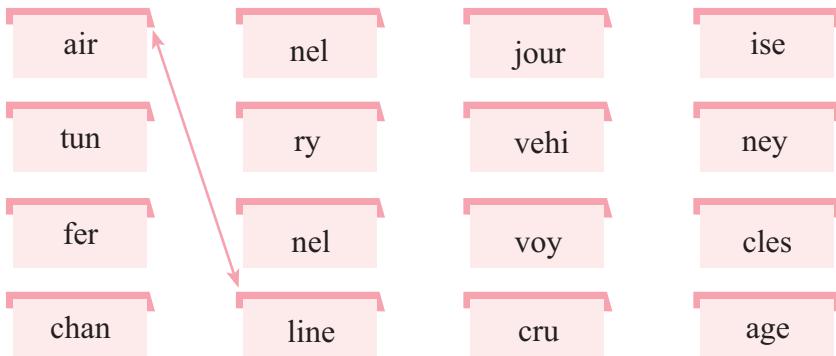
6 PW. Fill in the gaps with the words:

train, plane, bus, metro, ferry, car, etc.

Sample: The ... is the fastest. The plane is the fastest.

1. The ... is faster than the bus, but it is not as fast as the plane.
2. The train is more expensive than the ..., but it is not as expensive as the
3. The ... is not as cheap as the bus, but it is faster than the
4. The ... is not as expensive as the plane, but it is more comfortable than the
5. The ... is the cheapest.
6. The ... is the most comfortable.

7 IW. Match the halves.



Lesson 3. Let's Travel!

Getting ready for the task:

- How do you go to school?
- How long does it take you to travel to other cities/towns?

Key words:

a **ferry** – a boat that carries people/vehicles/goods
an **airline** – a company that provides regular flights
to **carry** – to support the weight of smb/smth and take them
a **return ticket** – a two way ticket/there and back

1 CW. Look and discuss these questions.

1. How do you get/go to school?
2. How long does it take you to go home?
3. How far is it from school to your house?
4. How far is it from your city to London?



2 GW. Make your own sentences. Use the table.

It takes	me	10 minutes	to go to school
It took	you		to go to the bus station
It will take	him		to go to work
	her		to make a campfire
	Jane	an hour	to clean the house
	us		to go to the countryside
	them		to get to the city centre

REMEMBER!

A kilometre is a distance measure.
A kilometre is a thousand metres/meters.
In England a distance measure is a mile.
A mile is 1,609 meters/metres.
So there are 1,609 meters in a mile.

Do You Know?...

How many meters/kilometers are there in a mile?

3 GW. Write questions for answers.

Sample: How does Alice get to Moscow? – She flies there by plane.

1. _____? Emily gets to school by bicycle.
2. _____? Mother always goes to the shop by taxi.
3. _____? We can take a ferry.
4. _____? It took us 3 hours to fly to Paris.
5. _____? It takes the boys 20 minutes to go to the playground.



4 PW. Listen to the dialogues and act them out:

Dialogue 1

Isabella: How are you planning to get to England?

Gabriella: The cheapest way is by bus. They operate all over Europe.

Isabella: But, how can you get to England by bus? England is an island!

Gabriella: Oh, that's not a problem. In France the bus goes on a ferry.

It is a big boat which can carry buses, cars and people.

Isabella: How much is the bus then?

Gabriella: If you are 12 years old a single ticket is \$52 and if you are older it is \$148.

Isabella: Oh, that's really cheap. And how long does it take you to get there?

Gabriella: I don't know exactly. We have to find out.



Dialogue 2

Mehri: What's the fastest way to get to England?

Tural: Oh, it is by plane, of course.

Mehri: How long does it take you to get to England from Azerbaijan?

Tural: It takes only five hours to get there.

Mehri: And how much is the plane ticket?

Tural: Oh, not so expensive, just 550 AZN (₼ 550) for a return ticket.

But it also depends what season you are going there. Actually tickets are more expensive in the summer time.

Mehri: And what about the train?

Tural: I don't think it's a good idea. It will take a long time to get to

England by train and it will be more expensive than the plane.

Because you can't get a train straight from Baku to London.

But from Moscow you can take a train.

5 PW/GW. Read and discuss the following, take notes giving your comments.

1. the cheapest way of travelling
2. the price for a bus ticket
3. the price for a plane ticket
4. the fastest way of travelling
5. the big boat which can carry buses and cars
6. the price for a return ticket.



6 CW. Listen and sing along. Use the pictures for help.

Say: How long will it take ...

- A) from Today to New Year?
- B) from the snow to the Sun?
- C) from the Earth to the Moon?

Summer holidays are gone
Winter with its  is here,

And how long will it take us
From Today to New Year?
Think of  and cards,
Think about  trees.

It will not take you long.
If you go there in your dreams.
It is windy and cold,
Life is boring and no fun.
And how long will it take us

From the  to  ?

You'll be fine. The  will shine,

There will be no snow or rain.
It will not take much time
If you go there by .

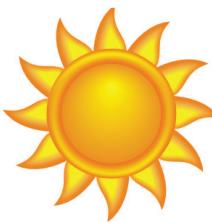
We didn't find a ,

Took a very big  .
And how long will it take us
From the  to the  ?

Come along, come along,
Don't forget to sing this song.
If you don't go alone,
It will never take too long!

♦ Write your own poem about your favourite season. Use the given words and the pictures:

The Earth, the sun, the wind,
yellow daffodils, blowing, blossoms,
leaves, colourful, green grass,
the fields, cover, fresh air, picnic,
flying, the birds, the mountains, etc.



Lesson 4. Summer Plans

Getting ready for the task:

- What would you like to visit this summer? Why?
- What things would you like to do in the summer time?

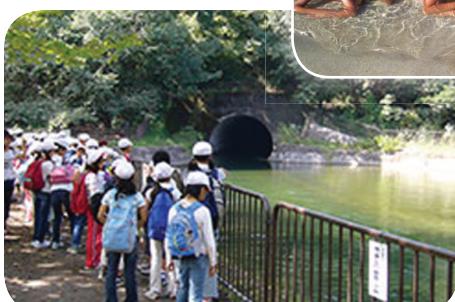
Key words:

to hide – (hid/ hid/hidden) to put or keep smb/smth in a place where it can't be seen

glamorous – especially attractive and exciting

top – the highest or uppermost point
a bank – a coast, shore

1 GW. Look and discuss where children like to spend their summer time and why. Give reasons.



People like:

- to go to the sea;
- to go to the mountains;
- to go to the forest;
- like to go to the river/lake;

But: ~~to visit to London;~~ a visit **to** London; a trip **to** Tahiti; a journey **to** Siberia

- My visit **to** LA (*Los Angeles*) was wonderful.
- Fidan visited London last year.
- Did you enjoy your trip **to** Paris?
- Have you ever had a journey **to** Moscow?

2 PW. Open the brackets paying attention to capitalization.
Try to write a letter to your friend about your summer plans comparing the letters.

hello, dear friend!

i (to be) to vienna, the capital of austria lately. it is a great place for a holiday. my visit to vienna was wonderful. i (to visit) famous buildings like the state opera house, the schonbrunn palace and st. stephen's cathedral which is over 850 years old. i (to go) to shopping centres several times and (to enjoy) vienna's coffee houses, cake shops, cafes and street musicians. i also (to travel) along the river danube by boat and (to go) for a walk in the park, one of many beautiful parks in the city. vienna is also the home of classical music. beethoven, mozart and schubert all (to live) there. i (to be) to the performances of their symphonies many times and (to relax). so come and stay for a summer holiday or for a week. there (to be) always lots of things to do in vienna.

with love, sevda!



hi, my dear sevda!

you know i love turkey. last year i (to visit) the capital of turkey ankara but this summer i (to decide) to visit istanbul. i (to stay) there for ten days. it is a wonderful place to visit. i (to see) lots of interesting historical places, wonderful buildings, shopping centres and famous mosques. i (to go) to topkapi palace which is 500 years old. i also (visit) two beautiful mosques very near the palace, **the sancta sophia*** and famous the blue mosque. i (to buy) interesting books, some clothes in "grand bazaar" which is the biggest shopping center in istanbul. there are more than four thousand shops in grand bazaar. the food in istanbul is great and the city has some fantastic fish restaurants. come and visit istanbul – the city where asia meets europe.

with love, shaig!

*The Sancta Sophia – Museum in Istanbul

3 PW/GW. Match the halves.

1. The capital of Austria is
2. Vienna is the home of
3. Istanbul's biggest market is
4. Topkapi palace is
5. Vienna is a great place
6. Visit Istanbul where
7. There are 4,000 shops
8. The Santa Sophia and the Blue Mosque



- a) for holidays
- b) 500 years old
- c) classical music
- d) Asia meets Europe
- e) the Grand Bazaar
- f) are in Istanbul
- g) Vienna
- h) in Grand Bazaar

4 PW. Listen to the dialogue correcting capitalization.

Act it out.

Mehriban: can you tell me a little about Mexico City?

i know that you have been there lately.

Suleyman: sure, i can. what would you like to know?

Mehriban: i'd like to go there this summer. firstly i want to know what's the best time to visit?

Suleyman: i think, you can go there anytime. the weather is always nice.

Mehriban: oh, very good! and what places would you suggest me to visit?

Suleyman: well, you should visit the national museum and go to the palace of fine arts. you shouldn't miss the pyramid of the sun. you'll see glamorous, exciting and interesting places there.

5 GW/IW. Match and make a poster on Summer Holidays.

Nature of Gabala! Guba is a real Paradise!

Turkey—Gush Adasi! Italy—Historical Land!

Visit Shaki – Enjoy meeting with sweet Shaki people!

Visit England—homeland of Shakespeare!

Choose Antalya for summer!



My Portfolio

1 Answer the following question: How well can you do these things?

I can ...

- | | | | |
|---|------------------|-----------|-----------------|
| • express ideas about summer plans | very well | OK | a little |
| • take part in discussions on summer activities | very well | OK | a little |
| • speak about places of interest | very well | OK | a little |
| • share ideas about travelling | very well | OK | a little |
| • speak about the fastest ways of travelling | very well | OK | a little |
| • play roles on the ways of travelling | very well | OK | a little |
| • speak about the world's mega projects | very well | OK | a little |
| • speak about future life | very well | OK | a little |

2 Look at the list, sort them out to complete the word map with abilities/activities/talents you can do during the summer time.

- | | | |
|----------------------|----------------------|-------------------------|
| • to play the guitar | • to travel by ship | • to sing songs |
| • to ride a bike | • to go to picnic | • to dance |
| • to draw pictures | • to play volleyball | • to walk in the park |
| • to tell jokes | • to listen to music | • to work in the garden |



3 Read Ismayil's story and complete sentences with a word from the box. Make up a story about your summer holidays using the plan and the words and expressions.

- a) great b) ballet c) Square d) two weeks
e) hotel f) tsars g) Theatre h) treasures i) pictures
j) food k) cool trip l) city

This summer Ismayil has been to Moscow. It has been (1)...! He has stayed there for (2)... . Ismayil liked it very much. He went to Red (3)... and spent a day in the (4)... . He stayed in an (5)... and liked the (6)... in the restaurant. He took (7)... of the Tsar Bell and the Tsar Cannon. He also visited the Armoury Chamber and saw (8)... of the Russian (9)... . Ismayil went to Bolshoy (10)... and saw a wonderful (11)... there. The weather was fine, too. It was a (12)... .

Plan

Place ...	Time ...
Weather ...	Suntan ...
The sea ...	Food ...
Activities ...	Opinion ...

If I go camping ...	If I go to a big city ...	If I go to the country ...	If I go on an excursion ...
• I can ... or • I'll ... •	• I would visit Rome • I can see many places of interest •	• • •	• I can ... • •

4 Answer the following questions using the phrases given below:

- Which of these things can/will you do?
- Which of these things do you want to learn?

to put up a tent, to play the guitar, to go windsurfing, to swim, to speak English, to make a campfire, to dance, to cook on the campfire, to find the way in the forest, to go horse-riding, to make friends, to pick berries and mushrooms, to feed hens and chicken, to go by underground, to take pictures, to see places of interest, to go fishing, to sing songs, to stay in a hotel, to play different games

VOCABULARY

UNIT 1

an academic year – a school year

innovation – improvement, reform

to integrate – to enlarge, combine one thing with another so that they become a whole

a first-grade student – a beginner at school /a first former

to name after – to give a name to smb/smth

to face – be positioned with the face or front toward smb or smth

unforgettable – memorable

core – the most important part of an object

compulsory – that must be done because of a law or a rule

innovative – introducing or using new ideas/ ways

to provide – to give, to grant, to tender, to afford

to include – to make smb/smth a part of something; to add in

independently – without depending on anyone

pair – two things of the same type/to put people/things into groups of two

to take turns – to do smth alternatively

brilliant – 1. shining, sparkling. 2. diamond

household – relating to a house or to the people living in a house

digital – electronic

to check out – to examine

a catalogue – a complete list of items

to support – to help or encourage smb. by saying that you agree with them

youth – the time of life when a person is young

fair – faithful

government – a group of people who are responsible for governing a state

to pass a law – to adopt/accept/admit a law

a scholarship – an amount of money given to smb by an organization to help to pay for their education

a host – a person who invites guests to a meal/a party, etc.

at his/her own place

an exchange program – a program to share and work on with partners

UNIT 2

to waste – to use carelessly with no purpose

to communicate – to exchange information news/ideas with smb.

to chat – to talk

to depend on – to be controlled or determined by someone

gigantic – huge, massive

a super-chatter – a very talkative person
nowadays – at present
experience – 1. the knowledge and skill you've gained through doing smth; competence, proficiency. 2. the things that have happened to you
to surf websites – to use internet
web – network
patient – 1. able to accept or tolerate delays, problems; tolerant
 2. a person receiving medical treatment
a distance – the amount of space between two places/things
to roar – to make a deep, loud cry or shout; to scream
to run away – to escape
a direction – a guideline, a course
to attract – to make people have a particular reaction
safe – not dangerous, secure
an access – a way of entering or reaching a place
to search – to explore to find
a forum – a place where people can exchange opinions on a particular issue
success – fortune, happiness
to produce – to work out/release/build/make/create/output
abroad – in/to a foreign country
global – world wide
a foreigner – a stranger, an alien, not native
a watermelon – a type of large melon with hard dark green skin and stripes
inside (prep) – on or to the inner part of smth/smb

UNIT 3

a commercial centre – a trade centre
cosmopolitan – widely distributed
fashionable – stylish, modern
administrative – connected with organizing the work of an institution
a border – a line separating one country from another
to witness – to see smth happen with your own eyes
be rich in – be wealthy
landscape – a view
hospitality – friendly cordial reception
a skyscraper – a very high building, a multistoreyed house
crop – harvest
to harvest – to gather crop
a pasture – the place where animals graze, where there is much grass
a peel – a shell, skin, the outer covering or rind of a fruit or vegetable
a pearl – a small hard shiny white ball that is inside a shell

to grow tea – to harvest tea
flavour – the distinctive taste of food or drink
a tea plantation – a tea field
a beverage – a drink
pastry – a dough of flour, shortening and water, used as a base and covering in baked dishes such as pies
casual – simple, easy going, uncomplicated
to mow the lawn – to cut down grass
to mend – to repair
a homeowner – a person who owns his/her own home
to trim a hedge – to decorate a fence

UNIT 4

to reconcile – to make people become friends again after disagreement
an occasion – a special event
memorable – unforgettable
ideal – perfect, most suitable, existing only in the imagination
to be at odds – to be on bad terms
a rescuer – a savior
a wedding – a marriage ceremony
to accept – to adopt, receive
honour – great respect for smth/ to show great respect
to encourage – to give smb support
unfulfilled – not carried out or completed
impatiently – having no patience
to refuse – not to accept
to arrange – organize, plan, schedule
terrific – excellent, wonderful
to hang – to attach smth
honour – great respect for smth/to show great respect
to encourage – to give smb support
to survive – continue to live or exist
to waltz – to dance/a dance in which two people dance together
a drum – a musical instrument made of a hollow round frame with plastic
to sparkle – to shine brightly with small flashes of light
to light – to make smth start to burn
artificial – not real, not happening naturally
to admire – to respect smb for what they are or for what they have done
huge – very big
a fir-tree – an evergreen tree with leaves like needles

UNIT 5

to shake – to make sb/smth move with short quick movements

a crystal – a small piece of a substance

to fall down – to lose concentration and fall, to descend

to go up – to rise, to approach

a drop – a very small amount of liquid that forms a round shape

a cycle – a series of events that are regularly repeated in the same order

a spring – a place where water comes naturally to the surface

to overcome – to defeat, to win

a geyser – a natural spring with hot water

a challenge – a difficult task that tests smb's ability

a source – a place/person or thing that you get smth from, resource

incredible – very difficult to believe

to glitter – to shine brightly with little flashes

a jewel – a precious stone such as a diamond

a lagoon – a lake of salty water that is separated from the sea by an area of rock/ sand

a crown – a circular ornament usually made of gold (that kings wear on their head)

turquoise – a blue or greenish blue precious stone

to explore – to travel to or around an area in order to learn about it

a flood – a large amount of water

to destroy – to damage smth so badly

a funnel – a channel, pipe, tube

hail – heavy rain

a tsunami – an extremely large wave on the sea/the ocean

damage – harm

a drought – a long period of time when there is no rain

a hurricane – a violent storm with strong winds

a bay – part of the sea or a large lake enclosed by a wide curve of the shore

a lightning – very bright flash of light in the sky that happens during thunderstorms

to yell – to shout loudly

gaseous – containing gas

to pull away – to start moving

a thunderstorm – a storm with thunder and lightning

to grab – to take or hold sb/smth with your hand suddenly

UNIT 6

worthwhile – important, enjoyable

harmony – a state of peaceful existence

humans – people, men, individuals

pride – a feeling of pleasure

to survive – to continue to live or exist

overloaded – having much load

to strive – to try very hard to achieve smth

to bear – to be able to deal with smth unpleasant

a thorn – a small sharp pointed part (on the stem) of some plants

to hunt – to catch/kill animals for food

bushy – growing thickly

a source – resource

a seed – a small hard part produced by a plant

ripe – fully grown

to pick up – to collect smth from a place

a bud – a small lump that grows on a plant

a blossom – a tiny shape of a flower

tiny – very small

endemic – regularly found in a particular place and difficult to get rid of

healing – the process of getting better after an emotional shock

community – a group of people living in the same place or having a particular characteristic in common, society, company

plot – storyline, story, action

patch – mend or strengthen (fabric or an item of clothing) by putting a piece of material over a hole; mend, repair

shed – barn, a simple roofed structure

UNIT 7

a trait – a particular quality in your personality

a diary – a book with spaces for each day in which you write down things

to spill – to flow over the edge of container

a habit – a thing that you often do

to concentrate – to give all attention to smth

exhausted – very tired

painstaking – diligent, careful

a vineyard – a piece of land where grapes are grown

to be upset – be worried

a diamond – a colourless precious stone

treasure – a collection of valuable things such as gold

a necklace – a piece of jewellery to wear around the neck/a chain
to amuse – to make smb laugh or smile
policy – a plan chosen by a party, etc.
honesty – the quality of being true
a liar – a person who tells lies
to chase – to run after smth/smb in order to catch
a shepherd – a person who cares for sheep
timid – careful, shy
to escape – to get away from a place where you aren't allowed to leave
to let down – to disappoint
to attack – to use violence to try to hurt or kill smb
to sniff – to smell
a quality – excellence, superiority, worth, value, distinction
devoted – faithful
neat – tidy and in order
untidy – not tidy
generous – willing to give freely
modest – moderate, timid, mild
an accident – misfortune, happening, breakdown

UNIT 8

spiritual – relating to people's thoughts
appeal – the quality of being interesting and attractive
to maintain – to make smth continue at the same level/standard
aesthetic – made in an artistic way
mankind – all human beings thought about as a large group
to enrich – to improve or enhance the quality or value of smth
decade – a period of ten years
to glorify – to make smth seen better
cabaret – entertainment, show, performance
improvisation – the process of activity without pre-planning
bandstand – a covered platform outdoors where musicians stand and play
artistic – connected with art or artists
gracefulness – elegance, delicateness
to differ from – to be unlike
braveness – courage, bravery
fame – popularity
grandiose – seeming very impressive
contest – competition
annual – happening once a year

to hold – to carry/support with one's arms or hands
picturesque – a visually attractive place

accompaniment – music that is played to support singing
emphasized – stressed

a conductor – a person who stands in front of an orchestra and directs the performance

to retain – to keep hold of, maintain, remember, hold back, continue

UNIT 9

fascinating – very interesting and attractive

a masterpiece – a work of art such as: painting / film that is excellent

ingenious – very clever, original

craft – an activity involving a special skill

eternity – time without end

achievement – a thing that smb has done successfully

to investigate – to carefully examine the facts of a situation

mute – unable to speak

blind – unable to see

to reproduce – to restore, reconstruct

a slave – a person who is owned by another person

a band – a group of musicians

autistic – unable to communicate

creativity – a process of having the ability to produce smth new

a purpose – an aim/a goal

a satire – a way of criticizing a person

a flashmob – a sudden mass gathering

the media – press

social – public

a hang gliding – a sport in which you fly while hanging from a frame like a kite

dehydration – losing too much water from body

tiredness – a feeling that you need to rest/to sleep

altitude – the height above sea level

a glider – a light aircraft that flies without an engine

injured – harmed, damaged

a bend – a curve, esp. a sharp one, in a river, road, or path

bubble – a ball of air or gas in liquid

scuba diving – underwater diving

savant – scholar, scientist

UNIT 10

a vehicle – a thing used for transporting people or goods
an advantage – a thing that helps you to be better or more successful
cruise – a voyage on a ship or boat taken for pleasure
journey – traveling from one place to another
to bump into – to meet smb by chance
to dig – make a hole in the ground
drill – a tool or a machine with a pointed end for making holes
tunnel – passage built underground
to cost – value
rail – a wooden or metal bar placed around smth as a barrier on which trains run over
to link – to associate, connect, tie, bound
wonder – mystery
a ferry – a boat that carries people/vehicles/goods
an airline – a company that provides regular flights
to carry – to support the weight of smb/smth and take them
a return ticket – a two way ticket/there and back
to hide – (hid/ hid/hidden) to put or keep smb/smth in a place where it can't be seen
glamorous – especially attractive and exciting
top – the highest or uppermost point
a bank – a coast, shore

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IRREGULAR VERBS

Infinitive	Past Simple	Past Participle
be ['bi:]	was, were [wəz], [wɜ:]	been [bi:n]
beat [bi:t]	beat [bi:t]	beaten ['bi:tn]
become [brɪ 'kʌm]	became [brɪ 'keɪm]	become [brɪ 'kʌm]
begin [brɪ 'gɪn]	began [brɪ 'gæn]	begun [brɪ 'gʌn]
blow [blou]	blew [blu:]	blown [bloun]
break [breɪk]	broke [brouk]	broken ['brouk(ə)n]
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]
build [bild]	built [bilt]	built [bilt]
buy [bai]	bought [bo:t]	bought [bo:t]
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]
choose [tʃu:z]	chose [tʃəuz]	chosen [tʃəuz(ə)n]
come [kʌm]	came[keim]	come [kʌm]
cost [kɔst]	cost [kɔst]	cost [kɔst]
cut [kʌt]	cut [kʌt]	cut [kʌt]
do [du:]	did [dɪd]	done [dʌn]
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]
drive [drarv]	drove [drouv]	driven ['drivən]
eat [i:t]	ate [eit, et]	eaten ['i:tn]
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lən]
feel [fi:l]	felt [felt]	felt [felt]
fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]
find [faɪnd]	found [faʊnd]	found [faʊnd]
fly [flai]	flew [flu:]	flown [floun]
forget [fə'get]	forgot [fə'gpt]	forgotten [fə'gptn]
get [get]	got [gpt]	got [gpt]
give [grɪv]	gave [geɪv]	given ['grɪv(ə)n]
go [gou]	went [went]	gone [gpn]
grow [grou]	grew [gru:]	grown [groun]
have [hæv]	had [hæd]	had [hæd]
hear [hɪə]	heard [hɜ:d]	heard [hɜ:d]
hold [hould]	held [held]	held [held]
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]
keep [ki:p]	kept [kept]	kept [kept]
know [nou]	knew [nju:]	known [noun]
lead [lɪ:d]	led [led]	led [led]
leave [li:v]	left [left]	left [left]

Grammar

REMEMBER!

GRAMMAR FOCUS

PREPOSITIONS

in	on	at	Note:
September	Monday	the moment	We don't use in/on/at
spring	the 15 th of May	the weekend	this week
the morning	Sunday evening	5 o'clock	next year
2018	Novruz holiday	night	last month
the future	my birthday	midnight	every year
the past	week days	lunchtime	

Verb+ing

enjoy
stop
finish
suggest
mind

Verb+to/ing

start
begin
like
love
prefer

Verb+to

want
need
forget
decide
learn

Sample: Mehri suggested going to the park. (not suggested **to go**)

The modal verb **have to**

The Present Simple

I/You/We/They **have to**
He /She/It **has to**

I **have to** learn these rules now.
She/he **has to** go to the party today.
We **had to** stay in London last week.
I/You/We/They **don't have to**.
He /She/It **doesn't have to**.
I/You/We/They **didn't have to**.
He/She/It **didn't have to**.

The Past Simple

I/You/We/They **had to**
He/She/It **had to**

Do I have to learn these rules? Yes, I do.
Does she/he have to go ...? Yes, she does.
Did we have to stay ... ? Yes, we did.
I don't have to learn the rules. (~~haven't~~ **to**)
She doesn't have to go there. (~~hasn't~~ **to**)
We didn't have to go there. (~~hadn't~~ **to**)
He didn't have to go there. (~~hadn't~~ **to**)

Modal Verbs

Must	Mustn't	Should	Shouldn't	Have to	Don't have to
You must treat the old very politely.	You must not interrupt people while working.	You should show your card to a librarian.	You shouldn't sleep late.	I have to help my friend.	You don't have to climb the stairs.

Sample: We have to wait for him. We don't have to wait for him.

(not we **haven't** wait for him)

Mehri has to come to us. She doesn't have to come to us). (not she **hasn't to** come to us).

The Present Perfect Tense

have/has +V₃/ed

Sample: I have been to Italy.
She has been to San Francisco lately.
Kamran has never been to Greece
We have been to Heydar Aliyev
Center today.

Time adverbs:

*just, already, ever, never, since
today, this week, lately, yet,
recently, for, many times.*
Have/ has been to
I've been to Italy.
She has been to Spain.

Compare and Remember!

If/When + Present Simple	Present Simple
If I get / have a new CD,	we always listen to it together
You get pink	if you mix red and white
When the Americans meet people for the first time,	they usually shake hands
If my friend asks me,	I always help him/her.
We always accept the invitation	when they invite us to the party
Americans say: "Have a nice day!"	when they meet you in the street

We use relative pronouns to join sentences to nouns. We use who for people and which for things. We can also use that for people and things.

who/that

A liar is a person **who/that** tells a lie.
The boy **who** won the prize was a student.

which/that

A plane is a machine **which/that** flies.
She said a word **which/that** I didn't hear.

We often leave out object pronouns.

Do you remember those photos that I showed you?

Do you remember those photos I showed you?

Prepositions can often go in two places.

The girl about whom we were talking entered the room.

The girl that we were talking about entered the room.

Buraxılış məlumatı

İNGİLİZ DİLİ 7

Ümumtəhsil məktəblərinin 7-ci sinfi üçün
ingilis dili (əsas xarici dil kimi)
fənni üzrə dərslik

Tərtibçi heyət:

Müəlliflər: **Qıztamam Quliyeva,
Xalidə Rüstəmova**

Dil redaktoru: **Səadət Zeynalova**

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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.

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Sənə təhsildə uğurlar arzulayıraq!