

QIZTAMAM QULIYEVA, XALIDƏ RÜSTƏMOVA

ENGLISH

7

Ümumtəhsil məktəblərinin 7-ci sinfi üçün
“İngilis dili” (əsas xarici dil kimi)
fənni üzrə dərslik

*Azərbaycan Respublikası Təhsil Nazirliyinin
07.08.2014-cü il tarixli 869 nömrəli
əmri ilə təsdiq olunmuşdur.*



**“KÖVSƏR”
NƏŞRİYYATI
BAKİ – 2016**

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HEYDƏR ƏLİYEV
AZƏRBAYCAN XALQININ ÜMUMMİLLİ LİDERİ

HEYDAR 'ALIYEV
THE NATIONAL LEADER OF THE AZERBAIJANI NATION

Çap için değil

Lesson 1. We are at School, Again!

Getting ready for the task:

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

Key words:

to be surrounded with – to be encircled

an academic year – a school year

a first-grade student – a beginner at school

/a first former

to name after – to give a name to smb/smith

1 CW. Listen to the passages and answer the questions looking through the pictures.



- What is happening and where is the President?
- Why are the children happy?
- What holiday are they celebrating?
- What do the schoolchildren have in their hands?

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

in	on	at
September	Monday	the weekend
autumn	the 15 th of September	home
the morning	week days	school

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

1. in/on Monday
2. in/on the 15th of September
3. in/on 2012
4. in/on autumn
5. in/at September
6. in/at summer
7. at/in home
8. 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.

7 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!

8 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! Everything is OK here. Our school 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.

9 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				

*gain experience – təcrübə qazanmaq / приобретать опыт

Lesson 2. Schools in Different Countries

Getting ready for the task:

- Are schools same or different?
- How do schools differ?

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 add in, to conclude, to enclose

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



Curriculum –
a new-educational program/
a new **innovative** program

Curriculum –
the subjects that are **included** in
a course of study or taught in
a school/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, Science, Math, History, Music, and **Physical Education (PE)**. Now students study a foreign language in all states. 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: summer, winter, spring. 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. diamond

2. shining, sparkling

household – domesticated

- 1 CW. Look, match and find out what the proverbs "One man no man" and "One for all and all for one" mean.**



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 together to win. Here *one for all and all for one*.



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



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

2 **GW. Answer the questions and make rules on GW/PW.**

1. Do you like working in pairs/in groups? Why?
2. What is 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 this sample 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 think school is OK. 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. After school I like playing computer games. I don't help my mother. She comes home from work very tired. She asks me to do my lessons, but I like listening to music or watching TV. 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 friends for help. They can help you. Good luck!



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

	IV	III	II	I
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 – finger shaped

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

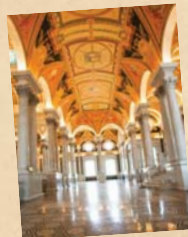
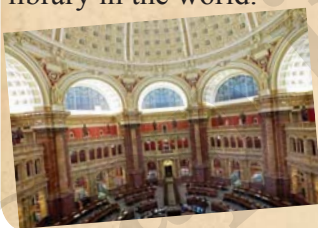
1 GW. Listen to the Fact File and discuss it in your groups:

- 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 worldwide 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.



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**-electronic 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: 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 in 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*

REMEMBER!

GRAMMAR FOCUS

MODALS

Must	Mustn't	Should	Shouldn't	Have to	Don't have to Doesn't have to
• 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.	• I have to help my friend.	• There is a lift here, you don't have to climb the stairs.

Library Rules

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

*to take turns – növbə ilə etmək, növbələşmək / делать по очереди

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 controlling a state

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

a scholarship – an amount of money given to smb by organization to help 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.** Listen to the text paying attention to the sentences with the modal verb “to have to”.

1. In an exchange program, groups of people from different countries visit each other. They go to other countries to spend time there, to study the language of the country and to make new friends. 2. In 1992 the US government passed a law. Under this law the US government started to offer scholarships to school students. These students go and live in the USA 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. 3. And they do not go there for a holiday, because while they are there they go to an American high school. They *have to* learn about the country and naturally they *have to* learn to speak English very well. 4. 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 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?



3 GW. Write the number of the four paragraphs in the text which describes:

- a. Why people go to different countries. ...
- b. When the exchange programs started ...
- c. While the students are in the high school in the USA, they have to ...
- d. How long the exchange students stay in the States ...
- e. How students can get the scholarship ...
- f. What kind of qualities a student should have to win the scholarship ...

REMEMBER!

GRAMMAR FOCUS The Modal Verb *have to = must*

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: I **have to** learn these rules now. She **has to** go to the party today.
I/You/He/She/We **had to** stay in London last week.

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.

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

My portfolio

1 Answer and check ✓

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.

Elnur: Hi, how are you?

Nigar: ... ?

Elnur: Not bad, thanks! Do you know
... Nigar ?

Nigar: Sure! Today is It is
How do you spend this holiday?

Elnur: 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.

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 composition about group/pair/collective work and their importance at the lessons.

6 Put the time expressions from the box in the correct column:

3 o'clock, the weekend, school, my birthday, library, night, 2013, Monday, October, September 23, the afternoon, the gym, the museum

in	on	at
<ul style="list-style-type: none"> • the museum • in the afternoon 	<ul style="list-style-type: none"> • Monday/Friday • September 23 	<ul style="list-style-type: none"> • 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 complete the grid.

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 _____

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 more of smth than is necessary, loss

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

to chat – to talk

to depend on – to calculate on

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 computer.
5. You can participate in local and international tele conferences.
6. You can type/search something/anything on computer.
7. You can talk and share (in pairs/groups).



a



b



c



d



e

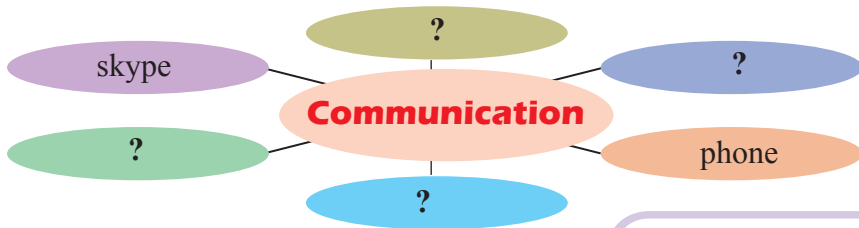


f



g

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



- What is “communication”?
- Why do we need to communicate?
- In what ways can we communicate?
- 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?
- What is communication useful for?

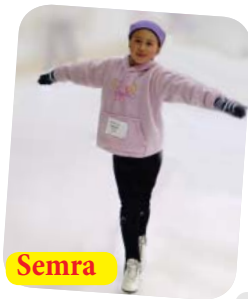
Communication— *the activity or process of expressing ideas/ thoughts and feelings*

3 PW/IW. Listen and match the passages to the pictures. Write about your own hobbies/interests.



Isabella

1 I enjoy figure skating. I have a code on the Internet. My code number/user name is *a skate princess*. I enjoy watching sport and music programs. I search the latest news on figure skating and more facts about its fans.



Semra

 **my hobbies**

2 I like **chatting** on the internet. I have a code on the internet. I like watching TV programs, especially sport and music programs. My code name on the internet is *Superchatter*.



Suleyman

3 I like flowers. I have different flowers in my garden and I like collecting them. My flowers are colourful, they are red, yellow, green, violet and white. I enjoy watching *Nature Programs* on TV to get important information about them.

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	expect
stop	begin	need	promise
finish	like	forget	tell
suggest	love	decide	try
mind	prefer	learn	ask

Sample: We enjoy dancing.

5 CW. Complete the sentences using "to" or "ing".

Use the verbs: **visit, sell, get, travel, see, dance.**

1. Do you enjoy ... other countries?
2. My sister loves ... very much.
3. We tried ... more facts about new school systems.
4. Aydan's father decided ... his old car.
5. Elnur likes ... by train.
6. The visitor wanted ... many historical places.



REMEMBER!

We can't live if we don't communicate.

No living being can live alone. Communication is the activity or process of expressing ideas, thoughts and feelings. Not only people, but also animals and plants communicate with each other.



6 IW. Write an essay: "My Favourite Hobby".

Lesson 2. Digital Computers

Getting ready for the task:

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

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

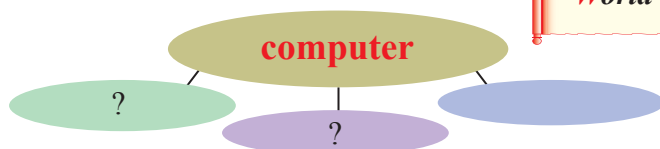
web – net

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?

WWW
World Wide Web



- *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 which of these things you think that 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 ... Or you can begin:

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

3 **PW. Listen to 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 government, science, business, education and other organizations. 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 to improve the quality of life.

Do you know anything about robots? A robot's brain is a computer. Robots can help people at schools, in hospitals, in factories, in stores and at home, too. Many car factories in Japan, in 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. No one knows how robots can change our lives.



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 in stores.

The robot weighs the meat and wraps it. 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 may answer the door, they may cook the food or walk the dog. A "butcher" robot slices meat following orders that buyers give by pressing buttons.



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

Advantages	Disadvantages
:	:

REMEMBER!

GRAMMAR FOCUS

THE CONJUNCTION

and	but	because
<ul style="list-style-type: none"> • I went to the party and saw my friends there. • He took the pictures and put them into his bag. 	<ul style="list-style-type: none"> • I went to the party but I didn't see my friends there. • They liked the song but they didn't like its words. 	<ul style="list-style-type: none"> • I couldn't go to the party because I was busy. • We'll not participate in the meeting today because we are leaving.

8 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.

9 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 communicate? How?
- Can animals send a message? How?

Key words:

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

to roar – to bellow, to growl, to scream

to run away – to escape

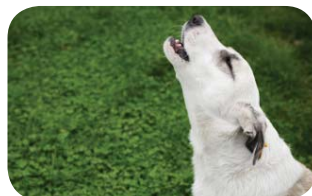
a direction – a guideline, a course

to attract – to make people have a particular reaction

safe – not dangerous, secure

to bark – to make a short loud sound

1 GW. Speak and write about their communication. Fill in the KWL chart on animals' message.



Animals:	K	W	L
Bats		How do they communicate?	
Bees	dance to send a message		
Birds	chirp to send a message		
Dogs	bark to send a message		
Whales		How can they send signals?	
Horses			
Other			

2 GW. Listen 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 and bats make sounds for other dolphins and bats. Dolphins and bats can hear these sounds very far away, but people can't hear them.



2 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 a good food here. Come here!
- e) It's possible to hear them from many kilometers.



3 IW. Match the halves.

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

Lesson 4. Let's Visit Our ICC!

Getting ready for the task:

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

Key words:

an access – a way of entering or reaching a place

a headache – pain in the head

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 playing attention to the Key words. Act it out.

ICC –
Internet
Computer
Centre



Aysel: Hi, Samir. You were absent from classes yesterday. What was the matter with you?

Samir: Hi, Aysel. Oh, yes, I had a terrible **headache** yesterday. But now I am OK.

Aysel: What are you doing here?

Samir: You know, I am **searching** 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. But this year we began **to produce** monthly newsletters on a special site on internet.

Aysel: That's good. 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.

REMEMBER!

The Article

0-article	a/an-indefinite article
an information	an information source
a news	a news programme

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 here. After I finish my homework, I'll play some online games. I want ...



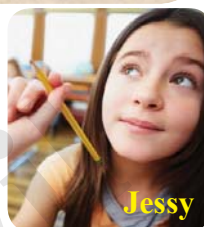
Carrie



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 ...

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



Jessy

BBC – British Broadcasting Coorporation

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

Agil	Carrie	Brian	Jessy
:	:	:	:

4 IW. Read the passage using the verbs in correct tense form.

When I was a teenager in the 1960s many things were different. First of all, we (to have) no MP3 players. We had big black records, and we (to carry) them from one house to the other when we (to want) to listen to music with our friends. There were no computers, no internet and no e-mails in the 1960s. We (to send) letters by post, and the letters (to arrive) after two-three weeks. We also (to sit) in front of TV and (to watch) our favourite shows, because there were no video or DVD recorders back then!

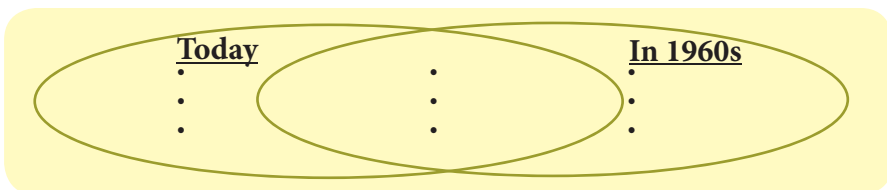
*a creative composition – sərbəst inşə, yaradıcı inşə / творческое сочинение

5 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 internet?
5. Who had to email the penfriend?
6. Who had to write about heroes?



6 PW. Read the passages again, make up Venn Diagramm and comparing the opinions of today's teenagers and the teenagers of the 1960s. (see task 4, page 27)



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

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

8 IW. Write about yourself:

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



9 IW. Write a quote: "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 – not native,

a stranger, an alien

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

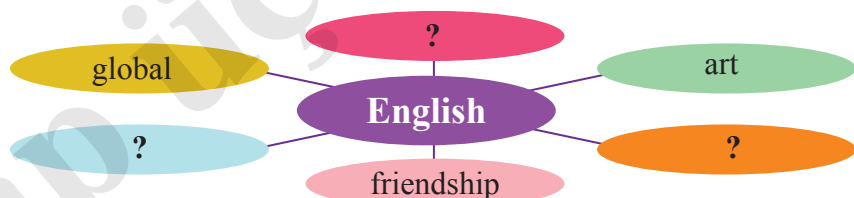
inside (prep) – on or to the inner part of smth/smb

1 **GW.** Look at the pictures, read the problems and write 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 large green fruit in the form of a ball which is juicy, sweet and red **inside** and has good taste".



2 **GW/PW.** Work in small groups and brainstorm your ideas. You can share your thoughts about English.



Sample: English is a worldwide language.

3 PW. Listen to the essay and answer the questions.

Foreign languages play an important role in our lives. Because 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:

1. 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. Some languages such as English, Arabic, Chinese are even more useful, because a lot of people speak these languages as their first or second language in different parts of the world.

2. In my opinion studying a foreign language gives you a better understanding of people's life styles in other parts of the world as well.

3. 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, 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 you in your country?



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

1. It is necessary to learn or to know some foreign languages;
2. English is an easy language to learn;
3. More people study English than any other language around the world;
4. Half of the people in the world speak English nowadays;
5. English plays an important role in your future life.

5 IW. Plan your own essay on 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. Pay attention to the conjunctions.

1. I ... to do these tests, because I work hard.
2. Nigar ... to understand the words of this song as she knows many English words.
3. My brother has has many qualities and he ... to use modern computers.
4. They know four foreign languages and they ... to travel many countries.
5. Students ... to integrate the world education system.

My portfolio

1 Answer and check ✓

How well can you do these things?

I can ...

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

2 Find the definitions of these abbreviations.

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



- a) Internet Computer Centre
- b) Digital **Versatile** (*many sided, flexible*) Disc
- c) Facebook
- d) 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 English 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

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

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

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

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

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

Faig: In my opinion I have to study well.

7 Go around the class and collect information. Write different names on each line.

Find someone who...	Name	Find someone who...	Name
likes finding facts on heroes		loves designing cars on computer	Nuray
dislikes writing letters	Aysel	loves playing complicated games	
doesn't like emailing		likes chatting through FB	Asim
likes making posters	Tunar	likes watching TV	
likes using internet		doesn't like communicating with computers	Mehriban
Doesn't like surfing web sites	Fidan	likes reading	

Lesson 1. Famous Places

Getting ready for the task:

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

Key words:

a commercial centre – a trade centre

cosmopolitan – widely distributed

fashionable – stylish, modern

administrative – connected with organizing the work of an institution

border – a line separating one country from another

1 CW. Look at the postcards from famous places and describe them.



Sample: This is the picture of the Statue of Liberty. It is in New York, in the USA. 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: <ul style="list-style-type: none">• <i>I have been to Italy lately.</i>• <i>She has already written her exercises.</i>		

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.



■ Hi, my name is Helen. I am from France. This year I have been to England. I have made some new friends here. I have learnt many traditions and seen a lot of wonderful things here. It is one of the oldest cities in the world and at the same time one of the largest cities in Europe. This is on the bank of the Thames. It is

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 are Niagara Falls situated?
4. What do these countries attract visitors with?

**extraordinary* – qeyri-adi / экстраординарный



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

Infinitive	Past Simple	Past Participle
to be	was/were	been
to do	did	done
to build	built	built
to take	took	taken
to see	saw	seen
to go	went	gone
to give	gave	given
to send	sent	sent
to make	made	made

REMEMBER!

GRAMMAR FOCUS

I have done = *I've done*

You have done = *You've done*

She has done = *She's done*

He has done = *He's done*

We have done = *We've done*

They have done = *They've done*

4 IW. 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. They consist of three different waterfalls.*

5 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?
- What words can you say around the word "my motherland"?

Key words:

to witness – to see smth happen with your own eyes

be rich in – be wealthy

landscape – view

hospitality – friendly cordial reception

a skyscraper – a very high building, a multistoreyed house



- 1 GW.** Look and say what country this map belongs to 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.

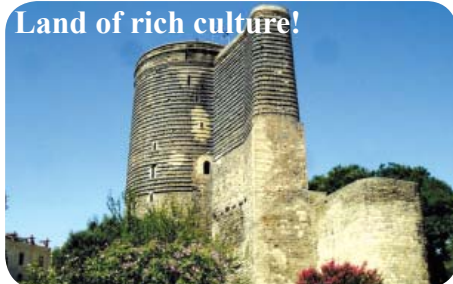
Yes, Azerbaijan has all these beautiful features!

Azerbaijan, land of fire!



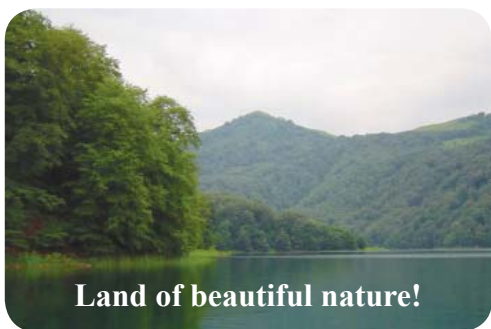
■ It always opens its doors to the guests and they open their companies here. Our people always **value*** the presence of visitors. We have **rich** flora and fauna. Come and **witness**!

Land of rich culture!



■ 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!



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

Land of natural riches!



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

Land of beauty!



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

Birth of music!



■ 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? **Fidan:** _____
Agil: Who is the head of the country? **Fidan:** _____
Agil: What does our country attract tourists with? **Fidan:** _____
Agil: What natural resources does Azerbaijan have? **Fidan:** _____
Agil: What does the word “Baku” mean? **Fidan:** _____
Agil: What places do tourists enjoy visiting in our country? **Fidan:** _____
Agil: How do Azerbaijani people greet their guests? **Fidan:** _____

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 the USA. What places of interest would you like to take her/him and why?

6 CW. Open the brackets using the correct tense forms.

1. Asif (to check) already his e-mails.
2. Banu just (to finish) her school project.
3. Khadija ever (to be) to Mexico?
4. Aydan recently (to return) from Europe.
5. Shahin ever (to eat) Chinese food?
6. My father (to go) to Florence many times.
7. You ever (to lose) a valuable thing in life?
8. Lucy and Kerry (to be) best friends for 10 years.



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

value, natural resources, attract, wonderful beauty, landscapes, foreign companies, city of winds, high 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. Baku is the
7. Azerbaijan always opens its doors to



8 IW. Listen to the “Do You Know” box and search for more information about the HAF.



Do You Know...?

*The 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 HAF, the first lady of Azerbaijan Mehriban Aliyeva supports international projects, a number of educational and charitable projects in many fields; *in the field of education*: schools, kindergartens, boarding schools. She provides secondary and high schools with textbooks; she holds charity events in the boarding schools, etc. *In the field of health-care* Mehriban Aliyeva constructs and resorts health care institutions, diagnosis treatment centers. *In the field of culture*: establishes and reconstructs historical and architectural monuments, museums, children’s music schools and cultural centers. She organizes international music festivals, exhibitions, etc. The HAF has already implemented a number of such kind of charity events and continues its **goodwill***.

9 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 worldwide 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! Lucky you are!
How brilliant!

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

GRAMMAR FOCUS

Regular Verbs

REMEMBER!

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

Lesson 3. Wealthy 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:

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

a pasture – the place where animals graze, where there is much grass

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

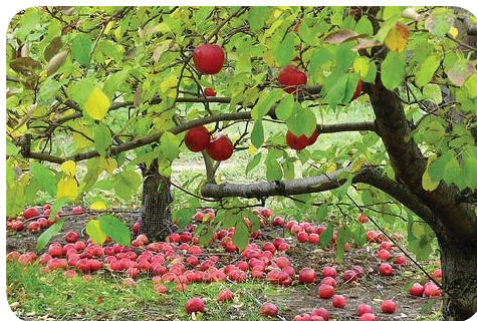
crop – harvest

to harvest – to gather crop

chestnuts, pomegranate

walnuts, hazelnuts

1 CW. Write a narrative describing a wealthy 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



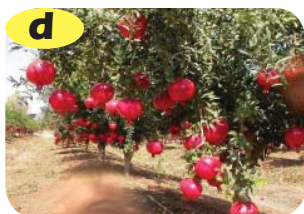
b

2. This area is famous for its pomegranates. This region celebrates the pomegranate festival every autumn. Every year many foreign guests come to the event on the international festival. What region is it?

3. There are many orchards with citrus fruits in this region. Citrus fruits are delicious. They contain citric acid, sugar, Vitamin C, B and provitamin A. This region is popular with its tea, too. It has subtropical climate. What region is it?



c



d

4. The best chestnuts in Azerbaijan grow here. There is a famous chestnut forest on the mountain slopes* 1000 metres above the sea level. When spring comes the symbol of this land blossoms. The chestnut trees are more than 500 years old here. What region is it?

GRAMMAR FOCUS

Compare and Remember:

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?

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**.

REMEMBER!

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. They grew different sorts of apples last year. He searched lots of materials 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. Complete the letter using the verbs in the correct tense forms. Write your own letter.

Hi, Ben!

We're having a fantastic time here in Venice! We (to be) here for six days. We (to leave) Rome on Tuesday. We've (to go) to all the museums and art galleries. Yesterday we (to visit) Saint Mark's Cathedral. It was beautiful and huge! Mum (to be) unwell/ill since last Saturday, so she (not to come) with us yesterday. She (to stay) at the hotel. I (to take) a new camera today and I'm going to take lots of photos here.



Best wishes, Murad.

5 IW. Project. Look at the plan and write an essay.

- A famous place in your area
- Natural resources off/in this place
- About its history and religion
- About 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?
- Why do you think tea is useful?
- 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

pastries – a dough of flour;

shortening and water; used as a base and covering in baked dishes such as pies

1 CW. Look, choose and say the drinks that are specific to Azerbaijan.



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 began to grow tea in 1937. We **grow tea** in the Lenkoran-Astara region. Azerbaijani tea has 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. They like having tea with shakarbura, badambura, pakhlava and different kinds of sweets, **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 **beverage**/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 lifestyle?
- What words can you write around it?
- What do you know about lifestyle of different people?

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 their own home

to trim a hedge – to decorate a fence

1 CW/GW. Look at the pictures, describe and talk.



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

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

3 **GW.** Listen and match the titles with the paragraphs.

1. Interests and Hobbies 2. Doing Housework 3. Characters

A) Visitors always report that most Americans are friendly and helpful. Americans are polite. They say: "If you don't have something to say, then don't say anything at all". The habit of informality still surprises foreign visitors. In **casual** conversation 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** (*mat, carpet*), **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.

REMEMBER!

- *Azerbaijanis are very hospitable and enjoy receiving guests.*
- *The English are fond of gardening and making tea.*
- *Americans never ask personal questions.*
- *Americans like to relax and enjoy themselves.*

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

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

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

Nationalities	Features/Characters	Interests/Hobbies
The Americans	• friendly •	• like working around the house •
The English	• •	• •

REMEMBER!

When + ~~have~~ ~~sent~~

He has **just** sent a letter.

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

**revolve* – dövr etmək / вращаться

**hectic* – narahat / беспокойный, возбужденный

**slimmer* – daha incə / стройнее

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

- | | |
|-------------------------------------|-------------------------------------|
| 1. Introduction Or
The Beginning | • the people in this place |
| 2. Body Paragraph | • the topic they often speak |
| 3. Conclusion Or
Summary/The End | • the work people like doing |
| | • the lifestyle of adults/teenagers |
| | • the special habits they have |

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

to be, lately, since 2011, to eat, to visit, brilliant, fantastic places, 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 again tasted the Chinese and Italian food and liked them both. And I felt as if I was at home. I was very happy.

8 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 |

9 IW. Read the list of the things Banu has done and did.

This week	Yesterday
• Search some facts	• Buy some fruits
• Go to the festival	• Help her friend
• See a fantastic film	• Vacuum the rooms
• Visit her grandmother	• See a UFO

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

	IV	III	II	I
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 build up sentences using the correct tense form				

My portfolio

1 Answer and check ✓

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 Fill in the grid first for Azerbaijan, then for the USA and the UK. Then compare them.

Area/territory

Capital

Climate

Population

Nationality

Official language

Head of Government

Natural resources

Big cities

3 Put the sentences in 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/skyscrapers/designed/lately/magnificent/has.



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

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

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

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

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

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

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

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

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

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

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

Semra: A brilliant idea!

5 Read the list. Put a tick ✓ next to the things you have done and a cross X next to the things you haven't done. Then write sentences of your own.

- Go to a wedding
- Make a snowman
- Take photos
- Go to the North Pole
- Read an English story
- Be to Canada
- Visit the Eiffel Tower
- Climb Mount Everest
- Win the lottery
- Play football
- Meet a famous writer
- Play a computer game
- Be an exchange student
- Travel around Europe

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

6 Choose the correct variant.

1. Asif has studied in the States ...
a) last year b) this year c) next year
2. Fidan has had a brilliant time ...
a) today b) always c) yesterday
3. Have you ... been to France?
a) yet b) never c) ever
4. My brother has ... been to a jazz club.
a) never b) yet c) often
5. My friends haven't visited the Eiffel Tower ...
a) just b) yet c) already



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

occasion – a special event

memorable – unforgettable

ideal – perfect, most suitable idea that seems perfect

to be at odds – to be on bad terms

a rescuer – a savior

wedding – a marriage ceremony

1 CW. Listen to the passage and talk about the holidays 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*** or **on bad terms**, **reconcile** with each other on the eve of Novruz holiday.



*be at odds – küsülü olmaq / враждовать

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

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



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 Haydar Aliyev with hope and joy. They remember this day as the day of National Salvation. Haydar Aliyev's name entered our history as the name of great Rescuer.



Adjective forming Suffixes

- able	- al	- ous
valu <u>able</u> unforgett <u>able</u> enjoy <u>able</u>	nation <u>al</u> profession <u>al</u> multination <u>al</u>	religi <u>ous</u> vari <u>ous</u> prosper <u>ous</u>

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



A: Thank goodness!

It's ... !

B: Yeah, Have a nice weekend!

A: The same to you!



A: Oh, dear Mummy!

B: Happy ... !

I love you!

You are ... !

A: Thanks a lot, my dear!

I love you, too!



4 IW. Sort out the words from the box and fill in the grid. Use them in sentences.

independent, dangerous, cloudy, snowy, changeable, traditional, thankful, careful, friendly, lovely, different, decorative, frosty, helpful, memorable, joyful, attentive, comfortable, multinational, grateful, snowy, foggy

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

5 GW. Find out which paragraphs the sentences are from (see page 52).

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.

6 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 (USA)
• • • – Martyrs' Day	May 28 – The Republic Day	April 23 – Children's Day	February 26 – • • •
April 1 – • • •	March 8 – • • •	• • • – Mother's Day	• • • – Salvation Day

Dates/Holidays	K	W	L
• Novruz holiday	•	•	•
•	•	•	•
•	•	•	•

7 PW. Read the “Do You Know” box and give presentation searching for more info about our national flag/flag square.



Do You Know...?

We have a number of national holidays. One of them is the Flag Day. Our people celebrate the national Flag Day on November 9 every year. We are proud of our flag. Ehere is a National Flag Square in Baku. It is *estimated** in 60 hectares. It is the biggest by its size in the world. The total weight of the construction is 220 tons. The flag’s total area is 2450 square meters with a weight of about 350 kilograms. The *flagpole** is 70 metres high and it was confirmed as the world’s tallest by the Guinness Book of Records.

8 PW. Read the dialogue using the verbs in 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.

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

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

Memorable	Professional	National	Religious	International	Non public
January 20	Teachers’ Day	Novruz	Sacrifice	New Year	April 1

*estimated – hesablanıb / вычислен

*flagpole – bayraq dirəyi / флагшток

Lesson 2. Do You Like Birthday Parties?

Getting ready for the task:

- Do you like Birthday Parties?
- How do you arrange your Birthday party?
- What is Birthday for you?

Key words:

to hang – to attach smth

to accept – to adopt, receive

honour – great respect for smth/
to show great respect

to waltz – to dance/a dance in which
two people dance together

to refuse – not to accept

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



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.

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 doesn't accept the invitation say?



2 PW. Complete the dialogue using the words and word combinations: (accept, refuse, to waltz, love, are you doing, quite sure). Be attentive while using "if, when".

Agil: What ... this weekend?

Fidan: I'm not ... about my plan yet.

Agil: I'm having a party. I'd ... to invite you to my birthday party.

Would you ... my invitation to come to my party?

Fidan: I can't ... your request. When a friend invites me, I ... it with great pleasure. I always ... it with great pleasure.

Agil: Oh, thanks. Hope, we'll have a chance ... too.

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

Dear friend!

Please come to my
Birthday Party!

On 21 May at 6 a.m.

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!

GRAMMAR FOCUS

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

Americans say: "Have a nice day!"

when they meet you in the street

4 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.

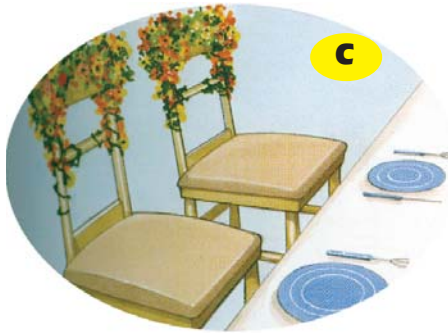
7. When children (to have) a birthday, they (to wear) coloured clothes.

5 GW. Listen and match the paragraphs to the pictures.



1. In **Denmark** – They 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.

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.



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.



6 IW. Read again and write the names of the country.
In which country: ...?

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

7 IW. Project. Write a passage about Birthday Parties in Our Country. Say how we celebrate this day.

Lesson 3. Birthday Traditions

Getting ready for the task:

- What important events happen in the life of a teenager in your country?
- When and where did you participate in the last celebration?

Key words:

a boomerang – a curved flat piece of wood that you throw and it can fly in a circle and come back to you
unfulfilled – not carried out or completed

impatiently – having no patience
to encourage – to give smb support/hope/courage
to survive – continue to live or exist
to desire – to wish, dream

1 GW. Read and fill in the gaps with the verbs given in the box in correct tense forms.

- | | | | |
|------------|-----------------|--------------|----------------|
| 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.

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)... (4)... any food with him to eat in the desert, he (5)... small animals and snakes, he (6)... them with his **boomerang** and spear. He (7)... small fires to cook his food. At nights he (8)... under the stars on 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.

2 **CW/PW.** Think and answer the questions.

1. What could help Jangala to survive?
2. How did Jangala show he was a good Warlpiri?
3. Was Jangala brave? Why do you think so?
4. Did you like Jangala's new status? Why?
5. Do you think the Warlpiri people have old-fashioned lives? Why?



3 **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.



4 IW/GW. Make comments on the followings:

- ♦ 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”.

5 IW. Read Gunay's letter and share your opinions filling in the chart with given ideas below. Add your own ideas too.



Dear friends! I'm grateful to you. Thank you very much! I can't express my feelings. It was a fine, great and 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, part of their world and unfulfilled desires.”

Best wishes, Gunay.

It is good/Why?	It is bad/Why?
<ul style="list-style-type: none"> • to give free performances • • 	<ul style="list-style-type: none"> • to be unkind to children • •

- | | |
|---|----------------------------------|
| a) to visit orphanages | f) to give them moral support |
| b) to help orphans | g) to discourage their abilities |
| c) to return children to their families | h) to organize birthday parties |
| d) to respect their emotions/feelings | i) to be careless to them |
| e) to be unkind to the orphans | j) to take care of them |

REMEMBER!

GRAMMAR FOCUS

The Definite Article

the	0-article	the	the
The USA	South America	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

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:

an ornament – a decoration

a drum – a musical instrument made of

a hollow round frame with plastic

to sparkle – to shine brightly with
small flashes of light

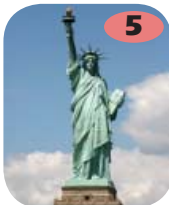
to admire – to respect smb for what
they are or for what they have done

a carnival – a public festival

huge – very big

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/symbols?
- What countries do these symbols belong to?



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

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

♦ When it comes to celebrate the New Year it seems that everyone has their own special way of doing things. 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* – мүгəvvə / чучела

**literally* – еynən / буквально

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. Sing the song "Jingle Bells".

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

Lesson 5. Twinkling Candles

Getting ready for the task:

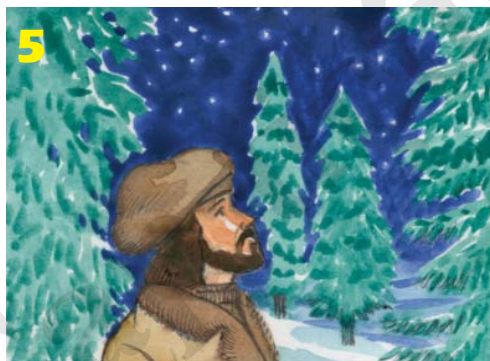
- Do you like tales/legends?
- Do you know any Azerbaijani legends?
- What tales/legends did you read last?

Key words:

to twinkle – to shine with a light
a fir-tree – an evergreen tree with leaves like needles

to light – to make smth start to burn
artificial – not real, not happening naturally
a legend – myth, story, tale

1 GW. Look at the illustrations and write a story.



2 GW. Read and match the sentences A-F with the pictures 1-6 (task 1). Then say the sentences in the correct tense form.

It is a German legend. Martin Luther from Germany decorates the first Christmas Tree with the lights (candles). Let's go back to the early 1500 and find out what happened.

A) One night, Martin walks home from the church. He has to walk through the woods to get to his house. Martin likes walking through the trees in the wood. **B)** As he walks he looks up into the sky through the trees. He sees many stars in the sky. **C)** The stars sparkle through the branches of the trees. Martin thinks to himself and says: "It's so beautiful. I can make the tree sparkle, too." **D)** Then he cuts down a small fir tree and takes it home. **E)** He takes a box of candles and puts them on the branches of the tree. After it Martin lits the candles. **F)** They are very happy. Martin and his family admire the tree. Everybody agrees that the twinkling candles really look like sparkling stars.

3 GW. Think and answer the questions:

1. What is the legend about?
2. Where did the story take place?
3. Is it good to cut a tree? Why/Why not?
4. Would you like to decorate a real fur tree? How?



4 IW/PW. The sentences are incorrect. Read and correct them.

1. One morning Martin goes to the church.
2. Martin is looking at the fir trees.
3. The candles are sparkling on the trees.
4. Martin cuts down a tall tree and brings it to the church.
5. Martin's family loves the twinkling stars.
6. It happened at the end of 1500s in France.



5 IW/PW. Complete the sentences with "ever" in the Present Perfect tense form.

1. *That is the most wonderful fir tree Martin has ever decorated.*
(I/decorate)
2. Canada is the most magnificent country (I/visit).
3. This is the highest mountain in Azerbaijan (I/climb).
4. This is the best birthday present (Nelly/receive/in her life).
5. The Eiffel Tower is the most fantastic place (Azer/visit/in his life).
6. This is the most favourite CD (Peter/receive for New Year).
7. This is the most expensive computer (Julia's father/buy/for her).
8. This is the most fantastic legend (I/read/in my life).

6 IW. Create/design solutions: "Don't Cut Trees."

My portfolio

1 Answer and check ✓ 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 Look and complete the grid.

Name of Holiday	I do/did	I have done
Novruz Holiday		
New Year	I send postcards to my friends/relatives	I have sent a postcard to my friend today
Christmas		
Halloween		
Sacrifice Day		
Mothers' Day		
Salvation Day		

3 Answer the questions.

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



4 Fill in the grid writing how people celebrate their birthdays in different countries.

Countries	Activities
Azerbaijan	
Denmark	
India	
Argentina	
the Netherlands	
Other	

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

Lesson 1. Water Cycle

Getting ready for the task:

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

Key words:

to shake – make sb/smith move with short quick movements

a crystal – a small piece of a substance

to fall down – to lose

concentration and fall, to descend

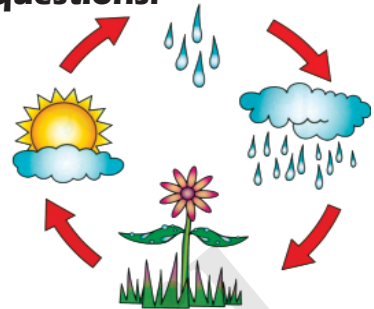
to go up – to rise, to approach

a drop – a very small amount of liquid that forms a round shape

to cycle – the fact of a series of events repeated many times, to go round

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. Then 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, 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 is shining we say ... weather is fine, it's sunny! However, it is not always sunny. ... weather changes: Sometimes it rains. Sometimes ... wind is blowing 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:

to face – be opposite smb/smith

a spring – a place where water

comes naturally to the surface

to overcome – to defeat, to win

a geyzer – 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

1 **GW.** Read the passage and think of several important facts about water in your life comparing the pictures.



Compare



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. The world’s water resources create a global crisis for every living being on the planet. Millions of people in the world are facing water shortages nowadays.

2 **PW.** Listen to 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, in the orchards and fields, in the houses and in 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. If the birds could speak what would they say to people?

- How would people answer the birds?
- What do they need the water for?

Think of 4 questions the birds would ask. Write your own ideas.



1. _____
2. _____

3. _____
4. _____

**glacier* – buzlaq / ледник

3 GW. Match the expressions with the pictures and say why we need water giving reasons.



1. For drinking

2. For cooking



3. For washing

4. For watering

5. For swimming

6. For washing a car



4 IW. Choose the correct sentences with the modals should/shouldn't, can/can't.

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.



5 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 help to save nature from pollution.
6. People don't think about how to save the Planet Earth.



6 IW. Odd one out.

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

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 1741 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.*

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



Sample: Water is very important for us. There is much water on the Earth. But there is little clean water on it. We all know that some countries suffer from shortage of water. What do you know about these countries?

What should people do to overcome such kind of challenges?

Remember and Compare!

the + ocean/sea/river	the or lake	But: the
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

Lesson 3. Have You Ever Been to Tahiti?

Getting ready for the task:

- Do you like travelling?
- What is “travelling” for you?
- What countries would you like to be to?
- 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 – 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 touch dolphins in the bay?
- 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!

*gushing – fısqıran / фонтанирующей

*monsoon – musson / дождливый сезон

Lesson 4. 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 – a type of light in a place

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/smt with your hand suddenly

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



2 GW. Listen and 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 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 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.

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

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

1. Max (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. Marry (to search) some information about flowers in the internet café, when we (to reach) there.
5. It was a beautiful morning. The sun (to shine) and the birds (to sing).



4 PW/IW. Look at the sample and fill 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	Bill	Jane	Henry	Me
• Listen to fact files	✓		✓	
• Do homework on Maths		x		x
• Watch TV	x		x	
• Send email to a friend		✓		✓
• Work on a school project	x		x	
• Download new songs	✓			✓
• Write an essay on thunderstorms		✓		x

5 IW. Creative Work. Write: What would you do or how would you react if a thunderstorm happened?

Lesson 5. How Dangerous the Tornadoes Are!

Getting ready for the task:

- Have you ever seen a tornado?
- What type of tornado do you know?
- What can tornadoes cause?
- What damage can tornado do?

Key words:

damage – harm

a warning – notification, caution

deadly – fatal, mortal

a pipe – tube through which liquids and gas can flow violent

a funnel – channel, pipe, tube

hail – 1. heavy rain. 2. salute

1 CW. Look and discuss where tornadoes can appear.



2 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) | g) imagine | h) central point |
| i) I am sorry | j) matter | k) deadly | 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.

3 GW. Choose the best saying to complete it.

- You are lucky indeed.
- Thanks God I wasn't at home!
- Better late than never.
- What a wonderful day it was!
- Everything is good in its season.

4 PW. Listen to the Fact File and search more information about tornadoes.

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.

5 GW. Read Thomas' story and discuss what he felt during the tornado.

It happened in May 1999, in Pennsylvania. It started as a regular day. I was looking out of the window. First there appeared clouds. I said OK, there is nothing to worry about. Ten minutes later a thunder cloud began to form/ (to be built). I got worried. Then the wind picked up and came from the southeast at about 45-50 miles per hour. It started to hail and rain really hard. I looked up at the sky and saw clouds there. They went round and round in a circle at a great speed. I was lucky enough to survive then. I'm thankful I'm still alive after that horrible tornado!



REMEMBER!

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

- Sample:**
- What a wonderful idea!
 - What a terrible tornado!
 - How wonderful the idea is!
 - How terrible the tornado is!

6 IW. Creative Work. Make up a story answering the questions and giving suggestions. You can use some expressions or exclamatory sentences.

- Sample:**
- ◆ Have you ever come across any accident in life?
 - ◆ How would you help your friend/relative in such situation?
 - What a terrible funnel it is!
 - How dangerous it was!

1 Answer and check ✓

How well can you do these things?

I can ...

- listen and understand the passages
- answer the questions on the topic
- talk about water cycle
- speak about the importance of water
- make up a SOS* on the water
- talk about tornadoes/thunderstorms
- speak about natural disasters
- speak about the wonderful places
- make up invitations/postcards
- take part in discussions
- make up a story on the topic
- play a role 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 |
| very well | OK | a little |

2 Match the halves.

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

3 Think and choose the correct answer.

1. When does thunder happen? – *When there is ...*

A) a storm B) 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) 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 580 B) 280 miles or 580 C) 300 miles or 480

4 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

5 Read, find and match.

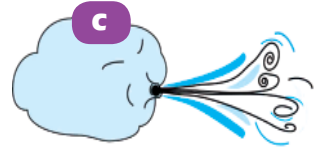
1. When water falls from clouds onto the Earth, what is it called?



2. When we get too much rain, 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?



4. What warms the surface of the Earth?

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



6. Sometimes, if the Sun is shining while it is raining, you can see a huge **arc*** of colors across 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** – şişkin / кичливый
***arc** – qövs / дуга, изгиб

***fluffy** – tükli, gur / пушистый

Lesson 1. Mother Earth

Getting ready for the task

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

cos – (here) because

overloaded – too much load put on smth

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 are there on the Earth?
- What problems do people have in the 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 the sentence/statement.

2 GW. Read and complete the chart below with 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, because it can cause cancer. **Jim**

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 with. **Mosako**



People destroy our green forests, they cut down millions of trees. As a result what happens. 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. **Ismayil**

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. Fill in the chart.

Words	Synonyms	Antonyms
great, fresh, safe, dirty, polluted, bad, wonderful, brilliant, early, strong, fine, interesting, dull, cold terrible, careful, warm	overloaded - full	empty - full

4 IW. Listen to the song and fill in the gaps from the box.

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 a great ... to be

Mother Earth, Mother Earth

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

... , animals, plants and ...

let's live together in harmony

In ourselves we must take ...

for our ... we need ...

It's ... place ...

In peace and ...

Look after our Earth

Cos it's a ... we all share

Be kind it's ...

... the world up with your ...

Mother Earth, Mother Earth

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 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 plants do /don't you like? Why?
- What can make our world colourful?
- 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 – the 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 are weak and some plants have **thorns**.
- Some plants are **bushy**. Trees are 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!**

■ **A Source of Oxygen!**

- What are these solutions about?
- How can people help the environment?
- What problems do people have in the environment?
- What good/bad things do you know for the environment?

*motto – şüar / лозунг

GRAMMAR FOCUS

Real Conditional

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 are polluted. Many species of plants and animals (to disappear).
3. We (to put) up a tent when we (to go) to the camp.
5. When we (to go) camping we never (to make) campfires.
6. 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.

a) Autumn

b) Winter

2. Who loves the trees best?
I "said" the ...
I give them flowers,
White, pink and red.

c) Spring

d) Summer

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 40000 years old.



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?
- What is a flower for you?

Key words:

to pick up – to collect smth from a place

a bud – 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 this grid.**



a bunch of flowers



Field /wild flowers

• Daisy –

-
-
-
-
-

Home flowers

• 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. 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. What can flowers give people?
7. Do flowers give us positive energy? How?



6 PW. Listen and complete the dialogue giving comments. Act it out.

Aysel: Samir, darling, 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 ...

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

Do You Know...?

Every year on the 10th of May Azerbaijani people celebrate The Flowers Holiday. It is a great day. You can see many different types of flowers there. And you can enjoy looking at colourful flowers.



***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 Carnival is the most important flower show in Holland. People celebrate this carnival every year in April. They hold this Carnival four days in Amsterdam. The tulips look like “tulip seas”.

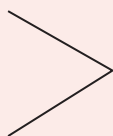


REMEMBER!

GRAMMAR FOCUS

Link verbs + adjective

feel
smell
taste
look



happy
sweet
good
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: **Asim:** I'm going to plant a rose for friendship.

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

9 IW. Write an essay: “Flowers Decorate Our Lives”.

Lesson 4. Natural Disasters

Getting ready for the task

- Have you ever heard about extreme weather?
- What happens when it rains a lot?
- What happens when it doesn't rain?

Key words:

a flood – a large amount of water

to destroy – to damage smth so badly

a tsunami – an extremely large wave in the sea

a drought – a long period of time when there is no rain

a hurricane – a violent storm with strong winds

1 GW. Look and compare in Venn Diagram.



2 GW. Read the solutions and try to solve these questions using the sample Answers.

Hurricanes and tsunamis destroy cities; Drought and fires, then lots of rain and floods; What's happening to the world's weather? It's changing, but why? How can you explain it?

Answer 1.	Answer 2.
It's easy. Temperatures are hotter now than 100 years ago. Why? Another easy answer! It's because of the way we use the planet. We're destroying the planet with the fumes that the factories and cars produce.	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, air.

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

Sona: What type of extreme weather happens where you live?

Asif: We sometimes have droughts.

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

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

4 GW. Listen to the passage paying attention to the punctuation. 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 were there in the sky?
5. Why was the grass dry?
6. Were animals happy? Why?



5 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
<ul style="list-style-type: none"> • The elephant looked at the sky. • ... 	<ul style="list-style-type: none"> • It snowed a lot. • ...

6 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
<ul style="list-style-type: none"> • We should take care of animals! • We should water flowers! • ... 	<ul style="list-style-type: none"> • We shouldn't throw rubbish into water! • We shouldn't litter. • ...

Lesson 5. A Baby Bird

Getting ready for the task:

- Have you ever seen a baby bird?
- Do you like birds?
- How can you take care of a baby bird?

Key words:

to chirp – to make short sounds

to wrap – to cover smth in paper/
other material

to be dead – no longer alive

a baby-bird – a newly born bird

to fly away – to fly far leaving the
place

1 CW. Look and describe the pictures in written form.



2 GW. Read the passage using the verbs in brackets in correct tense forms. Make your comments on:

- What is this passage mainly about?
- 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) walks. Suddenly Benny (to begin) to bark, he found something. I (to run) up to him. I (to see) the bird on the ground and (to get) very sad. It was **dead**. 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, Jenny!" 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 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.

3 PW/GW. The sentences are wrong. Find the mistakes and write their correct forms.

1. I had a bird called Benny.
2. Near the bird I saw a dog.
3. Mother took the egg and came home.
4. At the end of winter the bird flew away.
5. Mother wrapped the egg in a T-shirt and put it in the fridge.



4 CW. Choose the regular and irregular verbs from the text write their forms and use them in your own sentences.

Infinitive	Past Simple	Past Participle
to say		said
to begin	began	
to show		
to see		
to take		taken
to fly		
to put		put
to come	came	

5 GW. Read and put the punctuation marks.

A lot of birds and animals move from country to country and from continent to continent During the year some move when summer is over and when it becomes colder and colder and some move when there is no food to eat Many birds can't find food under the snow So they fly to Africa and other warmer countries When winter comes some birds can fly more than 7000 km in 3 days when spring comes they return and never see winter

6 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.

7 IW. Project Work: How We Can Take Care of Birds/Animals.

1 Answer and check ✓

How well can you do these things?

I can ...

- | | | | |
|---|------------------|-----------|-----------------|
| • name trees/flowers | very well | OK | a little |
| • talk about the Earth | very well | OK | a little |
| • speak about the usefulness of trees | very well | OK | a little |
| • speak about the importance of flowers | very well | OK | a little |
| • take part in discussions on the topic | very well | OK | a little |
| • write a composition on the topic | very well | OK | a little |
| • sing a song on the Earth | very well | OK | a little |
| • find out synonyms and antonyms | 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.

People change the Planet Earth in different ways. Many things are good, but many things are bad. First, people 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 quote:

“Let's Protect Our Planet” using the learnt words in this Unit.

Lesson 1. Build Your Own Character!

Getting ready for the task:

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

Key words:

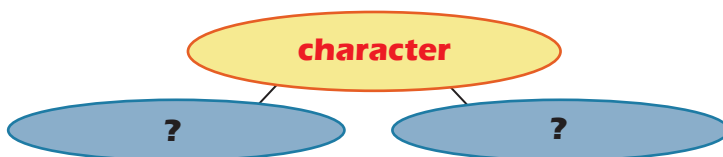
a trait – a particular quality in your personality

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



1 GW. Silent Reading. Fill in the gaps with the given words in the box. 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.



2 **GW.** Listen to the passages about the students and fill in the chart writing their characters.

Sophia likes to sing and dance. She likes to be with her friends. She also likes working and having fun with her friends. Sophia is a very interesting person, just a little 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.



Mike 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.

Jane always throws trash in the classroom. She likes writing on the walls and desks. She always argues with her classmates. She never wears clean clothes, she never respects other people. She always thinks about herself.



Elvin is tall and very handsome, but he is not friendly or kind. He never cares for his classmates or friends. When you advise him to be more polite and truthful, he gets angry with you.

Names	Sophia	Mike	Jane	Elvin
Character

3 **IW.** Match the 1-6 with the a-f.

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

- Jessico always keeps her room clean and wears clean clothes. She is
- Anar never thinks about his friends. He is
- Mehriban likes dancing and singing. She always has a lot of fun. She is
- Leman has a lot of flowers. She takes care of flowers and plants. She is
- Ben always tries to help his friends and old people. He is
- Shahin takes part in after-school activities. He makes school projects and always brings certificates and medals to school. He is

4 **IW.** Write a quote: "How Can I Build My Own Character?"

Lesson 2. No Pains, No Gains!

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. Give your comments.

to call, to know, to begin, to appear, to sell⁽²⁾, to teach, to imagine

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

As the sons promised (2) they ... looking for the treasure after their father died. They worked very hard in the hot sun (3). In their minds they ... boxes of gold coins, diamond necklaces and other things. (4) But they didn't find a single penny. They were very upset. (5) But when the grapes started ... 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. Fit the following sentences in the story. Match the numbers in the paragraphs a-f with 1-6 in the story.

- a) as soon as their father died, ...
- b) who worked hard in his vineyard all his life ...
- c) what their father meant by the great treasure, ...
- d) they felt that all their hard work was nothing ...
- e) soon they dug up every inch of the vineyard ...
- f) they wondered what their father had left for them ...

REMEMBER!

GRAMMAR FOCUS

Relative Pronouns

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.

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**

- A man ... always thinks about himself is
- A person ... always tells lies is
- A person ... is willing to help and share work is
- A thing ... you can communicate with it is
- A person ... always tells the truth is
- A man ... always works hard is
- A man ... tries to tell jokes is
- A person ... always 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.

- A good student is someone ...
- A good teacher is a person ...
- Everest is a mountain ...
- 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 – yalançı / лжец

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. Read and match the paragraphs 1-7 with the a-g. Choose the best title.**

A) A Good Joke

B) A Good Lie

C) A Bad Joke

1. Milos was a shepherd boy. He liked the sheep, but sometimes was very bored with his job. 2. 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." 3. The next day Milos was bored again. "Wolf, wolf, wolf!" There is a wolf. The wolf is chasing the sheep! 4. Milos was very happy when he saw many villagers around him. There was no wolf, it was a joke again. 5. Some days later Milos wasn't bored. He was too scared. Out of the forest came a big wolf. 6. Milos cried and cried: "Help, help me! Wolf, wolf! There is a wolf! Help me, please!" 7. But no villagers came to help him. Why? ...

- a) The villagers didn't believe him e) A big wolf came up to the hill.
 b) Milos took care of the sheep f) He wanted to amuse himself.
 c) Milos was very glad g) Milos wanted to joke again.
 d) Milos asked for help h) Seeing a big wolf Milos was scared.

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 followings:

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?

Remember!

to tell **a lie**
 to tell **the truth**

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

untidy, faithful, shy, hardworking, 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. Kate'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>hardworking</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>timid</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:

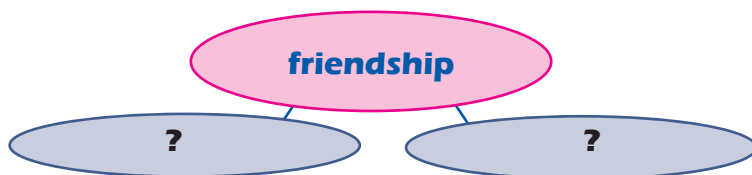
timid – careful, shy

to 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



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 Bad Friend

c) A Fair 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 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 for the timid traveller's question to complete the text.

1. Never believe 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 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 Situation?"

*freeze in fear – (burada) qorxudan donub qalmaq/остаться замороженной от страха

*pretend – öziñi tülküliyə vurmaq/притворяться

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?

Real / loyal / devoted friend	Fair-weather friend / false 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...

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

we say he/she is...

- a) hard working
- b) helpful
- c) liar
- d) moody
- e) honest
- f) funny
- g) shy
- h) sporty
- i) selfish
- j) lazy

11 IW. Read and think of the moral of the story. Then write your own story or opinions on/about the fable.

One day an ant went to the river to drink. It fell into the water and was **drowning***. A bird was sitting on its nest in the tree. It saw the ant and flew down with a leaf in its mouth. It picked up the ant on the leaf and put it on the ground. The next day a bird catcher came with nets. He tried to catch the bird. The ant saw him and bit him hard on his foot. The bird catcher shouted with pain and ran away.

12 IW. Write a story what the most important things for you are 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...

Lesson 5. What Kind of Person Are You?

Getting ready for the task:

- Is it good to help/respect others? Why and How?
- Is it good to respect others? Why? • How can you be helpful to others?

Key words:

a quality – excellence, superiority, worth, value, distinction
painstaking – hardworking
devoted – faithful

neat – tidy and in order

untidy – not tidy

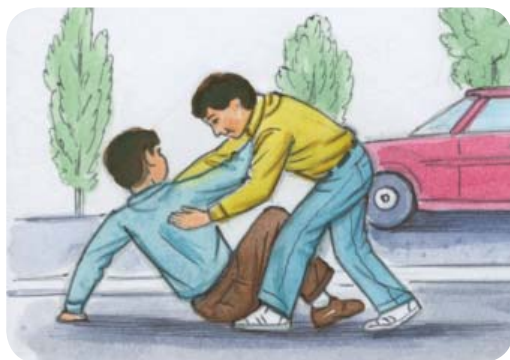
generous – willing to give freely

modest – moderate, timid, mild

an accident – misfortune, happening, breakdown

1 GW. Work in small groups and discuss the following.

- ♦ Agree on some qualities you think are the most important in a friend/friendship.
- ♦ For each quality think of a famous person (*a film star, singer, politician, etc.*) who you think has these qualities.
- ♦ Think about someone you met. What was/is your first impression of him/her?



• **Never be rude!**

• **Respect others!**

• **Try to be honest!**

• **Never fight!**

• **Try to be intelligent!**

• **Never argue!**

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?

Shahin: 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?

Asif: Oh, Asim has told me a lie and ...

3 **GW/PW.** Complete the letters choosing the most appropriate adjectives from the box.

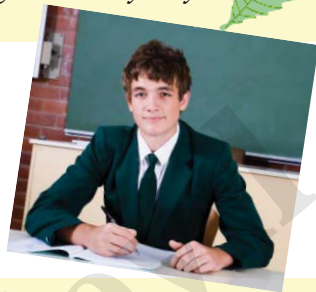
generous, honest, shy, sporty, unfriendly, sincere, friendly

Hi, I am Mark. I am 13. I regularly do exercises to make my arms strong. I can't walk because of a car accident, I go everywhere in a wheelchair. It doesn't stop me from doing the things that boys of my age want to do. I'm good at playing chess and I've been a winner for several times. *I am a ...*



Hello, my name is Zeyneb. I love doing good things. I think it is good helping people. I've visited the old with my friends lately. We danced, sang a lot of national songs and showed performances there. How happy they were! Aristotle said: "We become good people by doing good things". *I always try to be ...*

Hello, my name is Tom. I love sport, computer games, working on the Internet and also telling jokes. I'm very different from other boys. 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 **IW.** Write an essay: "What Kind of Person Am I?"

My portfolio

1 Answer and check ✓

How well can you do these things?

I can ...

• build my own character	very well	OK	a little
• talk about the truth	very well	OK	a little
• express my ideas on characters	very well	OK	a little
• share ideas on real friendship	very well	OK	a little
• write letters on special qualities	very well	OK	a little
• say proverbs and sayings on friendship	very well	OK	a little
• write a short description of my personality	very well	OK	a little
• compare a lie with the truth	very well	OK	a little

2 Group the adjectives in the chart.

dishonest, cruel, friendly, kind, rude, kind-hearted, honest, fun-loving, painstaking, modest, 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. Write a quote: "How to Help Others!" or "How to Respect the Elderly People!"

5 Match the pictures with the facts giving 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

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?
- What can music give people?

Key words:

spiritual – connected with the human

appeal – a formal request to a court of law

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

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** pleasure 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 best types of music are: classical, jazz, pop, rock, rap, folk, opera, as well as electronic music.



**emotional* – ду́щусал, emosional / эмоциональный

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-our national musical instrument. I can play the tar.*

4 GW/PW. Discuss the followings and play a role.

- the kind of music you play
- the name of your favourite band
- who plays what
- the kind of dance you perform
- what has influenced your music
- the records you have made

5 IW/PW. Look and make your own advertisement.

- *City Exhibition Centre*
- *Native Azerbaijani Art and Music!*
- *A Special Exhibition*
- *Open 9.00-18.00*

- *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 Azerbaijani 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 and so on are famous all over the world. The main theme of mugham is usually love for the motherland, nature and mystical love for God.



Lesson 2. Famous Musicians

Getting ready for the task

- Do you know famous musicians? Whom?
- What are these people famous for? • What brought them fame?

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.



- 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.



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.

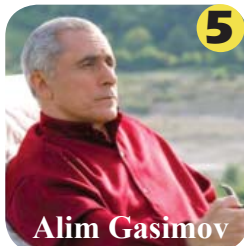


b) ... the great Azerbaijani singer. He sang our national songs in many countries and always **glorified** Azerbaijan. In 1965 ... organized the first Song Theatre. He performed the role of Asker in the operetta "Arshin Mal Alan".



c) ... was the prominent composer of the XX century. He brought mugham into opera and created the **genre** of mugham opera with "Leyli and Majnun"... played a great role in making the art of mugham famous in the world.

d) ... is a great mugham singer. He sings our mughams in different countries and brings a lot of success to our culture. He was awarded the UNESCO music prize in 1999 for his mughams. His music is characterized by his local **improvisation**.



e) ... was an American musician: singer, songwriter, music producer and actor. ... was the most successful entertainer of all times by Guinness World Records. His great music and dances, as well as dance techniques are popular all over the world. His music and fashion has 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.



3 IW. Find the words in bold in task 2 and use them in your own sentences.

4 GW/PW. Complete the grid about the famous musicians. You can add other famous musicians as well.

Famous Musicians	K	W	L
Uzeyir Hajibeyov			
Rashid Behbudov			
Vagif Mustafazadeh			
Patricia Kaas			
Fidan Gasimova			
Alim Gasimov			
Ibrahim Tatlis			

5 PW. Imagine you are a famous person. Think and answer the questions as that famous person:

1. What is your name?
2. Where do you come from?
3. When/Where were you born?
4. What is your hobby/profession?
5. What helped you to become famous?
6. What are you famous for?

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.

7 IW. Decide and write what you can do giving comments.

I can

- write about my favourite pop/rock group or singer
- write about the musical instrument that I play
- think of a song and write its words
- write an interview with a musician/singer/dancer
- make a test/make a questionnaire



8 IW. Write a famous person's short biography. Follow the same steps in Task 5.

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

gracefulness – elegance, delicateness

to differ from – to be unlike

hunting – chasing and killing wild animals/birds as a sport/for food

braveness – courage, bravery

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 nation. These dances **differ from** other dances for their quick temp and optimism. And they also show the **braveness** of our nation.

2 **GW.** Listen to the passages and match them with the pictures.

a) Egyptian music and dance came first. It influenced Greek and Spanish native dances. The Spanish were **artistic**. They created their own dances for entertainment. “Flamenco” is a **genuine*** Spanish art. It is a lively dance.



b) Everybody knows that dance has an important role in the everyday life of African people. African people express their feelings of joy, happiness, sorrow or grief in their dances. Some dances are very dramatic, some show **hunting**. African dances are very energetic.



c) Dance is very important for the Greeks. The Greeks perform dances for entertainment, at weddings or harvest. Dance is very popular in Greece and the Greeks think it is good for health. There is a Greek saying: “Dance is the wedding of movement to music”.



d) Azerbaijani people have folk, old, melodious, attractive, lyrical elegant dances. Such as: *Ay beri bakh*, *Uzun-dara*, *Vagzali*, *Jeyrani*, etc. Azerbaijan national dances show the characteristic features of the Azerbaijani nation.



3 CW. Read the texts again and complete the sentences with the appropriate words from the passages.

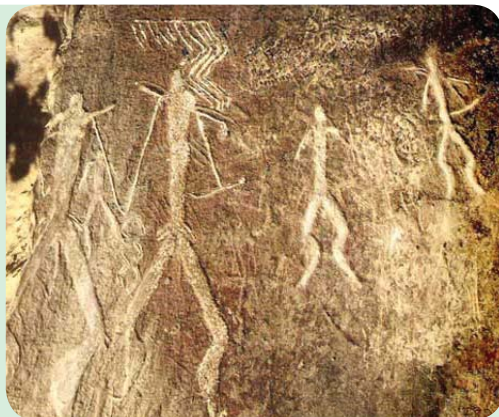
1. Some African dances are very
2. Spanish "Flamenco" is a ... dance.
3. Dance is very ... for Greeks.
4. The Spanish people created their own dances for
5. African people expressed their feelings of ... and



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 *Benovshe 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 PW. Interview your partner as a famous dancer and note his/her answers to the questions below.

1. What's your interest?
2. What music/dances do you like?
3. What are you famous for?
4. Why do like dancing?
5. What is dance for you?
6. What dances can you dance?

6 IW. Fill in the chart with national dances for any country.

Name of the country	Name of the dance	Reasons for the dance
• Azerbaijan	• Vagzali	• Wedding
• Turkey	•	•
• Greece	•	•

7 GW/IW. Project. Search and collect information about Azerbaijani national dances and perform one of them.

*delicate – zərif, incə / тонкий, утонченный

Lesson 4. Eurovision in Azerbaijan

Getting ready for the task:

- What international contests do you know?
- Who can participate in this contests?
- Where do they spend these contests?

Key words:

fame – popularity

grandiose – seeming very impressive

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 Eurovision?
2. When does this contest take place?
3. What is the language of the Eurovision?
4. What is the importance of Erovision?



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. The aim of the Eurovision Contest is to show pop music of different countries. The Eurovision Contest takes place in May every year. All singers sing in English here. Azerbaijan joined this **grandiose*** song contest for the first time in 2008. The song “**Day after Day**” brought a great fame to Azerbaijan. In 2011 Azerbaijani duo Eldar and Nigar participated in Eurovision Song Contest in Dusseldorf, Germany and took the first place. In 2012 Azerbaijan opened its doors to Eurovision. It was the 57th Annual of Eurovision Song Contest. The musicians from 42 countries performed their great shows in newly constructed magnificent Crystall Hall. It was the first performance of the Azerbaijani singers in the history of Eurovision. In 2013 Eurovision took part in Sweden. Farid Mammadov participated in this contest with the song “**Hold me**” and took the second place.

1. The aim of Eurovision is to show different dances.
2. Eldar and Nigar were our winners in Eurovision.
3. All singers sing in Azerbaijani in the contest.
4. English singers were the finalists of Eurovision in 2011.
5. In 2006 Azerbaijan participated in this contest for the first time.

3 **IW.** Put questions to the underlined parts of the sentences looking through the sample.

Sample: Azerbaijan opened its doors to Eurovision in 2012.

- Who/what country opened its doors to Eurovision in 2012?
 - When did Azerbaijan open its doors to Eurovision?
1. Our singer will take part in a music contest.
 2. I have just finished my work.
 3. We have never faced with such a problem.
 4. She performed a brilliant show yesterday.
 5. Khadija likes to listen to folk music.
 6. They have recently performed W.Shakespeare's play.

4 **IW/PW.** Write an interview with our contest winners.

5 **IW/PW.** Project work: Design/Write an invitation to Eurovision Song Contest.

**grandiose* – əzəmətli, möhtəşəm / грандиозный

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 – 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

retain – withdraw to or from a particular place

1 **GW.** Look through the pictures and discuss them answering the questions.



The HAF and the Azerbaijani Ministry of Culture and Tourism organize International Music Festival in a **picturesque** region of Azerbaijan, Gabala every summer. Every summer the grandiose traditional music festival brings together the world's famous musicians and music lovers from around the country. Prominent musicians, world-famous conductors and art groups of Azerbaijan and foreign countries take part here.

2 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.

Agil: What was the most (7)... for you?

Fidan: 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.

Agil: Oh, it's great! Symphony Orchestra, the jazz band and our (11) ... mugham. How (12)... to be there.

3 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



4 IW/GW. Project. Listen to the "Remember" box and prepare a presentation on "Shusha is the Conservatoire of the Caucasus".

REMEMBER!

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).



*stringed instrument – simli musiqi aləti / струнный инструмент

My portfolio

1 Answer and check ✓

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 Eurovision	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 capitalisation.

... 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.

larpopu, setup, nesspyhap, guirat, calsimu, geenertic, lylive, imtantpor, maticdra, cedan, nyfun, ousfam, larpupo, ousmaf, entanci

4 Think and answer the questions.

1. Have you got dancing classes/club in your school?
2. What kind of dances do you learn?
3. Are you a good dancer? Why do you think so?
4. Is it important to dance? Why?
5. What other forms of art do you know?



5 Read and correct the sentences.

1. The Spanish dances are dramatic.
2. "Flamenco" is a popular Greek dance.
3. Nobody loves dances in Africa.
4. "Naz Eleme" and "Alcha Gulu" are African dances.
5. Greek dances express the feelings of joy, happiness and sorrow.



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, happiness, 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 Fill in the gaps with the prepositions where necessary.

1. The Greeks think that dance is good ... health.
2. The Azerbaijani Ministry ... Culture and Tourism organizes International Music Festival ... a picturesque region ... Azerbaijan.
3. The song "Day after Day" brought a great fame ... Azerbaijan ... 2008.
4. Are you good ... dancing?
5. This day is very enjoyable and unforgettable ... children as well.
6. Imagine you are ... the lap ... nature, ... open air concert.
7. The prominent composer U.Hajibeyov brought ... us mugham opera.

9 Project Work. Write a quote: "Our National Music and Dances".

Lesson 1. Talent Contests

Getting ready for the task:

- Do you have any clubs in your school?
- Are you a member of any club?
- What are they?

Key words:

fascinated – attractive, charming
a masterpiece – a work of art such as: painting / film that is excellent
ingenious – a person having a lot of clever new ideas

craft – an activity involving a special skill made by your hands
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 useful for us to take part in this competition.

Bella: Sure, Henry. Why not? You are right. It'll be a good 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
...	composer	...

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 a **masterpiece** of nature has been rightly called “a man for **eternity**”. Leonardo da Vinci was an Italian artist, scientist, an 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, Spice

Steve: What's your opinion of the ... 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

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:

to investigate – carefully examine the facts of a situation

mute – unable to speak

blind – unable to see

to reproduce – restore, reconstruct

a slave – a person who is owned by another person

a band – an orchestra

autistic – unable to communicate

- 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.**



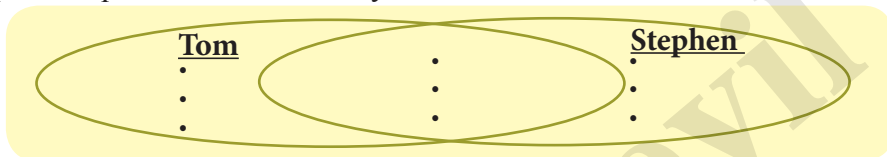
Thomas Wiggins "Blind Tom"

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 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.



B. Stephen Wiltshire was born in 1974 in London. He was mute and at the age of three 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.** Think and answer the questions.

Questions	Tom	Stephen
What was his special ability?		
When/Where was he born?		
What was he?		
What did he produce?		
Where did he perform his concerts?		
Where did he study?		
When did he begin drawing?		
How did he communicate?		
What pictures did he draw?		
How did he call his series of pictures?		
Hod did he become popular?		

**savant* – elm əhli, alim / ученый

5 **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.



6 **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.

7 **IW/PW.** Think logically and build up sentences writing them in suitable columns.

1. to take part in public performance (in 1987)
2. to meet a famous musician (a month ago)
3. to produce the music (this week)
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 win the race many times
9. to live in Italy (for 3 years)
10. to move to a new house
11. to show a special talent (just)
12. to send an e-mail (already)



The Present Perfect	The Past Simple
•Murad has won the car race many times.	•Mehriban's parents went to Germany last year.

8 **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 mobbing?

Key words:

creativity – a process of having the ability to produce smth new

a purpose – aim/goal

a satire – a way of criticizing a person

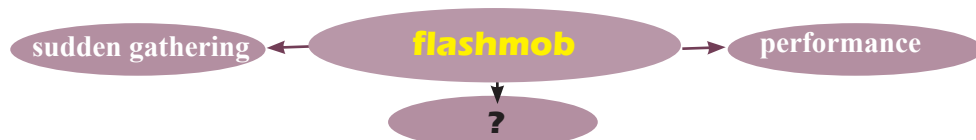
a flasmob – a sudden mass gathering

via – through

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 ... (*Decide: A Talent/Creativity or Waste of Time?*)

- 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 Ali Muradov. He is a talented singer. Ali participated in the song contest 5 days ago. He sang national songs and got the first place. We are proud of Ali.

H

6 D

There is ICC in our school. We visit our ICC and take part in forums, discussions and debates. We also have telemost with other schools every week. There are very capable students in our class.

O

7 C

This is our Anar. He brings certificates and medals to our school every year. He looks healthy, strong and energetic. Anar brought a golden cup to our school last week. Good luck to you, Anar!

O

6 B

Tunar and Nuray are the members of 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!

L

- 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 Advert or 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

to 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 a risky sport?
- Have you ever participated in a risky sport?
- Do you think that the people who are good at risky sports are strong or talented?
- Would you like to participate in a risky sport?
- Why do some people choose risky sports?



2 PW. Read the sample and make up a dialogue on risky sports and games:

1. **Aygun:** Hang gliding is a dangerous sport.

Do you enjoy this sport? What risky sport do you like most?

Asim: _____.

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

High **altitudes** are hard on the human body. 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. Complete the chart according to Task 3.

Sportsmen	What they enjoy	The danger
Tom		
Janne		
Ray		

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 risky sports				
I can write an essay about risky sports				
I can take part in discussions on risky sports				

My portfolio

1 Answer and check ✓

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 risky 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?

Lesson 1. How to Travel?

Getting ready for the task:

- What transport do you like for travelling? • Who do you like to travel with? Why?
- What transport do you prefer? Why?

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 – traveling 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 cursive. Act it out.

Leman: Do you like to go on school *journey*?

Farid: Yes, I do. It is good to go on school *journey* with the classmates. Last year I went on a sixteen day *cruise* with them. I think school journey is a good chance for *traveling*. It is also fun.

Leman: 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.

Leman: Wow! How nice! I'm sure it has been a brilliant *journey* for you. I like *traveling* 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 above.

wow, well, have fun, traveling, 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

**deck games* – göyərtə oyunları / палубные игры

5 PW. Read the passage, correct the wrong variants giving your reasons.

There are no trams in London. The main transport 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

c) is called a staircase

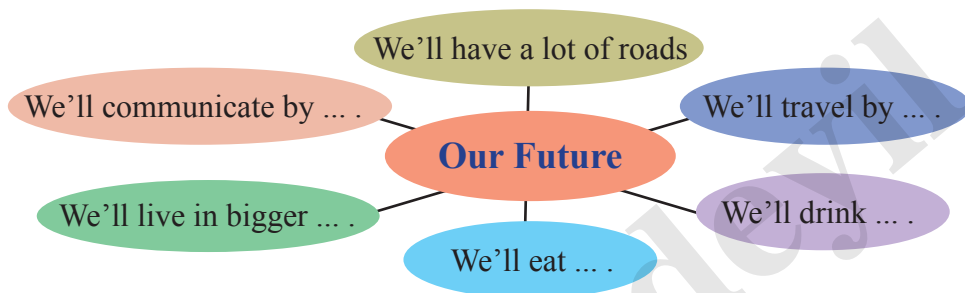
e) looks like a red balloon

b) isn't the main transport

d) is full of advertisements

f) is known by its sign

6 GW. Think of Future Life and tell the class about your ideas for future. 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	Tomorrow's World
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

to cost – value

rail – a wooden or metal bar placed around smth as a barrier on which trains run over

link – associate, connect, tie

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.

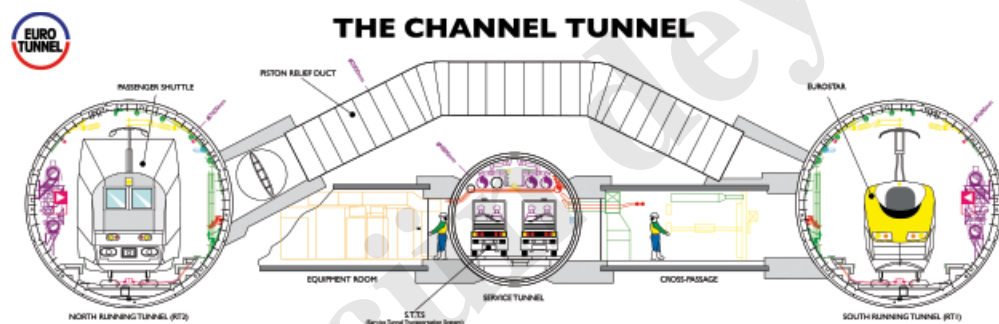
Shahin: Bye-bye! See you again.

Fact File

The Channel Tunnel is one of the world's largest megaprojects. 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.

<p>a) 1802 A French engineer tells Napoleon about his idea. He wants to build a tunnel under the sea and link France and England. Napoleon doesn't like the idea. He wants to fight with England.</p>	<p>b) 1987 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.</p>	<p>f) 1860 A French engineer, Thomas de Gamond and a British engineer, Sir John Hawkshaw make plans for the tunnel.</p>
<p>d) 1980 The project starts again. A private company gives money for it. The project costs ten billion pounds.</p>	<p>g) 1994 The British and the French builders shake hands under the sea. The tunnel is ready.</p>	<p>h) 1975 The government of France and England close the project. They don't have any money for it.</p>
<p>c) 1880 Digging begins. A two – kilometre tunnel is ready, but work stops. The First World War begins.</p>	<p>e) 1960 The British and the French governments start a new tunnel project.</p>	



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>
<p>.</p> <p>.</p> <p>.</p>	<p>.</p> <p>.</p> <p>.</p>

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.

- The ... is faster than the bus, but it is not as fast as the plane.
- The train is more expensive than the ..., but it is not as expensive as the
- The ... is not as cheap as the bus, but it is faster than the
- The ... is not as expensive as the plane, but it is more comfortable than the
- The ... is the cheapest.
- The ... is the most comfortable.

7 IW. Match the halves.

air	nel	jour	ise
tun	ry	vehi	ney
fer	nel	voy	cles
chan	line	cru	age

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 your village/town?

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/smith and take them

a return ticket – a two way ticket/there and back

1 CW. Look and discuss these question

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 It took It will take	me	10 minutes	to go to school
	you		to go to the bus station
	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!

Do You Know?...

How many meters/
kilometers are there
in a mile?

A kilometer is a measure distance.

A kilometer is a thousand metres/meters.

In England a measure distance is a mile.

A mile is 1609 meters/metres.

So there are 1609 meters 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. Eurolines go 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 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 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 with Azal (*Azerbaijan Airlines*). 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 followings, take notes giving your comments.

1. the name of a bus company
2. the name of an airline
3. the cheapest way of travelling
4. the price for a bus ticket
5. the price for a plane ticket
6. the fastest way of travelling
7. the big boat which can carry buses and cars
8. The price for a return ticket with airways.



5 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

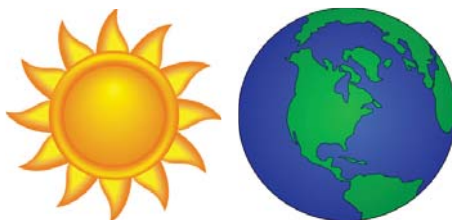
Don't forget to sing this song

If you don't go alone

It will never take too long!

♦ Write your own poem about your favourite season. Use these words and 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:

- Where would you like to visit this summer? Why?
- What things would you like to do in the summer time?

Key words:

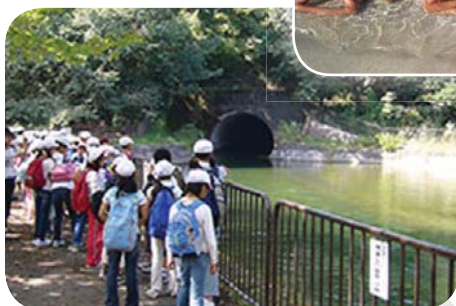
to hide – (hid/ hid/hidden) to put or keep smb/smith in a place where it can't be seen

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;

a visit **to** London;
But: to 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. venna 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. so come and visit istanbul – the city where asia meets europe.

with love, shaig!

**The Sancta Sophia – Ая София / Святая София*

3 PW/GW. Match the halves.

1. The capital of Austria is
2. Vienna is the home of
3. The city's biggest market is
4. Topkapi palace is
5. Vienna is a great place
6. Visit Istanbul where
7. There are 4000 shops
8. The Sancta Sophia and the Blue Mosque



- a) for holidays
- b) 500 years old
- c) classical music
- d) Asia meets Europe
- e) 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.

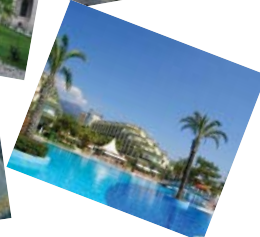
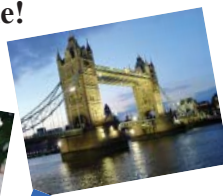
Nature of Gabala! Guba is a real Paradise!

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 and check ✓ 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 megaprojects	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 ride a bike
- to draw pictures
- to tell jokes
- to travel by ship
- to go to picnic
- to play volleyball
- to listen to music
- to sing songs
- to dance
- to walk in the park
- to work in the garden



3 Read Ismayil's story and think of a good ending. 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 a (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 ...

Weather ...

The sea ...

Activities ...

Time ...

Suntan ...

Food ...

Opinion ...

4 Fill in the table with the given activities answering the following questions:

- 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

If I go camping ...	If I go to a big city ...	If I go to the country ...	If I go on an excursion ...
<ul style="list-style-type: none"> • I can ... or • I'll ... • 	<ul style="list-style-type: none"> • I would visit Rome • I can see many places of interest • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • I can ... • •

VOCABULARY

UNIT 1

academic year [ˌækəˈdemɪkjə] (*n*) tədris ili, dərs ili/учебный год
be surrounded with [səˈraund(ɪd)] (*v*) əhatə olunmaq/окружаться, обступать
brilliant [ˈbrɪljənt] 1. (*n*) brilliant/бриллиант 2. (*adj*) parlağan/блестящий,
capacity [kəˈpæsəti] (*n*) tutum/местимость
catalogue [ˈkæt(ə)lɒɡ] (*n*) kataloq/каталог
check out [tʃekaut] (*v*) yoxlamaq/отметиться при уходе с работы
compulsory [kəmˈpʌlsəri] (*adj*) icbari, ~ education icbari təhsil/вынужденный образования
core [kɔː] (*n*) əsas, özək/глубинная, внутренняя, сокровенная часть
curriculum [kəˈrɪkjələm] (*n*) tədris planı/курс обучения, учебный план
digital [ˈdɪdʒɪt(ə)l] (*adj*) rəqəmsal/пальце-образный, цифровой, числовой
electronic [ˌelekˈtrɒnɪk], [ɪˌlek-] elektron/электронный
electronic equipment – (*n*) electron avadanlıqlar/электронное оборудование
exchange programs [ɪksˈtʃeɪndʒˈprəʊɡræm] (*n*) mübadilə proqramları/программы обмена
fair [feə] (*adj*) 1. ədalətli/честный, справедливый 2. (*n*) yarmarka/ярмарка
first-grade [fɜːst greɪd] birinci sinif/первоклассник
government [ˈɡʌv(ə)nəmənt] (*n*) dövlət, hökumət/правительство
host [haʊst] (*n*) ev sahibi/хозяин
household [ˈhaʊshəʊld] (*n*) ev təsərrüfatı/семейство, домашнее хозяйство
include [ɪnˈkluːd] (*v*) daxil etmək/вводить
independently [ˌɪndɪˈpendəntli] (*adv*) müstəqil/самостоятельно
innovative [ɪˈnəʊveɪtɪv] (*adj*) yeni fikirli, qabaqcıl/новаторский, передовой
name after [neɪm ˈɑːftə] (*v*) adına olmaq, adına verilmək/быть на его имени
pair [peə] (*n*) cüt/пара, парный предмет
pair of scissors – (*n*) qaуçı/ножницы
pass a law [pɑːs lɔː] (*v*) qanun qəbul etmək/принять закон
provide (with) [prəˈvaɪd] (*v*) təmin etmək/снабжать, доставлять, обеспечить
scholarship [ˈskɒləʃɪp] (*n*) təqaüd/стипендия, учёность
scientific scholarship – elmi təqaüd/научные знания
support [səˈpɔːt] (*n*) dəstək vermək/поддержать
take turns (of two or more people) [teɪk tɜːnz] (*v*) növbələşmək/обмениваться
youth [juːθ] (*n*) gənclik/юность

UNIT 2

abroad [əˈbrɔːd] xaric, xaricdə/за границей, за границу
access [ˈækses] (*n*) giriş/доступ
attract [əˈtrækt] (*v*) cəlb etmək/привлекать
chat [tʃæt] (*v*) danışmaq, söhbətləşmək/болтать, беседовать, вести чат
communicate [kəmjuːnɪkeɪt] (*v*) əlaqə, ünsiyyət yaratmaq/говорить, сообщать

complicated [ˈkɒmplikeɪtɪd] (*adj*) mürəkkəb, qarışıq/запутанный, усложнённый
depend on [dɪˈpend ɒn] (*v*) asılı olmaq/зависеть от
direction [dɪˈrekʃ(ə)n], [daɪ-] (*n*) istiqamət/направление
distance [ˈdɪstəns] (*n*) məsafə/расстояние, дистанция
experience [ɪkˈspɪəriəns], [ek-] (*n*) təcrübə, опыт
foreigner [ˈfɔːrɪnə] (*n*) əsnəbi/иностранец
forum [ˈfɔːrəm] (*n*) forum, diskusiya/форум, свободная дискуссия
get onto a horse – ata minmək/сесть на лошадь
gigantic [ˌdʒaɪˈɡæntɪk] (*adj*) böyük, nəhəng/большой, гигантский, громадный
global [ˈɡləʊb(ə)l] (*adj*) qlobal, dünyəvi/всемирный, мировой
headache [ˈhedeɪk] (*n*) baş ağrısı/головная боль
inside [ɪnˈsaɪd] (*prep*) daxilində/внутри
lyrics [ˈlɪrɪks] (*n*) lirik mahnının sözləri/слова песни
nowadays [ˈnaʊədeɪz] (*adv*) bu günlərdə, hazırda/в наши дни, теперь
onto [ˈɒntə] üstündə/на, в
produce [prəˈdjuːs] (*v*) istehsal etmək/производить, выпускать
reason [ˈriːz(ə)n] (*n*) səbəb/причина
roar [rɔː] (*v*) nəğə çəkmək, qışqırmaq, реветь, орать, рычать
run away (from) [rʌn əˈweɪ] (*v*) qaçmaq/бежать, убегать, избегать
fit [fɪt] (*v*) uyğun olmaq, yaraşmaq/прилаживаться, подгонка (об одежде)
safe [seɪf] (*adj*) sağlam, sağ, təhlükəsiz/безопасный, надежный
search [sɜːʃ] (*v*) axtarmaq/вести поиски, исследовать
signal [ˈsɪgnəl] 1. (*n*) signal, işarə/знак, сигнал 2. (*n*) signal vermək/предупреждать
success [səkˈses] (*n*) uğur, nailiyyət/удача, успех, достижение
super-chatter [ˈʃætə] çoxdanışan, xəbərgçi/болтун
waste of time [ˈweɪst ɒf taɪm] vaxtını boş keçirmə, пустая/бесполезная трата времени
watermelon [ˈwɔːtəˌmelən] (*n*) qarpız/арбуз

UNIT 3

administrative [ədˈmɪnɪstrətɪv] (*adj*) inzibati/административный, хозяйственный
attract [əˈtrækt] (*v*) cəlb etmək/привлекать, завоевывать
be rich in [rɪʃ ɪn] (*v*) zəngin olmaq/быть богатым, состоятельным
beautiful landscape – gözəl peyzaj/красивый пейзаж
beverage [ˈbevərɪdʒ] (*n*) içki/напиток
border [ˈbɔːdə] (*n*) sərhəd/граница
carpet [ˈkɑːpɪt] (*n*) xalça/ковёр
casual [ˈkæʒuəl] *adj* gündəlik, təsadüfi/случайный, бессистемный
chestnuts [ˈʃesnʌt] (*n*) şabalıd/каштан
commercial centre [kəˈmɜːʃ(ə)l sentə] ticarət mərkəzi/коммерческий центр
cosmopolitan [ˌkɒzməˈpɒlɪt(ə)n] (*adj*) kosmopolit/космополит
crop [krɒp] (*n*) məhsul/урожай, жатва, посев
extreme [ɪksˈtriːm], [ek-] çıxılmaz vəziyyət/чрезвычайный случай

fashionable [ˈfæʃ(ə)nəbl] (*adj*) dəbli, dəblə gedən/модный, стильный
flavour [ˈfleɪvə] (*n*) dad, aromat/аромат, вкус, ароматизатор
grow tea [grəʊ ti:] (*v*) çay becərmək/выращивать чай
harvest [ˈhɑ:vɪst] (*v*) yığmaq/жать, собирать урожай, rich harvest
hazelnut [ˈheɪz(ə)l nʌt] (*n*) findıq/фундук, лесной орех
heavy crop – bol məhsul/богатый урожай
hectic [ˈhektɪk] (*adj*) narahat/беспокойный
home owner [ˈhoum, ounə] (*n*) ev sahibi/домовладелец
hospitality [ˌhɒspɪˈtæləti] (*n*) qonaqpərvərlik/гостеприимство
intense [ɪnˈtens] (*adj*) gərgin/крепкий, сильный, глубокий, значительный
landscape [ˈlæn(d)skeɪp] (*n*) landşaft/ландшафт, пейзаж
mend [mend] (*v*) düzəltmək/чинить, ремонтировать
mop [mɒp] 1. lif, süpürgə/скирда, стог 2. сеновал, собирать в скирды
mow [maʊ] (*v*) ot biçmək/косить, жать, строить рожи, гримасничать
pastries [ˈpeɪstrɪz] (*n*) peçenye/выпечка, мучные кондитерские изделия
pasture [ˈpɑ:sʃə] (*n*) otlaq/выгон
pearl [ˈpɜ:l] (*n*) mirvari, sədəf/жемчуг
peel [ˈpi:l] (*v*) soymaq, qabığıni soymaq/ чистить, очистить корку
pomegranate [ˈpɒmɪ, grænɪt] (*n*) nar/гранат
rug [rʌg] (*n*) xalça, palaz/ковёр, коврик
skyscraper [ˈskaɪ, skreɪpə] (*n*) göydələn/небоскрёб, многоэтажный дом
sleepy [ˈsli:pi] (*n*) yuxulu/сонный, засыпающий
tea plantation [ti: plænˈteɪʃ(ə)n] (*n*) çay plantasiyası/плантация чая
trim [trɪm] (*v*) 1. səliqəyə salmaq/приводить в порядок 2. kəsmək/одстригать
wall-nut [nʌt] (*n*) qoz/orex
witness [ˈwɪtnəs] (*n*) 1. şahid/свидетель 2. sübut/доказательство

UNIT 4

accept [əkˈsept] (*v*) qəbul etmək/принимать, соглашаться
admire [ədˈmaɪə] (*v*) heyran olmaq/любоваться, рассматривать с восхищением, восторгаться
be at odds [ɒdz] (*v*) küsülü olmaq/быть не в ладах
be honoured [ˈɒnə] (*v*) şərəflənmək/быть почётным, иметь слава/честь
belong (to) [bɪˈlɒŋ] (*v*) məxsus olmaq, üzvü olmaq/принадлежать кому то
boomerang [ˈbu:məɾæŋ] (*n*) bumeranq/бумеранг
carnival [ˈkɑ:nɪvəl] (*n*) karnaval, festival, fiesta, gala/праздник, празднование, карнавал
crown [kraʊn] (*n*) tac/венчик, корона
desire [dɪˈzaɪə] (*v*) arzusunda olmaq, arzulamaq/жаждать, мечтать
drum [drʌm] (*n*) nağara, baraban/барабан
encourage [ɪnˈklʌɪdʒ] (*v*) ruhlandırmaq/ободрять, поощрять, поддерживать

fir tree [ˈfɜː ˈtrɪː] (n) şam ağacı, həmişəyaşıl/ёлка, сосна
hang [hæŋ] (v) asılmaq/вешать, развешивать, подвешивать
huge [hjuːdʒ] (adj) böyük, nəhəng/большой, гигантский, громадный, огромный
ideal [aɪˈdiəl] (adj) ideal/идеал, идеальный, совершенный
impatiently [ɪmˈpeɪʃəntli] (adj) səbirsizliklə/с нетерпением
memorable [ˈmem(ə)rəbl] (adj) unudulmaz/незабываемый
occasion [əˈkeɪʒ(ə)n] (n) imkan, şans/возможность, случай, шанс
ornament [ˈɔːnəmənt] (n) bəzək, ornament/украшение, орнамент, аксессуар
pinch [pɪnʃ] (n) bir çimdik/щипок, щепотка
reconcile [ˈrek(ə)nsaɪl] (v) barışdırmaq/мирить, помирить, примирить
refuse [rɪˈfjuːz] (v) rədd etmək/отвергать, отказываться
rescuer [ˈreskjuːə] (n) xilasedici/спаситель, спасатель
survive [səˈvaɪv] (v) sağ qalmaq/выдержать, пережить, перенести
unforgettable [ˌʌnfəˈgetəbl] (adj) unudulmaz/незабываемый, памятный
unfulfilled [ˌʌnfulˈfild] (adj) yerinə yetirilməmiş/невыполненный
waltz [wɒl(t)s] 1. (v) vals oynamaq/танцевать вальс 2. (n) vals/вальс
wedding [ˈwedɪŋ] (n) toy/свадьба, венчание, бракосочетание

UNIT 5

aloud [əˈlaʊd] ucadan, bərkdən/во весь голос, громко, сильно
artificial [ˌɑːtrɪˈfɪʃəl] (adj) süni/искусственный, неестественный
bay [beɪ] (n) körfəz/бухта, залив
challenge [ˈʃælɪndʒ] (n) çağırış, iddia/вызов
come down [kʌm daʊn] (v) aşağı düşmək/уменьшаться, снижаться
crystal [ˈkrɪst(ə)l] (adj) büllür kimi şəffaf/кристальный, прозрачный
cycle [ˈsaɪkl] (n) dairə, dövrə/цикл
damage [ˈdæmɪdʒ] (n) zədə, ziyan/вред, повреждение, ущерб
deadly [ˈdedli] (adj) ölümcül/смертельный, убийственный
deadly virus – ölümcül virus/смертельно опасный вирус
drop [drɒp] (v) damcılamaq, капать, стекать/проливать каплями
eve [iːv] əgəfə/канун, преддверие
explore [ɪkˈsplɔː] (v) kəşf etmək, исследовать, изучать
face [feɪs] (v) üzləşmək/стоять лицом к лицу, встречаться
fall down [fɔːl daʊn] (v) yıxılmaq/падать
flash [flæʃ] (n) parıltı/вспышка, сверкание
fluffy [ˈflʌfi] (adj) yumşaq tüklü/пушистый, мягкий как пух
funnel [ˈfʌnəl] (n) baca/дымовая труба, дымоход, воронка, литник
geyser [gaɪzə] (n) qeyzer/гейзер
glitter [ˈglɪtə] (v) parlammaq, блестеть, сверкать, блистать
go up [gəʊ] (v) getmək/идти, ехать, переходить
grab [græb] (v) ələ keçirmək, схватывать, схватить

hail [heɪl] 1. (n) dolu, град, поток 2. (v) dolu yağmaq, сыпаться градом
incredible [ɪnˈkredɪbl] (adj) ağlasılmaz, inanılmaz, невероятный,
jewel [ˈdʒu:əl] (n) ləl-cəvahirat, драгоценный камень, ювелирное изделие
lagoon [ləˈgu:n] (n) laqun, çəllək, su bəki/лагуна, отстойник
legend [ˈledʒənd] (n) əfsanə/легенда
lightning [laɪtnɪŋ] (n) şimşək/молния
overcome [ˌəʊvəˈkʌm] (v) qalib gəlmək, öhdəsindən gəlmək/победить, преодолеть
overcome obstacles – maneənin öhtəsindən gəlmək/преодолеть препятствия
patch [pætʃ] (n) yamaq/пятно, участок
pipe [paɪp] (n) boru/трубка, труба, трубопровод
pull away – (v) qorarmaq/оторваться, рвануть
shake [ʃeɪk] (v) silkələmək, silkələnmək/трясти качать
source [sɔ:s] (n) mənbə/исток, источник
sparkle [ˈspɑ:kl] (v) parlammaq/блестеть, сверкать
spring up – (v) meydana gəlmək, əmələ gəlmək/неожиданно появиться, возникнуть
spring [sprɪŋ] 1. (n) yaz/весна 2. (n) bulaq/источник 3. (v) sıçramaq/прыгать
suffer from [ˈsʌfə] (v) narahat olmaq, əziyyət çəkmək/страдать
suffer from insomnia – uxusuzluqdan əziyyət çəkmək/мучиться бессонницей
thunderstorm [ˈθʌndəstɔ:m] (n) ildırım/гроза
to light [laɪt] (v) işıqlandırmaq/зажечь, освещать
turquoise [ˈtɜ:kwɔɪz, kwɑ:z] (n) 1. firuzə/бирюза 2. firuzəyi/бирюзовый цвет
twinkle [ˈtwɪŋkl] (v) göz vurmaq/мигать, подмигивать
violent [ˈvaɪəl(ə)nt] (adj) 1. güclü, сильный, интенсивный, 2. zorakı/жесткий, ожесточённый
warning [ˈwɔ:niŋ] (n) xəbərdarlıq/предупреждение, предостережение
yell [jel] (v) qulaqbatıran səslə qışqırmaq/кричать пронзительно вопить

UNIT 6

baby-bird [ˈbeɪbɪ] (n) quş balası/детёныш, птенец, птенчик
bark [bɑ:k] (n) hürmək/лаять
be dead [ded] ölü/мёртвый, умерший
bear [beə] (v) 1. doğulmaq/рождаться. 2. dözmək/выдерживать, терпеть
blossom [ˈblɒsəm] (v) çiçəkləmək/расцветать
bud [bʌd] 1. (n) qönçə/бутон, почка 2. (v) tumurcuqlamaq/расцветать
bunch of flowers [bʌnʃ əv flauəz] (v) gül buketi/букет цветов
bushy [ˈbuʃi] (adj) 1. kolla örtülmüş/покрытый кустарником 2. sıx/густой
chirp [tʃɜ:p] (v) cıvıldaşmaq/чирикать
daisy [ˈdeɪzi] (n) qızçıcağı/маргаритка
destroy [diˈstrɔɪ] (v) dağıtmaq/разрушать, сносить
drought [draut] (n) quraqlıq/засуха
endemic [enˈdemɪk] (adj) endemik/эндемический, свойственный
flood [flʌd] (n) daşqın, sel/наводнение, потоп разлив

fly away [flaɪ] (v) uçub getmək/летать, пролетать
harmony [ˈhɑ:məni] (n) ahəng, harmoniya/гармония, созвучие
healing [ˈhi:lɪŋ] (n) sağalma/исцеление, излечение
human [hju:mən] (n) insan/человек, людской
hunt [hʌnt] (v) ovlamaq/охотиться, ловить
hurricane [ˈhʌrɪkən] (n) tufan/ураган, тропический циклон
motto [ˈm ɔtu] (n) şüar, deviz/лозунг, слоган
overloaded [əʊv(ə)ˈləʊd] (n) dolu/перегруженный
pick up [pɪk] (v) yığmaq, toplamaq/поднимать, подбирать, забирать
pond [pɒnd] (n) gölməçə/пруд, маленькое озеро, искусственный водоём
remain [rɪˈmeɪn] (v) qalmaq/оставаться
ripe [raɪp] (adj) yetişmiş/зрелый, созревший, спелый
seed [si:d] (n) toxum, семечко, семена
smell [smel] (n) 1. iy, qoxu/запах, аромат. 2. (v) iyləmək, qoxlamaq/нюхать
strive [straɪv] (v) can atmaq/стараться, стремиться, прилагать усилия
strive after /towards happiness – xoşbəxtliyə can atmaq/стремиться к счастью
strive for success – (v) uğura can atmaq, стремиться к успеху
strive for victory – (v) qələbəyə can atmaq, стремиться к победе
survive [s ə:ˈvaɪv] (v) sağ qalmaq, выживать, пережить
take pride [ˈteɪk praɪd] (v) fəxr etmək, гордятся
taste [teɪst] 1. (n) dad/вкус 2. (v) dadına baxmaq/пробовать
thorn [θɔ:n] (n) tikan/колючка, шип, колючее растение
tiny [ˈtaɪni] (adj) balaca/очень маленький, крошечный
tsunami [tsuˈna:mi] sunami/цунами
worthwhile [wɜ:θˈwaɪl] (adj) qiymətli/стоящий, дающий результат
wrap [ræp] (v) sarımaq/окутывать, завернуть, завертывать

UNIT 7

accident [ˈæksɪd(ə)nt] bədbəxt hadisə/несчастный случай, катастрофа
amuse [əˈmju:z] (v) əyləndirmək/развлекать
attack [əˈtæk] (v) hücum etmək/атаковать, нападать, штурмовать
be upset [ʌpˈset] (v) məyus olmaq/быть расстроенным, разочаровываться
build a character [ˈbɪld ə ˈkærɪktə] (v) xarakter formalaşdırmaq/ формировать характер
bury [ˈberi] (v) basdırmaq/похоронить
chase [tʃeɪs] (v) izləmək/гнаться, преследовать, преследовать
concentrate [ˈkɒnsəntreɪt] (v) fikrini bir yerə yönəltmək/концентрироваться, сосредоточиваться
devoted [dɪˈvəʊtɪd] (adj) sədiq/преданный, верный
diamond [daɪəmənd] (n) brilyant/алмаз, бриллиант
diary [ˈdaɪəri] (n) gündəlik/дневник, ежедневник
escape [ɪsˈkeɪp], [es-] (v) qaçıb canını qurtarmaq/бежать, вырваться

exhausted [ɪg'zɔ:stɪd] (v) əldən düşmüş, tükənmiş/истощённый, измученный
faithful ['feɪθf(ə)l], [-ful] (adj) 1. sadıq/верный 2. vicdanlı/добросовестный
freeze in fear ['fri:z in fiə] (v) qorxudan donmaq/замерзать от страха
generous [dʒen(ə)rəs] (adj) səxavətli, ürəyiəciq/великодушный, благородный,
habit ['hæbɪt] (n) vərdiş/привычка
honesty ['ɒnɪstɪ] (n) düzgünlük/честность
let down [let daʊn] (v) pis vəziyyətdə qoymaq/подводить
liar ['laɪə] (n) yalançı/лгун
mean [mi:n] (v) nəzərdə tutmaq/думать, подразумевать
modest ['mɒdɪst] (adj) sadə, səbirli, utancaq/скромный, сдержанный, умеренный
neat [ni:t] (adj) səliqəli/чёткий, изящный, аккуратный
necklace ['nekləs] boyunbağı/ожерелье
painstaking ['peɪnz, teɪkɪŋ] (adj) zəhmətkeş/старательный, усердный
path [pɑ:θ] (n) cığır, yol/тропинка, тропа, дорожка
policy ['pɒləsi] (n) siyasət/политика, линия поведения, курс, стратегия
pretend [pri'tend] (v) özünü o yerə qoymaq, tülkülüyə qoymaq/притворяться,
quality ['kwɒləti] (n) keyfiyyət/качество
safety ['seɪftɪ] (n) təhlükəsizlik/безопасность
shepherd [ʃepəd] 1. çoban/пастух 2. çoban iti/овчарка
shout [ʃaut] (v) 1. qışqırmaq, кричать 2. çağırış, haray, qışqıq, возглас, крик
sniff [snɪf] (v) fisildama, iyləmə/вдох через нос, втягивание носом, фырканье
snout [snaʊt] (n) hortum/хобот слона
spill [spɪl] (v) tökülmək, tökmək/проливать, разливать, проливаться
stay with [steɪ wið] (v) qalmaq/оставаться
timid ['tɪmɪd] (adj) cəsarətsiz, utancaq/робкий, застенчивый
trait [treɪt] (n) xüsusiyyət/характерная черта, особенность характера
traveller ['trævələ] (n) səyahətçi/путешественник
treasure ['trezə] (n) xəzinə, dəfinə/сокровище
untidy [ʌn'taɪdɪ] (adj) səliqəsiz, neakkuaratny
vineyard ['vɪnjəd] (n) meynəlik, üzümbağı/виноградник
whisper ['wɪspə] (v) pıçıltı ilə danışmaq/говорить шёпотом

UNIT 8

accompaniment [ə'kʌmp(ə)nɪmənt] (n) müşayiət/сопровождение
aesthetics [i:s'θetɪks] (n) estetika/эстетика
annual [ænjuəl] illik, годовой
appeal [ə'pi:l] (n) 1. müraciət/призыв, обращение 2. yalvarma, yalvarış/просьба, мольба
artistic [ɑ:'tɪstɪk] (n) bədii/художественный
bandstand ['bændstænd] (n) orkestr, estrada/эстрада для оркестра
braveness [breɪvnəs] (n) şücaət/смелость
conductor [kən'dʌktə] (n) dirijor/дирижер
contest ['kɒntest] (n) müsabiqə/конкурс

courage [ˈkʌrɪdʒ] (*n*) cəsərət/смелость, мужество
decade [dekeɪd] (*n*) onillik/десятилетие
differ (from) [ˈdɪfə] (*v*) fərqlənmək, fərqləndirmək/отличаться от
emotional [ɪˈməʊʃ(ə)n(ə)l] (*adj*) emosional, эмоциональный
emphasize [emfəsaɪz] (*v*) vurğulamaq/подчеркнуть
enrich [ɪnˈrɪʃ], [en-] (*v*) zənginləşdirmək/обогащать, улучшать
ethical [ˈeθɪk(ə)l] (*adj*) etik/этический, этический, соблюдающий требования морали
fame [feɪm] (*n*) şöhrət/слава
genre [ʒɑːnrə] (*n*) janr/жанр
glorify [ˈglɔːrɪfaɪ] (*v*) tərənnüm etmək, прославлять
gracefulness [ˈɡreɪsf(ə)lnɪs] (*n*) qəşənglik/грациозность
grandiose [ˈɡrændiəs] (*adj*) möhtəşəm/грандиозный
hold [həʊld] (*v*) keçirmək/провести
hunting [ˈhʌntɪŋ] (*n*) ovçuluq/охота
improvisation [ˈɪmprəvaɪˈzeɪʃ(ə)n] (*n*) improvizasiya/импровизация
maintain [meɪnˈteɪn] (*v*) saxlamaq/содержать, поддерживать
mankind [mænˈkaɪnd] (*n*) bəşəriyyət/человечество
mental [ˈment(ə)l] (*adj*) zehni, əqli, ağıllı/интеллектуальный, умственный
picturesque [ˈpɪktʃ(ə)ˈresk] (*adj*) mənzərəli, səfalı/живописный
retire [rɪˈtaɪə] (*v*) təqaüdə çıxmaq/уходить в отставку, увольняться
spiritual [ˈspɪrɪtʃuəl], [-tʃuəl] (*adj*) daxili, hissi/духовный
stringed [ˈstrɪŋd] (*adj*) simli/струнный

UNIT 9

achievement [əˈtʃiːvmənt] (*n*) nailiyyət/dостижение
altitudes [æltɪt(j)uːd] (*n*) hündürlük/высота над уровнем моря
autistic – (*adj*) autizmə tutulmuş/утистический, аутистичный
band [bænd] (*n*) qrup, orkestr/оркестр
bend [bend] (*n*) əyilmə/изгибы
blind [blaɪnd] (*adj*) kor/слепой
craft [kraːft] (*n*) peşə/ремесло
creativity [kriːeiˈtvɪti] (*n*) yaradıcılıq/креативность
dehydration [diːˈhaɪˈdreɪʃ(ə)n] (*n*) susuzlaşdırma/обезвоживание
eternity [ɪˈtɜːnəti] (*n*) əbədiyyət/вечность
extremely [ɪksˈtriːmlɪ] (*adj*) son dərəcə/чрезвычайно
fascinated [ˈfæsɪneɪtɪd] (*adj*) cazibədar, очаровательный
flashmob [ˈflæʃmɒb] (*n*) flashmob, флешмоб
glider [ˈɡlaɪdə] (*n*) qlayder/планер
glittering [ˈɡlɪtərɪŋ] (*adj*) pırıldayan/сияющий, сверкающий
hang gliding – delta planda uçuşlar/дельта планеризм
ingenious [ɪnˈdʒiːniəs] (*adj*) usta, dahi/гениальный
injured [ˈɪndʒəd] (*adv*) zədələnmiş/пострадавший

investigate [in'vestigeɪt] (v) araşdırmaq/исследовать
landmark ['ləndmɑ:k] mühüm, əlamətdar/ориентир
masterpiece ['mɑ:stəpi:s] (n) şedevr/шедевр
mute [mju:t] (adj) lal/немой
overcoming [əuvə'kʌmɪŋ] (v) aradan qaldırılma, qalib gəlmə/преодоление
purpose ['pɜ:pəs] (n) məqsəd/цель
satire ['sætəɪə] (n) satira/сатира
slave [sleɪv] (n) qul/раб
social media – (n) ictimai media/социальное медиа
tiredness ['taɪədnəs] (n) yorğunluq/усталость
via [vaɪə] vasitəsilə/с помощью

UNIT 10

advantage [əd'vɑ:ntɪdʒ] (n) fayda, üstünlük/преимущество
airline ['eəlaɪn] (n) hava yolu/авиакомпания
at the top [tɒp] zirvəsində/на самом вершине
bump into ['bʌmp 'ɪnto] (v) toqquşmaq/врезаться в
carry [kæri] (v) 1. daşımaq, aparmaq/нести 2. həyata keçirmək/осуществлять
cost [kɒst] (n) dəyər/стоимость
cruise [kru:z] (n) kruiz/круиз
deck games [dek geɪmz] (n) göyərtə oyunları/палубные игры
dig [dɪg] (v) qazmaq/копать
ferry [feri] (n) bəgə/паром
glamorous ['glæm(ə)rəs] (adj) gözəl, cəlbədicə/обаятельный, чарующий
hidden ['hɪd(ə)n] (adj) gizli/скрытый
journey ['dʒɜ:nɪ] (n) səfər, səyahət/путешествие
link [lɪŋk] (n) keçid, əlaqə yaratma/подключения
on the bank [bæŋk] sahilində/на берегу
return ticket [rɪ'tɜ:n'tɪktɪt] iki tərəfli biletdə/двух старонный билет
ride a bike ['raɪd ə 'baɪk] (v) velosiped sürmək/ездить на велосипеде
tunnel ['tʌn(ə)l] (n) tunel/туннель
vehicles ['vi:əklz] (n) nəqliyyat vasitələri/транспортные средства

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IRREGULAR VERBS

Infinitive	Past Simple	Past Participle	Translation
be ['bi:]	was, were [wɒz], [wɜ:]	been [bi:n]	olmaq/быть, являться
beat [bi:t]	beat [bi:t]	beaten ['bi:tn]	vurmaq, döymək/бить, ударить
become [bɪ 'kʌm]	became [bɪ 'keɪm]	become [bɪ 'kʌm]	olmaq, çevrilmək/становиться
begin [bɪ 'gɪn]	began [bɪ 'gæn]	begun [bɪ 'gʌn]	başlamaq/начинать
blow [blou]	blew [blu:]	blown [bloun]	əsmək, üfürmək/дуть, выдыхать
break [breɪk]	broke [brɒk]	broken ['brɒk(ə)n]	sındırmaq/ломать, разбивать
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	gətirmək/приносить, привозить, доставлять
build [bɪld]	built [bɪlt]	built [bɪlt]	tikmək/строить
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]	almaq/покупать
catch [kæʃ]	caught [kɔ:t]	caught [kɔ:t]	tutmaq/ловить, поймать, схватить
choose [tʃu:z]	chose [tʃəuz]	chosen [tʃəuz(ə)n]	seçmək/выбирать, избирать
come [kʌm]	came[keɪm]	come [kʌm]	gəlmək/приходить
cost [kɒst]	cost [kɒst]	cost [kɒst]	dəyəri olmaq/стоить, обходиться
cut [kʌt]	cut [kʌt]	cut [kʌt]	kəsmək/резать, разрезать
do [du:]	did [dɪd]	done [dʌn]	etmək/делать, выполнять
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	şəkil çəkmək/рисовать
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	içmək/пить
drive [draɪv]	drove [drouv]	driven ['drɪvən]	sürmək/ездить, подвозить
eat [i:t]	ate [et, et]	eaten ['i:tn]	yemək/есть, поедать
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lən]	düşmək, uxiqlmaq/падать
feel [fi:l]	felt [felt]	felt [felt]	hiss etmək, duymaq/чувствовать, ощущать
fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]	vuruşmaq, mübarizə aparmaq/воевать
find [faɪnd]	found [faʊnd]	found [faʊnd]	tapmaq/находить, обнаруживать
fly [flaɪ]	flew [flu:]	flown [floun]	uçmaq/летать
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒtn]	unutmaq/забывать о (чём-либо)
get [get]	got [gɒt]	got [gɒt]	əldə etmək/получать, добираться
give [gɪv]	gave [geɪv]	given ['gɪv(ə)n]	vermək/дать, подать
go [gou]	went [went]	gone [gɒn]	getmək/идти
grow [grou]	grew [gru:]	grown [groun]	yetişmək, yetişdirmək/расти, вырастить
have [hæv]	had [hæd]	had [hæd]	malik olmaq/иметь, обладать
hear [hɪə]	heard [hɜ:d]	heard [hɜ:d]	eşitmək/слышать, услышать
hold [hould]	held [held]	held [held]	tutub saxlamaq/держать, удерживать
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	incitmək, zədələmək/причинять боль, ушибить
keep [ki:p]	kept [kept]	kept [kept]	saxlamaq/хранить, сохранять
know [nou]	knew [nju:]	known [noun]	bilmək/знать, иметь представление
lead [li:d]	led [led]	led [led]	aparmaq, rəhbərlik etmək/руководить
leave [li:v]	left [left]	left [left]	tərk etmək, çıxıb getmək/покидать, оставлять

Grammar

GRAMMAR FOCUS

Verb+ ing	Verb+ to/ing	Verb+ to
enjoy	start	want
stop	begin	need
finish	like	forget
suggest	love	decide
mind	prefer	learn

Sample: Mehri suggested going to the park. (not suggested **to go**)

GRAMMAR FOCUS

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~~)

GRAMMAR FOCUS

And	But	Because
I went to the party and saw my friends.	I went to the party but I didn't see my friends there.	I couldn't go to the party because I was busy.

GRAMMAR FOCUS

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).

GRAMMAR FOCUS

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 Haydar 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

GRAMMAR FOCUS

Link verbs + adjective

feel happy
 sweet
smell > good
 relaxed
taste > sad

I feel happy
It tastes sweet

GRAMMAR FOCUS

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

GRAMMAR FOCUS

Relative Pronouns

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.

GRAMMAR FOCUS

The Past Continuous

Positive	I/He/she/It-was > +V+ing We/you/they-were >
Negative	I/He/She/It - wasn't > +V+ing We/You/They - Weren't >
Questions	Were > +V+ing Was >
Wh/questions	Where/What was/were +V+ing
Time adverbs	at one o'clock yesterday/at that time yesterday/when you came/while ...

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