



Xarici dildə ünsiyyət





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Giriş

Xarici dildə ünsiyyət modulu əsasən tələbələrdə gündəlik ünsiyyət zamanı lazım olan sözlərdən sərbəst şəkildə istifadə etməyi, özünü aydın ifadə etməyi, eləcə də müxtəlif sahələrə uyğun terminologiyaları və ümumi anlayışları bilib ünsiyyət zamanı tətbiq etməyi özündə cəmləşdirir. Modulun adı xarici dildə ünsiyyət olaraq qeyd edildiyindən əsasən müasir dövrümüzdə məişətdə hər kəs tərəfindən anlaşılan mövzular seçilmiş və modulda öz əksini tapmışdır. Burada məqsəd yuxarıda qeyd edildiyi kimi, tələbələrə xarici dildə ünsiyyət qurmağı öyrətməkdən ibarətdir. Vacib bir məqam da bundan ibarətdir ki, modul istənilən xarici dili öyrənmək üçün ən vacib dörd bacarığı özündə birləşdirir. Bu bacarıqlar; dinləmə, oxuma, yazma və danışma bacarıqlarıdır. Belə ki, nümunə olaraq, tələbə maliyyə, iş həyatı, texnologiya, təhsil və s. kimi mövzularda dinləməyi, oxumağı, yazmağı və ən əsası danışmağı lazımı qaydada bacaracaqdır. Bu bacarıqlar özünü modulun hər mövzu hissəsindən sonra gələn fəaliyyətlərdə büruzə verir. Xarici dildə ünsiyyət modulunun öncəkilərdən əsas fərqi də odur ki, fəaliyyətlər tələbələri mövzu ilə bağlı çalışmaları qrup şəklində və əməkdaşlıq çərçivəsində həll etməyə yönəldir. Eyni zamanda, tapşırıqlar elə qoyulur ki, tələbə bu tapşırıqları yerinə yetirən zaman özünün tənqidi düşüncə qabiliyyətini inkişaf etdirir.

“Xarici dildə ünsiyyət” modulunun spesifikasiyası

| |
|---|
| Modulun adı: Xarici dildə ünsiyyət |
| Modulun kodu: |
| Modul üzrə saatlar: 40 |
| Modulun ümumi məqsədi: <i>Bu modulu tamamladıqdan sonra tələbə gündəlik ünsiyyət zamanı lazım olan sözlərdən sərbəst şəkildə istifadə etməyi biləcək, özünü aydın ifadə etməyi və eləcə də müxtəlif sahələrə uyğun terminologiyaları tətbiq etməyi bacaracaqdır.</i> |
| Təlim nəticəsi 1: Gündəlik məsələlər, təhsil, iş, iş yerində sağlamlıq və təhlükəsizlik mövzularında ünsiyyət qurmağı və özünü ifadə etməyi bacarır |
| Qiymətləndirmə meyarları |
| 1. <i>Gündəlik həyatda sadə cümlələr ilə özünü ifadə edir;</i> |
| 2. <i>Təhsil mövzusu ətrafında olan mətnləri təhlil edir;</i> |
| 3. <i>İş həyatında istifadə olunan əsas anlayışlardan istifadə edərək öz sahəsini təsvir edir;</i> |
| 4. <i>İş yerində sağlamlıq və təhlükəsizlik qaydalarını xarici dildə sadalayır.</i> |
| Təlim nəticəsi 2: Gündəlik məsələlər üzrə baza səviyyəsində ünsiyyət qurmağı bacarır |
| Qiymətləndirmə meyarları |
| 1. <i>Müxtəlif ölkələrə səyahətlə bağlı müzakirələrdə iştirak edir;</i> |
| 2. <i>Ətraf mühitlə bağlı ilkin anlayışları təsvir edir;</i> |
| 3. <i>Maliyyə ilə bağlı məsələlərdə ünsiyyət qurur;</i> |
| 4. <i>Gündəlik xəbərlərlə bağlı fikir mübadiləsi aparır.</i> |
| Təlim nəticəsi 3: Müasir texnologiya ilə bağlı terminləri bilir və müzakirələr aparmağı bacarır |
| Qiymətləndirmə meyarları |
| 1. <i>Ünsiyyətin müxtəlif növlərini tətbiq edir;</i> |
| 2. <i>Müxtəlif rəqəmsal texnologiyalardan məlumat almaq üçün istifadə edir;</i> |
| 3. <i>Texnologiyanın əhəmiyyətini şərh edir.</i> |

Təlim nəticəsi 1: Gündəlik məsələlər, təhsil, iş, iş yerində sağlamlıq və təhlükəsizlik mövzularında ünsiyyət qurmağı və özünü ifadə etməyi bacarır

1.1.1. Gündəlik həyatda sadə cümlələr ilə özünü ifadə edir

VOCABULARY: DAILY ROUTINE



1. **Wake up** – yuxudan ayılmaq
- *I wake up at 7 o'clock in the morning.*
2. **Get up** – yuxudan durmaq, yerindən durmaq



Picture 1.1. Daily routine

- *I wake up at 7:00 but get up from my bed around 7:30.*
3. **Have a shower/Take a shower/ Take a bath** – duş qəbul etmək
- *I do not like to have a shower in the mornings.*
4. **Brush/Comb hair** – saçını daramaq
- *My mother always brushes/combs my hair before I go to school.*
5. **Make breakfast** – səhər yeməyi hazırlamaq
- *I love making breakfast for my family.*
6. **Commute** [kə'mju:t] – məktəbə, universitetə, işə getmək
Commute to school/university/work
7. **Have a nap** – günorta vaxtı yuxulamaq
- *My little sister has a nap at 2 pm.*
8. **Check emails** – elektron poçtunu yoxlamaq
- *Can you check your email, please?*
9. **Have a lie-in** – uzanmaq
- *I have a lie-in and play with my phone after waking up in the mornings.*
10. **Do exercise/Work out** – idman etmək
- *I love doing exercise at the weekends.*
11. **Do homework** – ev tapşırığı etmək
- *Our teacher gives a lot of homework to do at home.*
12. **Watch a film/TV** – film izləmək
- *My father watches a film at night.*

13. **Listen to the music** – musiqi dinləmək

- *Narmin does not like to listen to music.*

14. **Get ready for bed** – yatmağa hazırlaşmaq

- *Children usually get ready for bed at 10 o'clock.*

15. **Set an alarm** – zəngli saati qurmaq

- *I set my alarm for 7 o'clock.*

GRAMMAR: NOUN

Nouns can be in singular and in plural; some are used both in sing and plu., whereas there is a list of nouns used in singular or plural.

| <u>S</u> | <u>es/x,s,ss,sh, ch,y,o</u> | <u>F/fe-v/ve</u> | <u>Stem</u> | <u>Sing/plural</u> |
|--------------------|-----------------------------|---------------------|----------------|--------------------|
| Bottle-bottles | Gas-gases | Leaf-leaves | Foot-feet | Deer-deer |
| Computer-computers | Suffix-suffixes | Wife-wives | Tooth-teeth | Fish-fish |
| Van-vans | Bush-bushes | Wolf-wolves | Goose-geese | Swine-swine |
| Sticker-stickers | Class-classes | Knife-knives | Child-children | Sheep-sheep |
| Girl-girls | Bench-benches | Life-lives | Ox-oxen | |
| Desk-desks | Lilly-lilies | BUT | Man-men | |
| | Toy-toys | Roof-roofs | Woman-women | |
| | Tomato-tomatoes | Cliff-cliffs | Mouse-mice | |
| | Potato- potatoes | Handcuffs | louse-lice | |
| | Hero-heroes | | Person-people | |
| | BUT | | | |
| | Photo-photos | | | |
| | Piano-pianos | | | |
| | Radio-radios | | | |
| | Video-videos | | | |

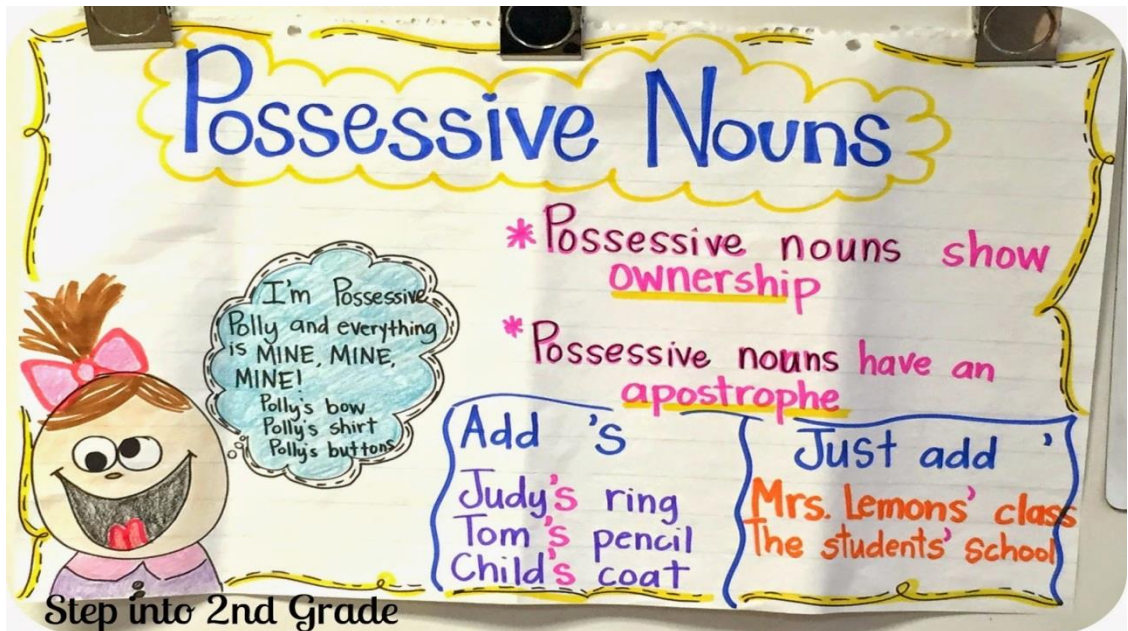
Table 1.1. Plural nouns

Nouns used in singular only

Advice, progress, knowledge, information, money, news, Physics, air, movement, honey, iron, bread, salt, pepper, meat, sugar, economics, maths, fruit

Nouns used in plural only

Trousers, scissors, clothes, glasses, jeans, tights, Spectacles, shorts, binoculars, scales, tongs



Picture 1.2. Possessive nouns

Regular living being nouns

| Singular `s | Plural s` |
|---------------|----------------|
| Father`s car | Fathers` cars |
| Sister`s bag | Sisters` bags |
| Uncle`s phone | Uncles` phones |

The case of Non-living beings

| |
|----------------------|
| The door of the room |
| The roof of a house |

READING PASSAGE: DAILY ROUTINE OF MY LIFE

I am a student. I have a very simple routine. It is the same except on Sunday. I once heard from my teacher that early rising is the father of three blessings - healthy, wealth and wisdom. From that time, I have been rising early in the morning. I get up at 4 o'clock.

After doing my morning duties, I take bath in cold water. Then I take my breakfast. It consists of a few biscuits and a glass of milk. Then I read my books. I read them till 8 a.m. During three hours, I practically finish all the reading of my lessons. Then I complete home task of different subjects. At 9 I take my meal. I dress myself. I brush my shoes. At 9.30 I start for my school with my friend.

The school begins at 10 a.m. I am at school ten minute earlier. Although hate classroom atmosphere still I attend to what each teacher says. I pay full respect to every teacher. In the first period I learn English. In the last period I learn History.

During a break, I go to canteen. I take tea there. After I play for some time with my friends. I also go to library to borrow books. As soon as the break ends, I go to my class to study for last four periods. Break makes us fresh for further study.

The school finishes at 4 p.m. I return home at about 4.30 p.m. Having taken the light lunch I take rest for fifteen minutes. At 5 p.m I have physical exercise in gymnasium. I spend half an hour there. Then I run to the playground to take part in different games. My best interest goes to hockey. It is the game which refreshes my mind and makes me active. Then I get back home and take a cold bath. After having my dinner, I take evening walk. At about 10 p.m. I go to bed.

On Sunday and other holidays, I sometimes go to cinema for entertainment. At other times I visit my friends. In holidays there is a break in the daily routine. But I never break the golden rule of "early to bed and early to rise".

READING PASSAGE: CLOTHING AND FASHION

Everyday, I try to dress for the occasion. If I visit my friends, I generally wear casual clothes. I wear jeans, and I may put on a t-shirt. If I go on a date, I usually wear a nice shirt with trousers, but nothing too formal. I dress up for work in a suit and a tie because it is important to give a good impression. When I exercise, I generally wear some shorts and a shirt, and I put on comfortable shoes. Overall, I think new fashions are changing, but I also think we should also try to keep typical traditional clothing. It's a part of our culture.



1.1.2. Tələbələr üçün fəaliyyətlər

- Prepare a role play of your family. One of the students acts as a father, the others act as a mother and children. Then, as a class, you will choose the best family portrait;
- Get divided into 4 groups. You are required to write on a paper Vocabulary about daily routine as much as they can. Then, you will present your work. The winner group is the one who have written more words;
- Get divided into two groups. One group must write morning routine, the other must write evening routine. Fill the blank with sentences by writing your daily routine. Then, change the papers and check other group's answer.

| MORNING | | EVENING | |
|---------|---|---------|---|
| _____ | ○ | _____ | ○ |
| _____ | ○ | _____ | ○ |
| _____ | ○ | _____ | ○ |
| _____ | ○ | _____ | ○ |
| _____ | ○ | _____ | ○ |

- Prepare a role play of your one week in another country as a representative of your profession. Show your daily routine in that country. Is there anything different than your daily routine in your country?
- Interview people around you (relatives, school teachers, friends and family) who have an unusual routine. Present your work in front of the class;
- Read the text given above and underline the words you don't know in the text. Find the meanings of these unknown words by using additional resources (book, dictionary, internet etc.). As you find, discuss it with your pair and tell each other what you found. After knowing all the words start translating;
- Imagine that you need clothes for school. You have about US \$300 to spend, but you don't know if you want to buy new clothing from a popular fashion clothing store, or a used clothing store across the street from your house. What would you choose? Explain your reasons;
- Let's think that you are preparing to go to a job interview for the jobs listed below. Use to the Internet to find clothes for the situation. You only have \$100 to spend for each situation. Explain your reasons and report on your findings;



Tailor, Electrical installer, Sewing machine operator, Autobody worker, Automobile Painter

- Listen to the track and take notes while listening. Then discuss the track together with the groups of students.



1.1.3. Qiymətləndirmə

Aşağıdakı qiymətləndirmə meyarına əsasən qiymətləndirəcəksiniz:

“Gündəlik həyatda sadə cümlələr ilə özünü ifadə edir”

- **Write the name of the activities given in the Picture.**
- **Extract all the verbs in present Simple from the Reading passage (page 7).**
- **Put the following nouns into suitable columns:**
a party, a banana, a room, a day, a fly, a knife, a sandwich, a university, a shelf, a play, a key, a taxi, a way, a tragedy, a language, a comedy, a parrot, a dog, a watch, a puppy.

| -s | -es | -ies | -ves |
|-----------|------------|-------------|-------------|
| | | | |

- **Listen to the track 1 and circle True or False**

1. Dan gets up early. **True False**
2. He has a small breakfast. **True False**
3. He's a student. **True False**
4. Dan has lunch at home. **True False**
5. He goes swimming after classes. **True False**
6. Dan watches TV or goes on the internet before bed. **True False**

- **Fill the gaps with an activity from the box to complete Dan's diary.**

| | | | |
|----------------|------------------|--------------|------------|
| get up! | go to university | meet friends | have lunch |
| have breakfast | have dinner | go swimming | |

1. 5 a.m. _____
2. 6 a.m. _____
3. 8 a.m. _____
4. 11 a.m. _____
5. 2 p.m. _____
6. 5 p.m. _____
7. p.m. _____

- **Answer the questions**

1. What's your daily routine like?
2. What time do you get up?
3. What time do you start and finish school?
4. Do you do any activities after school? What do you do?
5. What time do you go to bed?

- **Fill in the correct form of possessive nouns.**

1. This is _____ homework. (Matthew)
2. The _____ trousers are black. (boy)

3. That _____ feathers are yellow. (bird)
4. This is _____ jacket. (Sarah)
5. The _____ projects are fantastic. (class)

- **Read the text and answer the following questions.**

1. What time does the person get up?
2. What activities does the person do during a day?
3. Why does he like the breaks at school?
4. What is golden rule?

- **Read the text about everyday fashion and answer the questions.**

1. What does the man wear when he visits his friends?
 - a) athletic shorts and a top
 - b) jeans and a t-shirt
 - c) simple shorts and a top
2. What is the dress code for clothing in the workplace?
 - a) Casual
 - b) Formal

1.2.1. Təhsil mövzusu ətrafında olan mətnləri təhlil edir

VOCABULARY: EDUCATION



1. **Kindergarten** ['kɪndəˌɡɑ:t(ə)n] (n) – uşaq bağçası

- *The first kindergarten officially connected with any American state normal school was opened at Oshkosh in 1880.*



2. **Primary school** [praɪm(ə)ri] (adj) – ibtidadi məktəb

- *My daughter attends a very good primary school.*

3. **Secondary school** – ['sekənd(ə)ri] (adj) – orta məktəb

- *I learn English at a secondary school.*

4. **Compulsory** [kəm'pʌls(ə)ri] (adj) – məcburi, icbari

- *Azerbaijani language is compulsory in every school.*

5. **Vocational school** – peşə məktəbi

- *I go to a Vocational school to become a tailor.*

6. **Higher education** - [ˌhaɪə ɛdju:'keɪʃ(ə)n] – ali məktəb

- *After graduating Vocational school I want to get higher education.*

7. **To attend classes** [ə'tend] (v) – dərslə iştirak etmək

- *The professor says it is not necessary to attend classes to pass the course.*
- 8. **To skip** [skip] (v)- dərşdə iştirak etməmək
Miss - synonym
- *Yesterday I had a temperature so I had to skip my classes.*
- 9. **Bachelor's degree** ['batʃələ] (n) – bakalavr təhsili.
- *I was admitted to the degree of bachelor in philosophy, and a year later, at the age of 18, to that of Master of Arts.*
- 10. **Master's degree** ['mɑ:stə(r)] (n) – magistratura təhsili
- *I have a master degree in Turkey.*
- 11. **Admission exam** [əd' mɪʃ(ə)n] (n) – qəbul imtahanı
- *I want to score more than 600 points in admission exam.*
- 12. **Tuition fees** [tju: 'ɪʃ(ə)n fi:] (n) – təhsil haqqı.
- *Tuition fee of this university is really high.*
- 13. **Scholarship** ['skɒləʃɪp] (n) – təqaüd
- *Tim held a state scholarship to study in the United Kingdom.*
- 14. **Pass an exam** – imtahandan keçmək
Fail an exam – imtahandan kəsilmək
- 15. **Revise (for)** [ri'vaiz] (v) – təkrarlamaq
- *I revised all the materials for tomorrow's exam.*
- 16. **Knowledge** ['nɒlɪdʒ] (n) – bilik, anlayış, anlama, məlumatı olma
- *Schools gives us knowledge.*

GRAMMAR: PRESENT SIMPLE TENSE FORM

Present Simple tense is one of the most widely used tense forms in English Language. It is often used to express a habit, repeated actions, general truth and unchanging situations, wishes or emotions for present time. It is formed with Subject and Predicate:

For example:

I have lunch at 2 o'clock every day.

She gets off the work at 5 o'clock on Fridays.

'S' must be added to the end of the verb if action is done by the third person (he, she it)

Some verbs change differently when "S" is added:

Verbs that end in 'y':

Verbs that end in 'y' often change 'y' to 'ie' before 's':

- study---studies
- cry---cries
- try---tries
- marry---marries
- fly---flies

BE CAREFUL! If a verb ends with a vowel sound, then it does not change:

- play---plays
- enjoy---enjoys
- buy---buys

There are also few verbs, which are irregular in the present simple:

- have --- has
- do --- does
- go --- goes

Present Simple is used together with key adverbs, especially being adverbs of frequency:

Always, usually, sometimes, hardly ever, rarely, typically, normally, never, often, frequently, once/twice a week (month, year...), occasionally, everyday (week, month, year).

Question and Negative forms of Present Simple Tense Form:

Questions (typically yes/no) are formed by means of auxiliary verb known as "do" or "does". When we ask a question, we put auxiliary verb before the subject as below:

1. *Do you have lunch at 2 o'clock every day?*

- Yes, I do or No, I don't (short answer)

2. *Does he get off the work at 5 o'clock on Fridays?*

- Yes, he does or No, he doesn't

Negative sentences are formed with the help of auxiliary verbs by adding "not" to them:

- We do not (don't) eat breakfast in the mornings.
- She does not (doesn't) feel relaxed after stressful days.

READING PASSAGE: EDUCATION SYSTEM IN AZERBAIJAN

General secondary school education in the Republic of Azerbaijan consists of three levels - primary, general secondary and full secondary education. The primary education in the Republic of Azerbaijan begins with six years of age and covers the first four classes. Children start primary school, receive primary education or elementary education there. Then, they have general secondary education that covers the fifth-ninth classes. The general secondary education in the Republic of Azerbaijan is compulsory. The primary vocational secondary education provides the training of skilled worker on various arts and mass professions on the basis of general secondary education in accordance with the demands of society and the labor market. The vocational-education is based on special education programs (curriculums). Higher education provides the training of high qualified specialist in view of requirements of society and labor market based on full secondary education and secondary vocational education. At the end of general secondary education, students are required to sit an admission exam in order to get higher education. Depending on an admission score, students either get a scholarship from the government or pay tuition fee to a university. Higher education consists of three cycles:

First cycle – baccalaureate (bachelor)

Second cycle – the magistrate (master)

Third cycle – doctorate (PhD)



Picture 1.3 Education



1.2.2. Tələbələr üçün fəaliyyətlər

- Divide into four groups. Teacher will put 2 minutes in a timer. Each group should write 'education related vocabulary' as much as they can. Then, you have to make up a story by using the list of words, which you have prepared;
- Prepare a role-play. Imagine there is a foreign researcher came to Baku to conduct an investigation in the field of education system in Azerbaijan. One group should prepare questions for the interview; another group should prepare their interview answers. The rest of group will evaluate the participants;
- Then, practise your listening skills by taking notes while listening to the interview questions and answers;
- You, as a group will be assigned to do research from additional recourses (including, internet, electronic materials, journals, and books) as a home task about Azerbaijani education system

and the best education system in the world. Then, in the class they will present their findings, and will have a discussion;

- Read the text given above and underline the words you do not know in the text. Find the meanings of these unknown words by means of additional resources (book, dictionary, internet etc.). As you find, discuss it with your pair and tell each other what you found. After knowing all the words, start translating;
- Get divided into groups and discuss an ideal educational institution. *What is an ideal educational school or university?* Prepare a role-play of your future ideal educational institution;
- Listen to the track and take notes while listening. Then discuss the track together with the groups of students;
- Get divided into groups and find out school uniforms students all over the world wear and present it to other groups;
- Get divided into groups and write five things you like about your school and five things you do not like about your school.



1.2.3. Qiymətləndirmə

Öyrənmə prosesinə bağlı olan qiymətləndirmə meyarı:

“Qiymətləndirmə meyarının adı”

- **Make five sentences in present simple tense form. Use the given vocabulary above.**
- **Make one sentence by using all the given vocabulary**

| | |
|--------------------|-----------------|
| Secondary school, | attend a class, |
| vocational school, | pass an exam |

- **Answer the following questions**
- ‘What is education?’
- Why do we need education in our life?
- How does education change our life?
- What are the benefits and disadvantages of being educated in our society?
- To what level of education (e.g bachelor, Phd we want to continue to study? And why?)
- **Please describe Azerbaijani education system with your own words**
- **Find Present Simple Tense forms in the given text**
- **Complete the sentences with the correct form of Present Simple:**
 1. (get up/ I/ usually) at about 7:00.
 2. you/work/what time/start?
 3. Go/ you/ 10 o'clock / bed/to / before?
 4. No, I don't. Watch/ usually / a DVD /I / in the evenings
 5. My brother/get up/ always/ early/ very / he/ and swim/ before/ for/ breakfast / two/ hours.
- **Listen to the track and complete the sentences below.**
 1. Education _____ most important things in our lives. Don't you agree?
 2. _____ the difference between success and failure. An education can bring us knowledge and
 3. _____ . In rich countries, people
 - 4.

_____ have good schools. Children start learning from a very young age. They 5. _____ their education and go to higher education or university. In Japan, 6. _____ private schools for babies to learn English. It's a shame that in many rich countries, many children don't 7. _____. Perhaps schools need to find better ways to teach so children want to learn. It's 8. _____ many parts 9. _____, children want to learn but can't. Make sure you never stop learning. Education 10. _____ to a better future.

1.3.1. İş həyatında istifadə olunan əsas anlayışlardan istifadə edərək öz sahəsini təsvir edir

VOCABULARY I: WORK



| | | |
|--------------|-----------------|--|
| Employ | İşə götürmək | The director wants to employ 20 people |
| Employment | İş, məşğuliyyət | She came to Baku in search of employment |
| Unemployment | İşsizlik | Unemployment rate is high |
| Employer | İşə götürən | He is an ideal employer |
| Employee | İşçi | A good boss must listen to his employees |

Table 1.2. Formulation of new words

1. **Trade** [treɪd] (n) – ticarət

- *Azerbaijan's trade in manufactured goods has expanded.*

2. **Retire** [rɪ'taɪər] (v) – təqaüdə çıxmaq

- *Mary started her voluntary job after retiring.*

3. **Promotion** [prə'məʊ.ʃən] (n) – vəzifədə yüksəlmə

- *Tom was given the promotion he always wished for.*

4. **Labour** ['leɪ.bər] (n) – əmək

- *When you repair cars, it is the labour that costs money.*

5. **Labour market** – əmək bazarı

- *A labour market is the place where workers and employees interact with each other.*

6. **Occupation** [ɒkju'peɪʃ(ə)n] – sənət, məşğuliyyət, peşə

- *His favourite occupation is eating.*

7. **Ambition** [am'biʃ(ə)n] – hədəf, meyl

- *Her ambition was to become a pilot.*

8. **To run** – rəhbərlik etmək

- *Run business, run a restaurant, run a company.*

9. **Qualification** [kwɒlɪfɪ'keɪʃ(ə)n] – təhsil, ixtisas

- *I left school at 15 with no qualifications.*

10. **Chef** [ʃɛf] – baş aşpaz

- *My uncle works as a chef in a restaurant*

GRAMMAR: PRESENT CONTINUOUS

SUBJECT + AM/IS/ARE + VERB + ING

We use Present Continuous to talk about temporary situations, for actions happening at the time of speaking.

Positive: *Please don't make so much noise. I'm studying my lessons.*

Interrogative: *Are you studying your lessons?*

Negative: *I'm not studying my lessons/ No, I am not.*

Time adverbs: now, at the moment, still, at present

In English Language, verbs have two main types: ***State and Action (dynamic)***

Action verbs refer to the things we do, while state verbs are related with the way things are- their appearance, feelings, state of being, smell etc.

We do not use the state verbs below in the Present Continuous:

Like, love, hate, want, need, prefer, know, realise, suppose, mean, understand, believe, remember, belong, fit, contain, consist, seem, see, hear, smell, taste, agree, recognise, assume, disagree, adore, have (own), look, think, appear, resemble, weigh.

- *Do you understand what I mean?*
- *I disagree with that idea.*

- We have jobs such as teacher, actor, historian etc. Where do these words come from? For example, *teacher* comes from *to teach*.



| Er/ or | Ist | Ian |
|------------------|--------------|---------------|
| teacher | Biologist | beautician |
| actor | cellist | dietician |
| baby sitter | chemist | electrician |
| baker | cyclist | historian |
| butcher | dentist | librarian |
| conductor | flautist | mathematician |
| doctor | florist | musician |
| farmer | journalist | politician |
| gardener | machinist | |
| manager | nutritionist | |
| personal trainer | pharmacist | |
| professor | therapist | |
| programmer | scientist | |
| researcher | specialist | |
| roofer | | |
| server | | |
| singer | | |
| undertaker | | |
| waiter | | |
| writer | | |

Table 1.3. List of professions

READING: JAMIE OLIVER

When he was fourteen, his ambition was to run a pub, just like his dad. But in the last twenty years, celebrity chef Jamie Oliver has achieved far more. With a chain of restaurants, a number of popular television series and best-selling cookery books, Jamie Oliver is a well-known name in every UK household.

Jamie's first project, Fifteen, in 2002, aimed to help young people. He took fifteen unemployed young people who have no previous experience of cooking, and trained them to be top-class chefs in his restaurant, also called Fifteen. I remember one trainee, Lloyd Hayes. He left school with no qualifications and started getting into crime. But the project worked and Lloyd got a good job as a chef in a top London restaurant. I heard recently that in the future he is going to teach people to cook professionally. I think it's this kind of success story that makes Jamie and his projects so special.

Another special project is Jamie's Ministry of Food which he started in 2008. There are two aims: firstly, to teach people how to cook healthy, affordable food instead of eating fast food; secondly, to set up the Pass It On scheme: encouraging each person to pass on a recipe they learned to four other people. Those four people then teach four more people, and so on. Thousands of people have changed their cooking habits as a result — and I'm one of them. I've decided I'm not going to eat fast food anymore. I'm going to cook for my friends and take time to eat good food.

It's not only adults, but children, too. Jamie's School Dinners, one of Jamie's best-known projects, tried to improve food in schools and encourage children to eat well. It was difficult to convince some of the children, but in the end, many schools improved their menus. And my children are going to eat their vegetables now!

VOCABULARY II: WORK

1. **Opportunity** [ɒp.ə'tʃu:.nə.ti] (n) – şans, imkan
 - *Employment/job opportunities*
2. **Workload** ['wɜ:k.ləʊd] (n) – yüklənmə, iş yükü
 - *Mary always complains about her heavy workload.*
3. **Resign/Quit** [rɪ'zaɪn][kwɪt] (v) – istefaya getmək, vəzifədən getmək
 - *Tom resigned his job because of a great workload.*
4. **Recruit** [rɪ'kru:t] (v) – işə götürmək, cəlb etmək
 - *Mary would like to recruit a new sales director.*
5. **Salary** ['sæl.ər.i] (n) – əmək haqqı, maaş, məvacib
Wage [weɪdʒ] – money paid each day/week.
 - *Tom receives a good salary because he works for an international company.*
6. **To take a day off** (v) – istirahət günü
 - *Tom took the day off to go fishing.*
7. **Tailor** ['teɪlə] – dərzi, dərzilik etmək
 - *I study to become a Tailor in the future.*
8. **Sewing machine** ['səʊɪŋ mə'ʃi:n] – tikiş maşını.
 - *This is a machine that is mostly used by tailors*
9. **Repair** [rɪ'peɪ] – təmir etmək
Repairer [rɪ'peɪ.rer] – təmirçi
10. **Install** [ɪn'stɔ:l] – quraşdırmaq
 - *We're planning to install a new shower.*



1.3.2. Tələbələr üçün fəaliyyətlər

- Prepare a role play of any workplace. Try to imitate different workers such as the director, financial manager, employees, IT specialist etc.;

- Invite guests from the community to speak about their career pathways. What kind of difficulties have they faced during their lifetime? Ask questions. Then, have a discussion about your desire workplace in the future;
- Invite one of the head teachers\senior teachers from your school to have a discussion what kind of qualities are they looking for before recruiting a new staff member;
- Get divided into three groups. As a group, write as many as you can job names in three columns;

| - Er / or | - Ist | - Ian |
|-----------|-------|-------|
| | | |

- Read the Reading passage and have a group discussion on the questions below:
 1. Which of the Jamie’s projects is more interesting? Why?
 2. Would you like to learn to be a top-class chef? Why/Why not
- Look at the table 1 (cədvəl 1.) as an example and do research in finding this type of words from additional recourses. Prepare a table of at least 3 words;
- Individually prepare a presentation why you have chosen your occupation, what skills you bring to it, and what skills you will develop. Then discuss how these skills and interests could be transferred to the outside world;
- Listen to the track and take notes while listening. Then discuss the track together with the groups of students. Organise a role-playing based on the listening you hear;
- Read the text given above and underline the words you don’t know in the text. Find the meanings of these unknown words by means of additional resources (book, dictionary, internet etc.). As you find, discuss it with your pair and tell each other what you found. After knowing all the words, start translating;
- Do an investigation to find “common workplace problems”. Then, have a group discussion about what to add or remove from the list;
- Divide into five groups and each group will present one specific area. Do your investigation of finding relevant terminology of in these specific areas. Each group will present its focus of investigation. The areas are;



Agriculture



Industry



Tourism



Textile



Automobile

- Having a discussion and learning the exact requirements, prepare a job interview among different groups. Decide which group has a best performance as an interviewer and interviewee. Prepare a presentation by using additional resources (internet, books) about tips and tricks of a job interview;
- Divide into two groups, one must write 10 professions which they think will improve within 5 years. The other group will write 10 professions which they think the prosperity will decrease within 5 years. Have a discussion by bringing arguments and justify your opinion;
- Explore the idea of safety in the workplace with your group members and make a discussion about high-risk and low-risk occupations in the world. Name five occupations for each type.
- Research these questions in groups and find whether the questions are true or false:
 1. The law says your employer must give you training about health and safety hazards on the job.
 2. The law sets limits on how late you can work on a school night if you are under the age of 16.
 3. If you are 16 years old you are allowed to drive a car on public streets as part of your job.
 4. If you are injured on the job, your employer must pay for your medical care.
- Every job has potential dangers. Discuss with your partner the types of dangers you can see in your workplace and how to avoid them. List them below and present to the other groups.

| Name: | |
|-------------|---------------------|
| Work Danger | How to Avoid Danger |
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |

- Watch this video and try to understand the situation in groups. Then discuss it.
<https://www.youtube.com/watch?v=ggJo6m8NZtA&t=1s>



1.3.3. Qiymətləndirmə

Öyrənmə prosesinə bağlı olan qiymətləndirmə meyarı:

“İş həyatında istifadə olunan əsas anlayışlardan istifadə edərək öz sahəsini təsvir edir”

- **Underline the correct word**

1. Tom **employed/hired/fired** since he slept during work shift.
2. Japan has several **trade/promotion/recruit** with America.
3. Tom spends half of his **earn a living/work in progress/salary** on clothes.
4. My uncle is 65 years old, so he **resigned/retired/promoted**.
5. Students from Vocational schools have a good **promotion/opportunity/trade** in labour market

- **Correct the mistakes:**

1. You retire because of your tiredness.
2. Employees recruit people.
3. Promotion is leaving your job.
4. Salary is usually paid for per day.
5. If you work hard, it is possible to get a promotion.

- **Complete the sentences by using the vocabulary given below.**

| | | | | |
|--------|-----------|----------|------------|--------------|
| Employ | employees | employer | employment | unemployment |
|--------|-----------|----------|------------|--------------|

Some companies prefer to _____ people with experience rather than better qualified graduates. We can see from this chart that the rate of _____ fell in the third quarter. Some companies do not reward their _____ as well as others do. In this situation it is the duty of the _____ to ensure that female workers are not discriminate against. _____ is a serious problem in some countries in Europe.

- **Find the phrases in the text. Look at the context around each phrase and try to work out the definition:**

1. his passion for
2. no previous experience
3. top-class chefs
4. success story
5. affordable food
6. cooking habits

- **Complete the conversations.**

1. A: I saw Brian a few days ago.
2. B: Oh, did you? What is he doing these days? (what / he / do)
3. A: He's at university.
4. B:? (what / he / study)
5. A: Psychology.
6. B:(he / enjoy)
7. A: Yes. He says it's a very good course.

- **Put the verb into the correct form, positive (I'm doing etc.) or negative (I'm not doing etc.).**

1. Please don't make so much noise. (I / try) to work.
2. Let's go out now. (it rain) any more.
3. You can turn off the radio. (I / listen) to it.
4. Kate phoned me last night. She's on holiday in France. (she / have) a great time and doesn't want to come back.
5. Andrew has just started evening classes. (he / learn) Japanese.

6. Paul and Sally (have) an argument now. (they / speak) to each other.

- **Write the following sentences in positive, interrogative and negative forms (Present Continuous).**

A) They (have) breakfast.

B) Ms. Sarah (put) some cornflakes on the boy's plate.

C) Ann (pass) a plate to her husband.

D) The children (talk) about their classmates during the breakfast.

E) My cousin (prefer) a glass of soda water.

F) Father (come) into the room while we (eat) breakfast.

- **Use the following verbs with "ing". Pay specific attention to their spelling.**

Give, pay, take, say, write, buy, stay, leave, go, come, pass, work, put, dine, talk, get, look, forget, begin, bring, add, have, taste, study, sit, look, hurry, travel.

- **Read the text below. Which are the following statements True and which are False?**

1. Chefs hold training courses in the restaurants.

2. Oliver works with doctors and hospitals.

3. He is involved in giving food to homeless people.

4. He especially works with unemployed individuals.

5. Oliver teaches children about healthy food.

- **Listen to the track 3 and answer the given questions.**

1. **Does speaker A enjoy his job?**

A) Yes B) Sometimes C) No

2. **When does speaker A work?**

A) When he is at university B) Weekends C) Summer holidays

3. **When does speaker B work?**

A) Weekdays B) Weekends and holidays C) Summer holidays

4. **What does speaker B say tourists love doing?**

A) Visiting universities B) Taking a boat trip C) Swimming in the river

5. **Does speaker C like his job?**

A) Yes B) Sometimes C) No

6. **What does speaker D say is difficult about being a pilot?**

A) Travelling to many countries B) Learning many languages C) Flying planes in bad weather

7. **What does speaker D say is the best thing about his job?**

A) Visiting different places B) Meeting different people C) The different weather

8. What does speaker E not like about her job?

- A) The doctors B) The sick people C) The uniform

1.4.1. İş yerində sağlamlıq və təhlükəsizlik qaydalarını xarici dildə sadalayır

VOCABULARY I: HEALTH



1. **Ache** [eɪk] (n) – ağrı,
Earache/a headache/toothache/backache
- *I had a dull stomach ache yesterday.*

2. **Cough** [kɒf] (v) – öskürmək

- *The smoke of cigarette made me cough.*

3. **Injury** [ˈɪn.dʒər.i] (n) – yara, zədə, bədən xəsarəti

- *Many bus passengers received injuries in the traffic accident.*

4. **Treatment** [ˈtri:t.mənt] (n) – müalicə

- *There are different treatments for this patient's complaints of his heart.*

5. **Disease** [dɪˈzi:z] (n) – xəstəlik
Disease killed a lot of Africans.

6. **Disability** [dɪs.əˈbɪl.ə.ti] (n) – əlillik,
A physical/learning disability

- *They remained strong when they found out about their baby's disability.*

7. **Endure** [ɪnˈdʒʊər] (v) – dözmək, tab gətirmək

- *Mike endured four painful operations on his arm.*

8. **Remedy** [ˈrem.ə.di] (n) – müalicə vasitəsi, əlac, dərman

- *Mothers know many remedies for flu.*

9. **Insomnia** [ɪnˈsɒm.ni.ə] (n) – yuxusuzluq

- *Kiko suffered insomnia caused by stress at work.*

10. **Recover** [rɪˈkʌv.ər] (v) – sağalmaq, dirçəlmək

- *It takes a long time to recover after a surgery.*

11. **Nutrition** [njʊ'trɪʃ(ə)n] – qidalanma

- *Good nutrition is beneficial for the future of our children.*

GRAMMAR: GERUND vs INFINITIVE

After certain verbs we use the **-ing** form, and after other verbs we use **the infinitive**. Sometimes we can use either form and there is no change in meaning. There isn't a rule. You have to learn which verbs go with which pattern.

The verbs followed by-ing include enjoy, mind, and recommend.

- I told him you really **enjoy** cooking.
- Would you **mind** helping me?
- Aysel **recommends** trying Arzu's cake.

Verbs usually followed by-ing

| | | | | | | | | | |
|------|--------|---------|---------|-----------|-------|------|------|------|-------|
| stop | finish | imagine | suggest | recommend | avoid | mind | miss | risk | enjoy |
|------|--------|---------|---------|-----------|-------|------|------|------|-------|

What about the verbs followed by the infinitive?

These include **decide, want, promise, plan and forget**.

- She **decided to go** with Elliot instead.
- I **wanted to visit** Rome.
- She **promised to take** me there.
- I **planned to go** to some real Italian restaurants.
- She **didn't forget to phone**.

| | | | | | | | | | |
|------|--------|------------|--------|--------|---------|-------|--------|---------|-----|
| hope | offer | fail | agree | forget | manage | learn | afford | arrange | ask |
| | expect | would like | decide | plan | promise | want | invite | | |

VOCABULARY II: WORKPLACE SAFETY

1. **First aid** – ilk tibbi yardım

- *Did you learn any first aid at school?*

2. **Hazard** ['hæzəd] (n) – risk, təhlükə

- *Workplace hazards are risk to the health and safety.*

3. **Smoke detectors** [dɪ'tek.tər] (n) – tüstü aşkarlayıcı

- *A smoke detector is the same as a smoke alarm.*

4. **Agriculture** ['agrɪkʌltʃə] (n) – kənd təsərrüfatı, əkinçilik

- *Agriculture and tourism are both important to the region's economy.*

5. **Construction** [kən'strʌkʃ(ə)n] (n) – inşaat, tikinti

- *He works in construction industry.*

6. **Chemical** ['kɛmɪk(ə)] - kimyəvi maddə, kimya

- *People use chemicals in agriculture.*

7. **Protect** [prə'tekt] (v) – qorumaq

- *It's important to protect your skin from the harmful effects of the sun.*

8. **Pesticide** (n) – zərərvericilərlə kimyəvi mübarizə vasitəsi, həşərat dərmanı

- *The pesticides that farmers spray on their crops kill pests, but they can also damage people's health.*

9. **Obesity** [əʊ'bi:s] (n) – köklük, piylənmə

- *Obesity rate is high in the US.*

10. **Prevent** [prɪ'vent] – qarşısını almaq, imkan verməmək

- *The police prevent attacks in the city.*



Picture 1.5. General workplace hazards



Picture 1.6. Construction hazards

READING: Occupational safety and health (OSH)

OSH is related to the safety and health of people at work. The goals of occupational safety and health programs include creating a safe and healthy work environment.

Workplace hazards

Work provides benefits such as salary, but workplace hazards also present risks to the health and safety of people at work. Personal protective equipment can help protect against many of these hazards. Physical hazards affect many people in the workplace. Machines have moving parts, sharp edges, hot surfaces and other hazards with the potential to crush, burn, cut, or wound workers if used unsafely. Psychosocial hazards include risks, such as feelings of job insecurity, long work hours, and poor work-life balance.

Construction



Picture 1.7. Agriculture hazards

Construction is one of the most dangerous occupations in the world. Falls are one of the most common causes of injuries among construction workers. Proper safety equipment can prevent the risk of occupational injuries in the construction industry.

Agriculture

Agriculture workers are often at risk of work-related injuries, lung disease, noise-induced hearing loss, skin disease, as well as certain cancers related to chemical use or prolonged sun exposure. Chemicals used in farming can also be hazardous to worker health, and workers exposed to pesticides may experience illnesses or birth defects.

Service sector

As the number of service sector jobs has risen in developed countries, more and more jobs have different health problems associated with manufacturing and the primary sector. Contemporary problems such as the growing rate of obesity and issues relating to occupational stress, and overwork in many countries have further complicated the interaction between work and health.

Mining and oil & gas extraction

Workers employed in mining and oil and gas extraction industries had high risk rates of exposure to potentially harmful work organization characteristics and hazardous chemicals.

Healthcare and social assistance

Healthcare workers are exposed to many hazards that can affect their health and well-being. Long hours, changing shifts, physically demanding tasks, violence, and exposures to infectious diseases and harmful chemicals are examples of hazards that put these workers at risk for illness and injury.



1.4.2. Tələbələr üçün fəaliyyətlər

- Prepare a role play of Fire in the workplace. What kind of things would you do in order to protect people there?
- Prepare a safety rules and regulations of your profession. Then, have a group discussion to choose the most appropriate ones;
- Use role play to explore good and poor safety habits in the workplace, and the difference between good and poor body movement, and how this can affect the workplace. For example, discuss the effects of sitting at a computer for long periods without breaks;
- Make a discussion how you can contribute to healthy communities and environments as adult;
- Look at the example picture and brainstorm vocabulary related to 'workplace safety';
- Divide into three teams. By using additional resources (books and internet) do research in finding first aid facilities in workplaces with your team. Present your findings and compare your results to the ones in your schools;
- Find safety symbols in workplaces by using additional resources;
- Read the text and find out more professions that includes health hazards. Make a presentation and present it with your team.



1.4.3. Qiymətləndirmə

Öyrənmə prosesinə bağlı olan qiymətləndirmə meyarı:

“İş yerində sağlamlıq və təhlükəsizlik qaydalarını xarici dildə sadalayır.”



Picture 1.8. Mining, oil and gas extraction hazards

- Complete the sentences using the words in the box.

| | | | | | |
|---------------|-----------|-----------|---------------|--------------|------------|
| 1. Ache | 2. Cough | 3. Injury | 4. Medication | 5. Treatment | 6. Disease |
| 7. Disability | 8. Endure | 9. Remedy | 10. Recover | | |

1. Sam's _____ does not let him drive a car.
2. Megan decided that it is time to take a new course of _____.
3. Green tea is an effective _____ for headache.
4. She has to _____ three painful operations on her leg.
5. Samuel cannot _____ from the shock of his wife's death.
6. I felt a continuous _____ at the back of my head.
7. Patients continue taking their regular _____ on a daily basis.
8. _____ does not let people sleep.
9. The smoke makes me _____.
10. There is a chance of _____ in any sport.

- Read the text and complete the sentences below.

1. The goals of occupational safety and health programs are
2. Psychosocial hazards are
3. Proper safety equipment can prevent the risk of
4. Agricultural hazards are
5. Healthcare workers are exposed to many hazards such as

- Choose the correct gerund or infinitive from the parenthesis at the end of the sentence.

1. Her father promises _____ her to the park. (to take/taking)
2. Alan can't stand _____ on trains. (riding/ to ride)
3. Mr. Harris enjoys _____ people out to dinner. (inviting / to invite)
4. My sister wants _____ English. (learning/to learn)
5. I decide _____ at home. (to work/workingdaily)

Təlim nəticəsi 2: Gündəlik məsələlər üzrə baza səviyyəsində ünsiyyət qurmağı bacarır

2.1.1. Müxtəlif ölkələrə səyahətlə bağlı müzakirələrdə iştirak edir

VOCABULARY: PLACES



1. **To be situated** (in; on; near)- ['sɪtjuətɪd] (adj) – yerləşmiş

- *The Maiden Tower is situated in Baku.*

2. **Tourist destination** ['tʊə.rɪst des.tɪ'neɪ.ʃən] (n) – turist təyinatı, turistik gəzməli yer

- *Bodrum is a popular tourist destination for Azerbaijani people.*

3. **Population** [pɒp.jə'leɪ.ʃən] (n) – əhali

- *The population of Azerbaijan is 9 million.*
- 4. **Landscape** ['lænd.skeɪp] (n) – landşaft, təbiət, mənzərə
 - *In the winter, the landscape is very grey.*
- 5. **Cliff** [klɪf] (n) – qayalıq
 - *People live in the houses on the cliff.*
- 6. **Coast** [kəʊst] (n) – dəniz sahili
 - *We spent a week on the coast.*
- 7. **Suburb** ['sʌb.ɜ:b] (n) – şəhərətəfəti
 - *Mardakan is a suburb of Baku.*
- 8. **Cover** ['kʌv.ər] (v) – əhatə etmək, örtmək
 - *Edinburgh is covered in snow now.*
- 9. **A range of mountains** [reɪndʒ ɒv 'maʊn.tɪnz] – sıra dağları
 - *The Alp is a range of mountains situated in Europe.*
- 10. **Inhabit** [ɪn'hæb.ɪt] (v) – yaşamaq, məskunlaşmaq
 - *Most of the fish species inhabit coastal areas.*
- 11. **Island** ['aɪ.lənd] (n) – ada, hər tərəfi su ilə əhatə olunan quru torpaq sahəsi
 - *They live on the large Japanese island of Hokkaido.*
- 12. **Church** [tʃɜ:tʃ] (noun) – kilsə
 - *Christians build churches in the villages.*
- 13. **Crowded** ['kraʊ.dɪd] (adj) – dolu, izdihamlı

- *London is a crowded city.*

14. Unspoiled [ʌn'spɔɪld] (adj) – korlanmamış ərazi

- *Unspoiled nature of Switzerland makes me love it.*

15. Idyllic [ɪ'dɪl.ɪk] (adj) – dolğun, sakit, dinc məkan
Synonym: peaceful

- *There is an idyllic village in Quba.*

16. Impressive [ɪm'pres.ɪv] (adj) – güclü təsir bağışlayan, gözoxşayan,

- *There are some impressive buildings in the town.*

17. Relaxing [rɪ'læks.ɪŋ] (adj) – sakitləşdirici, dinclik verən

- *I find ocean very relaxing.*

18. Exciting [ɪk'saɪ.tɪŋ] (adj) – həyəcanlandıran, maraqlı

- *This is a very exciting place to spend our holiday.*

19. Residential area [ˌrez.ɪ'den.jəl 'eə.ri.ə] (n) – yaşayış sahəsi

- *There is a large supermarket in the residential area.*

20. Peninsula [pə'nɪn.sjə.lə] (n) – yarımada

- *Baku is situated in the Absheron Peninsula.*

GRAMMAR: THE ADJECTIVES

Adjectives are words, which describe nouns (things and people). We do not use adjectives in order to modify verbs or other adjectives. An adjective usually comes right before a noun: "*a red dress*". Adjectives have three degrees: Positive, Comparative and Superlative. Below you can see a table where you can find how to form different degrees of adjectives:

The Positive degree (adi dərəcə) of the adjectives does not offer any comparison. For example, *strong, great, funny, beautiful* etc.

However, **the Comparative Degree** (müqayisə dərəcəsi), as it seems from its title, offers comparison and shows greater or lesser degree. It is formed in two ways:

1. By adding – er

2. By adding – more

The suffix –er is added to the words containing one or two syllables, for example, stronger, greater, funnier etc. More is added when the word has two-three or more syllables, for example, more beautiful, more famous, more self-confident and so on.

The Superlative Degree (üstünlük dərəcəsi) shows the greatest or the least of something. As like the Comparative Degree, the Superlative Degree is also formed in two ways:

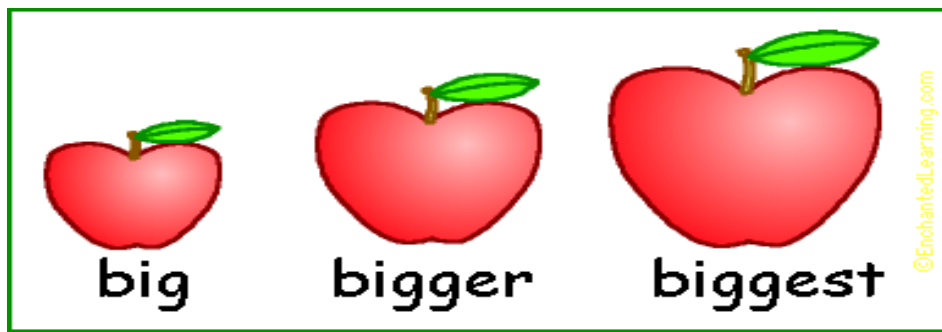
1. By adding –est

2. By adding – the most

The suffix – est is added to the words with one or two syllables and before an adjective, “the” article must be used. For example, the strongest, the greatest, the funniest etc. The most is added when the word consists of two-three or more syllables, for example, the most beautiful, the most famous, the most self-confident and so on.

| Adjective | Comparative | Superlative |
|---|---|---|
| one syllable | add -er <i>stronger</i> | add - est <i>the strongest</i> |
| - <i>strong</i> - <i>great</i> | <ol style="list-style-type: none"> 1. You can become stronger at Transformers Fitness Centre. 2. We have the greatest games ever! | |
| two syllables, ending in -y <i>-tidy</i> | drop-y and add -ier <i>tidier</i> | drop-y and add – iest <i>the tidiest</i> |
| <i>-funny</i> | <ol style="list-style-type: none"> 1. Their flat is tidier than ours 2. They are the funniest monkeys you have ever seen. | |
| two/three/four syllables <i>-famous</i> <i>-beautiful</i> <i>-self-confident</i> | more + adjective <i>more self-confident</i> | the most + adjective <i>the most self-confident</i> |
| | <ol style="list-style-type: none"> 1. You can become a more self-confident person. 2. He is the most famous actor in the film. | |

Table 2.1. How to form different types of adjectives?



Picture 2.1. Degrees of adjectives

Most one-syllable adjectives ending in one vowel + *-b, -d, -g, -n, -p* or *-t* double the last letter before adding *-er* or *-est*:

big — bigger — the biggest;
 sad—sadder—the saddest;
 fit —fitter—fittest

A few adjectives have irregular comparative and superlative forms:

Bad — worse — the worst;
 good — better — the best;
 much (many) — more —the most;
 little — less — the least;
 near — nearer — the nearest (the next);
 old— older / elder —the oldest / the eldest.

READING PASSAGE: THE LANDSCAPE OF CRETE, GREECE

Greece is one of the most interesting tourist destinations in southern Europe. It consists of a large Peninsula, the Peloponnese, surrounded on three sides by sea and about 3,000 islands. About 140 of these islands are inhabited. Crete is the largest including all the islands. There are about 15,000 kilometres of coast with thousands of long sandy beaches, high rocky cliffs and small lakes, often with many fishing boats. Eighty per cent of Greece is covered in mountains. Olympus, situated in the west, is the highest mountain in Greece, rising to 2,919 metres above sea level. A range of mountains, The Pincus is situated in the centre of the country and the longest river in Greece, the Aliakmon, starts in this area. The Rhodope Mountains form the border between Greece and



Picture 2.2. Crete Island

Bulgaria in the north. This area is covered with a huge, thick forest of pine trees and contains one of Greece's largest bays, salted Volvi. Couples often prefer Crete to have their honeymoon. It is an idyllic place for newly married couples. Because of its impressive and unspoiled nature, not only couples but millions of people from different countries choose this place for having some rest every summer.



2.1.2. Tələbələr üçün fəaliyyətlər

- Look at the photos below. Which continent do you associate with each photo?

| Antarctica | Europe | Africa | Asia |
|------------|--------|--------|------|
|------------|--------|--------|------|



1



2



3



4



5



6



7



8

For example: Photo 4 belongs to Africa.

- According to the pictures above, can you define which countries they are? Discuss with your pair;
- Get in small groups and think of three places you like. Write the place names on a piece of paper. For example, you might choose *Paris*. Students write three adjectives to describe each place. For example, *exciting Paris*. Then compare those places with each group through presentations;
- *Paris is more exciting than London.*
- Make small groups and after reading the passage above, describe your lovely place by using the vocabulary given. Then present it to other groups. At the end, groups decide which place they are willing to travel after presentations;
- Get separated into groups and describe what you see in the classroom. You must use adjectives to describe the classroom. After you must make comparisons of the things you see around;
- Listen to the track and take notes while listening. Then discuss the track together with the groups of students;
- Sit in a circle. You will be given a small ball. Choose one student to start. You should ask the words from vocabulary spontaneously from each other. The one who starts throws the ball at another student and asks any word from the new vocabulary. The student catches the ball and after answering

the question, should immediately throw the ball at another classmate and ask a new word. Time limit is set for 15 seconds for each word;

- Read the text given above and underline the words you don't know in the text. Find the meanings of these unknown words by means of additional resources (book, dictionary, internet etc.). As you find, discuss it with your pair and tell each other what you found. After knowing all the words, start translating;
- Get divided into groups and find the places where your profession is popular.



2.1.3. Qiymətləndirmə

Aşağıdakı qiymətləndirmə meyarına əsasən qiymətləndirəcəksiniz:

“Müxtəlif ölkələrə səyahətlə bağlı müzakirələrdə iştirak edir.”

- **Answer the questions**

1. What is an adjective?
2. What are the degrees of adjectives?

- **What irregular adjectives do you know?**

- **According to the text given above, decide whether the statements are True or False:**

1. Greece is situated in western part of Europe.
2. The Rhodope Mountains is the border between Greece and Bulgaria.
3. Mountains make seventy per cent of Greece.
4. Crete is the smallest island.
5. People do not prefer Crete for their honeymoon.

- **Find out suitable answer: Take the degrees of adjectives into account as well.**

1. He is a (slow) worker than his brother.
2. She is as (beautiful) as her mother.
3. My son is (good) German speaker in the class.
4. We will have an accident if you are not (careful).
5. This soup tastes (good).
6. If you want to earn much money, you should be (diligent) than ever.

- **Match the words with their definitions:**

- | | |
|---------------|---|
| 1. Peninsula | the nature, view |
| 2. Impressive | a sacred place where Christians pray |
| 3. Relaxing | a dry land which is covered by sea from three sides |
| 4. Unspoiled | a peaceful place |
| 5. Church | a place which is situated around the city |
| 6. Suburb | something great and admirable |
| 7. Landscape | a place which makes a person calm |
| 8. Idyllic | a place with no roads and buildings |

• Listen to the track again and complete each sentence with one or two words.

1. Greece is a very _____ holiday destination.
2. Most people know the names of islands like Crete from _____ guides.
3. Skopelos is a _____ island situated to the east of Athens.
4. "Mamma Mia" was a _____ before it was a film.
5. Before the film, Skopelos was mostly known for plums, pears and _____.
6. Before the producers chose Skopelos, they researched _____ other islands.
7. In the film, a _____ takes place on the mountain on the peninsula near Glisteri Beach.

2.2.1. Ətraf mühitlə bağlı ilkin anlayışları təsvir edir

Vocabulary: Environment



1. **Pollution** [pə'lu:ʃən] (n) – çirklənmə

Air/water pollution

- The company is not responsible for the pollution in the river.

2. **Affect** [ə'fekt] (v) – təsir etmək

- The air pollution in the city center affects the lives of people in a bad way.

3. **Disaster** [di'zɑ:stər] (n) – fəlakət, bədbəxtlik

Natural disaster

- This is one of the worst natural disasters.

4. **Endangered** [ɪn'deɪn.dʒəd] (adj) – nəslə kəsilməkdə olan

- Leopards are now endangered species of animal.

5. **Extinct** [ɪk'stɪŋkt] (adj) – nəslə kəsilmiş

- The giant pandas are almost extinct.

6. **Habitat** ['hæb.ɪ.tæt] (n) – təbii şərait, yaşayış yeri

Natural habitat

- Wildlife is losing its natural habitat, because people cut the woodland.

7. **Industry** ['ɪn.də.stri] (n) – sənaye



Picture 2.3. Environment

- *The automotive industry becomes more useful nowadays.*
- 8. **Exhaust** [ɪg'zɔ:st] (n) – atmosferə buraxılan işlənmiş qazlar
 - *Car exhaust is the main reason for the city's pollution.*
- 9. **Conserve** [ˌkɒn.sə'v] (n) – mühafizə etmək, qorumaq
 - *We are trying to conserve our environment.*
- 10. **Pesticide** ['pes.tɪ.səɪd] (n) – həşərat dərmanı
 - *Farmers spray pesticides on their crops to kill pests, but they can also damage people's health.*
- 11. **Wildlife** ['waɪld.laɪf] (n) – vəhşi təbiət, heyvanlar aləmi
 - *The use of pesticides kills the wildlife.*
- 12. **Die out** [daɪ] (v) – məhv olmaq
 - *Natural creatures of the world are dying out.*
- 13. **Climate change** ['klaɪ.mət ˌtʃeɪndʒ] (n) – iqlim dəyişikliyi
 - *The President required an action plan on climate change.*
- 14. **Substance** ['sʌb.stəns] (n) – maddə
An organic/chemical substance
 - *The pesticide contains a substance that is toxic to insects.*
- 15. **Global warming** [ˌglɒb.əl 'wɔ:..mɪŋ] (n) – qlobal istiləşmə
 - *The increase in the level of carbon dioxide contributes to global warming.*
- 16. **Fossil fuel** ['fɒs.əl ˌfjʊəl] (n)- təbii yanacaqlar məs, neft, qaz, kömür və s.
 - *New energy sources replace the fossil fuels.*
- 17. **Oil spill** ['ɔɪl ˌspɪl] (n) – neft dağılması
 - *After the oil spill, the water around the island becomes harmful for animal and plant life.*
- 18. **Greenery** ['fɜ:..tɪ.laɪ.zər] (n) – gübrə

Organic/ a liquid/chemical fertilizer

- Gardeners use liquid fertiliser to feed the plants in the spring.

19. **Degradation** [deg.rə'dei.ʃən] (n) – poziom
Environmental Degradation

- The degradation of environment leads to several problems.

20. **Ecosystem** ['i:.kəʊ.sɪs.təm] (n) – ekosystem

- Pollution can have bad effects on the balanced ecosystem.

Grammar: ADVERBS

Adjectives (*happy*) tell us about a noun. **Adverbs** (*happily*) tell us about a verb, an adjective or another adverb. Adverbs can give us information about time (*when?*), place (*where?*), manner (*how?*) and frequency (*how often?*).

Most adverbs are formed by adding **-ly** to an adjective:

Sad- sadly; hopeful-hopefully; safe-safely

Example: *I tried to react sadly to the news of my ex-husband's departure.*

Note: Some adjectives end with "ly", so it might be confusing: **ugly; silly; lonely; friendly; lovely** etc.

Example: *She is lonely in this huge city. My teacher is a very friendly person.*

Some adjectives and adverbs have the same form. Some common ones are: **fast, early, hard, late, and daily:**

He caught the **early** train. (*adverb*)

He always arrives **early**. (*adjective*)

She's a **hard** worker. (*adverb*)

She works **hard**. (*adjective*)

The bus is always **late**. (*adverb*)

I got home **late**. (*adjective*)

My **daily** coffee costs £2.50. (*adverb*)

I swim **daily**. (*adjective*)

There are some exceptional verbs which are used with adjectives:

Feel, smell, taste, look, sound, be, seem etc. These are sense verbs and used with adjectives instead of adverbs (depending on context).

Example: *I feel bad today. Your idea sounds interesting.*

Adverbs, like adjectives, have three degrees of comparison – **the positive, the comparative and the superlative.**

- **Comparative Degree:** It's used to make comparisons.
- **Superlative Degree:** It's used to state that the action performed is to the highest degree within a group or of its kind.

The different degrees of comparison are formed in different ways:

Short adverbs having just one syllable form the comparative and the superlative by the addition of **'-er'** and **'-est'** to the positive.

| | | |
|------------------------|-----------------------------|------------------------------|
| Hard (positive) | harder (comparative) | hardest (superlative) |
| Soon | sooner | soonest |
| Fast | faster | fastest |

Adverbs ending in – ly take 'more' for the comparative and 'most' for the superlative.

Note 1: As you remember, we use “the” article before the superlative degree, however, with adverbs we don't use it.

Note 2: When we use superlative degree, we can face the preposition of “in” and “of”. For example:

- *She runs fastest of all.*
- *He knows everything best in our class.*

Note 3: When we use comparative degree, we must use “than” conjunction in the sentence:

- *She sings better than my brother.*

| | | |
|--------------------------|----------------------------------|----------------------------------|
| Softly (positive) | more softly (comparative) | most softly (superlative) |
| Happily | more happily | most happily |

Exception!

The adverb **early** is an exception to this rule.

Early (positive) earlier (comparative) earliest (superlative)

- *She came earlier.*

Some adverbs form their comparative and superlative degrees in an irregular manner:

Well (positive), better (comparative), best (superlative)

Badly (positive), worse (comparative), worst (superlative)

Little (positive), less (comparative), least (superlative)

Much (positive), more (comparative), most (superlative)

READING PASSAGE: PROBLEMS IN OUR ENVIRONMENT

- A.** Pollution is the degradation of natural environment by substances. It may influence human health and ecosystem badly. Pollution happens when ecosystems cannot clear the substances existing in the environment and the balance of the ecosystem is broken.
- B.** The sources of pollution are numerous. Finding these different pollutants and their effects on ecosystems is complex. They can come from natural disasters or the result of human activity, such as oil spills, chemical spills, and nuclear accidents. Car exhaust is also one of the main air pollutants. This kind of pollutant becomes a dangerous part of our daily life with its risky effects on our health. These can have terrible results on not only people, but also the planet where we live. For example, natural habitats get damaged, animal species are dying out slowly, some become endangered, and even some of them are extinct. Eventually, all these affect the quality of soil, water and air too.
- C.** The burning of fossil fuels result in another problem. It helps the carbon dioxide level grow fast in the atmosphere. In its turn, it leads to the climate change and global warming issues. The temperature goes up in world countries and sea ice melts resulting in weather anomalies. Scientists suggest stopping the human activities in different industries in order to prevent pollution and conserve our environment.
- D.** However, others say that it is not about industrial activities. It is all about natural cycle of temperature changes that happen every 11 years. For that reason, there is no need to stop industrial activities, which help the countries grow and develop.
- E.** In any case, it is necessary to conserve our planet and pass it to our next generation safely. We can start with some environmental campaigns that support greenery actions in the industrial cities and say no to throw garbage as well. We can stop using cars in the city centre and use means of public transportation daily. Finally, we can decrease the use of fossil fuels and change them to natural energy sources at times.



Picture 2.4. Animals in danger



Picture 2.5. Air pollution



Picture 2.6. Our planet in danger



2.2.1. Tələbələr üçün fəaliyyətlər

- Get divided into 4 groups. On teacher's desk there is a pile of notecards with adverbs on them, as well as a pile of notecards with verbs on them. Take turns picking a notecard from each pile

and acting out the action that the cards show. For example, if the cards are “walk” and “silently”, then you might tiptoe carefully around the room. Then other students should guess the verb and the adverb and reveal the notecard as students guess correctly. The group that gets higher score for guessing wins;

- Get divided into 4 groups. Each student in the group should write 5 sentences with adverbs ending in “ly”. Then pass the sentences you write to your group mates clockwise. The students now should change the adverbs in the sentences into adjectives. For example, “The boy laughs loudly” can change to “The loud boy laughs”. You can use Grammar part as a reference to choose adverbs. After completing, groups will swap the papers and assess each other’s sentences;
- Read the text given above and underline the words you don’t know in the text. Find the meanings of these unknown words by means of additional resources (book, dictionary, internet etc.). As you find, discuss it with your pair and tell each other what you found. After knowing all the words start translating;
- Sit in a circle. You will be given a small ball. Choose one student to start. You should ask the words from vocabulary spontaneously from each other. The one who starts throws the ball at another student and asks any word from the new vocabulary. The student catches the ball and after answering the question, should immediately throw the ball at another classmate and ask a new word. Time limit is set for 15 seconds for each word;
- Listen to the track and take notes while listening. Then discuss the track together with the groups of students. Organise a role-playing based on the listening you hear;
- In groups of 4 discuss main problems of the environment. Find out 3 problems and give 2 solutions for each. Then make a presentation of under the title of “Save our Planet”. After presentations, choose the group who shows the best ideas by anonymous voting;
- Using additional sources research the ways of protecting environment according to your own specialisation. For example, if you are a Tailor, what measures you should take to conserve the environment during the work process?



2.2.1. Qiymətləndirmə

Aşağıdakı qiymətləndirmə meyarına əsasən qiymətləndirəcəksiniz:

“Ətraf mühitlə bağlı ilkin anlayışları təsvir edir.”

- **What is an adverb?**
- **What are the degrees of adverbs?**
- **What irregular adverbs do you know?**
- **Find out the adverbs in the reading passage and explain the way they are formed.**
- **According to the text, complete the notes below:**
 1. Pollution happens when _____ cannot remove dangerous _____ from the environment.
 2. _____ becomes one of the dangerous pollutants having its health effects on people.
 3. _____ help carbon dioxide levels grow. This results in _____ and _____.
 4. We should change _____ to public transportation.

- **Choose correct words.**

1. Ellen stepped **confident / confidently** onto the stage to start her speech.
2. The meeting at lunchtime was a **complete / completely** disaster.
3. Mary did **good / well** in the exam and she won a prize.
4. Mark tried **hard / hardly** to understand him, but his Spanish wasn't **fluent / fluently**.
5. After looking at the computer screen all day, I had a /- **terrible / terribly** headache.
6. The doctor couldn't understand why Carol felt so hot because her temperature was **normal / normally**.
7. The boy behaved **bad / badly** on a school trip.

- **Write the words below in correct degree.**

1. I speak French (**fluent**) now than last year.
2. She greeted me (**polite**) of all.
3. These flowers smell (**good**) than before.
4. This fish tastes (**delicious**) than the other one.
5. Could you write (**clear**)?
6. He had an accident last year. Now, he drives (**careful**) than before.
7. Jim can run (**fast**) than John.
8. Our team played (**bad**) of all.
9. He worked (**hard**) than ever before.

- **Listen to the track and decide which statement below is True or False:**

1. Tony is not at work because he is ill.
2. Harry plays football every day.
3. Johnny drives everywhere.
4. Magda thinks the public transport in London is good.
5. Johnny thinks cycling is safe in London.
6. Olivia is concerned about the planet.
7. Carlos is not very busy.

2.3.1. Maliyyə ilə bağlı məsələlərdə ünsiyyət qurur

VOCABULARY: MONEY



1. **U.S dollar** [ˌjuː.ɛs ˈdɒl.ər] (n) – ABŞ dolları
2. **Euro** [ˈjʊə.rəʊ] (n) – Evro
3. **Japanese Yen** [dʒæp.ənˈiːz jɛn] (n) – Yapon yeni
4. **British Pound** [ˈbrɪt.ɪʃ paʊnd] (n) – Britaniya funtu
5. **Discount** [ˈdɪs.kɑʊnt] (n) – qiymətdə endirim
 - *“Swarovski” usually gives you a discount on 8th March.*
6. **To be worth** [wɜːθ] (v) – dəyəri olmaq, qiyməti olmaq
 - *Our house is worth £200,000.*
7. **Cashpoint** [ˈkæʃ.pɔɪnt] (n) – nəğd pul maşını
 - *The nearest cashpoint is next to the bus stop.*
8. **Currency** [ˈkʌr.ən.si] (n) – valyuta
 - *The currency of Azerbaijan is AZN.*
9. **Bill** [bɪl] (n) – hesab qəbzi
 - *Can I have a bill please?*
10. **Wallet** [ˈwɒl.ɪt] (n) – pul kisəsi
Purse - synonym.
 - *I always keep money in my wallet/purse.*
11. **Pay** [peɪ] (v) – ödəmək
Payment (n)
 - *I do not like paying for taxes every month.*
12. **Debt** [det] (n) – borc
 - *Sheila gets into debt when she loses job.*
13. **Loan** [ləʊn] (n) – kredit borcu
 - *Jack tries to get a \$10,000 loan to start his own business.*



Picture 2.7. British pound

14. **Afford** [ə'fɔ:d] (verb) – ödəmək imkanına sahib olmaq, pul çatdırmaq

- *I can't afford to buy a new flat right now!*

15. **Fee** [fi:] (n) – ödəniş

Legal/university/entrance/registration fees

- *Tim cannot pay his university fee.*

16. **Fare** [fɛər] (n) – ödəniş (yol pulu)

- *Train fares are going up again.*

17. **Borrow** ['bɒr.əʊ] (v) – almaq, borc götürmək

Lend – *antonym*

- *People borrow money when they need it.*

- *I hate lending money, because they do not pay back on time.*

18. **Spend money** [spend 'mʌn.i] (v) – pul xərcləmək

- *Girls like spending money on shopping.*

19. **Withdraw** [wɪð'drɔ:] (v) – bank hesabından pul götürmək

Withdrawal (n)

- *Philip withdraws \$100 from his plastic card every week to lend Mila.*

20. **Save money** [seɪv 'mʌn.i] (v) – pul yığmaq

- *I try to save money for a car.*

GRAMMAR: PAST SIMPLE

We usually use Past Simple to express the actions happened and completed once in the past:

- I **married with** my wife in **1983**.
- They **went** home very late **last night**.

Past Simple is formed with the help of **irregular (the list is shown below) and regular** verbs by adding “ed” to the end of main verbs. Regular verbs are formed by adding “ed” to the end of the verbs, while Irregular verbs change from the stem.

Want----- wanted (regular)

draw-----drew (irregular)

We use time expressions, such as yesterday, **last night, last week (month, year), in 1990, a day before yesterday, ago** etc.

As previously noted, the verb «to be» is an exceptional verb being separated into *am, is, are*. Simultaneously, its past form is different, namely «was» (singular) and «were» (plural):

- I **was** in Moscow **last year**.
- They **were** mechanics **3 years ago**.

Past Simple can be used to tell about something that was true for some time in the past:

- I **lived** abroad **for ten years**. (Now, he does not live abroad)
- He **enjoyed** being a student. (Now, he is not a student)

Questions and Negatives:

If we want to pose a question for «to be», we put either «was» or «were» before the subject:

Was he handsome **in his late teens**?

Were they in London **last Christmas**?

We use “did” to make questions for other verbs in Past Simple:

- **Did** you go on a holiday **last month**?
- **Did** he visit his grandmother **a day before yesterday**?

When we form questions with “did”, we must keep the main verb in its present form, as we already mention the time with the auxiliary verb, “did”.

We use “did+not/didn’t” for the negative sentences”

- We **didn’t want** to move to a new house **a year ago**.

We add not after «was; were» to make negative form of the verb «to be» in the past:

- You were not / weren't there when I called you yesterday.
- She was not/ wasn't my best friend then.

Past Simple is formed with the help of **irregular (the list is shown below) and regular** verbs by adding “ed” to the end of main verbs:

want-wanted (regular)

draw-drew (irregular)

LIST OF IRREGULAR VERBS

| PRESENT | PAST | TRANSLATION |
|---------|------|-------------|
| | | |

| | | |
|--------|---------|--------------|
| begin | began | başlamaq |
| break | broke | sındırmaq |
| bring | brought | gətirmək |
| buy | bought | almaq |
| build | built | tikmək |
| choose | chose | seçmək |
| come | came | gəlmək |
| cost | cost | dəyəri olmaq |
| do | did | etmək |
| draw | drew | çəkmək |
| drive | drove | sürmək |
| eat | ate | yemək |
| feel | felt | hiss etmək |
| find | found | tapmaq |
| get | got | əldə etmək |
| give | gave | vermək |
| go | went | getmək |
| have | had | var olmaq |
| hear | heard | eşitmək |
| hold | held | keçirmək |
| keep | kept | saxlamaq |
| know | knew | bilmək |
| leave | left | tərk etmək |
| lead | led | aparmaq |

| | | |
|------------|------------|--------------|
| let | let | icazə vermək |
| lie | lay | uzanmaq |
| lose | lost | itirmək |
| make | made | düzəltmək |
| mean | meant | məna vermək |
| meet | met | görüşmək |
| pay | paid | ödəmək |
| put | put | qoymaq |
| run | run | qaçmaq |
| say | said | demək |
| sell | sold | satmaq |
| send | sent | göndərmək |
| set | set | düzüb-qoşmaq |
| sit | sit | oturmaq |
| speak | spoke | danışmaq |
| spend | spend | keçirmək |
| stand | stood | durmaq |
| take | took | götürmək |
| teach | taught | öyrətmək |
| tell | told | demək |
| think | though | düşünmək |
| understand | understood | başə düşmək |
| wear | wore | geyinmək |
| win | won | udmaq |

| | | |
|-------|-------|--------|
| write | wrote | yazmaq |
|-------|-------|--------|

Table 2.2. Irregular Verbs

READING PASSAGE: WHAT IS MONEY?

Money helps us buy things we need and want. People earn money by working at all different kinds of jobs. You can earn money even if you are a child. Your parents may pay you to do extra chores around the house. If you have money, you can use it for many things. You can pay bills. You can buy things from stores. You can save it in the bank. Paper money is also called dollars. The numbers on the paper money tell how many dollars it is. If it has a “one” on it, it is a “one dollar” bill. Five, ten, and twenty dollar bills are also possible. Amounts less than a whole dollar are counted in cents. Coins are made from different kinds of metal. There are also dollar coins but they are rare. It takes 100 cents to make a dollar. Each coin is worth a different number of cents. A penny is worth only 1 cent. A dime is worth 10 cents. A quarter is worth 25 cents.



Picture 2.8. Definition of Money

READING PASSAGE: WHO ARE JOHN AND PAUL?

John works in a shoe factory and earned £10,000 a year. His brother Paul was a businessperson in London and made £60,000 a year. John saved nearly all of his wages and only spent a little on food, but Paul spent all his money on gambling. They inherited £20,000 each from their grandfather 14 years ago and John invested his money in Nokia. Paul lost all his money at a casino. He often borrowed money from John, but never paid him back so now he has a debt that is worth a fortune. John is really lucky and he found £1,000 on the ground next to a cashpoint machine last week, when he withdrew some money. He invited Paul to his house to celebrate, but when he was there, John saw him stealing money from his wallet. John decided never to lend Paul money again.



Picture 2.9. John and Paul

READING PASSAGE: USEFUL ADVICE ON MONEY

There are many people who cannot afford luxuries and expensive things but who live well enough. True, they probably do not save very much money for the future, but they do not really have money problems. And there are also a lot of people who *do* have money problems. Today, I want to give some simple advice to help these people.

Well, first, try not to borrow money from friends or from banks. If you need money, try to make sure that money you pay back is not more than 10 % (per cent) of what you earn in your job. And if you do lend money to someone, make sure that paying this money back is your number one priority. Whatever the amount is, you should pay this back at the beginning of the month. Also, try to go to the cashpoint once a week and withdraw the same amount of money every week. That way you do not spend more than that.



Picture 2.10. Advice



2.3.1. Tələbələr üçün fəaliyyətlər

- Get divided into 4 groups. Make a discussion around the questions below:
 1. What is Money? Why do we need it?
 2. When and how did you last spend your Money?
 3. Is there anyone that you don't like lending Money?
 4. Do you have debt? If yes, how do you plan to pay it back?
- Write about your day. What did you do yesterday? After writing your day, get divided into 4 groups and make discussions over your days;
- In groups of 4, each student prepares a set of 5 questions about a day in the past. Then swap it with another group and answer the questions you get from the same group member. Then get your questions back from the group you gave and check whether they wrote grammatically right or wrong;
- Sit in a circle. You will be given a small ball. Choose one student to start. You should ask the words from vocabulary spontaneously from each other. The one who starts throws the ball at another student and asks any word from the new vocabulary. The student catches the ball and after answering the question, should immediately throw the ball at another classmate and ask a new word. Time limit is set for 15 seconds for each word;
- As a group of representatives of your occupation find out your future salary range and job requirements for it (for example, between 300-600 AZN per month, etc.). After imagine that you get "some amount of salary" in your job. Now, give a description of how you spend your money with the help of group presentation;
- Read the text given above and underline the words you don't know in the text. Find the meanings of these unknown words by means of additional resources (book, dictionary, internet etc.). As you find, discuss it with your pair and tell each other what you found. After knowing all the words start translating;
- In the second reading find the words in the past simple. After you find, discuss the present simple forms of the same verbs;
- Listen to the track and take notes while listening. Then discuss the track together with the groups of students;
- Organise a debate on the topic "Money can buy us happiness";
- Sit in groups and name your group. Teacher writes the names of the groups on the whiteboard. Then teacher puts small bells on the desks of each group. Teacher asks the list of regular and irregular verbs one by one and the group that knows the answer touches the bell and answers the question. Each time the group knows the answer, gets 1 point from the teacher. At the end of the game, the group with the highest score wins. Small present can be given by a teacher to motivate and encourage them;
- Get divided into 4 groups. Each group presents a role-playing on the topic called "At the Restaurant". Each group chooses one waiter and others perform as customers. Students form their own menu and price list. Below, there is an example of it. According to the menu, customers

make orders, waiter informs about the prices. At the end ask for a bill. (Take Listening activity as a direction).

| Menu | |
|--|--------|
| Drinks: | |
| • Water..... | 1\$ |
| • Juice(apple,orange,banana and kiwi)..... | 1,5\$ |
| • Tea(green,black)..... | 2 \$ |
| • Coffee(with milk/black)..... | 2,5\$ |
| Food: | |
| • Soup..... | 4 \$ |
| • Chips..... | 1,5\$ |
| • Rice..... | 3 \$ |
| • Salad..... | 4,5 \$ |
| • Chicken..... | 3\$ |
| • Bread..... | 0,5\$ |
| • Fish..... | 5\$ |
| • Sausage..... | 7\$ |
| • Pizza..... | 6,5\$ |
| • Hamburger..... | 5\$ |
| • Cheeseburger..... | 4,5\$ |
| • Bacon..... | 7\$ |
| Dessert: | |
| • Fruits..... | 6\$ |
| • Chocolate..... | 5,5 \$ |
| • Cake..... | 10\$ |
| • Ice-cream..... | 8\$ |
| • Cookies..... | 7,5 \$ |



2.3.3. Qiymətləndirmə

Aşağıdakı qiymətləndirmə meyarına əsasən qiymətləndirəcəksiniz:

“Maliyyə ilə bağlı məsələlərdə ünsiyyət qurur.”

- **How would you define a past simple tense form?**
- **Which irregular and regular verbs do you know?**
- **Speak about the worst day of your life.**
- **Complete the task from the reading passages by answering the questions below:**
 1. How do people earn Money?
 2. How is called paper Money?
 3. How is called metal Money?
 4. What did John do with the Money?
 5. What did Paul do with the Money?
 6. What are the main pieces of advice for Money?
- **Complete the sentences with the Past Simple form of the verbs in brackets. After write the same sentences in a negative form.**
 1. I _____ to play piano when I was a child. My father _____ me. (learn/teach)
 2. He _____ his old computer and _____ a new one. (sell/buy)
 3. My grandmother _____ on the pavement and _____ her arm. (fall/break)
 4. When I was a child, I _____ in the countryside and _____ to school every day. (live/walk)
 5. I _____ on a special diet last week. I only _____ fruit and _____ water. (be/eat/drink)
 6. I _____ to a concert last night and _____ two really good bands. (go/see).

- **Write complete Past Simple questions about Alicia Keys using the prompts.**

For example:

- Where/Alicia Keys/live when she was a child?
- Where did Alicia Keys live when she was a child?

1. She/ have/ any brothers and sisters?
2. When/ she/ begin playing a musical instrument?
3. What/ she/ do when she was twelve?
4. How long/ she/ spend at university?
5. When/ she/ make her first album?

- **Match the words with their definitions:**

- | | |
|------------------------------|--------------------------------------|
| 1. Earn money | to use money |
| 2. Borrow money | to get money by working |
| 3. Lend money | to return money that you borrowed. |
| 4. Pay (somebody) back money | to take money out of a bank account. |
| 5. Withdraw money | to get money from somebody |
| 6. Spend money | to give somebody money |

- **Listen to the track and choose the correct variant :**

1. For his main course, Andi chooses
 - a) a normal cheese burger
 - b) a double cheese burger
 - c) a burger with chips
2. For dessert, Andi chooses
 - a) ice cream
 - b) chocolate cake
 - c) banana cake
3. To drink, Andi chooses
 - d) apple juice
 - e) fizzy water
 - f) still water

- **Write a number (1-5) to put the questions in the order you hear them.**

- Anything else?
- A cheese burger or double cheese burger?
- What would you like?
- Would you like a drink?
- What's your table number?

2.4.1. Gündəlik xəbərlərlə bağlı fikir mübadiləsi aparır

VOCABULARY: MEDIA



Attention-grabbing [ə'tenʃn græbɪŋ] (adj) – diqqət çəkən

- *The pictures on the front page of the newspaper are attention-grabbing.*

1. **Eye-catching** ['aɪ kætʃɪŋ] (adj) – gözə çarpan

- *An eye-catching advertisement*

2. **Point of view** [ˌpɔɪnt əv 'vjuː] (n) – fikir yanaşması

- *There are a number of different points of view on this issue.*

3. **Advertisement** [ˌædvər'taɪzmənt] (n) – reklam
Advertise (v)

- *There are many advertisements on TV nowadays.*

4. **Target audience** ['tɑːrɡɪt 'ɔːdiəns] (n) – hədəf kütləsi

- *The program's target audience is children.*

5. **Information overload** [ˌɪnfər'meɪʃn ˌoʊvər'loʊd] (n) – məlumat çoxluğu, informasiya yükü

- *When people start a new job, they suffer from information overload.*

6. **The Press** [pres] (n) – mətbuat

Local/national press

- *Some countries do not have freedom of the press.*

7. **News** [njuːz] (n) – xəbər, yenilik

Morning/early evening news

- *Was there anything interesting on the news yesterday?*

8. **Mass media** [mæs 'miː.di.ə] – kütləvi informasiya vasitələri

- *The press, radio and television include the mass media.*



Picture 2.11. Media

9. **Article** ['ɑ:.tɪ.kəl](n) – məqalə

- *She wrote articles for women's magazines.*

10. **TV channel** ['tʃæn.əl] (n) – televizor kanalı

- *She switched to another TV channel to watch football.*

11. **Report** [rɪ'pɔ:t] (n) (v) – məruzə etmək, reportaj aparmaq (feil); hesabat, reportaj (isim)

- *Some journalists die while they report on the war zone. (v)*

- *I need a weekly report on the situation. (n)*

12. **Correspondent** [ˌkɒr.ɪ'spɒn.dənt] (n) – müxbir
A war correspondent

- *Our correspondent reported some important news from the conflict zone.*

13. **Social Media** [səʊ.ʃəl 'mi:.di.ə] (n) – sosial mediya

- *Companies use social media to advertise their goods.*

14. **Broadcast** ['brɔ:d.kɑ:st] (v) – yayımlamaq, yaymaq
A radio/television broadcast (n)

- *BBC broadcasted Adele's live concert.*

GRAMMAR: THE RELATIVE CLAUSES

We use **relative clauses** to define a noun - to tell some key or additional information about the things or people. In these clauses we use **relative pronouns** to make clear which person or thing we are talking about.

The most common relative pronouns are **who, which, that**.

The relative pronoun that we use depends on what **we are referring to**:

| | |
|--------------|----------------------------|
| who | People |
| which | Animals and things |
| that | People, animals and things |

Table 2.3. Relative Pronouns

Examples:

- *I thanked the woman. She helped me a lot.*

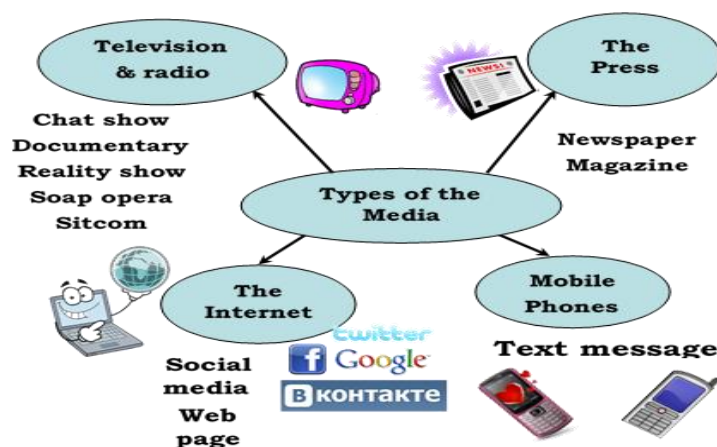
- I thanked the woman **who/that** helped me a lot. (refers to **woman/person**)

A defining relative clause usually comes immediately after the noun it describes. As you see from the example, “**woman**” is a noun we define. We combine two simple sentences and we do not use “she”, the pronoun in the second sentence. Because we do not add extra pronoun in the relative clause.

- This is the painting. I like it most.
- This is the *painting that* I like most (**not the painting that I like it most**) (refers to **painting/ thing**)
- This is a *dog* that does not like balls. (refers to _____)
- Of all my friends, she is the *one* who I love most. (refers to _____)
- There is a *painting* which/that belongs to my father. (refers to _____)
- My father is a *person* who has smart ideas. (refers to _____)
- Fluffy is the *toy* which/that I liked in my childhood. (refers to _____)

READING PASSAGE: THE TYPES OF MASS MEDIA

Mass media is a way of communication that sends information to people. This information reaches a large number of people around the world within a short time period. The information we send can be news, entertainment, advertisement or public announcements. Typical media types include television, radio, newspaper, magazine, social media, films, mobile phones, email etc. (shown below).



Picture 2.12. Mass media

Where do newspapers, magazines and news programs get news and information? Larger media companies hire reporters and correspondents who can work in the fields. These reporters also connect with other people and organisations for getting news.

Mass media is an important power in our modern world. In the past, we had only **the Press**, which consists of newspaper and magazines, as a way of reporting attention-grabbing news through articles. Nowadays, we have different types of technology that helps different types of media develop. After the development of technology, everyone uses **internet** to reach some information in social media. People use a variety of social networks, such as Facebook, Twitter, Instagram etc. to exchange the information with each other. People can easily communicate and post news on so-called social networks.

Television is one of the most powerful types of media, which sends information in several ways. Thousands of people watch TV every day and get some piece of information on different issues. It broadcasts

information on TV channels through TV shows, soap operas, films, documentaries and daily news programmes. The target audience of TV programmes vary as well.

Finally, **mobile phones** help us communicate with our friends on any news through the text messages.

It is impossible to imagine today's world without mass media. We cannot be fully informed about world's news without the means of mass communication.

READING PASSAGE: WHAT TYPES OF MEDIA DO PEOPLE USE MOSTLY?

The research shows that young people now spend more time on the Internet than watching TV. Experts partly explain it by the fact that the average person they surveyed does five other things at the same time as watching TV, including going online to look at websites or texting with their friends.

Television remains popular, especially reality shows and soap operas. Young people are less likely to watch documentaries or chat shows and tend to get their news online. If they read a newspaper, their favourite sections are the sports pages, gossip and human-interest stories, rather than current affairs or the business section.

Film is also still very popular, particularly comedies and horror films. In recent years, the docu-drama, such as Morgan Spurlock's *Super-size Me*, about McDonald's, has also become fashionable.



Picture 2.13. Types of Mass Media



2.4.1. Tələbələr üçün fəaliyyətlər

- Using the relative pronouns define your group mates in pairs;
 - For example: *Leyla is the girl who loves travelling.*

After defining each other, choose 5 items and define them together with your group mate.
For example: This is the film which I like most;
- Interview your parents. Find out important information about them. Then present your information by using relative pronouns;
 - For example: My mother is a person who loves animals.
- Sit in a circle. You will be given a small ball. Choose one student to start. You should ask the words from vocabulary spontaneously from each other. The one who starts throws the ball at another student and asks any word from the new vocabulary. The student catches the ball and after answering the question, should immediately throw the ball at another classmate and ask a new word. Time limit is set for 15 seconds for each word;
- Read the texts given above and underline the words you don't know in the text. Find the meanings of these unknown words by means of additional resources (book, dictionary, internet etc.). As you find, discuss it with your pair and tell each other what you found. You can arrange the words you found according to the table below. After knowing all the words start translating;

| Computers | Television | Film | Newspaper |
|-----------|------------|------|-----------|
|-----------|------------|------|-----------|

- In the first reading passage find the relative pronouns and the nouns they define. After you find, together with your group mates discuss what they refer to;

- Interview your parents and find out what types of media they use on daily basis. Then discuss it within groups;
- Listen to the track and take notes while listening. Then discuss the track together with the groups of students;
- Find out different types of newspapers and bring them to the class. In groups choose news from it and present it as a news reporter;
- Design a poster of your own TV programme. It can be a reality show, talk show, documentary etc. When you write down the information, use the plan:
 1. Name of the programme
 2. Type
 3. When is it on?
 4. Age group (target audience?)
 5. Characteristics

When you finish present it in front of the class. You have 20 min to prepare it. After presenting, other students can ask questions. The most interesting TV show wins at the end.

- Research national and international news websites, newspapers and magazines. Then present it in the class;
- What is the full name of BBC? Gather information about BBC by using additional information and then exchange the information with other students;
- Get divided into groups. Find out good and bad sides of television. Then present it and discuss why you think in that way.

| Bad Sides | Good Sides |
|-----------|------------|
|-----------|------------|

- Get divided into groups. Choose a car and write down an advertisement. Later present it to other groups. If your group gets more points for the presentation, you win. Use the example below:
 1. Year (production and registration)
 2. Mileage (be specific – 78,400 not 78k)
 3. Whether or not the car has a full service history
 4. Colour
 5. Number of owners (if it's low for the age of your car)
 6. List of equipment/features
 7. Price
 8. Contact details
- Watch an advertisement on a Toyota car and decide if it is an effective advert. Make discussions on weak and strong points of the advertisement: <https://www.youtube.com/watch?v=EYoHwpEg4fY>
- Find a video on Fashion show. Discuss what is the trend of 2019-2020 in groups.



2.4.3. Qiymətləndirmə

Aşağıdakı qiymətləndirmə meyarına əsasən qiymətləndirəcəksiniz:

“Gündəlik xəbərlərlə bağlı fikir mübadiləsi aparır.”

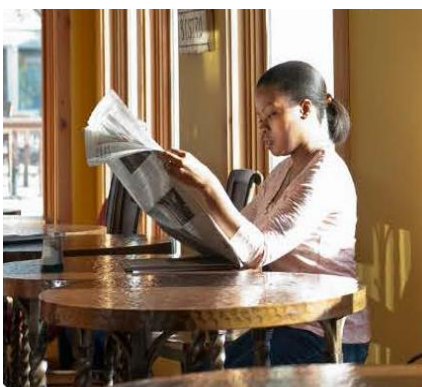
- **What do you know about the relative pronouns?**
- **Give 3 example sentences with the use of relative pronoun.**
- **What types of media do you usually use? What kind of information do you get?**
- **Combine the sentences, using the second sentence as a relative clause:**

1. I love dogs. They are loyal.
2. I thanked the taxi driver. He took me to the airport.
3. I congratulated the girl. She won the race.
4. I liked the woman. I met her at the party.
5. I liked the essay. You wrote it.
6. The book was good. I read it.

- **According to the reading passages answer the questions below:**

1. The Mass Media is ...
 - a) A way to inform people
 - b) A mathematical account
 - c) A special TV programme
2. The Press consists of ...
 - a) TV and radio
 - b) Magazines and TV
 - c) Newspaper and magazines
3. You can listen to the music ...
 - a) On the radio, TV and internet
 - b) On the radio only
 - c) In a magazine
4. You can read him news...
 - a) In the newspaper
 - b) On the internet
 - c) Both
5. You can find pages...
 - a) On the radio
 - b) In magazines and newspapers
 - c) On TV

- **Which of the different forms of media are shown in the photos?**



- **Listen and complete the notes below:**

Where would we be without the _____? How would we get information about the world? All of us are interested in the _____. We all want to know what's happening around the world. We switch the TV on just to _____ the news. It seems as though every train passenger has a _____ newspaper. The journalists who bring us the news do a very important _____. Many risk their lives to bring us the news from the world's danger zones. Unfortunately, many _____ are killed while they are covering a war. The media make us feel we are part of the world. We become experts on other _____ and on the big news stories. The media also bring us many unforgettable images, such as a man walking on the moon. Really, the media show us _____ as it happens.

Təlim nəticəsi 3: Müasir texnologiya ilə bağlı terminləri bilir və müzakirələr aparmağı bacarır

3.1.1. Ünsiyyətin müxtəlif növlərini tətbiq edir

VOCABULARY I: COMMUNICATION



1. **Informal speech** [ɪn'fɔːməl spi:tʃ] – qeyri-formal nitq
Formal speech- antonym

- *In informal speech, we use “hi” to greet people.*

2. **Oral communication** [ˈɔːrəl kəˌmjuːnɪˈkeɪʃən] – şifahi ünsiyyət

Written communication

- *Oral communication can be hard for shy people.*

3. **Classroom lecture** [ˈklɑːs.ru:m ˈlek.tʃər] – sinif mühazirəsi

- *Classroom lectures can be boring sometimes.*

4. **Video conference** [ˈvɪd.i.əʊ ˈkɒn.fər.əns] – video konfrans

- *A video conference uses technology to communicate in separate places.*

5. **Interaction** [ˌɪn.təˈræk.ʃən] (n) – əlaqə

- *Interactions between children develop from early childhood.*

6. **Conference** [ˈkɒn.fər.əns] (n) – konfrans

- *Last time I gave a speech at the international conference.*

7. **Reply** [rɪˈplaɪ] (v) – cavab vermək

- *I always reply to emails on time.*

8. **Get back to someone** [get bæk] (phrasal verb) – kiməsə geri dönmək (yazıda)

- *Try to get back to emails very quickly.*

9. **Distant location** [ˈdɪs.tənt ləʊˈkeɪ.ʃən] – uzaq yer

- *New Technologies help people to communicate from distant locations.*

10. **Prompt reply** [prɒmpt rɪˈplaɪ] – tez cavab



Picture 3.1. Communication

- *Companies appreciate a prompt reply in employees.*

11. Face-to-face [ˌfeɪs.təˈfeɪs] (adj) – üzbəüz

- *Face-to-face interaction is the best way of communication.*

12. Inquire [ɪnˈkwaɪər] (v) – soruşmaq

- *Can I inquire about the price of tickets?*

13. Proposal [prəˈpəʊ.zəl] (n) – təklif

- *I sent you my proposal **via** email.*

14. Recipient [rɪˈsɪp.i.ənt] (n) – alıcı (poçt)

- *Recipient of this email is the director of the well-known company.*

15. Verbal [ˈvɜː.bəl] (adj) – şifahi

Non-verbal- antonym

- *The job requires strong verbal communication skills.*

GRAMMAR: MODAL VERBS

We apply modal verbs in order to show our opinion and belief are certain, possible (or not). We also use modals to talk about our abilities, ask permission, make requests and offers, and so on.

Ability: CAN

We use *can* to talk about someone's general abilities:

- *He can run faster than others.*
- *She can swim well.*

***Can* is used to talk about the ability of doing something both in the present and future:**

- *You can pass all your difficult exams if you are lucky. (future or present?)*
- *I can't feel love by your side. (future or present?)*
- *They can run but they can't hide. (future or present?)*

We use *could* to talk about past time:

- *My friend could speak English and Russian.*

Permission: CAN

We also use *can* to ask for permission to do something:

- *Can I ask you a favour, please?*
- *Can we start writing now?*

Could is more formal and polite than *can*:

- *Could I ask you a favour, please?*
- *Could we start writing now?*

Offers and invitations: CAN

We use *can* I... to make offers:

- *Can I help you?*
- *I can give you a lift to the station.*

Obligation and necessity: MUST

We use *must* to say that it is really necessary or obligatory to do something:

- You must obey to the rules of your school.
- Everyone must eat healthy food to live longer.
- It is a private zone; you must not make any noise here.

Uncertainty: MAY

First, it is mostly used *to request/give permission (=can, could)*:

- *May I borrow your pen? (=Can I borrow your pen?)* (request permission)
- *You may go out when you finish your home task. (=You can go out...)* (give permission)

Second, we can use “*may*” when we are unsure about something (=possibility):

- *I am not really sure, but Jack may be upset now, because he lost his job yesterday.*
- *I may not see you tomorrow.*
- *It is quite cloudy. It may rain today.*

We can use modal verbs at past, present and future time. The past form of “may” for requests is might:

- He asked if he might join his birthday party.

DEFINITION OF COMMUNICATION

Great communication skills are your ticket to success in the academic and business world. Speaking skills can help you at every stage of your career. Communication has two main types:

- Verbal (Oral and Written)
- Non-verbal (Body Language)

Oral communication is a verbal communication through mouth. It includes direct conversation and telephonic conversation. Speeches, presentations, discussions are all forms of oral communication. Oral communication is better when there is a need for direct interaction.

Face to face communication (meetings, lectures, conferences, interviews, etc.) is important to build trust.

Oral communication can be both formal and informal. Examples of *informal oral communication* include:

- Face-to-face conversations
- Telephone conversations
- Discussions that take place at business meetings

More formal types of oral communication include:

- Presentations at business meetings
- Classroom lectures

With the development of technology, new forms of oral communication continue to grow. Video phones and video conferences combine audio and video communication. Workers in distant locations can both see and speak with each other. Other modern forms of oral communication include Skype, which allows callers to communicate over the Internet and avoid telephone charges.



Picture 3.3. Written and Oral forms

Oral communication is a communication through mouth. It includes direct conversation and telephonic conversation. Speeches, presentations, discussions are all forms of oral communication. Oral communication is better when there is a need for direct interaction. Face to face communication (meetings, lectures, conferences, interviews, etc.) is significant so as to build a trust.

Oral communication is time-saving, but meetings, long speeches can take much time. At the same time, oral communication is not as organised as written communication. For that reason, some information can be incomplete.

Written communication involves any type of message that makes use of the written word. Written communication is the most important and the most effective of any mode of business communication.

Examples of written communications generally used with clients or other businesses include:

- Email
- Internet websites
- Letters
- Proposals



Picture 3.2. Means of Communication

- Advertisements

Ways of Email Writing

Follow these five simple steps to make your English emails professional.

✓ **Begin with a greeting**

Always open your email with a greeting, such as “Dear Lillian”. If your relationship with the reader is formal, use their family name (eg. “Dear Mrs. Price”).

✓ **Thank the recipient**

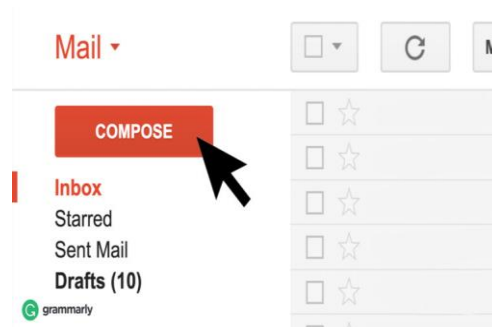
If you reply to a client’s question, you must begin with a line of thanks. For example, if someone has a question about your company, you can say, “Thank you for contacting SOCAR”. If someone replied to one of your emails, it is better to say, “Thank you for your **prompt reply**” or “Thanks for **getting back to me**”.

✓ **State your purpose**

If you are starting the email communication, begin by stating your purpose. For example, “I am writing to **inquire** about ...”

✓ **End with closing words**

The last step is to include a closing with your name. “Best regards”, “Sincerely”, and “Thank you” are all professional. Use “Best wishes” or “Cheers” if you are good friends with the reader.



Picture 3.4. Email Writing

VOCABULARY II: Non verbal communication

1. **Body language** – bədən dili

- *His intent was clearly expressed in his body language.*

2. **Gesture** [ˈdʒɛstʃə] – jest, əl qolunu oynatmaq

- *She made a gesture at the other driver.*

3. **Deliver** [dɪˈlɪvə] – çatdırmaq, təslim etmək, çatdırmaq

- *Mail is delivered to our office twice a day.*

4. **To conduct** [ˈkɒndʌkt] – rəhbərlik etmək, başçılıq etmək
to conduct an interview, to conduct a meeting

- *I conducted an interview for my class.*

5. **Shake hands** - əl vermək, əl verib görüşmək
Handshake

- *You should always start an interview by shaking hands with your interviewer.*

6. **Anxiety** [əŋ'zɪəti] – narahatlıq, gərginlik

- *I felt anxiety during my job interview.*

7. **Nod a head** – baş hərəkəti, başını yelləmək, razılıq mənasında baş əymək.

- *You nod your head to show your agreement and understanding.*

8. **Interview** ['ɪntəvjʊ:] – müsahibə, intervyu

- *I applied for a job and tomorrow I have an interview.*

9. **Interviewer** ['ɪntəvjʊ:ə] – intervyu alan şəxs

- *My interviewer was really rude person.*

10. **Interviewee** [ɪntəvjʊ:'i:] – intervyu verən şəxs

- *Interviewees talked about their previous experience.*

READING: The importance of the body language in business

Body language - is a language without spoken words, it is called **non-verbal** communication. We use it all the time in our social life and business life so it is all about gestures movements and expressions made by people to deliver a specific message to other people .We should know that body language has different meanings in different cultures, so if we need to travel abroad to a country that has different culture or traditions, we should read about how people act there and study about their body language, especially when we need to conduct a meeting there or if we are one of the participants in that meeting or other business situations such as job interviews.

Here are some tips to keep in mind during your next interview:

Shake hands

Research says you should always start an interview by shaking hands with your interviewer. You are far more likely to be remembered if you do, and your interviewer will react by being friendlier and more open.



Picture 3.5. Shaking hands

"A firm handshake can help you demonstrate confidence, create a bond, and become more memorable to your interviewer".

Good eye contact

Look your interviewer in the eye while shaking their hand and maintain regular - but not overly persistent - eye contact throughout the interview.



Picture 3.6. Eye Contact

It shows your confidence and professionalism during an interview. Looking down at your shoes or focusing on the table are actions that can convey a lack of confidence and nervousness. Making eye contact, on the other hand, sends the message that you are prepared to answer - and ask - questions regarding your skills, previous employment and experiences.

Hand gestures while speaking

If you're not sure what to do with your hands, go ahead and gesture while speaking.



Picture 3.7. Hand gesture

"When you're really nervous, you tend to want to hide your hands because they express your anxiety,"

It is okay

This is a display of confidence. Most of the time lecturers, politicians and executives use this hand gesture when they are giving a speech.



Picture 3.8. The gesture of Confidence

It is not okay

Do not shake hands with your palm down. Your hand palm-down 'communicates that you want to take control of the encounter'.

Nod your head while listening

Aside from keeping eye and face contact, nodding your head while listening is an additional way to show attentiveness. Nod your head occasionally to let them know you are enjoying and understand what is said.



Picture 3.9. Taking Control



Picture 3.10. Nodding



3.1.2. Tələbələr üçün fəaliyyətlər

- Get divided into groups in terms of your occupation – 3 interviewers and 2 interviewees. Interviewers must try to think of difficult questions to ask the candidate about his/her job specific abilities, e.g. *Can* you do two things at once? How many words can you type a minute? Can you speak four languages?...etc.;

- Prepare a role play of a job interview. One must be an interviewee and four students must be interviewers. Maintain your body language. At the end of the interview, a group of observers will assess the answers, as well as body language of the interviewee;
- Make a presentation by using additional resources, the best tips for a job interview;
- Students should bring in 10 random objects each. Place them in a large bag. Some can be easy to guess - like a spoon, but make sure some are more difficult to guess, e.g. a small toy. Bags are given out to different students and they write down what they think the items are. Have a discussion at the end about what they may be;
- Get divided into groups and think of the things you must or must not do throughout your life. At the end, discuss them and comment on each other's opinions;
- Get divided into groups. Teacher gives a sample of simple business email. After getting familiar with the sample, choose secret partner to write an email to. Before starting writing on a computer, write your email addresses on the whiteboard. After sending and getting an email, comment on the structure of the emails and reply back;
- In groups discuss advantages and disadvantages of written and oral communication;
- Read the texts given above and underline the words you don't know in the text. Find the meanings of these unknown words by means of additional resources (book, dictionary, internet etc.). As you find, discuss it with your pair and tell each other what you found. After knowing all the words start translating;
- Get divided into groups. Find an interesting video of your interest in English. Listen to it. Then present it to the audience and share some interesting words you heard on that video. Try to find the main meaning of the video.



3.1.3. Qiymətləndirmə

Aşağıdakı qiymətləndirmə meyarına əsasən qiymətləndirəcəksiniz:

“Ünsiyyətin müxtəlif növlərini tətbiq edir”

- **What modal verbs do you know?**
- **Give three examples for an each modal verb.**
- **Rewrite these sentences using can, can't, could or couldn't.**
 1. Do you see that man over there?
 2. I smell something burning.
 3. I understood what he said.
 4. Did you understand what he said?
 5. I don't see anyone.
- **Complete the sentences with can, can't, must, mustn't**
 1. Lauren is French and then he _____ speak French.
 2. They _____ go out because it is too late.
 3. Jason _____ come back late or he will be punished.
 4. You _____ do your homework before going to school.
 5. I _____ wear my seatbelt when I drive my car.
- **Rephrase these notices to give or refuse permission by using can (can't), may (mayn't), must (mustn't).**

1. Thank you for not smoking.
2. No camping or picnicking.
3. Fishing strictly forbidden.
4. Campers welcome.
5. Private - Keep Out.
6. Do not lean out of the window.
7. Leave your litter here.
8. No stopping.

• **According to the reading passages answer the questions below:**

1. What types of communication do you know?
2. What is an oral communication?
3. What kinds of oral communication do you know?
4. What is formal and informal communication?
5. What kinds of written communication do you know?
6. What is body language?
7. What kind of tips for a job interview do you know?
8. Why do we need eye contact during an interview?

• **Make word collocations from the words shown below:**

Oral, distant, speech, communication, reply, location, informal, verbal, lecture, prompt, formal, non-verbal, written, classroom

1.2.1. Müxtəlif rəqəmsal texnologiyalardan məlumat almaq üçün istifadə edir

VOCABULARY: DIGITAL TECHNOLOGIES



1. **Digital** ['dɪdʒ.ɪ.təl] (adj) – rəqəmsal

Digital camera/digital watch

- *Quality is high when you watch movie on digital TV.*

2. **Go online** [gəʊ 'ɒn.laɪn] (v) – onlayn olmaq

- *She went online and found some useful information.*

3. **E-book** ['i:.bʊk] (n) – elektron kitab

An electronic book

- *Nowadays people tend to read e-books.*

4. **Macintosh** ['mæk.ɪn.təʃ] (n) – Mak kompüterü

- *Macintosh is one of the most expensive computers.*

5. **To have access to** [æk.ses] (v) – çıxışı olmaq



Picture 3.11. Digital Technologies

- *I do not have access to my emails.*
- 6. **Application** [ˌæp.lɪ'keɪ.ʃən] (n) – program
- *Mobile applications make our world easier.*
- 8. **Connection** [kə'nek.ʃən] (n) – əlaqə
- *Internet connection is weak in regions.*
- 9. **Cybercrime** [saɪ.bər] (n) – kibercinayət
- *Cybercrime is one of the most dangerous crimes in the world.*
- 10. **Wireless** [ˈwaɪə.ləs] – simsiz, telsiz, kabelsiz
Wireless connection/ wireless mouse
- *The library provides free wireless access.*
- 11. **Install** [ɪn'stɔ:l] (v) – quraşdırmaq, yükləmək
- *I installed Adobe Reader yesterday, so that I can read e-books on my computer.*
- 12. **Download** [daʊn'ləʊd] (v) – yükləmək, endirmək
- *I downloaded the Beatles' last music album.*
- 13. **Device** [dɪ'vaɪs] (n) – qurğu, cihaz
Mobile device/electronic device
- *You can download music on your tablet or other mobile device.*
- 14. **Search (for)** [sɜ:tʃ] (v) – axtarış etmək, axtarmaq
- *You can search for information on Google.*
- 15. **Portal** ['pɔ:.təl] – portal
- *Internet portals provide access to other useful websites.*
- 16. **Addicted** [ə'dɪk.tɪd] (adj) – asılı, meyilli
- *I am addicted to video games.*
- 17. **Virtual** ['vɜ:.tʃu.əl] (adj) – virtual
- *People become addicted to virtual worlds.*

GRAMMAR: FUTURE SIMPLE

We use Future Simple to talk about unplanned future. We form with the help of “will”. “Will” comes right after the subject of the sentence (shown below). The use of «will» depends on some below contexts:

- Prediction about future:

- *It will rain tomorrow.*

In this context we may not be sure about the action. It means, tomorrow it may not rain either.

● Spontaneous decision at the time of speaking:

- *I will have a regular pizza.*

Here, you decide to eat pizza while ordering a meal at the restaurant.

● Expressing willingness for doing something:

- *She will help you with homework.*

It happens at the time of conversation.

● Expressing unsureness:

- *I will try to inform you, but I am not sure.*

While we want to show uncertainty about any situation, we use some word expressions such as:

Maybe, probably, I think, I hope etc.

- *I think I will get good mark from the Psychology exam.*

Question and Negative Form

In the case of «will», we make questions by putting will before the subject:

- *Will you come to my birthday party?*

In order to make negative sentences, we use “not” after will:

will not / won't (short form).

- *He will not leave his job until he finds a better one.*

Future Simple (To be) = will be

Subject+will+be+verb

- *He will be there on time.*
- *Will she be at the conference tomorrow?*
- *They will not be late again.*

VOCABULARY RELATED TO THE GRAMMAR



1. **Prediction** [prɪ'dɪk.ʃən] (n) – proqnoz, qabaqcadan xəbər vermə
2. **Spontaneous** [spɒn'teɪ.ni.əs] (adj) – spontan, qeyri-iradi
3. **Unsure** [ʌn'sʊə] (adj) – inamsız, qeyri-müəyyən
Unsureness (n)
4. **Willingness** ['wɪl.ɪŋ.nəs] – istək, həvəs
5. **Express** [ɪk'spres] (v) – ifadə etmək

READING PASSAGE: USE OF DIGITAL TECHNOLOGIES BY CHILDREN

Device Access:

- ✓ Smart TV (access to wireless internet)
- ✓ Laptop

Fidan has little information about the use of digital technologies. She mostly watches kids' movies or cartoons on TV only in the Azerbaijani language and sometimes world news with family members in the evenings. Fidan also has access to a laptop for when she needs to search for any information relevant to her homework. She said that she usually finds useful information in Google. If anything is unclear from school subjects, she watches educational videos on YouTube. She also uses the laptop for learning "Computer Science", including a wide range of computer-related programmes. *"I like drawing a picture on 'Paint' programme. My teacher shows how to do it on computer and I learn from her"*. Fidan thinks that she is too small to be a user of any social network.

Device Access:

- ✓ Smart TV (access to wireless internet)
- ✓ Desktop computer
- ✓ Iphone
- ✓ Tablet

Hagverdi is a child with a large range of interests. He likes using digital technologies for educational and entertainment purposes. Through using desktop computers, he gets useful information about specific subjects. He installed applications on his mobile device and completes test tasks in order to understand subjects fully. He also downloads e-books about his studies from Internet portals. He goes online and plays computer games such as "Point Blank", "Crossfire" and "Royal Quest" in virtual worlds. He makes connection with other players from different countries.

"Online computer games are not the same as mobile games. While playing these kinds of games, I communicate with different people from different countries especially in Russian and English languages. During the game, we both speak face-to-face through cameras and write to each other in messenger".

Hagverdi said that he is not interested in using social networks. His TV activities are different. He loves watching TV programmes which increase his knowledge of the cultural, historical and geographical positions of world countries. He likes watching cooking programmes, because he wishes to have famous restaurant in Baku. Hagverdi watches



Picture 3.12. Royal Quest Video game



Picture 3.13. Youtube

documentary films related to astronomy on English channels. Watching films and animated cartoons online is also one of his hobbies. He says it develops his listening and speaking skills in English.



3.2.2. Tələbələr üçün fəaliyyətlər

- Get divided into 4 groups. Each group prepares a set of short questions about near future.
 - For example: Who will be the president of America in 2020?
After writing the questions, pass a list of questions to other groups clockwise. Then overall 3-4 mins are given to the students for getting prepared for the questions. At the end, students orally answer the questions as a group and here is important to use your imagination.
- Get divided into groups. Prepare a presentation on the topic “Future technological Invention”. Find out useful information from the websites if needed. Then present it in front of the audience. While presenting, other groups give points. The group which gets the highest score wins.
- Interview your parents. Ask how they use digital technologies in their daily life. Then present it with quick notes.
- Research what kind of digital technologies you may use in your occupation. Then compare each other’s information.
- Sit in a circle. You will be given a small ball. Choose one student to start. You should ask the words from vocabulary spontaneously from each other. The one who starts throws the ball at another student and asks any word from the new vocabulary. The student catches the ball and after answering the question, should immediately throw the ball at another classmate and ask a new word. Time limit is set for 15 seconds for each word.
- Read the text given above and underline the words you don’t know in the text. Find the meanings of these unknown words by means of additional resources (book, dictionary, internet etc.). As you find, discuss it with your pair and tell each other what you found. After knowing all the words start translating.
- Listen to the track and take notes while listening. Then discuss the track together with the groups of students.



3.2.3. Qiymətləndirmə

Aşağıdakı qiymətləndirmə meyarına əsasən qiymətləndirəcəksiniz:

“Müxtəlif rəqəmsal texnologiyalardan məlumat almaq üçün istifadə edir”

- **What is future simple? Give an example.**
- **In what contexts can you use Future Simple?**
- **What kind of digital technologies do you know?**
- **Read the text above and find True and False statements:**
 1. Fidan and Hagverdi both use digital technologies on educational purposes.
 2. Hagverdi likes drawing and Works on Paint programme.
 3. Fidan is not interested in watching videos on YouTube.
 4. Both Fidan and Hagverdi do not use social network.
- **According to the reading passage, find who does the activities below:**
 1. Plays Royal Quest and Crossfire.

2. Watches astronomical documentaries.
3. Is interested in Computer Science.
4. Draws pictures on Paint Programme.
5. Prefers computer games to mobile games.
6. Completes test tasks on mobile applications.
7. Watches films or cartoons on TV.

- **Use the below sentences in Future Simple.**

1. My parents (*come*) for dinner at my house this evening.
2. She (*celebrate*) her birthday in a restaurant, but she is not sure which one.
3. I think, I (*meet*) Anna at the bus stop tomorrow.
4. I guess, I (*choose*) math this semester.
5. I (*learn*) how to cook, but I am not sure which course to choose.
6. Maybe my younger sister (*have*) breakfast with friend.

- **Fill the gaps below with the words from the vocabulary:**

1. If you have a strong wireless connection, you can _____ videos and music very easily from the websites.
2. I became _____ to watching TV in my childhood.
3. We can _____ for useful information on Google.
4. I _____ every 2 hours at work.
5. People steal other's credit cards through internet and it is called _____.
6. Nowadays, there are a lot of people in the world who do not _____ to the internet.

- **Look at the photos and name these technologies. Do you use them? How?**



- **Listen to the track and write True or False:**

- Charlie's mother is doing something with his computer.
- If you don't change your privacy settings, everyone can see your information.
- It is easy to delete everything you put online.
- Charlie's mother knows his password.
- Charlie's notebook is in a secret place.

3.2.4. Texnologiyanın əhəmiyyətini şərh edir

VOCABULARY: TECHNOLOGY



1. **Device** [d[viceLARY: TECHcihaz, qurğu]
 - You can download free apps to your mobile device.
2. **Develop** [delop download frt[delop download free apps to]
 - Our country develops day by day.
3. **Discover** [diskavr] (v) – k (v) – try develops day by da]
 - Christopher Columbus was an Italian explorer who discovered America in 1492.
4. **Influence** ['luencu. 'luenceer Ct. 'luenceer Columbus was an]
 - She's very good at making friends and influencing people.
5. **Privacy** ['prcyery good at mm['prcyery good]
 - The new law is designed to protect people's privacy.
6. **Browse** [braew law is informasiya axtarmaq]
 - Tom constantly browses for new pieces of news.
7. **Wireless** ['walesstan (adj) – simsiz bağlantı]

A wireless connection

 - Most computers have wireless technology.
8. **Upgrade** [grademputers havinkışaf etmşafmputers have wirel]
 - It's very simple to upgrade the indexing software.
9. **Outdated** [,adatedy simple to upgköhnatedy simple to u]
 - Nowadays this technique is completely outdated.

10. **Technophile** [ˈtɒfɪleɪs tec(n) – texnoloji avadanlanlıqlar hcompletel

- *He became a technophile, buying every new gadget on the market.*

11. **Technophobe** [ˈtɒfɪleɪs ˈtɒfɪ (n) – texnologiyadan qorxan, nifrg every new gadget on the market.rica in 1492n. internet.y from the

- *As a result of being a technophobe, my brother does not buy any technological devices.*

12. **Technophobia** (n) – texnologiya qorxusu, texnofob

- *Technophobia increases with age.*

13. **Advancement** [dvancementa inc (n) – ircementa increases with a **Technological advancements**

- *The company benefited from the advancement of computer technology.*

14. **Benefit (from)** – [ˈbɪt (fro (v) (n) – xeyir, fayda, mted from the advancement of compute

- *Enjoy the benefits of being young.*

- *I benefited from the internet.*

GRAMMAR: Be going to; future plans

We use be going to to talk about future plans and intentions (which the speaker makes the decision before speaking)

A: *Are you going to see Aysel this week?*

B: *I don't know. I am going to phone her this morning*

| | | | |
|---|-------------------------------|-------------------------------|--------------|
| + | I He/she/it We/you/they | Am Is Are | Going to |
| - | I He/she/it We/you/they | Am Is Are | Not going to |
| ? | Am Is Are | I He/she/it We/you/they | Going to? |

We often use future time expressions with be going to e.g this afternoon, toonight, tomorrow, next week, etc.

Present Continuous: future form

We use the Present Continues to talk about future arrangements (a time and place are decided).

We often use exact time expressions, such as *this morning, next week, tonight, tomorrow* etc. for Present Continuous. Examples have been given below:

Reasons Why!

- I am seeing John on Friday at the tennis club.
- I am visiting London next month.
- I am getting a new job. (= It is already decided / arranged)

| | | | | |
|---|-------------------------------|-------------------------------|----------------|---------------------|
| + | I He/she/it We/you/they | am is are | meeting | Alan at 7 pm. |
| - | I He/she/it We/you/they | am is are | not meeting | Alan at 7 pm. |
| ? | Am Is Are | I he/she/it We/you/they | meeting | him? |

Note:

Be going to and the Present Continuous can be used to express similar ideas. Choose depending on what you mean.

- I am going to see Phil again (a decision has been made but no arrangements)
- I am seeing Phil tonight at the tennis club (an arrangement has been made with Phil)

READING: Why is Technology important?

Have you asked yourself why technology is so important today? Just look around and you'll know why. You are surrounded by technology. You are always using technology. It is used everywhere and all the time. It makes life easy. We need technology. It's important. You ask why? Because of the discover of technology, our standard of living developed. Technology influenced every industry. Technology brought advancements in agriculture, engineering and architecture. Advancements in technology improved transport and communication. They have changed every sector; medicine, tourism, education, entertainment or any other. Technology has touched every aspect of life, making it easier, better and different. From food to fashion, technology has a role to play. Tall buildings, luxurious apartments - how would they be built if not for technology!

Let's look at the examples!

- A. How does water reach homes? With the help of robust water storage and transmission systems. How do homes get the warmth and cold as and when they need? Because of heating and air conditioning systems. How can food be preserved without getting spoiled? Because of refrigeration.



Picture 3.14. Technology in water storage

B. Businesses, small and big, need technology. They are growing and expanding across countries owing to technological advancements. It is technology that gives organizations the strength to spread their wings. If not for technology, how would complex industrial processes be carried out? If not for machines, how would large-scale production of goods be possible? If not for computers, how would the software industry have grown? Growing businesses create employment opportunities for people and technology plays a big role in business growth.



Picture 3.15. Technology in business

C. Technology changed people's communication. Communication systems improved from simple messages to emails and messages that travel long distances. The Internet helps to exchange information over long distances. Just a few clicks of your computer mouse can take you anywhere on the Internet. You enter all new world without even realizing it!



Picture 3.16 Technology in communication

D. Satellite and radio communication have changed the entertainment industry. Channels from all over the world are now available on your TV set, thanks to technology. Television shows and films can reach the masses within minutes after their release. Radio communication has made it possible to broadcast programs to the remotest of locations.



Picture 3.17. Technology in entertainment

E. The role of computers and Internet in education cannot be ignored. The use of computers in teaching has made learning more interesting. Computers enable better storage and presentation of information, thus making the process of teaching easier and more effective. Educational CDs are available everywhere. Lectures/lessons can be uploaded on websites, as PDFs or even as videos. This has made information more easily accessible and provided for better ways of knowledge sharing. Today, people can continue learning even while managing their jobs, because online education gives them the flexibility to do so. And all the information in the world is so widely available, thanks to the world wide web.



Picture 3.18. Technology in education



3.2.5. Tələbələr üçün fəaliyyətlər

- Make a presentation about the importance and impact of technology in our life. *How does it help us? Why it is so important nowadays?* Use facts. Then, have a group discussion about the importance of technology in our life, as well as in our education.
- After having a general presentation of the importance of technology in our life, make a presentation from additional recourses (magazines, journals, internet and books) of the importance of technology in your specialisations (in industry sector, in textile sector, in tourism

sector, agriculture etc.). E.g *why technology is important in Taylor's work? How does it make the work of different occupations easy?*

- B. Get divided into working groups according to your occupations, then find professional people from your fields. After finding people from your occupations, interview them by preparing set of questions about the importance of technology as well as the importance of technological devices in the work of different occupations and identify the changes that have occurred in an industry or job as the result of new technology. Present your findings from your interviews. Then, compare your interview findings to your results in our previous activity (A).
- Make a debate about advantages and disadvantages of technology in people's life. (e.g it makes people addicted to the internet, it saves time etc.) Find out 3 problems and give 2 solutions for each. Then make a presentation about it. After presentations, choose the group who shows the best ideas by anonymous voting.
- Prepare a role play of your life in the past without technology (use Past Simple Tense form).
- Prepare a role play of your current life with technology (use Present Simple tense Form).
- Prepare a role play of our future life with new discoveries in technology (use Future Simple Tense Form).
- Listen to the track and take your notes. Have a group discussion about your notes. Prepare questions to your group mates about the track.
- Get divided into five groups, after reading the text about "the importance of technology", each group must name the passages.



3.2.6. Qiymətləndirmə

Aşağıdakı qiymto five groups, after reading the text about "the **Texnologiyanın o five groups, after r**"

- **Answer the following questions**

1. Why technology is important in our life?
2. Why do we need technology in our life?
3. How technology is important in our occupation?

- Make questions *with be going to*.

Your friend tells you that she is going shopping
What are you going to buy?

1. Peter tells you that it's Jane's birthday next week.

_____ a present?

2. Your friend wants to buy a painting.

Where _____ put it?

- **Find the four Present Continuous mistakes and correct them.**

A: Hi Tim! What do you do this evening?

B: Not a lot. Actually, I have a quiet evening at home alone.

A: Why don't you come to my house? I am inviting a few friends for dinner.

B: I am not sure. I'm quite tired.

A: How about tomorrow night?

B: I am going to the cinema with my brother. Why don't you come, too?

A: Great! I would love to.

- **Write positive sentences in going to future.**

1. I / work -
2. you / dance -
3. it / rain -
4. they / ask -
5. he / stays -
6. we / speak -
7. I / give -
8. she / try -
9. they / help -
10. he / push -

- **Listen to the track and complete the sentences below.**

What 1. _____ technology? Would we still be living in caves? Probably. I think there are two 2. _____ technology. The kinds before and after computers. When we think about technology before computers, it 3. _____. It was all mechanical. Things like steam trains and fridges. At the time, that 4. _____ technology. But, today's technology is really cutting edge. It's the kind of technology that 5. _____ soon as it hits the shelves. I love this. It's so exciting seeing it all happen. I love 6. _____ technology we'll have in the future, and then buy 7. _____. It's like buying technology from science fiction movies. I'd love to live to be 200 so I can see what technology 8. _____.

- **Having read the reading text, name five main fields which have benefitted from the discovery of technology.**

Resources

1. Cambridge English Dictionary: <https://dictionary.cambridge.org/>
2. Baku Education Information Center: http://www.beic.az/education_azerbaijan.html
3. British Council: <https://learnenglish.britishcouncil.org/en>
4. Longman English Grammar Practise:
<https://english4u.com.vn/Uploads/files/Longman%20English%20Grammar%20Practice.pdf>
5. “New Total English Elementary” Mark Foley and Diane Hall.
6. “New Total English Pre-Intermediate” Antonia Clare, Araminta Crace, Will Moreton
7. Oxford Learner’s Dictionaries: <https://www.oxfordlearnersdictionaries.com/definition/english/>
8. Understanding and Using English Grammar