



MINISTERUL EDUCAȚIEI ȘI CERCETĂRII AL REPUBLICII MOLDOVA

Svetlana Lungu • Svetlana Cotovan-Naval • Victoria Ciobanu

English

Student's Book

Level **A2.4**
11th Form



Editura ARC



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(Denumirea instituției de învățământ)

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Anul de folosire	Numele, prenumele elevului	Anul de studii	Aspectul manualului	
			La primire	La returnare

- Dirigințele clasei verifică dacă numele, prenumele elevului sunt scrise corect.
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Dear Students,

Welcome to this exciting journey of learning English as a second language! This textbook has been carefully designed to help you build a strong foundation in English at the A2 level. Whether you are studying English for travel, work or personal growth, this book will guide you step by step to improve your skills and gain confidence in using the language.

At the A2 level you will continue to expand your vocabulary, practice essential grammar and learn how to express yourself in everyday situations. Each chapter is full of engaging activities, practical examples and real-life dialogues to make learning enjoyable and relevant to your daily life.

Remember, learning a language is more than memorising words and rules. It's about exploring a new way of thinking, connecting with people from different cultures and opening doors to new opportunities. Don't be afraid to make mistakes—they are an essential part of the learning process!

We encourage you to actively participate in all activities, ask questions and practice as much as possible. With dedication and perseverance, you will see your English skills improve and your confidence grow.

We are delighted to have you on this journey and hope this textbook becomes a helpful companion in achieving your goals.

Good luck! Enjoy the process!

Warm regards,
The Authors

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Unit 1

EXPLORING MY WORLD



Lesson

1

Me and My World

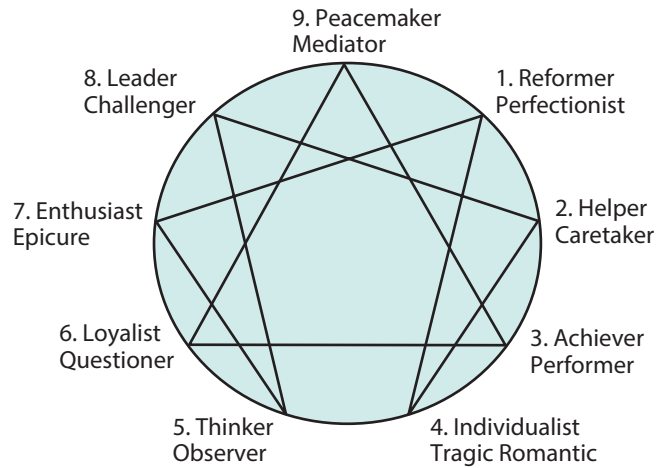
LEAD-IN

1 What makes you feel, think and act the way you do?

a. Read the statements below. Choose the one that best describes you.

1. I am a perfectionist and strive to do things the right way.
2. I want to be loved and appreciated; I care about my relationships with others.
3. I am success-oriented and enjoy achieving my goals.
4. I feel unique and special; I focus on my emotions and creativity.
5. I love learning and understanding the world around me; I prefer deep analysis.
6. I seek security and stability; I am loyal and cautious.
7. I am optimistic and always look for new enjoyable experiences.
8. I am strong, direct and like to have control over situations.
9. I desire harmony and avoid conflicts; I try to bring peace around me.

The Enneagram



The Geometric Symbol of the Enneagram Personalities

b. Find the corresponding number on the Enneagram chart. This number represents your personality type.

2 Discuss with your classmates. Identify the most common personality types in the class.

READING

1 Read about nine personality types. For questions 1–11, choose from the personality types (A–I). You may select a personality type more than once.

Which personality type(s)

1. would not like working as part of a group?
2. is not easily satisfied with himself/herself?
3. is never indecisive?
4. is interested in exploring his/her own feelings?
5. has a positive quality that can sometimes be annoying?
6. is most concerned about the impression made on others?
7. is easy to get along with?
8. is caring and compassionate?
9. can be relied on?
10. might be different from the impression they initially give?
11. values friendships?

A. The Perfectionist

The Perfectionist needs to be right all the time and likes things to be done perfectly. As critical as you are of others, you are even more critical of yourself. You often feel angry, yet you usually manage to turn your anger into positive action and you are known for your hard work and discipline. You value fairness and truth and you are ready to fight for them if necessary.

B. The Helper

Helpers enjoy giving and receiving love. You know how to make others feel special. You place a high value on human relationships and are often attracted by people in trouble because you are most in need of care and support. However, make sure that you only offer help to those that really want it. Sometimes people perceive your help as interference.

C. The Achiever

The Achiever considers good looks and success to be the most important things in life. You are often portrayed as confident and ambitious. You may feel very insecure inside because you rely on the approval of those around you. You have the potential to be a leader, but you are a follower at heart. In spite of your great energy and ambition, caring too much about what people think of you often holds you back.

D. The Romantic

Romantics are original, creative and sensitive. You want to understand yourself, so you tend to examine your emotions in depth, which makes you more self-aware than most people. You are able to show great kindness and understanding to others because of your sensitivity. However, this quality also means that you sometimes take life too seriously. The Romantic is also referred to as the Artist because of his creativity and need for self-expression.

E. The Thinker

The Thinker's aim in life is to observe, investigate and understand the world. You are independent and prefer to work alone. Being different isn't a problem for you, which is just as well as some people consider you to be, a bit strange or weird. Some of the world's greatest brains have been "thinker" personalities, people whose ideas have shocked the world and changed the way we see things.

F. The Loyalist

The Loyalist wouldn't dream of letting a friend down and you take it to heart if you are let down by someone you trust. Having people around you is something you enjoy as long as they are as trustworthy as you are. You have difficulty making decisions alone. For this reason, you like being part of a group. You believe there is safety in numbers and you are the happiest when you feel safe and secure.

G. The Adventurer

Constant activity is what makes you, the Adventurer, feel good. You enjoy exciting new experiences that get your adrenaline flowing and you excel at quickly overcoming obstacles. You know how to live life to the full and your life can get impossibly busy, but your endless enthusiasm can drive people crazy at times.

H. The Leader

Leaders say exactly what they think and make quick decisions. You don't like to be controlled by anyone and you use your personality to gain power over others. Despite your tough image, you can be generous and protective towards people you care about. This is a secret you don't easily reveal.

I. The Peacemaker

The Peacemaker is patient. You have the ability to "go with the flow" and adapt to any situation. Sometimes, however, your readiness to listen and to agree with others makes you forget your own wishes. Arguing is difficult for you because you always understand the other person's point of view. You struggle to initiate new activities, but once you begin, you can't stop.

2 Rewrite the sentences using expressions from the text. Make any necessary changes.

Example: *Christine could be an excellent student.* → *She has the potential to become an excellent student.*

- There are lots of phone calls which stop me from getting on with my work. (paragraph C)
- I am very serious about my studies. (paragraph D)
- My computer keeps crashing and it is really annoying me. (paragraph G)
- You can adapt to any situation. (paragraph I)
- Mark finds it difficult to make new friends. (paragraph I)

3 Pick at least two positive and two negative traits that describe you. Explain your choice. Use them in your own sentences.

Self-confident	Caring
Ambitious	Creative
Insecure	Sensitive
Critical	Trustworthy
Inflexible	Patient
Self-aware	Independent

Example:

- I'm *self-confident*, so I believe in my ability to handle challenges.
- I'm also *creative* and I enjoy finding new ways to solve problems.
- However, I can be a little *critical*, especially when things don't go as planned.
- Sometimes I'm also *inflexible* because I prefer to follow a clear structure.

4 Fill in the chart on the right with nouns and adjectives.

5 Complete the sentences using the words in Exercise 4.

- Our math teacher has a lot of She explains things again and again to us.
- My grandfather is 75, but he is physically He swims and cycles.
- Tom has one ... - to become an astronaut.
- Dogs are usually very ... to their masters. That's why they are called man's best friend.
- Mike is a ... man who donates a lot of money to charity.
- I get a lot of ... from my parents. They don't seem to approve of anything I do.

takes
tend
adapt
lives
suggests
depends

6 Complete the sentences using the verbs in the box.

- A peacemaker, as the name ... , tries to stop arguments rather than start them.
- Paul knows how to enjoy himself. He's active, energetic and he ... life to the full.
- People in a new country often find it difficult to ... to a different culture.
- Speak gently to Mary! She ... everything to heart.
- People born under Pisces, the sign of the fish, ... to be dreamy and sensitive.
- We will go to the beach or to the cinema tomorrow – it ... on the weather.

Noun	Adjective
...	<i>fair</i>
patience	...
...	<i>active</i>
ambition	...
insecurity	...
...	<i>generous</i>
criticism	...
...	<i>loyal</i>
creativity	...
independence	...

LISTENING

1 In groups, discuss about the National Youth Council of Moldova (NYCM)? What do you know about it?

2 Listen to a conversation between Dan and Emily. Answer the following questions:

- How many youth organisations does the National Youth Council of Moldova include?
- How much money did the National Youth Council of Moldova receive?
- What's the purpose of this funding?
- What activities does the grant cover?
- What is the ultimate goal of this grant?

3 Why are the youth centers important for young people in Moldova?

4 Are you involved in a youth organisation? Share your experiences with your classmates.

SPEAKING

1 Imagine a new recreational space is being planned in your area for young people to enjoy in their free time.

- Look at the pictures showing different activities.
- In groups, discuss how each activity could benefit young people in your community.
- Choose the best option and explain your decision.



2 Answer the questions below. Use the prompts.

- Which of the activities in Exercise 1 would you like to practice? *Personally, I would choose ...*
- Which of these activities would you prefer not to participate in? *I definitely would not choose ...*
- Where do young people in your area spend their free time? *In my neighbourhood, a lot of young people ...*
- Do you think there is enough for young people to do? *To my mind, ...*

3 In pairs, discuss the questions below. Share your answers with others.

Use the phrases in the Useful Language box.

- How can we improve the places that offer free-time activities for young people?
- How important is it for young people to have hobbies? Why?
- How do you think activities such as making music or putting on plays can benefit young people?

USEFUL LANGUAGE

- ✓ Personally, I would choose/ prefer ...
- ✓ Young people would benefit if ...
- ✓ It is good exercise ...
- ✓ It helps you keep fit
- ✓ Learn new /technical skills
- ✓ Develop self-confidence
- ✓ Have a talent for singing /acting /drawing

GRAMMAR

Singularia and Pluralia Tantum

Singularia Tantum	Pluralia Tantum	
These are nouns that have no plural form. They are always followed by a singular verb: ✓ information ✓ advice ✓ courage ✓ knowledge ✓ furniture ✓ money	Nouns denoting the names of things, tools and instruments consisting of two halves are used only in the plural. ✓ trousers ✓ shorts ✓ glasses ✓ scissors ✓ pincers	Nouns that are plural in form but singular in number are followed by a singular verb. ✓ news ✓ mathematics ✓ physics ✓ gymnastics ✓ athletics ✓ species

1 Choose the correct variant to complete the sentences.

- I lost my scissors. Have you seen ... (they/ them)?
- Her clothes ... (fits/fit) you really well.
- There ... (is/are) much money in the wallet.
- Politics ... (is/are) an exciting field for many people.
- The police ... (is/are) interested in this case.
- My maths ... (is getting/are getting) worse and worse.
- Economics ... (is/are) a complex but fascinating subject.
- The news ... (is/are) on at six.
- These scissors ... (is/are) not sharp.

2 Fill in the sentences with the missing verb.

- These scissors ... for cutting paper.
- Your trousers ... too long.
- Where ... my glasses? I want to read the newspaper.
- People say that the police ... investigating the case.
- I think Physics ... one of the most difficult subjects to study.
- My jeans ... suit me at all.
- The pyjamas ... made in Italy.
- How much ... the binoculars cost?
- Yesterday I received some great news, which ... a complete shock for me.
- His advice ... always useful to me.

USEFUL LANGUAGE

Describing and relating to people

- ✓ Depend/rely on someone;
- ✓ Enjoy someone's company;
- ✓ Let someone down;
- ✓ Have a good/great sense of humour;
- ✓ Cheer someone up.

Positive characteristics: caring, thoughtful, kind, generous, fun-loving, outgoing, amusing, enthusiastic, active, trustworthy, responsible, independent.

WRITING

- Do you have a really special friend? How did you meet? What makes him or her special? In about 100 words, write an article that answers these questions. Our school will publish the best article in a special issue of its student magazine. Use the words and expressions in the box.

Lesson

2

Together in Harmony

LEAD-IN

- 1 Which years fall under the *teenage years* category?
- 2 What types of relationships do young people have? How do these relationships contribute to their personal development?
- 3 Discover the following factors that influence adolescent relationship development: peer pressure, sociocultural factors, family and relationship development. Which of these factors are you mostly influenced by?
- 4 List the qualities you bring to a peer relationship. Discuss with a partner your answers by following these steps:
 - ✓ write down the qualities you have that a peer would value;
 - ✓ write down the qualities you look for in a peer when forming a relationship;
 - ✓ write down the qualities you would prefer to avoid in a peer.



LISTENING

- 1 Listen to Bryan Leopold's interview where he explains what respect is and why it's important during adolescence. While listening, pay attention to the following tips and fill in the table below.

The definition of respect	Steps to show respect	How to deal with disrespect from others
...	...	...

- 2 Think of a situation from your daily life where you experienced disrespect from others. Which of the strategies mentioned in the recording would work best for you to handle disrespect? Provide examples.
- 3 Listen again. Match the halves of the sentences.

1. Respect creates 2. Respect is a way of showing 3. Listen, 4. In a relationship, it's important to think about 5. By showing respect for others,	A. even if you don't agree with what the person is saying. B. other people's needs and feelings. C. a sense of trust and cooperation. D. we can create a more harmonious and positive social environment. E. courtesy and consideration for others.
--	---
- 4 Do you agree with Bryan Leopold's point of view that "respect is a two-way street"? Justify.
- 5 Work in groups. Read the acrostic and explain it. Then, create a new acrostic that defines the concept of respect. Share *your acrostic* with the class.

Recognize the value in others
Empathise with their feelings
Show kindness and understanding
Practice active listening
Encourage open communication
Consider different perspectives
Treat everyone with fairness and dignity

READING

- 1** Read the poems. With a partner, find similar ideas. Share them with others.

Respect

Respect is a lesson that everyone should learn
Respect must be given before an expected return
Respect is something that's given for free
Respect is about us and never about me.

Respect is the basis on which relationships are founded
Respect is the anchor that keeps a person well grounded
Respect builds character and defines who we are
Respect sets the standard and raises the bar.

Respect is magnanimous and helps to fulfil
Respect is the partner that sits with good will
Respect is like honey, so sweet it's perceived
Respect – a taste to savor for when it's received.
(By Don Wilson)

Respect Is

Respect is consideration for others
Remember, we are all sisters and brothers.
Respect is putting others ahead of ourselves
Thinking less of me and myself.

Respect is being polite
In our speaking and what we write.
Respect is showing manners that are good
And loving others in our neighbourhood.

Respect is compassion for all
Whether they are rich or poor, big or small,
Respect is kindness that is shown
Doing it happily, without a groan.

Respect is demonstrating dignity for those
Even for those that might impose
Respect is being courteous too
It is how you live and what you do.
(By Catherine Pulsifer)

- 2** Match the words in the Vocabulary Corner box with their definitions.

- a feeling of deep admiration for someone or something elicited by their abilities, qualities or achievements
- mental powers manifested as wishing, choosing, desiring or intending
- to taste or smell with pleasure
- to do something as promised or intended or to satisfy your hopes or expectations
- in a forward direction or position; in front
- a place or region near, vicinity
- a deep, long sound showing great pain or unhappiness

Vocabulary Corner

respect
to savor
ahead
will
groan
to fulfil
neighbourhood

- 3** In the first poem, find synonyms for the words below. Write sentences using them.

- | | | |
|-------------|-------------|---------------|
| a. to state | c. to study | e. generous |
| b. obtained | d. support | f. foundation |

- 4** In the second poem, find pairs of antonyms. Write sentences using them.

- 5** Choose the poem you like more and learn it by heart.

- 6** Explore the phrasal verbs below that relate to expressing tolerance. Then, use the correct form of each phrasal verb to complete the sentences.

- ✓ **Bear with** means to be patient or endure a challenging circumstance.
- ✓ **Go along with** means to agree with or tolerate someone else's ideas or decisions.
- ✓ **Live with** means to accept or tolerate a situation or person on an ongoing basis.
- ✓ **Put up with** means tolerating or enduring a difficult or annoying situation or person.
- ✓ **Stand for** means to tolerate or accept something, often used in negative contexts.

- I won't ... for disrespectful behaviour towards my team.
- I have to ... my noisy neighbours playing loud music late at night.
- ... the delays; we'll be landing shortly.
- They have to ... the consequences of their actions.
- He usually prefers tea, but today he'll ... coffee.

Tolerate means to accept or endure something, often despite disliking it or finding it difficult. It involves showing patience, forbearance or resilience in the face of challenges, differing opinions or unpleasant situations.

SPEAKING

- 1 What does respect look like in everyday life? Fill in the table with examples.
- 2 Navigating relationships during the teenage years can be both exciting and challenging. Teenagers often encounter obstacles that can influence how their relationships grow and change. What are some common challenges teenagers face when building relationships? List and explain three of the most common challenges below, providing examples for each.

In the classroom	following the rules ...
At home	helping our family members ...
In the community	not littering ...

Communication Issues

Peer Pressure

Social Media

- 3 In small groups, role-play the scenarios below. Act out situations where you can demonstrate respect.
 - a. At a party: Let others go first when getting food.
 - b. At the grocery store: Use polite manners when speaking to others.
 - c. In the park or playground: One child throws garbage on the ground—show how to respectfully encourage keeping the earth clean.
 - d. On public transport: Offer your chair to an adult or someone in need.
 - e. In a public place: Open the door for others to let them go through first.
- 4 With a partner, match the halves of proverbs and quotes about respect. Choose one of them to comment on.

1. No relationship can be healthy	A. without respect.
2. Respect and courtesy	B. the rest will follow.
3. Respect costs you nothing,	C. but the payoffs are huge.
4. Respect is like a boomerang	D. that comes back to you.
5. Start with respect,	E. go hand-in-hand.
- 5 Play the game *The Respect Circle*. Stand in a circle and take turns saying something respectful about the person to your left. When you finish, share your feelings.
- 6 In groups, discuss the relationship between respect and leadership.
 - a. Analyse how leaders in different fields (e.g., sports, politics, community, family, school) earn respect.
 - b. Identify the qualities of a respectful leader. Explain how you can use these qualities in your everyday life. Give examples of famous leaders who have earned respect in different ways.
- 7 In groups, discuss how respect can improve group relationships. Make a list of "Respect Guidelines" for your classroom, team or community. Share your guidelines and discuss how they can help build a respectful environment. Explain your choices.

GRAMMAR

Singularia and Pluralia Tantum

- 1 Fill in the gaps with *is* or *are*.
 - a. My news ... sad.
 - b. The police ... attentive.
 - c. Your trousers ... dirty.
 - d. Mathematics ... my favourite subject.
 - e. Dominoes ... not played in our family.
 - f. Physics ... not the students' favourite subject.
 - g. My money ... in the wallet.
 - h. These jeans ... worn out.
 - i. Your advice ... good.
- 2 Choose the correct form of the verb, singular or plural.
 - a. Gymnastics *is/are* my favourite sport.
 - b. The trousers you bought for me *don't/doesn't* fit me.
 - c. Physics *was/were* my best subject at school.
 - d. Can I borrow your scissors? Mine *isn't/ aren't* sharp.
 - e. The people *is/are* very friendly.
 - f. An incident has happened at school. The police *is/are* there.
 - g. The scales *is/are* broken.
 - h. Billiards *is/are* a very interesting game.

3 Correct the sentences below.

- The informations you gave me were very useful.
- The scissors was on the desk all day.
- His advices about the project were clear and helpful.
- I need to buy a new pant for the summer.
- This news are not what I expected to hear.
- I don't have many luggage for the trip.
- You must take off your trousers before entering the gym.

4 Choose the correct noun form from the options provided to complete the sentences.

- The ... (news/new) about the latest research was very surprising.
- She has given me great ... (advice/advices) for my career.
- Could you please pass me the ... (scissors/scissor)? I need to cut this paper.
- I don't have much ... (furniture/furnitures) in my new apartment.
- He bought a new ... (pair of pants/pair of pant) for the trip.
- The ... (luggage/luggages) was checked in at the counter.
- We cannot afford to spend much money on ... (clothes/clothe) this month.
- ... (Gymnastics/Gymnastic) requires a lot of strength and dedication.
- I didn't find my ... (glasses/glass) anywhere.
- The teacher gave us some useful ... (information/informations) about the test.

5 Complete the text using the nouns in the box. Reflect on its message. Discuss your ideas with your classmates.

A Day in Harmony

In the morning, I received some important ... that brought a sense of excitement for the day ahead. With all the ... I gathered from various sources, I felt well-prepared to face whatever challenges were waiting ahead. My first task of the day was completing some... , which required me to apply the ... I had gained in previous lessons. With the right ... from my teacher, I managed to finish it quickly.

As I got ready to leave for school, I organised my backpack and carefully selected the ... I would wear for the day. The weather was unpredictable, so I made sure to pack a jacket just in case. The ... I chose were comfortable, and my ... helped me see clearly as I navigated through the morning rush. The ... was heavy, but I knew that I wasn't the only one facing it. Many people around me were trying to make their way to work and school, just like me.

At school, I noticed that the classroom was filled with ... designed to keep us comfortable and focused. The desks were arranged neatly, and the ... felt peaceful, encouraging a productive environment. During recess, we gathered outside to practice... . Whether we were running, playing soccer, or simply stretching, it was clear that teamwork made the experience enjoyable.

After school, I met up with some friends and we shared our thoughts on the music that had recently been released. We all had different tastes, but the conversation was lively, filled with respect for each other's opinions. As we walked home, we stopped to admire the view through a pair of ... , taking in the beauty of the city around us. It was a perfect end to a day filled with collaboration, learning and harmony.

When I returned home, I reflected on how, from the ... we wore to the ... we used in art class, every little detail played a part in the bigger picture of our day. Life is made up of small moments that, when shared, create a harmonious experience for all.

homework
traffic
jeans
furniture
surroundings
scissors
advice
knowledge
glasses
binoculars
pants
information
news
clothes
athletics

WRITING

1 Imagine you are looking for a new friend who is a supportive, positive and empowering person. Write a want ad that describes the kind of friend you're seeking.

In your ad, include the following:

- ✓ **A catchy headline** that grabs attention.
- ✓ **The qualities you are looking for** in a friend (character traits, values, etc.).
- ✓ **What you can offer in return** as a friend (how you'll support and empower them).
- ✓ **A fun or creative closing line** to make your ad memorable and appealing.

Lesson

3

Pursue Your Vocation

LEAD-IN

- 1 With a partner, discuss the questions below. How do they help you find the right career path?
 - a. What activities bring you the most satisfaction and happiness?
 - b. What do you enjoy learning about?
 - c. What past accomplishments are you most proud of?
 - d. What do you believe is the most important in life: job titles and a high salary or a job that you enjoy?



- 2 Which of the following factors influence your career choice? Explain.
 - a. Interests and passions
 - b. Skills and strengths
 - c. Values and beliefs
 - d. Financial stability

- 3 In groups, discuss the following myths about career choice:
 - a. My career choice should please my family, friends and other important people in my life.
 - b. My major will determine my career path.
 - c. Money will make me happy even if I don't like what I do.
 - d. There is one perfect job for me. I need to keep searching.
 - e. No one will hire me because I lack experience, have low grades, have gaps in my work history.

- 4 Read the information in the box to learn what "vocation" means. In pairs, discuss how someone can discover their vocation. Think of real-life examples and share your ideas with the class.

The word vocation comes from the Latin "vocare" which means to follow the voice of God or to do what we are called to do. Your career can be an excellent way to live a vocation you are passionate about. For example, if you feel a calling to guide, teach and mentor others, you might choose a career in education. Similarly, if you feel a calling to help the ill or elderly, your vocation might be in health care or social work, and you could become a nurse, doctor, or counsellor.

LISTENING

- 1 Listen to Elisabeth Perry's blog, "BetterUp," on Professional Development, where she gives advice on finding and pursuing your vocation. Write down the 7 steps for discovering and pursuing your vocation.

How to find and pursue your vocation

1. ...
2. ...
3. ...
4. ...
5. ...
6. ...
7. ...

2 Listen again. Complete the following sentences with words and expressions from the recording.

- When choosing a career, be honest about your ... and ...
- Write down your answers and reflect, either ... or with a ... , family ... , or colleague.
- Once you've chosen a ... or two to try, ... the habits necessary to excel.
- This keeps you ... on achieving success and ... you from becoming ... or ...
- Now that you're pursuing a new vocation, you'll need ... your time differently.

3 Answer the questions from the first step of the blog post. Discuss them with your deskmate.

- What do I most like doing?
- What do I most dislike doing?
- What skills or attributes do people compliment me for?
- What skills make me feel useful?
- What are the most successful projects I've worked on? What was my contribution?

READING

1 Read the text. Match the headings with the correct paragraph.

Unique Paths to a Thriving Career

In a world where traditional career paths are often celebrated, it is essential to recognise and celebrate the unique paths individuals take to achieve success. Throughout history, we have seen remarkable individuals who have paved their own way and achieved greatness through their unconventional journeys. Their stories serve as an inspiration for all of us, showing that success is not limited to a one-size-fits-all approach.

Passion is a driving force that can push individuals to extraordinary heights. Look at Olympic gold medallist Michael Phelps, who discovered his love for swimming at a young age. Through his constant dedication and commitment he won 23 Olympic gold medals, leaving a legacy that will be remembered for generations. Phelps' journey teaches us that when passion fuels our pursuits, success becomes more than just a destination, it becomes a way of life.

Life rarely follows a linear trajectory and setbacks are inevitable. However, one can achieve success through adaptation and perseverance. J.K. Rowling, the renowned author of the Harry Potter series, faced numerous rejections and financial struggles before achieving success. Her story is a testament to the power of reinvention and the importance of never giving up on our dreams. Rowling's resilience and determination ultimately led her to become one of the most successful authors in history.

Success is not limited to traditional career paths but can also be found in pursuing unconventional passions. For example, Jamie Oliver, a British celebrity chef, who started his career as a kitchen porter, became a renowned advocate for healthy eating and a successful entrepreneur. Oliver's story proves the importance of

- Embracing Unconventional Careers
- The Power of Passion
- Embracing Failure
- Reinvention and Persistence
- Creating Personal Definitions of Success

following our interests and embracing unconventional careers. When we have a genuine passion for something, it can lead us down unexpected paths and open doors we never imagined. Oliver's journey teaches us that success is not limited to a predefined set of career options but can be found in pursuing what truly inspires and motivates us.

While many perceive failure as a setback, successful individuals recognise it as an essential component of their journey. Oprah Winfrey, one of the most influential media personalities in the world, faced numerous challenges and setbacks throughout her career. However, she never allowed failure to define her. Instead, she used it as a stepping stone to learn, grow and ultimately achieve enormous success. Winfrey's story reminds us that failure should not discourage us but should be viewed as an opportunity for growth and self-improvement.

Society often defines success based on external factors such as wealth, fame or job titles. However, truly successful individuals understand that success is a personal journey and can have different meanings for each individual. Shonda Rhimes, the creator of hit TV shows like Grey's Anatomy and Scandal, once said, "Success is not about making a lot of money. It's about making a difference." Rhimes' perspective reminds us that success is not solely measured by societal standards, but by the impact we have on others' lives and the fulfilment we find in our work.

The stories of these remarkable individuals remind us that success is not limited to a specific path or formula. It is a personal and unique journey that can be achieved through determination, passion and resilience.

2 Match each photo with the person mentioned in the text. What lesson can we learn from each of them?



3 Match the words in the Vocabulary Corner box with their synonyms. Then, find them in the text and use each one in your own sentence.

- | | |
|-------------------------|-------------------------|
| a. uncommon, unusual; | d. supporter, promoter; |
| b. fight, battle; | e. refusal, denial. |
| c. problem, difficulty; | |

Vocabulary Corner

rejection
struggle
advocate
setback
unconventional

4 Read the statements. Determine if they are *true* or *false*. Correct the false ones.

- Michael Phelps discovered his passion for swimming in his thirties.
- J.K. Rowling became one of the most successful writers in history as a result of her tenacity and perseverance.
- J.K. Rowling is the author of *Romeo and Juliette*.
- Jamie Oliver began working as a waiter in a restaurant.
- Oprah Winfrey is one of the most influential fashion personalities in the world.
- Shonda Rhimes is a famous television producer.

5 Answer the questions according to the text.

- What was Jamie Oliver's first career?
- Who had financial struggles?
- How many Olympic gold medals did Michael Phelps win?
- Who said, "Success is about making a difference"?
- Who is the most influential media personality?
- What is the message of the text? Do you agree or disagree with it? Why?

SPEAKING

1 Look at the photo. What does it show? From the list below, choose the things you should do during a job interview. How well do you think the girl is performing in the interview? Why?

- Dress appropriately for the interview to show a responsible attitude.
- Think about the job and write down your strengths and weaknesses.
- Make up information about yourself.
- Research the company online before the interview.
- Act as though you understand everything when you don't.
- Arrive a few minutes early to show punctuality and interest.



2 Work in pairs. Role-play a job interview: one of you will be the interviewer and the other will be the candidate applying for one of the jobs listed below. Use the notes to prepare for the interview. The interviewer will decide whether to hire the candidate. Explain his or her choice.

- ✓ Working in a snack bar
- ✓ Working as a tour guide
- ✓ Working as a programmer

Interviewer	Candidate
Decide on the salary, working hours and the type of person you want to employ. Prepare a list of questions to ask the candidate. You can include questions about: education, language skills, work experience, personal qualities relevant to the job, hobbies/interests.	Describe yourself or invent details about your education, including your school, your best subjects, the languages you speak, your work experience, your personal qualities, your hobbies and your interests. Also, prepare a question to ask the interviewer.

3 As a group, discuss the following questions:

- a. Is it a good idea to prepare before an interview? Why or why not?
- b. Have you ever been to a job interview? Describe your experience.
- c. Do many students in your country get holiday jobs? What kinds of jobs are most popular?
- d. Have you ever worked during the summer holidays? What was the experience like for you?

GRAMMAR

Modal Verbs (can, may, to be able to, be allowed to)

Modal Verbs	Present	Past	Future
Can/ to be able to is used to: talk about possibility and ability; make requests; ask for or give permission.	can am/is/are able to	could was/were able to	will be able to
May/ to be allowed to is used to: express possibility; ask for/give permission; express wishes; make a suggestion.	may am/is/are allowed to	might was/were allowed to	will be allowed to

1 Choose the correct variant.

- a. We *could/ might* see the mountains yesterday, but today we can't.
- b. Maybe the Smiths *will be/ are* able to build a new house next year.
- c. If you try hard, you *can/ could* pass your examinations.
- d. When I was five, I *could not/might not* swim.
- e. Dennis *could/ may* play the trumpet after four months.
- f. Luke has passed his driving test, now he *can/ may* drive a car.

2 Write the correct form of the following modal verbs *to be able to/ to be allowed to*.

- a. We ... play cards on the bus: the driver is very nice with us.
- b. She ... go out on Saturday nights.
- c. He ... talk during the English test.
- d. I ... play video games because I have finished my homework.
- e. Pupils ... chew gum in class.
- f. I ... sing very well.

WRITING

1 Your friend promised to talk to someone about a job opportunity for you. Write a note to your friend explaining what you would like to know about the job.

- ✓ Explain why you are interested in the job.
- ✓ Ask about the salary and the main responsibilities.
- ✓ Include your contact details.

USEFUL LANGUAGE

- ✓ Here are just a few questions ...;
- ✓ Please tell her...;
- ✓ My reasons for...;
- ✓ What I'd like to know: timetable/ type of duties/
- ✓ One more question ...;
- ✓ You can contact me...

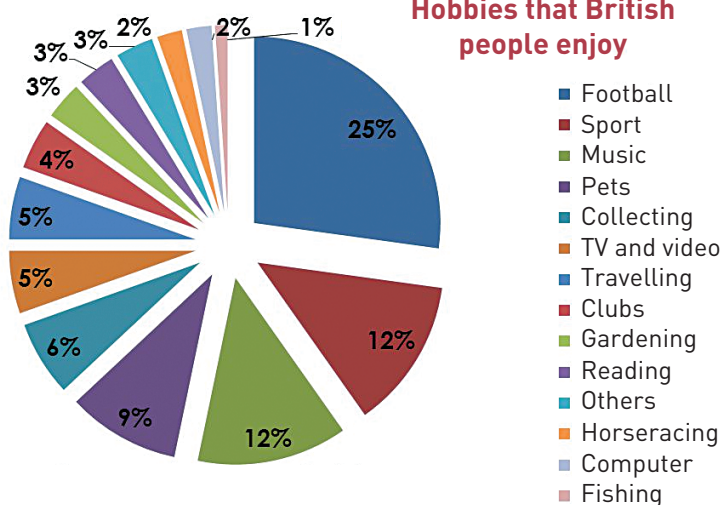
Lesson

4

Free Time Vibes

LEAD-IN

- 1 Work in groups. Analyse the infographic showing the hobbies of British people. Which hobbies do you have in common?
- 2 Find out what the most common hobbies among your classmates are. Create a similar infographic based on the results of your group.
- 3 Using the example, write three true sentences about the activities you do in your free time.
Example: I play football, but I don't play basketball.



LISTENING

- 1 Listen to two friends talking about their free-time activities. What activities do they mention?
- 2 Listen again. Complete the information about the two friends.



Bill enjoys ... to the ... to stay ... and He goes there three or ... times a Bill also likes ... , but he hasn't ridden a bike for about four or five months.

Jane is fond of She has an old She enjoys She usually walks her dog in the ... or along the ... near her house.



- 3 Talk with your classmates about what they enjoy doing in their free time. Use the questions from the box to guide your conversation.

READING

- 1 How do you plan your free time? Do you think it's important to plan your free time? Why or why not?

Do you like ... ?
How often do you ... ?
What about you?
Do you enjoy ... ?
Where do you like to ... ?
What kind of ... ?
When was the last time you ... ?
Who do you usually ... with?

2 Scan the blog. Match the headings in the box with the paragraphs.

Reading Working out Writing
Resting Playing a sport Taking up a hobby
Learning a language Socialising and networking

3 Read the blog below, which suggests eight productive ways to spend your free time. Which of these activities do you already practice, and which would you like to start? Why?

We really don't have much time on our hands. When you find yourself with free time, you should make the most of it. Here are eight ways to spend your time productively.

A Reading offers numerous advantages and benefits, especially for young people. It not only stimulates the mind and reduces stress, but also exposes you to the best thoughts, ideas and stories from all of history around the world. It makes you smarter by improving your vocabulary, writing skills and creativity. Getting lost in a good book is a great escape from the troubles and worries of everyday life, while reading a self-help book can help you grow both professionally and personally. Research has shown that reading improves your concentration and memory retention. It's one of the best ways to spend your time.

B Writing has an even greater impact on an individual's communication skills than reading. It improves your ability to communicate with others and provides clarity in your thoughts as well as your use of words. One of the best practices for mindfulness and mental health is journaling, while prose, poetry and lyricism nurture creativity.

C Everything you do is done at your own leisure. While learning a new language is not as easy as it sounds, the Internet really helps. With the necessary help from YouTube and language-learning apps such as Duolingo, the world of languages is up for grabs. By dedicating just half an hour a day you can explore an entire culture through the lens of its language.

D In a world where we're so cramped for time, it is almost impossible to understand what you must do when you have a few moments to yourself. One solution to this would be to take up a hobby. Whether it's music,

painting, knitting, watching movies or playing a sport, hobbies are a wonderful way to enhance your skills, intellect, personality and potential. Doing what you love can be a great boost for your mental health. Moreover, pursuing a hobby can lead to lasting friendships.

E Leading a sedentary lifestyle poses serious physical and mental risks, so it is extremely important to engage in some form of physical activity daily, whether it is a short walk, yoga or intense cardio. A more elegant solution would be to go on a ten-minute run in the morning and a ten-minute walk after dinner. Planks and pushups are effective core workouts that you can easily do at home.

F If working out isn't your thing, why not try another one? Playing a sport occasionally is a great way to stay connected to your body. Most sports involve more people, so it can also be a way to meet others and make new friends. Engaging in a sport makes staying physically active and mentally healthy enjoyable and effortless.

G Human beings are inherently social creatures. Socialising and networking are important parts of our lives. It might be a good idea to go out with a few friends for an evening at least once every couple of weeks. This can improve how you function and leave you in a better mood.

H In today's fast-paced world, we are literally at our desks all the time. Our bodies and minds are often exhausted from long hours of work. It's important to give them the time they need to relax and reset. Rest is vital for better physical and mental health, improved moods and healthier immune systems.

(Adapted from classcardapp.com/blog)

4 Match the words and expressions in the Vocabulary Corner box with their definitions.

- in a way that exists as a natural or basic part of something;
- to increase or improve something;
- the act of writing down thoughts, feelings, experiences, or ideas;
- to be available to anyone who wants to try to get it;
- the practice of being aware of your body, mind, and feelings;
- to become involved;
- not having enough time;

**Vocabulary
Corner**

to engage
to boost
mindfulness
to be up for grabs
cramped for time
journaling
inherently

5 Complete the sentences with the words in the Vocabulary Corner box.

- a. The job Why don't you apply now?
- b. ... is a personal development tool that involves writing down your thoughts and feelings so you can understand them better.
- c. A ten-minute power nap can ... your productivity.
- d. Firefighting is an ... dangerous occupation.
- e. My schedule leaves me ... for my family and friends.
- f. When ... embraces those we love, they will bloom like flowers.
- g. I will keep blogging because it offers me a way ... with readers.

6 Work in small groups. Make up questions based on the text. Choose a group and ask them your questions. Then, take turns.

SPEAKING

1 Choose one of the following situations and role-play it.

You and your friend have decided not to go bungee jumping. Tell him or her that you prefer more traditional sports. Explain your feelings about the type of sport you enjoy and encourage him or her to try another activity.

You love extreme sports. You've recently taken part in activities such as paragliding and white-water canoeing. You've decided to go bungee jumping and want your friend to join you. However, he or she refuses to participate in this activity. Try to convince your friend to come with you.

You love sport and are very active. You work out at the gym five days a week and go running every day. Recently, your friend introduced you to someone who doesn't practice any sport at all. In fact, this person dislikes all physical activity and considers it a complete waste of time. Have a conversation with this person. Ask about the reasons for thinking this way and try to present intelligent and convincing arguments to support your belief in the value and benefits of sport.



2 Reflect on this technique. Apply the PARS cycle (Plan, Act, Reflect, Study) to the activities you currently do in your free time. Share your experience with your classmates.

Plan: Decide what you're doing, who you're doing it with, and when. It's your blueprint for enjoyment.

Act: The main event. Jump in and enjoy your plans. This is what leisure is all about.

Reflect: Think it over. Was it enjoyable? Right people? Right time? Note what could be better.

Study: Use your reflections to figure out how to level up your next leisure experience. Look into new ideas that will make it even better.

Most of us spend a significant portion of our leisure time spontaneously, with little planning or reflection. This often leads to a feeling that these precious moments could have been better spent. Are you familiar with the PARS technique? By adopting a simple yet effective cycle of Plan, Act, Reflect, and Study (PARS), you can continuously improve the amount of satisfaction you gain from your leisure time. Using the PARS Cycle can help you make the most of your free time and even increase it.

Future Continuous Tense

The Future Continuous Tense, also known as the Future Progressive Tense, is a verb tense that shows an ongoing action in the future.

Structure: *will be + V(-ing)*

Future Continuous: I **will be watching** my shows from lunch until dinner.

It is helpful to use the future continuous tense when describing:

✓ **multiple actions happening in the future:**

e.g. *I'll be playing basketball on Sunday, and my partner will be playing tennis.*

✓ **planned or confirmed future events taking place at a specific time:**

e.g. *The museum will be hosting a special tour at 8 p.m.*

✓ **a future action interrupted by another action:**

e.g. *When the clock strikes midnight, we will be celebrating the New Year.*

✓ **possible situations in the future:**

e.g. *Everyone will be cheering for me at the game tomorrow.*

1 Use the future continuous form of the verbs in brackets.

- Peggy ... to the party on Saturday. (to come)
- We ... him at 6 p.m. tomorrow. (to meet)
- This time next week he ... to South Africa. (to fly)
- At 6 o'clock on Friday they ... the new song. (to sing)
- It ... probably ... when I reach London. (to rain)
- Tomorrow at nine I ... a test. (to write)
- Andy ... a video when I arrive tonight. (to watch)
- You ... pizza soon. (to eat)
- She ... when you telephone her. (to sleep)
- They ... to Budapest at this time tomorrow. (to travel)

2 Complete the sentences using the future continuous negative or interrogative form of the verbs in brackets.

- They ... all night. (to dance)
- We are late, he ... for us anymore. (to wait)
- She ... until midnight. (to study)
- With your bad work ethic, you probably ... for this company anymore next year. (to work)
- What ... tomorrow evening? (you, to do)
- How many people ... in the contest? (to participate)
- ... the piano at the performance? (Jane, to play)
- Who ... with the press release? (to deal)
- Where ... when you're in Dublin? (you, to stay)

WRITING

1 Choose the appropriate linking word to complete the sentences below.

while / however

- ... hobbies can take away time for studying, they can also develop important skills and interests.
- Hobbies can take away time from studying. ... , they can also develop important skills and interests.

for instance / such as

- Some hobbies, ... photography, provide practical opportunities to apply skills and knowledge gained at school.
- Some hobbies provide practical skills and knowledge gained at school. Photography, ..., can allow you to practice your computer skills.

as well as / in addition

- Students should make sure they have time for their hobbies ... their homework.
- Students should make sure they have enough time for their homework. ..., they should find time for their hobbies.

2 The Ministry of Health is trying to convince young people to spend their free time playing sports rather than sitting in front of a computer. Do you think this is a good idea? Write a 180-word essay to explain your point of view. Use the linking words provided in Exercise 1.

Lesson

5

Sit Less, Move More, Sleep Well

LEAD-IN

- 1** Look at the photos. In pairs, discuss the activities shown. Which of these activities do you practice? Which ones would you like to try? Why?



A



B



C



D



E

- 2** Work in pairs. Decide which of the following are good or bad for you. Explain your choices.

- | | |
|--------------------------------|-----------------------|
| ✓ eating fruits and vegetables | ✓ running every day |
| ✓ sunbathing | ✓ learning new things |
| ✓ smoking cigarettes | ✓ going to the gym |
| ✓ drinking a lot of water | ✓ watching television |
| ✓ missing breakfast | ✓ running marathons |

- 3** Write three healthy living tips for your family and friends.

Example: Don't eat so much chocolate! (me)

Don't smoke! (my dad)

Eat more fruit! (my friend)

LISTENING

- 1** Read the statements about diet and exercise. Do you think they are *true* or *false*? Explain why.

- Cleaning floors burns the same number of calories as playing a game of volleyball.
- Special "sports drinks" can help you exercise.
- Heavy exercise, such as jogging or aerobics, is better for you than light exercise, such as walking.
- Exercises that make you sweat a lot help you lose fat.
- Orange juice contains more vitamin C than apple juice.

- 2** Listen to the article "Keep fit – the easy way". Match the headings (a-d) with the four parts mentioned in the article (1-4).

- Tidy Your Room!
- Dance to the Music!
- Easy as ABC!
- Jump for Joy!

- 3** Listen again and answer the questions.

- What kind of exercise is good for snowboarders?
- What are the benefits of jumping?
- Why is dancing good for your body?
- How can housework help you stay fit?

READING

1 Look at the photos. Compare them. Answer the questions below.

- Why were British people unhealthy a hundred years ago?
- Why are some people unhealthy today?



2 Read the text and check your answers.

Food for Thought

At the beginning of the twentieth century, many impoverished families in Britain experienced food insecurity. They did a lot of physical work, but they only had meat once or twice a week. The basic British diet was not healthy. People had bread and tea and there were potatoes every day. Fresh fruit was only available during the summer. Oranges and bananas were luxuries. There were no kiwis or avocados. Due to their diet, a lot of people died young. They were small. The average height for men was only 1.5 meters.

A hundred years later, we have very different problems. In Britain, there is a lot of food and people tend to live longer. But many of us eat the wrong food. Our diet consists primarily of crisps, sweets, hamburgers, pizzas

and fizzy drinks such as cola. We also consume a lot of meat and dairy products; on average, we drink two litres of milk and eat two eggs a week. But we still do not eat enough fruit or vegetables.

Moreover, people in Britain are more likely to eat fast food than go out to eat in a posh restaurant. A hamburger and French fries are the most popular fast-food meals in Britain, but not all fast food is American. Kebab houses, often run by Greek or Turkish immigrants, are also widespread.

People spend less time cooking now. A growing number of people eat convenience food in the evenings. Convenience meals are already cooked; all you have to do is heat them up in the microwave.

3 Read the statements. Determine whether they are *true*, *false* or *not mentioned* in the text. Correct the false statements.

- In the past, people didn't have a healthy diet.
- They used to eat a lot of fruit.
- Now most people in Britain eat healthily.
- Milk and dairy products are bad for people's health.
- Kebabs don't come from Britain.

4 Match the words and word combinations in the Vocabulary Corner box with their definitions below. Write sentences using them.

- expensive and of high quality;
- food of reduced quality, variety, or desirability of diet;
- food that is almost ready to eat when it is bought and can be prepared quickly and easily;
- existing or happening in many places or among many people;
- very poor;
- usually, typically; as a rule.

5 Read the text again. Complete the table with the food British people used to eat in the past and what they eat nowadays.

A hundred years ago	Nowadays

Vocabulary Corner

impoverished
food insecurity
on average
posh
widespread
convenience
food

6 In pairs, think of a type of food that matches each adjective.

Tastes		Textures	
Adjective	Type of food	Adjective	Type of food
Salty	crisps	Soft	
Sweet		Hard	
Sour		Crunchy	
Hot		Smooth	
Spicy		Creamy	pudding
Bitter		Crispy	

7 Read the following clues. Guess what food or dish is being described.

- This food is soft and tastes sweet. It is made from cream, sugar and fruit or chocolate. It is eaten very cold, usually in summer.
- This food is crunchy and it can be salty or sweet. People often eat it while watching a movie.
- This food is hard on the outside, but usually soft in the middle. It is very versatile and is used to make many sweet and savoury dishes. In the UK, people also eat it on its own for breakfast or in a sandwich.
- This food is usually hard and crunchy with a red or green colour. People often use it to make desserts.

8 Work in pairs. Write similar clues like the ones in Exercise 7. Make your classmates guess what food you are describing.

SPEAKING

1 Match the traditional British foods with the pictures below. In groups, discuss them. Refer to the following:

- ✓ ingredients used;
- ✓ cooking methods;
- ✓ when it is served;
- ✓ time of the day;
- ✓ other interesting facts.



A



B



C

Fish and Chips
Afternoon Tea
Beef Wellington
Sunday Roast
Full English Breakfast
Chicken Tikka Masala



D



E



F

2 Work in pairs. Think of as many national or traditional dishes as possible under the following headings. Then share your ideas with your classmates.

Your Country	The UK	The USA

3 Based on Exercise 2, discuss the questions below.

- Have you tried any of these dishes? Which ones? Did you enjoy them or not?
- What is your favourite food? What food do you like the least?
- Do you like trying new foods? Why yes? Why not?
- Are there any foods that you didn't eat as a child but now you enjoy eating?
- Do you prefer food from your own country or from other countries? Has your country adopted many dishes from other cultures?
- If you were living abroad, which food from your country would you miss the most?

Relative Adverbs

Relative adverbs are words that provide more information about the people, places, or things being discussed. The relative adverbs **where**, **when**, and **why** can be used to join sentences or clauses.

That's the restaurant **where** we met for the first time. (the place)
 That picture was taken in the park **where** I used to play. (the place)
 I remember the day **when** we first met. (the time)
 There was a very hot summer the year **when** he was born. (the time)
 Tell me **why** you came home late. (the reason)
 Do you want to know **why** he is angry with Sally? (the reason)

1 Complete the sentences with the relative adverbs **why**, **when** or **where**.

- Do you know the reason ... she is so upset?
- The day ... you saw me, I was feeling sick.
- The library is a place ... you can borrow books.
- That is the house ... we used to live.
- This is the reason ... I never call her.
- The place ... we went yesterday is just around the corner.
- They never told us ... they moved away.
- The school ... I study English is not far from your house.
- Was that the time ... you went to France together?
- That is the drawer ... I keep my T-shirts.

2 Choose the correct relative adverb.

- This is the station (*when/where/why*) Emily met James.
- July and August are the months (*when/where/why*) most people go on holiday.
- Do you know (*where/when/why*) so many people around the world are learning English?
- This is the church (*when/where/why*) Sue and Peter got married.
- Edinburgh is the town (*where/when/why*) Alexander Graham Bell was born.
- 25 December is the day (*where/when/why*) children in Great Britain get their Christmas presents.
- A horror film was the reason (*where/when/why*) I couldn't sleep last night.
- A greenhouse is a shop (*where/when/why*) you can buy vegetables.

WRITING

1 Read the report. Fill in the gaps with **but** or **however**.

Health Report

Date: 21.09.24

Age of students: 16

I interviewed twenty students in our school about how they take care of their teeth. Here are the results:

95% of students chew gum regularly. ..., only 25% buy sugar-free chewing gum.

90% of students clean their teeth twice a day ... only 40% go to the dentist regularly.

About 75% of students drink a lot of milk. ... 100% of the students drink three or more cans of cola a week.

About 50% of students drink a lot of water ... only 10% buy sugar-free drinks.

My advice to the class is:

- ✓ Buy sugar-free chewing gum.
- ✓ Go to the dentist every six months.
- ✓ Drink less cola.

2 Do a class health survey. Write a similar report using the following topics: breakfast, drinks, exercise, fruits, vegetables, sports, smoking and sweets. Present your survey results to your classmates.

READING COMPREHENSION

1 Read the text. Complete the tasks that follow.

Chocolate and You

Hard or soft? Almond or coconut? What do you think your favourite chocolate says about you?

Murray Langham, a chocolate therapist, was in Dunedin during the Cadbury Chocolate Carnival to help people learn how their favourite treat is connected to their personality. More than 30 years ago, Mr. Langham, also known as Dr. Chocolate, began his journey into chocolate therapy after observing a group of children struggle to pick one chocolate each before going to bed.

As a practicing therapist, he helped many people with weight issues, and the consumption of chocolate kept coming up. Following some research, he concluded that different chocolates indicated different personality traits. What started as a joke became a serious business for him when he found that “it actually works.”

He published two books on the subject in seven languages and frequently toured America and Europe, conducting workshops and speaking at corporate events. During sessions, he asked people to select four favourite chocolates. Based on the flavour and shape of their choices, he determined aspects of their personality, the “shape pattern of a person”. This allowed them to learn about themselves and change themselves if they wanted to. “Hard caramels” were said to be methodical, so if someone wanted to move away from that behaviour, they could select a coconut chocolate, which would make them more artistic.

Langham says he has learned a lot about his patients’ personalities by observing the kinds of chocolates they choose. For example, he says that people who like white



chocolate have a hard time making decisions. Dark chocolate lovers think of the future, while those who prefer milk chocolate tend to live in the past. The shape you choose also says a lot about you. People who are attracted to square chocolates are usually dependable—they don’t like to let others down. Those who prefer round chocolates like to party and live life to the fullest. Do you like oval chocolates? If so, you are probably a creative and adventurous person.

He said that even how the wrapper is treated indicates a part of someone’s personality. If the wrapper is rolled into a ball, the person is said to be bored and in need of excitement. If it is folded, the person is structured.

So, next time you choose a chocolate, think carefully about what secrets you are revealing.

2 Answer the questions according to the text.

- Why is the therapist Murray Langham called Dr. Chocolate?
- How did Murray Langham start his research?
- What conclusions did he draw from the research?
- How many books did he publish?
- How did he learn about his patients’ personalities?

3 Read the sentences. Decide if they are *true* or *false*. Justify your answer.

- Murray Langham is an addiction therapist.
- He wrote his books in seven different languages.
- During sessions, he asked people to select three favourite chocolates.
- People who like oval chocolates are creative and adventurous.

4 Match the parts to form complete sentences.

- a. People who like white chocolate
- b. People who prefer dark chocolate
- c. Those who like milk chocolate

- A. tend to live in the past.
- B. have a hard time making decisions.
- C. think of the future.

5 In the text, find words that match the definitions below.

- a. the act of using, eating, or drinking something
- b. with great attention, esp. to detail or safety
- c. to experience difficulty and make a very great effort in order to do something
- d. a feeling of great enthusiasm and eagerness
- e. willing to take risks or to try out new methods, ideas, or experiences.

6 In the text, find synonyms for the following words:

- a. choose, pick, sort out
- b. celebrate, enjoy, have fun
- c. regularly, habitually, often

7 In the text, find antonyms for the following words:

- a. interested, engaged, happy
- b. end, stop, finish
- c. disliked, despised, hated

GRAMMAR

1 Choose the correct form of the verb.

- a. Gymnastics *is/are* important for our health.
- b. Maths *is/are* not as difficult as physics.
- c. Scales *is/are* usually used in shops.
- d. Linguistics *is/are* my sister's favourite subject.
- e. The police *is/are* on the way.
- f. There *is/are* interesting news on television now.
- g. Darts *is/are* often played in English pubs.
- h. Money *is/are* the root of all evil.
- i. My favourite pair of jeans *is/are* faded and torn.

2 Fill in the sentences with *can*, *could* or *be able to*. Use the verb in brackets.

- a. Samuel ... high even when he was at school. Now, he is a prominent high jumper. (jump)
- b. Sorry, but I ... you tomorrow. (not, help)
- c. Deborah ... on time tomorrow if she takes her car from the garage. (arrive)
- d. Charlie ... how to do puzzles when he was three years old. (understand)
- e. Tommy ... that mountain next year if he trains a lot. (climb)
- f. Of course, I ... you yesterday but I didn't want to. (call)

3 Complete each relative clause with *why*, *when* or *where*.

- a. The place ... these items are manufactured is called the technological factory.
- b. The shop ... I bought my new laptop, is located in the central part of the city.
- c. I remember the day ... we first met.
- d. They're talking about an era ... a promise was a promise.
- e. We do not know the reason ... he left.
- f. There is a time ... even justice brings harm.
- g. I can remember my nineteenth birthday, ... I had long hair.
- h. The seat ... we sat last Saturday is still free.

WRITING

1 Choose one of the writing tasks below and complete it:

- a. *Life is too short to be serious all the time.* In about 80-100 words, write a paragraph explaining your opinion on the statement.
- b. You see this announcement in an international student magazine: *Write an article about your favourite teacher, in which you explain what kind of person he or she is and why you like them so much. The magazine will publish the most interesting articles.* In about 100-120 words, write an article. Your article should include: a title, introduction, body and conclusion.
- c. In about 120-150 words, write a story for the school's English Language magazine. The story must end with the words: *That was the most delicious food I will never forget!*

Bringing Ideas to Life

Photo Essay: *Exploring My World*

1. Select one or more themes to focus on, such as:

- ✓ My Daily Life
- ✓ My Free Time Activities
- ✓ My Future Career
- ✓ People Around Me

A photo essay is a collection of photographs arranged in a way that tells a story or conveys a message about the chosen theme.

2. Research and gather information:

- ✓ Identify key places, people and events that represent your story.
- ✓ Conduct brief interviews with people connected to the theme.
- ✓ Research quotes, facts or anecdotes related to the topic.

3. Organise your ideas:

- ✓ Include 8-12 photographs that best capture your theme. Each photo should tell a unique part of your story.
- ✓ Write captions explaining the significance of the photos.
- ✓ Arrange the photos in a logical sequence that tells a story.

4. Share your photo essay with the class through a presentation, display or performance.

Criteria		Points
Content and Theme	The theme is clearly defined, consistent and well-represented throughout.	4
Photography	Photos are clear, well-composed and visually appealing.	4
Captions and Storytelling	Captions explain photo significance and include personal insights.	4
	Photos and captions are arranged logically to tell a cohesive story.	
Presentation	Clear, confident, and engaging presentation of the photo essay.	4
Interviews/Quotes	Includes meaningful interviews or quotes that enrich the essay.	4
Reflection	Includes a reflective conclusion about the process and lessons learned.	4

“Only I can change my life.
No one can do it for me.”
(Carol Burnett)

Unit 2

FROM CARING HEARTS TO GREENER STARTS



Lesson

1

Caring for Others

"The person who helps others helps himself."
(Confucius)

LEAD-IN

- 1 Read the quotation. To what extent do you agree or disagree with it? Give examples.
- 2 In pairs, discuss the following questions:
 - a. What does it mean to care for other people?
 - b. Who takes care of you?
 - c. How can you take care of other people?
 - d. Why is it important to be caring towards others?
- 3 In groups, discuss the following ways to show that you care for someone. Give examples to explain each point.
 - a. Helping people in need
 - b. Asking people about their lives
 - c. Doing favours for others
 - d. Sharing
 - e. Being more empathetic
 - f. Staying connected



LISTENING

- 1 Match the following phrasal verbs with their meanings.

1. end up	A. spend a lot of time in a place or with someone
2. get engaged	B. talk to someone whom one has not seen for some time in order to find out what they have been doing
3. get along	C. you do that thing or get into that state even though you did not originally intend to
4. catch up with	D. having formally agreed to marry
5. hang out	E. have a harmonious or friendly relationship

- 2 Listen to the dialogue. Fill in the gaps using the correct form of the phrasal verbs listed below.

catch up with, get engaged, end up, hang out, get along (2)

Tim: Hey Sam, how was your weekend?

Sam: Hey Tim! It was pretty good. I spent a lot of time with my family. How about you?

Tim: Nice! Mine was good, too. I with some friends and relaxed. Family time sounds great, though. What did you do?

Sam: We had a big family dinner on Saturday. My parents, siblings and even some cousins came over. It was loud but fun. We played some board games and simply caught up with each other.

Tim: That sounds awesome! I love family dinners, especially when everyone gets together. It's always a bit chaotic, but in a good way.

Sam: Exactly! It's like organised chaos. We always laughing a lot. How's your family doing?

Tim: They're good! My sister just, so there's a lot of excitement around that. We're all looking forward to the wedding planning.



Sam: That's amazing! Congratulations to her! Do you ... well with her fiancé?

Tim: Yeah, he's a great young man. We've known him for a while now, so it feels like he's already part of the family. What about you? How are your siblings?

Sam: They're doing well. My brother just started college and my sister is finishing up high school. It's weird seeing them grow up so fast!

Tim: I know what you mean. Time flies! Do you and your siblings ... well?

Sam: For the most part, yes. We have our moments, but we're pretty close. How about you and your sister?

Tim: Same here. We argue, but we always support each other. Family is like that, I guess. You can't stay upset for too long.

Sam: So true. It's nice having people you can rely on no matter what. Well, it was great ... about our families. It's nice to talk about the good stuff sometimes.

Tim: Absolutely. It's always good to appreciate the people we care about.

Sam: For sure! Have a wonderful rest of your day, Tim.

Tim: You, too, Sam!

3 Listen to the dialogue again. Answer the questions below.

- How did Sam spend his weekend? What did he do?
- What does Tim's weekend look like?
- What exciting news does Tim have?
- Who is talking about his new fiancé? How does he get along with him?
- Do Sam and Tim have a good relationship with their siblings?
- What does family mean to Tim?

4 In pairs, roleplay a similar dialogue speaking about your family relationships.

READING

1 Read the story and think of another title for it.

Father and Son

A son took his old father to a restaurant for an evening dinner. While eating, his father, who was very old and weak, dropped food on his shirt and trousers.

Other diners watched him in disgust while his son remained calm. After he finished eating, his son, who was not at all embarrassed, quietly took him to the washroom, wiped the food particles, removed the stains, combed his hair and adjusted his spectacles firmly. When they came out, the entire restaurant was watching them in complete silence, not able to grasp how someone could behave like that in public.

The son settled the bill and started walking out with his father. At that time, an old man among the diners



called out to the son and asked him, "Don't you think you have left something behind?"

The son replied, "No, sir, I haven't."

The old man answered, "Yes, you have! You left a lesson for every son and hope for every father."

The restaurant went silent.

2 In the text, find synonyms for the following words:

- feeble
- to fall
- antipathy
- bathroom
- to eliminate
- to shame

3 Answer the questions according to the text.

- Who came to the restaurant?
- How was the father?
- Why were the diners so disgusted?
- What did the son do in the washroom?
- Why was the entire restaurant silent when the son and his father came out of the washroom?
- What lesson did the son leave for others?

4 Read the statements below. Decide if they are *true* or *false*. Correct the false ones.

- a. A son took his sick father to a restaurant.
- b. The father dropped food on his clothes.
- c. The diners watched the father and his son with admiration.
- d. The son took care of his father in the lavatory.
- e. A young man among the diners asked the son a question.
- f. The son showed how to be strong in hard moments.

SPEAKING

1 *The Caring Circle.* Work in groups. Sit in a circle. Ask each other the following questions and listen attentively to each other.

- a. Can you describe a time when someone was kind to you? How did it make you feel?
- b. What does being a good friend mean to you?
- c. If you see someone sitting alone, what can you do to make them feel included?
- d. What small act of kindness can you do today for someone in this group?
- e. How do you know when someone is feeling sad or upset?
- f. What are some kind words you can say to cheer someone up?

2 Work with a partner. Continue the phrase: *I can be kind by helping others, by sharing, by...*, etc. Think of as many ways as possible. Share your ideas with your classmates.

3 Play the game “*Nice Things*”. Turn to your neighbour. Tell him or her something good. Start by using the positive prompts below. Then, share your nice thoughts with the class.

- ✓ One nice thing in my life is ...
- ✓ Something nice that happened in my family is ...

4 Have you ever heard about World Kindness Day? Which of the activities below would you like to do to celebrate it? Explain why you chose it.

- a. Compliment the first three people you talk to.
- b. Write a handwritten note to a teacher.
- c. Say “Good morning” to the person next to you on the elevator, bus, subway or street.
- d. Pick up litter. Spend 10 minutes cleaning a park or your neighbourhood.
- e. Place uplifting notes in library books, on restroom mirrors, on someone’s locker or on a classmate’s computer screen.
- f. Dedicate 24 hours to spreading positivity on social media.
- g. Hold up inspiring signs during rush hour.
- h. Leave a generous tip.
- i. Send flowers to a friend, a teacher or a family member.
- j. Set an alarm to go off three times on World Kindness Day. When the alarm sounds, stop what you’re doing and call, text, or email someone simply to tell them how awesome they are.



Countries around the world recognise World Kindness Day as an international celebration of kindness, encouraging everyone to look beyond the boundaries of race, religion and politics and to appreciate the humanity we all share.

It is the perfect time to practice kindness, whether toward family members, friends, coworkers or even strangers.

Irregular Comparative and Superlative Forms of Adjectives

Comparative and superlative adjectives are used to compare the difference between things.

Comparative adjectives are used to compare the difference between two things. Examples include, **taller, bigger, faster, stronger, more expensive**, etc.

Superlative adjectives are used to compare three or more things. Examples include, **the tallest, the biggest, the fastest, the strongest, the most expensive**, etc.

Adjective	Comparative	Superlative
good	better	the best
well (means "healthy")		
bad	worse	the worst
much	more	the most
many	more	the most
old	older (general use)	the oldest
	elder (people in a family)	the eldest
far	further (means "additional")	the furthest
	farther (about distance)	the farthest
late	latter (refers to happening at the end of any activity)	the latest
little	less	the least

1 Complete each sentence using the correct

comparative or superlative form of the adjective given in brackets.

- You're looking (well) ... now. Has your cold gone?
- I believe (good) ... vacation I have ever taken was to Brazil.
- The unemployment figures are (bad) ... than expected.
- That is definitely (bad) ... game of football I have ever seen.
- We climbed (far) ... up the hill to get a better view.
- What is (far) ... planet from the sun?

2 Choose the comparative or superlative form.

- There are 10 houses on our street. Our house is (*the biggest/bigger*) one.
- This is (*better/the best*) song I have ever heard!
- In our class I am (*the shortest/shorter*) student.
- She is (*the best looking/better looking*) girl in our school.

3 Write the correct form of the adjective in brackets.

- He did a (good) ... job on the project.
- He is getting (good) ... at playing the piano.
- The cake tastes (good) ... when it's fresh.
- He had a (bad) ... experience at the restaurant.
- The traffic during rush hours is even (bad) ... than usual.
- The (bad) ... part of the job is the long hours.
- The hotel is not too (far) ... from the beach.
- She ran (far) ... than her friend in the race.
- He traveled the (far) ... of all the contestants.
- My grandpa is (old) ... person in my family.

4 Complete the following statements about curiosities around the world.

- The largest continent is ...
- The smallest continent is ...
- The largest country is ...
- The smallest country is ...
- The largest desert is ...
- The largest lake is ...
- The largest island is ...
- The deepest lake is ...
- The highest mountain peak is ...
- The longest river is ...

WRITING

1 Search the Internet. Find someone in history who dedicated his or her life to helping others. In about 150 words, write an article about when he or she lived. Give some examples of how he or she improved the world through dedication.

2 Imagine that you have just inherited \$20,000. You want to spend it all to help other people. What would you do with the money. Why? What impact would it have on the people you help? Write a short story explaining your ideas.

Lesson

2

Strengthen Our Family Bonds

LEAD-IN

1 In pairs, discuss the family recreational activities provided. Fill in the chart with additional activities you know. Which of these have you tried? Which ones are you still involved in?

2 Discuss the benefits of participating in the family recreational activities below. Give examples.

- ✓ Family recreation teaches life skills, such as cooperation, problem solving and communication.
- ✓ Family recreation builds positive character (respect, honesty, creativity, etc.).
- ✓ Family recreation promotes physical, emotional, mental and social development.
- ✓ Family recreation strengthens familial bonds and encourages togetherness.
- ✓ Family recreation relieves stress and improves overall well-being.
- ✓ Family recreation creates lasting memories for family members.

Outside activities

- playing in the snow
- planting a garden
- ...

Around the house

- ...

In the community

- ...

LISTENING

1 When you were a child, where did you like your parents to take you on their day off? (e.g., amusement park, zoo, swimming pool, park, etc.)

2 Listen to the dialogue between a father and his daughter. Choose the best answer for each of the following questions:

- a. The young girl wants to go to the ... (swimming pool/park/movies)
- b. Who is going with them? (the girl's older brother/the girl's mother/the girl's best friend)
- c. What time does the activity start? (2:30 p.m./2:45 p.m./2:15 p.m.)
- d. What does the girl want to do later? (She wants to swim in the lake./She wants to walk to the ice cream store/She wants to go down to the beach.)
- e. What does the father want to do at the end of the day? (play a board game/watch a fireworks display/go out to eat)

3 Family entertainment can help strengthen family bonds. Pair up with a partner and discuss your thoughts and experiences on the following topics:

- a. What activities did your family enjoy when you were a child?
- b. Are any of these activities still part of your family routine today?

4 Online Investigation. Families often visit amusement parks, such as Disneyland or smaller parks, for fun. Choose a country or place you would like to visit. Use the Internet to answer the following questions:

- a. What is the name of the amusement park?
- b. Where is it located?
- c. What are the opening hours?
- d. How much is the entrance ticket?
- e. Are there any discounts for children, students or seniors?
- f. What are the main attractions in the park?



1 Be creative! Continue the phrase, "People can discover..."

2 Read the text. What did the Thompson family discover?

A Journey of Discovery

In a cosy cabin nestled deep in the woods, the Thompson family embarked on a journey of discovery unlike any other. The Thompsons, consisting of parents David and Emily and their two children, Lucy and Daniel, sought solace in nature to reconnect and strengthen their family bonds.

David, a busy businessman, had often been consumed by his work, leaving little time for his family. Emily, a devoted homemaker, longed for the days when they were all together, sharing laughter and creating memories.

As they settled into their rustic cabin, surrounded by towering trees and the soothing sounds of nature, the Thompsons embarked on a series of outdoor adventures. They hiked through lush forests, picnicked by sparkling streams and stargazed beneath the canopy of the night sky.

With each passing day, the Thompson family grew closer, their shared experiences forging a bond that transcended time and space. Lucy and Daniel, initially sceptical of their parents' plan for a technology-free vacation, soon found themselves captivated by the wonders of the natural world; their curiosity piqued and their spirits lifted by the beauty that surrounded them.

As they sat around the campfire one evening, roasting marshmallows and sharing stories, David and Emily realised the importance of slowing down and savouring the moments they shared with their children. They vowed to make more time for family adventures, knowing that these were the moments that mattered most in life.



As their vacation came to an end, the Thompson family returned home with a newfound sense of closeness and camaraderie. They had discovered that true happiness lay not in material possessions or worldly success but in the simple joys of spending time together as a family.

In the years that followed, the Thompsons continued to prioritise family bonding activities, whether it was camping in the wilderness, exploring new hiking trails, or simply spending quality time together at home. Despite encountering numerous challenges during their journey, they remained confident that their bond with each other would enable them to overcome any obstacles.

Family bonding activities provide opportunities for connection, growth, and shared experiences that strengthen the bonds between loved ones. By prioritising quality time together, families can create lasting memories and forge deeper connections that enrich their lives and bring them closer together.

3 Match the words in the Vocabulary Corner box with the definitions below.

- to make a firm promise or decision to do something;
- very attractive to look at;
- to want something very much;
- a feeling of friendliness towards people that you work or share an experience with;
- an outside area in which plants are left to grow naturally or untidily.
- to enjoy food or an experience slowly, in order to enjoy it as much as possible;
- to decide which of a group of things are the most important so that you can deal with them first;
- to try to find or get something, especially something that is not a physical object;
- to look up at the stars and objects in space as a hobby or for scientific study;
- comfortable, pleasant, and inviting, esp. (of a room or building) because it is small and warm.

Vocabulary Corner

to long
to savour
to vow
to prioritise
to seek
to stargaze
lush
cosy
camaraderie
wilderness

- 4 Select from the text the vocabulary related to nature. Make sentences using the words you found.
- 5 Recall your last journey in nature with your family. How did you feel? Discuss with a partner.
- 6 In small groups, make up questions using the information from the story. Discuss your questions with the other groups.
- 7 Read the statements. Correct them.



- a. The Thompson family consists of five members.
- b. The Thompson family embarked on a journey to the mountains.
- c. David is an active doctor.
- d. Emily is the youngest daughter.
- e. Colorful flowers surrounded their rustic cabin.
- f. Lucy and Daniel were happy to have access to the internet.
- g. When they returned home, the Thompson family felt distant from each other.
- h. They discovered that happiness is based on material possessions.
- i. They stopped to prioritise family activities.
- j. Family bonding activities can't bring families closer together.

SPEAKING

- 1 Describe a leisure activity that you do with your family. Use the pictures and the prompts below.

- ✓ name the activity;
- ✓ mention the time of the day when you practice this activity;
- ✓ say how much you enjoy it;
- ✓ explain how this activity helps you and your family build relationships.

- 2 Look through the list of family activities below.

Which one would you like to try first? Explain your choice.

- | | |
|------------------------|-----------------------------|
| ✓ play a card game | ✓ go for a bike ride |
| ✓ go on a picnic | ✓ go on a nature walk |
| ✓ go to the library | ✓ try a new food or cuisine |
| ✓ grow a herb garden | ✓ go camping |
| ✓ play a board game | ✓ have a family movie night |
| ✓ cook dinner together | ✓ play a sport |



GRAMMAR

Present Perfect Continuous

The present perfect continuous, also known as the present perfect progressive, is a verb tense that indicates the beginning of an action in the past that continues up to the present. The present perfect continuous usually emphasises duration, or the amount of time that an action has been taking place.

Uses:

1. **Duration from the past until now:** We use the present perfect continuous to indicate that something started in the past and has continued up until now.

Time indicators: *for five minutes, for two weeks, since, etc.*

e.g. She has been working at that company for three years.

2. **Showing evidence of recent activities**

e.g. The grass looks wet. *Has it been raining?*

Structure:

has/have + been + present participle (V+ing)

Statement: You **have been waiting** here for two hours.

Question: **Have** you **been waiting** here for two hours?

Negative: You **have not been waiting** here for two hours.

1 Write full sentences using the present perfect continuous, in the positive or negative form.

- (she / work here for five years)
- (they / not / watch TV much recently)
- (you / eat a lot recently)
- (we / live in London for six months)
- (he / play football so he's tired)
- (they / learn English for two years)
- (he / not / play football for five years)
- (she / go to the cinema every weekend for years)
- (it / rain so the pavement is wet)
- (you / sleep for twelve hours)

2 Use the verbs in brackets in the present perfect continuous.

- I ... this website since 1999. (to run)
- My parents ... for years. (to travel)
- He ... for his girlfriend since 6 o'clock. (to wait)
- We ... in Greece since last August. (to live)
- Max and Paul ... their bikes all day. (to ride)
- They ... in the sun for hours. (to lie)
- Emily ... on the computer for too long. (to work)
- It ... since I came home. (to rain)
- You ... to music since 12:30. (to listen)
- Frank ... for the last 20 minutes. (to dream)

Do vs Make – What's the difference?

People often confuse the English verbs **"do"** and **"make"**. There are, however, some important differences that can help us choose the right verb.

We use **do** in collocations associated with *tasks, duties, obligations*, and *routine or repetitive activities*.

We often use **make** when we talk about the creation or production of something.

Do usually refers to the action of performing these activities, while **make** generally refers to the result.

3 Choose the correct variant.

- It *makes/does* no difference to me if he stays for one day or one month.
- I *did/made* a promise to meet him whenever I'm in London.
- He'll *do/make* his best to pass the exam.
- David *did/made* a reservation for a flight to Dublin.
- Susan *makes/does* at least half an hour of exercise every week.
- Drink this medicine - it will *do/make* you good.
- She has several jobs to *make/do* before going to bed.
- Andrew *made/did* a profit of €1000 on his car.
- The customer *did/made* a complaint about the dirt in the food shop.
- I'll make supper if you *do/make* the dishes.

4 Fill in the correct form of "make" or "do".

- How much money does a waitress ...?
- Could you ... the laundry today? We have no clean clothes.
- She spent the evening watching black and white films and ... her nails.
- Did their new business ... a profit last year?
- The teacher ... some very positive remarks about Susie's work.
- There's so much paperwork to ...! I'll be here all night.
- I'd like to ... Julie an offer of a job. It would be full time in our office.
- This lecture is so boring! Let's ... an escape during the break and go to the café!
- Stop talking and ... some work!
- Alison can't come tonight. She'd already ... plans.

WRITING

1 Express gratitude and appreciation to your parents for their love, care and efforts over the years. In about 120 words, write a letter to your parents. Follow the steps below:

- ✓ Begin with a heartfelt greeting and say why you're writing the letter.
- ✓ Recall specific moments when their care and support made a difference in your life.
- ✓ Highlight important lessons or values they have taught you that have shaped who you are today.
- ✓ Share how their love and dedication have made you feel over the years.
- ✓ Promise to carry forward the lessons and values they've instilled in you.
- ✓ End with a warm and loving note to show your appreciation.

Lesson

3

Our Personal Heritage

LEAD-IN

- 1 What is the difference between a family routine and a family tradition? Classify the items from the list below as either family routines or family traditions.

Family routines vs Family traditions

- ✓ doing chores
- ✓ caring for pets
- ✓ watching the same holiday movies each year
- ✓ cooking a meal together as a family on your family's special holiday
- ✓ walking to school together every morning
- ✓ watching the sunrise together on the first day of summer and the sunset on the last day of summer break
- ✓ opening presents on Christmas Eve

- 2 Write a definition of "family tradition" using the following keywords: experiences, generations, unique, establish, values, special.

- 3 What makes family traditions important for a family? Look through the list of benefits of family traditions. In pairs, complete the list with more ideas.



Benefits of Family Traditions

- ✓ Create memories for families that last a lifetime.
- ✓ Keep generations connected and give them a family history to share.
- ✓ Help to pass on family values, including cultural and religious heritage.

LISTENING

- 1 Listen to the conversation about family traditions. Complete the sentences below with information from the recording.

barbecue, wonderful day, magical, a big camping trip, holidays, ice skating, to share, a family reunion

- | | |
|---|--|
| a. I recently returned from a ... that took place over the weekend. | e. We have a holiday tradition where we all go ... on Christmas Eve. |
| b. We had a big ... and spent a lot of time catching up. | f. That sounds ...! |
| c. We don't have really reunions, but we do get together during | g. It's always nice ... and hear about the special things other families do. |
| d. We do ... every summer. | h. Have a ..., Taylor. |

- 2 In pairs, discuss what you used to do at family reunions when you were younger.

READING

- 1 Read the statement and explain it.

"Food is not rational. Food is culture, habit, craving and identity."
(Jonathan Safran Foer)

2 Read the text. Discover the connections between food and family. Think of a suitable title. Explain your choice.

When I hear the word “food”, I can’t help but think about family!

Food is a central theme in some of my favourite memories of family time.

Sitting around a food-laden table, sharing stories about the food, the recipes, the people whose “specials” those dishes are, and how the dishes were created in “the old days” before modern appliances, is a wonderful way to keep culture and traditions alive.

I love sitting around our Christmas table, sharing stories about past Christmases, the award-winning cake of one aunt, the absolutely terrible culinary creations of another and the efforts of our family members to keep traditions alive. From the pre-Christmas “timetable” scheduling the preparation of 16 varieties of sweets made in our house, to packing these homemade delicacies for friends, family and neighbours. From staying up late after Christmas midnight mass, opening our presents while gorging on traditional cakes, sweets and hot chocolate, along with newer traditions introduced over the years, like my now “world-famous mince pies”, along with those from Harrods brought over by my fancy London sister, to waking up early to knead the dough for our traditional fried bread called “fugias”, to prepping the suckling pig to be sent to the bakery to bake in the huge wood-fired ovens.

Families have gathered for generations to eat together, socialise and celebrate. As we gather, we pass along recipes and food traditions to the next generation. Food



connects us and its preparation and consumption can bring together people from different generations.

Food is a big part of our cultural identity; it is also one of the ties that binds us together.

Good food has a way of bringing families together and anytime families gather—even to eat—family history is made. So, whether we realise it or not, our family food traditions are part of our family history.

This is especially true today, in a world that increasingly keeps us away from extended family as we move out of our hometowns for jobs or a better life.

While the food, the preparation, and the celebrations may be different, the fundamental emotions remain the same.

(Adapted from JoAnne Saldanha)

3 In the text, find words corresponding to the definitions below.

- carrying or holding a lot of something
- to unite people or to make them feel that they share something
- when people gather, they come together in a group
- a set of instructions telling you how to prepare and cook food, including a list of what food is needed for this
- to eat until you are unable to eat any more
- to press something, especially a mixture for making bread, firmly and repeatedly with the hands and fingers

5 Read the text again. Answer the following questions:

- What are the author’s favourite memories?
- In what way is it possible to keep culture and family traditions alive?
- Which religious holiday did the story mention?

4 Complete the sentences with the words in the box.

laden, knead, recipe, gathered, binds, gorge

- The table, as always, was ... with food.
 - We have one country, one Constitution and one future that ... us.
 - As soon as a crowd ... , the police came.
 - Baking a cake isn’t difficult – it’s just a matter of following the
 - If you ... yourself on snacks like that, you won’t eat your dinner.
 - ... the dough until smooth.
- What kind of pie does the author prefer now?
 - What is the purpose when families gather?
 - What is the message behind this story?

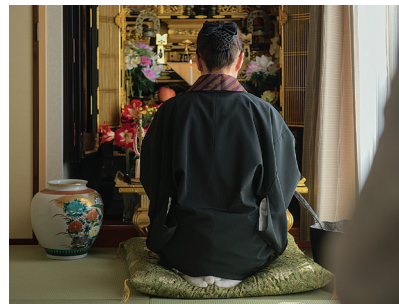
SPEAKING

1 Many families around the world share common traditions. Certain celebrations and holidays give family members the opportunity to come together and do something as a family. Look through the examples of common family traditions from around the world. In pairs, discuss what other family traditions could be added to the list below.

- ✓ Decorating the Christmas tree as a family.
- ✓ Hiding baby teeth under a pillow for the tooth fairy.

2 Family traditions are unique to certain cultures. Read the examples below. Discuss them. Are they similar to the traditions in your country?

- a. **Honoring ancestors in Japan.** Many Japanese homes have a small family altar, or butsudan, as a sign of respect for elders who have passed away.
- b. **Celebrating the first day of school in Germany.** On the Einschulung, the first day of grade one, children are given a Schultüte. This is a decorated cardboard cone filled with sweets, school supplies and small books to celebrate the day.



3 In pairs, discuss the unique family traditions from your country and around the world. Explain their significance and describe when and how they are typically practiced.

4 How to keep family traditions? In small groups, discuss the tips below to keep them going year after year. Complete the list with some other tips.

- ✓ **Get input from the whole family.** Every member should feel as if their voice is being heard and respected.
- ✓ **Do something everyone is interested in.** Every family member needs to be somewhat invested in the family tradition for it to be sustainable and meaningful.
- ✓ **Keep it simple.** Overcomplicating a family ritual may detract from its fun aspect and turn it into a stressful affair.
- ✓ **Be open to change.** You might need to alter family traditions as the years go by in order to preserve their longevity. Be willing to adapt to change.
- ✓ **Stay positive.** While family comes with an abundance of love and support, it may also come with a number of internal tensions and challenging histories.
- ✓ **Take a break from technology.** Technology is the ultimate distraction and barrier to connection. While you may be tempted to photograph every moment of a family celebration, try to be present and capture the moment mentally.



GRAMMAR

Past Perfect Continuous Tense

The past perfect continuous is a verb tense that shows that an action that started in the past continued up until another time in the past.

Structure: *had been + present participle*

e.g. I *had been working* at the company for five years when I got the promotion.

When, for, since, and *before* are words that you may use with the past perfect continuous tense.

e.g. Martha *had been walking* three miles a day *before* she broke her leg.

e.g. The program that was terminated *had been running* smoothly *since* 1945.

1 Write the correct form of the verb in the past perfect continuous tense.

- I ... (work) all day, so I didn't want to go out.
- She ... (sleep) for ten hours when I woke her.
- They ... (live) in Beijing for three years when he lost his job.
- When we met, you ... (work) at that company for six months.
- We ... (eat) all day, so we felt a bit ill.
- He was red in the face because he ... (run).
- It ... (rain), and the road was covered in water.
- I was really tired because I ... (study).
- We ... (go) out for three years when we got married.
- It ... (snow) for three days and it was difficult to drive.

2 Fill in with the past perfect continuous form of the verb in brackets.

- We ... (sleep) for 12 hours when he woke us up.
- They ... (wait) at the station for 90 minutes when the train finally arrived.
- We ... (look for) her ring for two hours and then we found it in the bathroom.
- I ... (not/walk) for a long time, when it suddenly began to rain.
- How long ... (she /learn) English before she went to London?
- Frank Sinatra caught the flu because he ... (sing) in the rain too long.
- He ... (drive) less than an hour when he ran out of petrol.
- They were very tired in the evening because they ... (help) on the farm all day.
- I ... (not /work) all day; so I wasn't tired and went to the disco at night.
- They ... (cycle) all day so their legs were sore in the evening.

WRITING

Time Transition Words

Transition words, also known as discourse markers, are expressions we use in everyday speech and writing, as well as in more formal contexts like essays, articles, papers, and presentations.

Transition words to begin a sequence

- ✓ To begin with
- ✓ To start
- ✓ First
- ✓ First of all
- ✓ At first
- ✓ Firstly
- ✓ Once
- ✓ In the beginning
- ✓ Let's begin with

Continuing a sequence of events

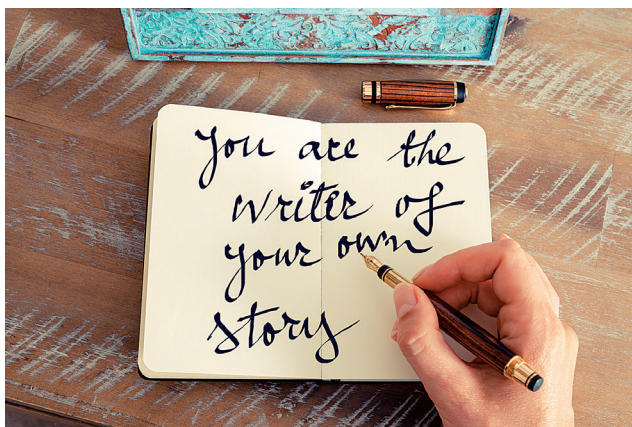
- ✓ Then
- ✓ Next
- ✓ After (this/that)
- ✓ Afterward
- ✓ Until
- ✓ Till
- ✓ Second, third, fourth, etc.
- ✓ Secondly, thirdly, fourthly, etc.

Time order words to end a sequence

- ✓ Finally
- ✓ In the end
- ✓ Last
- ✓ Lastly
- ✓ At last
- ✓ In conclusion
- ✓ In summary
- ✓ At the end

1 In about 120-150 words, write a story describing a special family event that you enjoyed. When writing, include the following: the location, people, food, activities and actions. Use the time transition words from the table above to organise your story clearly.

2 Write the recipe for your favourite family dish and share it with your classmates.



4

Green Up Your Life

By 2050, the global population may reach a stunning 10 billion.

LEAD-IN

- 1 Look at the pictures. Name the problems that people might face as a result of population growth.
- 2 Read the definition of “sustainable lifestyles”. In pairs, think of examples to explain it.

Sustainable lifestyles are defined as ways of living, social behaviours, and choices that minimise environmental degradation (such as the use of natural resources, CO₂ emissions, waste, and pollution) while supporting equitable socio-economic development and a better quality of life for everyone.

- 3** Read the quotations below. In groups, choose one and explain what it means.

- ✓ “We can sit back, do nothing and watch our planet be destroyed. Or we can take action, become advocates and start making lifestyle choices which are kinder to people and the planet.” (Kira Simpson)
- ✓ “We only get a handful of decades on Earth. I’d rather spend that time doing good than perpetuating bad.” (Tim Silverwood)
- ✓ “Spend some time outdoors exploring where you live. When you love your home, you’ll fight harder to protect it.” (Kira Simpson)



LISTENING

- 1** Listen to a university student's article about sustainable living.

Answer the following questions:

- What does sustainable living mean?
- Which European country is mentioned in the article?
- What percentage of people are conscious of sustainability?
- What recommendations are given for adopting a more sustainable lifestyle?
- What is the purpose of the article?



- 2** Listen to the article again. Complete the sentences using the words below:

ecological footprint, mission, lead, environmental, sustainably, pressing

- More and more people are getting more active and want to live more ... themselves.
- Here are numerous sustainable living tips and examples that can help you ... a more sustainable lifestyle.
- Climate change, air pollution, world hunger and water scarcity are among the most ... global problems.
- The way we buy, what we buy, how we travel, work, or spend our free time—all determine the amount of our
- Sustainable living is a philosophy to reduce personal and societal ... impact.
- Our ... is to “create tomorrow”—for a future that is both liveable and sustainable.

- 1** Read the text about the strategies supermarkets can adopt to become more environmentally friendly.
Are there any eco-friendly supermarkets in your local area?

Sustainability in Supermarkets

Sustainability has become an increasingly important issue for both consumers and businesses. Supermarkets are no exception. The supermarket industry has a significant impact on the environment, from the products it sells to the way it operates its stores.

Reducing food waste is one of the most effective ways for supermarkets to become more sustainable. They can implement inventory management systems, donate surplus food and educate customers on how to reduce food waste at home. Additionally, supermarkets can invest in composting and recycling programs to reduce the amount of waste they produce.

Another key way supermarkets can improve sustainability is by reducing their energy and water consumption. This can involve installing energy-efficient lighting and heating systems, investing in renewable energy sources and adopting water-saving practices. Many supermarkets are also exploring the use of green roofs, solar panels and even wind turbines.

Another important aspect of sustainability in supermarkets is the use of eco-friendly packaging materials. Many supermarkets now offer more biodegradable, reusable and recyclable packaging options, such as paper bags, glass jars and biodegradable containers. This not only reduces the environmental impact of packaging, but also aligns with the growing consumer demand for eco-friendly products.



Finally, supermarkets can promote sustainability by offering products that are organic, fair trade and locally sourced. This not only supports sustainable farming practices but also helps to reduce the environmental impact of transportation.

Supermarkets have a significant impact on the environment and they have a responsibility to implement eco-friendly practices to reduce their environmental footprint. By adopting such measures, supermarkets can become more sustainable and meet the growing consumer demand for environmentally friendly products. Additionally, they position themselves as responsible and conscientious businesses, which can attract and retain environmentally aware customers.

- 2** Match the words in the Vocabulary Corner box with the definitions below.

Write sentences using the new words.

- material used for wrapping or covering goods to protect them;
- to fulfil, satisfy, or achieve;
- relating to forms of energy that are produced using the sun, wind, etc;
- the act of collecting and storing plant material so it can be added to soil to improve its quality;
- a need for goods or services that customers want to buy or use;
- able to be used more than once;
- the type and arrangement of lights used in place.

Vocabulary
Corner

composting
lighting
renewable
reusable
packaging
demand
to meet

- 3** Fill in the sentences using the words in the Vocabulary Corner box.

- The ... in that restaurant is soft and romantic.
- The ... for fish this month exceeds the supply.
- ... energy will become more important as time goes on.
- ... is the ideal way of getting rid of vegetable, garden and organic waste.
- About 2% of fast-food ... ends up as litter.
- Jane didn't find a house that could ... her needs and requirements.
- I always carry a ... shopping bag.

4 Read the text again and decide if the sentences are *true* or *false*. Correct the false ones.

- a. The supermarket industry has a considerable influence on the environment.
- b. Increasing food waste is among the most effective strategies for supermarkets to enhance sustainability.
- c. Supermarkets may also invest in composting and recycling initiatives.
- d. Reducing energy and water consumption will not promote sustainability.
- e. The use of eco-friendly packaging materials promotes sustainability.

5 In pairs, discuss other environmentally friendly measures that supermarkets and other shops could adopt. Make a list and share it with other classmates.

SPEAKING

1 In groups, discuss the questions below. Share your ideas with the class.

- a. What are some everyday habits that contribute to sustainable living?
- b. Why do you think sustainable living is important for the environment?
- c. In what ways can individuals promote sustainable living within their communities?
- d. How can adopting sustainable living practices benefit individuals personally?
- e. What challenges might individuals face when trying to adopt a more sustainable lifestyle?
- f. Can you share an example of a sustainable living practice you have adopted in your own life?

2 Read the examples of responsible consumption below. Which of these actions do you practise regularly?

When shopping, I prefer products that are not overwrapped or come in recyclable packaging. I bring my own bags when I go shopping. I encourage my parents to buy fair trade coffee. On occasion, I develop my creativity and create unique gifts for special people.



When I leave a room, I make sure to turn off the lights. When brushing my teeth, I save water by turning off the tap. At home, I either do my own composting or participate in a community composting project.

To encourage my community, I give priority to local products. Before buying anything, I ask myself if I really need it. I make sure to inform myself about the products I buy, as well as the living conditions of the people who make them.



When using the photocopier, I always make double-sided copies. Before printing a document, I make sure there are no mistakes to save paper. At school or at home, I use my own cup. When consuming, I follow the 3R principles: reduce, reuse and recycle.

3 Imagine you are a member of a youth center debate club. Debate the following questions:

- a. Do you believe businesses should play a role in promoting sustainable living?
- b. Do you think governments should implement policies to encourage sustainable living?
- c. How can education contribute to promoting sustainable living?

Present Perfect Continuous or Past Perfect Continuous

Unlike the *present perfect continuous*, which indicates an action that began in the past and has continued up to the present, the *past perfect continuous* indicates something that began in the past, continued in the past and also ended at a defined point in the past.

1 Analyse the sentences below. They use both the present perfect continuous and the past perfect continuous.

Identify the mistakes and correct them.

- I have been working for a bad company when I met my present boss, who offered me this job.
- I've been saying it for years—children should go to school and get a proper education!
- We ran like crazy for five blocks, but when we got to the train station, the express to New York had already been leaving.
- After seven years in Paris, Carson had been leaving and starting a new life.
- Why do your eyes look so tired? Has you been watching TV without your glasses again?
- Diana is a nurse at the local children's hospital. She had been looking after sick kids.
- Don, sit down and relax! You've been working like crazy for eight hours.
- Mary have been visiting Japan six weeks. She has a real affinity for the country.

2 Fill in with the correct form of the present perfect continuous or the past perfect continuous tense.

- I ... (drive) for over eight hours now. I am extremely tired.
- There is only a little cake left because your dad ... (eat) it in the past 3 days.
- He ... (cook) his mom's favourite dish for two hours when she walked into the kitchen.
- Bryan ... (write) all night and he's got 30 pages so far.
- I ... (wait) to hear from the admissions officer for more than a month before I applied to other colleges.
- Derrick ... (work) at the hospital for over two years before he left for Spain.
- I ... (read) for a long time but I am still at chapter 10.
- The dogs ... (bark) continuously until the owner finally came home and fed them.
- They ... (live) in New York for four years when they had to leave due to personal reasons.

4 Match the sentences on the left with the reasons provided on the right.

- I have been writing for hours.
- It has been raining all day.
- I am seeing the doctor in the afternoon.
- He had bruises all over his body, and his clothes were dirty.
- I have been working all day.
- A. He had been fighting.
- B. My hand is sore.
- C. My hand got a cramp.
- D. I am exhausted.
- E. I have not been feeling well for some time.

WRITING

1 A Tale of Transformation. In about 150-180 words, write about your personal transformation after deciding to live a more environmentally friendly life.

When writing, include the following:

- ✓ the areas of your life you decided to change;
- ✓ the strategies you have adopted to change your lifestyle;
- ✓ the challenges you have encountered along the way.

2 A World Without Waste. Imagine living a day in a completely waste-free society. In about 100-120 words, describe what this day would be like.

Lesson

5

Less Waste, Less Problems

LEAD-IN

- 1 Identify which pictures show good actions and which ones show wrong actions. Discuss your answers to the following questions:
 - a. What makes the action shown in each picture good or bad?
 - b. What are other actions you can take to properly dispose of trash?



A



B



C



D

- 2 In groups, discuss the questions below.
 - a. What are the reasons for sorting waste?
 - b. What is a landfill?
 - c. What happens to trash in the landfill?
 - d. What are the proper ways to manage garbage?
 - e. Why is waste segregation important?

LISTENING

- 1 Listen to a local newspaper article about waste management in Moldova. Find the answer to the question:
Is society ready to sort and recycle?

- 2 Listen again and choose the correct variant.
 - a. Recycling is a simple and effective way to help oceans/the Earth/forests.
 - b. The ABS Recycling company works for Chişinău/Ialoveni/Cahul.
 - c. The company started in 2008/2016/2006.
 - d. The working staff consists of 50/60/70 members.
 - e. By 2008 ABS Recycling had introduced public recycling bins for plastic/glass/paper around the capital.
 - f. In 2016, it opened the country's first/second/third solid waste sorting station in Chişinău.
 - g. The ABS Recycling company has built a shop/museum/park entirely out of recyclable materials.



E



1 Read the facts below about global waste. In pairs, discuss and draw a conclusion. Share your opinion.

Trash Facts

We all know that trash is an eyesore, but understanding the facts about waste can motivate us and others to change our behaviour and advocate for societal improvements. Here are some statistics to better understand the scale of the issue.

How Much Trash Do We Produce?

Humanity currently produces two billion metric tonnes of waste each year, generated by 7.6 billion people. That's equivalent to more than 4,000 times the Burj Khalifa, the tallest building in the world.

Waste Is Getting Worse.

The World Bank Group predicts a 70% increase in waste generation worldwide by 2050. If people today don't demand change, global waste will continue to grow at an alarming rate.

Electric Shock

The age of the Internet has brought new challenges related to electronic waste, such as discarded PCs, laptops and mobile phones. In 2016, the world generated 44.7 million metric tonnes of e-waste. This is the equivalent of nearly 4,500 Eiffel Towers. According to the United Nations Environment Programme (UNEP), only 20% of this waste undergoes proper recycling. When disposed of improperly, e-waste releases dangerous chemicals that contaminate soil and groundwater, putting biodiversity, food and water sources at risk.

Trouble Under Water

Plastic already seems omnipresent near the coasts and in the sea. Currently, there is approximately a ratio of 1 tonne of plastic for every 5 tonnes of fish. However, by 2025, this ratio is expected to worsen to 1 tonne of plastic for every 3 tonnes of fish. If the trend continues, by 2050, the amount of plastic in the oceans will outweigh the amount of fish.

Food Waste

While 11% of the world's population is undernourished, one-third of all food produced annually for human consumption is lost or wasted. This includes leftover meals, discarded vegetable parts and expired products. In fact, 28% of the world's agricultural land is used each year to grow food that ends up being wasted. This means that millions of litres of water are wasted and large amounts



of electricity are used for harvesting and processing food that will never be eaten.

Rethinking Recycling

Compared to landfills or incineration, recycling is usually the best option. However, only a small proportion of recyclable waste is actually recycled. For example, in 2015, only 20% of plastic and 35% of glass were recycled.

Rubbish Collection and Human Health

At least 2 billion people around the world do not have access to regular waste collection services. Furthermore, 33% of global waste is not managed in an environmentally safe manner. This waste mismanagement leads to a variety of diseases, resulting in up to one million deaths each year.

What Can You Do About It?

It's clear that trash doesn't just look bad; it's connected to many other environmental issues, such as the climate crisis and biodiversity loss. The way we consume and manage waste reveals how shortsighted we can be about our impact on the planet.

2 Read the article again. Answer the final question from the title of the last paragraph.

3 What do these numbers in the text represent?

2050

20%

2025

11%

33%

2 billion metric tonnes

4 Match the words in the Vocabulary Corner box with their definitions.

- an unpleasant or ugly sight in a public place;
- to ask for something forcefully, in a way that shows that you do not expect to be refused;
- in a way that is dishonest or against a law or a rule;
- to make known or show something that is surprising or that was previously secret;
- to think or believe something will happen, or someone will arrive;
- a comparison of two numbers calculated by dividing;
- the part that has not been used or eaten when the other parts have been;
- to be greater or more important than something else (to be larger in number or amount than something else);
- not eating enough food to continue.

**Vocabulary
Corner**

eyesore
to expect
to demand
improperly
ratio
to outweigh
undernourished
leftover
to reveal

5 In the text, find antonyms for the following words:

- to keep, to preserve
- better, improved
- the shortest, the lowest
- to decrease, to reduce
- to stop, to end
- unclear, uncertain
- few, hardly any
- to hide, to conceal

6 Complete the sentences by adding the correct suffix to the word in brackets.

- ing; - ly; - al; - tion; - ant; - able

- In the last 50 years, there has been a 33-fold increase in the amount of pesticide used in ... (farm)
- As a result, certain ... materials remain unexplored. (recycle)
- These animals migrate ... in search of food. (annual)
- ... of electricity is always higher during the summer months because of air-conditioning. (consume)
- She has been an active ... in the discussion. (participate)
- Indeed, it could be the worst ... disaster in Europe this century. (environment)

SPEAKING

1 Work in groups. Analyse the situations below and roleplay them. Discuss what you would do in each scenario.

- You're out on a sports field and have just finished drinking a bottle of water or a sports drink to stay hydrated. You don't see any recycling bins around, but there is a trash can nearby.
- You have just finished your favourite drink in the car, and you're at a gas station or convenience store where there are trash cans but no recycling bins.
- You and some friends are finishing up your lunches in a cafeteria or food court. The others walk a few feet to the nearest trash can and begin throwing their empty bottles and cans into it. However, the nearest recycling bin is located on the other side of the room.
- You don't have any recycling bins at home.

2 In groups, discuss the questions. Give examples.

- What do we mean by "Reduce"?
- What things can we "Reuse"?
- What does "Recycle" mean?
- Have you ever reduced, reused, or recycled something? If yes, give an example.

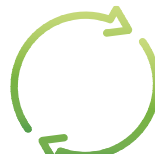
The **three Rs** are a set of three words, each beginning with the letter "R," that outline various ways we can contribute to maintaining a clean and beautiful planet. They describe ways that each and every one of us can make a difference when it comes to getting the most of our limited resources and improving our quality of life.

3 With a partner, discuss the questions.

- Do you think there should be a reward system for people who recycle? Why or why not?
- Do you plan to recycle more in the future?
- Will you encourage your friends and family members to follow the three Rs strategy (Reduce, Reuse, Recycle)? Why?



Reduce



Reuse



Recycle

GRAMMAR

Disjunctive Conjunctions

Either ... or and **neither ... nor** are conjunctions used to connect two words, phrases, or clauses. They are used to show a choice or a negative state.

✓ **either ... or** indicate that a positive choice or action will be made.

e.g. I will either walk or run.

✓ **neither ... nor** express a negative choice between two options.

e.g. Neither my sister nor my brother can cook.

1 Choose the correct pair (**either ... or** and **neither ... nor**).

- In this game, you ... win ... lose. It depends on you.
- ... Sue ... Sarah will help you with your homework. They are both busy at the moment.
- This is my offer. You ... take it ... leave it.
- When I go to the restaurant, I eat ... fish ... roast chicken. These are my favourite meals.
- His father believed ... his son ... his friend. He thought that both were lying.
- I need ... your help ... your compassion. I can perfectly handle my problems all alone.
- ... Charly ... Bill will write the report. Just ask one of them.
- ... you return the money you have stolen ... I'll call the police.
- My mum can ... read ... write. She is illiterate.
- You can use ... this computer ... the other one. Someone must fix them first.

2 Combine the following pairs of sentences using **either ... or** or **neither ... nor**.

Example : *I don't like Stephen. I don't like Peter. → I don't like **either** Stephen **or** Peter.*

- He keeps the keys for himself. He leaves them with his wife.
- He did not come. He did not call.
- He wasn't wearing a shirt. He wasn't wearing a coat.
- He will not come here. He will not send a representative.
- He may attend the ceremony. His wife may attend the ceremony.
- Give me freedom. I will leave by myself.
- He must have done this. His brother must have done this.

WRITING

1 Your school newspaper has asked you to write an article on waste management. Which topic would you choose from the list below? Brainstorm some ideas. In about 120-150 words, write an article. The Earth Day Rubric will publish the top-ranked article.

- The Importance of Recycling to Waste Management
- The Impact of Recycling on Preserving the Environment
- The Impact of Inefficient Waste Management on Oceans
- Managing Electronic Waste to Ensure Green Computing



READING COMPREHENSION

1 Read the text and complete the tasks that follow.

The Legacy of Generations

In a picturesque village nestled among rolling hills, stood the O'Connor family farm, a testament to hard work, perseverance and unity passed down through generations. At the heart of the farm was Mary O'Connor, a wise and resilient matriarch, who had dedicated her life to upholding the family's traditions and values.

Mary had inherited the farm from her parents, who had worked tirelessly to build it from the ground up. Determined to honour their legacy, Mary raised her children—Liam, Mike, and Sean—with a deep appreciation for the land and the importance of family bonds.

As the years passed, the O'Connor family farm prospered, thanks to the tireless efforts of Mary and her children. Liam, the eldest, managed the day-to-day operations of the farm, while Mike cared for the animals and Sean helped with the crops.

Despite their different roles, the O'Connor siblings worked together smoothly; they shared values of hard work, dedication, and mutual respect, which guided them through life's challenges. Together, they weathered droughts, floods and economic downturns, their bond as strong as the sturdy oak tree standing at the centre of their farm.

As Mary grew older, she began to reflect on the legacy she would leave behind for future generations. She knew

that the values instilled in her children—resilience, integrity and a deep connection to the land—were the foundation upon which the O'Connor family farm had been built.

Determined to pass on these values to her grandchildren, Mary gathered her family together one evening to share stories of their ancestors and the struggles they had overcome to build the farm from nothing. She spoke about the importance of hard work, honesty and loyalty, urging her grandchildren to carry on the legacy of their forefathers with pride and determination.

As the stars twinkled overhead, casting their gentle light upon the O'Connor family farm, Mary's grandchildren listened attentively, their hearts filled with reverence and gratitude for the sacrifices made by those who came before them. They knew that they had a responsibility to uphold the values of their family, not only for themselves but for the generations yet to come.

And so, as the years passed and the seasons changed, the O'Connor family farm continued to thrive, a beacon of hope and resilience in an ever-changing world. Each generation added their own chapter to the family's storied history, carrying on the traditions and values passed down through the ages with pride and reverence.

2 Answer the questions according to the text.

- Where does the O'Connor family live?
- Who is Mary O'Connor?
- Who helped Mary with growing the crops?
- What values did the O'Connor siblings share?
- Why did Mary gather her family together one evening?

3 Read the statements. Determine if they are *true* or *false*. Justify your choice.

- The O'Connor family is a patriarchal family.
- The siblings were as powerful as the oak tree on their farm.
- Resilience, integrity, and deep connection to the land were the basic values of the O'Connor family.
- The siblings had the responsibility to uphold the family values only for themselves.
- Each generation of the O'Connor family lived with pride and reverence.

4 Match the parts to form complete sentences.

- As Mary grew older
- Mary inherited the farm from her parents
- Mary's grandchildren had a responsibility

- to uphold the values of their family.
- she began to think of the legacy.
- who had worked tirelessly.

5 In the text, find words that match the definitions below.

- a. a powerful and usually older woman in charge of a family, or the female leader of a society in which women hold power;
- b. money or property that you receive from someone after they die;
- c. a principle, an idea or a fact that something is based on and that it grows from;
- d. to put a feeling, idea or principle gradually into someone's mind, so that it has a strong influence on the way the person lives.

6 In the text, find synonyms for the following words:

- a. to sparkle, to shine, to glimmer
- b. to enhance, to improve, to develop
- c. to go through, to tolerate, to face

7 In the text, find antonyms for the following words:

- a. weak, feeble, delicate
- b. lying, deception, dishonesty
- c. darkness, night, shadow

GRAMMAR

1 Fill in the gaps. Use comparatives and superlatives.

- a. The clothes here are ... (good) than in my town.
- b. That's my ... (bad) mark ever!
- c. It's ... (far) than I thought – I think we're lost.
- d. That's the ... (disgusting) meal I've ever had!
- e. I hope your team's ... (lucky) today than last week.
- f. They're ... (happy) in their new school than in their old one.
- g. It's the ... (good) song on the album.
- h. Your spaghetti sauce is ... (tasty) than my mum's.

2 Fill in the gaps with the correct form of the verbs *do* and *make*.

- a. John worked hard and ... his best at his job, but he still wasn't promoted.
- b. The teenagers were ... such a noise that the neighbour called the police.
- c. She ... a payment on her debt every month. Soon she'll have finished paying it off.
- d. So many chores to ...! I need to clean the bathroom and the kitchen, Hoover, and change all the beds.
- e. Sorry, I ... a mistake. The restaurant isn't here, but on another street.
- f. It's late, and we should go home. Let's ... a move.
- g. Unfortunately, his business ... a huge loss last year and had to close down.
- h. If you don't speak English, you'll find it hard to ... business in the UK.
- i. He ... a promise to his grandmother that he'd never fight anyone ever again.
- j. She ... a lot of lists of things to do, but she never does any of the things!

3 Use the correct form of the verbs in brackets.

- a. I (stand) ... here in the rain for half an hour. I am wet.
- b. He (learn) ... English for three years, but he can't even read a newspaper yet.
- c. Nobody has come to see us since we (live) ... in our new house.
- d. What you (do) ... while I have been out? We (sit) ... here writing our homework, but it's not quite finished yet.
- e. He (work) ... at the post office for twenty years.
- f. Lunch is not quite ready yet, although I (cook) ... all the morning.
- g. She ought to stop work; she has a headache because she (read) ... too long.
- h. They are tired because they (work) ... in the garden since nine o'clock.
- i. Look! That light (burn) ... all night.

WRITING

1 In about 150-180 words, write an essay on the following topic: *Nowadays, families are not as close as they used to be. What do you think are the causes of this? What can be done to bring families closer together? Use linking words and phrases to connect your ideas.*

2 There are not enough recycling bins in your neighborhood. In about 120-150 words, write a letter to your local council requesting the installation of more recycling bins. When writing the letter, include the following:

- ✓ explain the current situation;
- ✓ emphasise state the importance of recycling bins to the environment;
- ✓ politely request the installation of additional bins.

Bringing Ideas to Life

Newspaper Page: *From Caring Hearts to Greener Starts*

Create a newspaper page. The page will be divided into sections that explore different aspects of the topics:

- ✓ Caring for Others
- ✓ Our Family Bonds
- ✓ Our Personal Heritage
- ✓ Less Waste, Less Problems

1. Research and Planning:

- ✓ Investigate each of the topics.
- ✓ Collect quotes, facts, and statistics that support each topic.

2. Design the Newspaper Page. Your page should look like a professional newspaper, with clear sections for each topic.

Organise your page as follows:

Headline: Choose a catchy title for your page.

Top Article will include an article that summarises the main idea of the topic.

Side Column: will contain shorter articles or features for each of the other topics. Include tips, quotes, or stories.

Opinion Section: Include a personal reflection on why these topics matter to you or how they've impacted your life.

Visuals: Add images, graphs, or infographics related to the themes.

Quotes and Testimonials: Include relevant quotes or real-life testimonials that support the message of each topic.

3. Format and Design:

Size: Design your page to fit an A4 sheet or digital format.

Columns: Use 2-3 columns to mimic a real newspaper layout.

Fonts: Use easy-to-read fonts (e.g., *Arial*, *Times New Roman*) for the main body, with bold for headlines and subheadings.

Images and Graphics: Include relevant visuals to support the articles.

Colour Scheme: Keep the colour scheme simple and professional (e.g., black-and-white with accents of one or two colours for section highlights).

4. Present your newspaper page to your classmates.

Criteria		Points
Content and Relevance	Each section is well-researched, informative and relevant to the topic.	4
Clarity and Writing Quality	Write clearly, with proper grammar, structure and tone appropriate for a newspaper.	4
Personal Reflection	Thoughtful insights on how these topics connect to your own life and the world.	4
Presentation	Clear, confident and engaging presentation of the newspaper page.	4
Visual Appeal	Include appropriate images and graphics that enhance the overall presentation.	4
Creativity and Design	Use a professional newspaper layout with clear sections, images, and engaging design.	4

"If we give our children sound self-love,
they will be able to deal with whatever life
puts before them."

(Bell Hooks)

Unit 3

OUR SCHOOL, OUR CULTURE



Lesson

1

The School Journey

LEAD-IN

1 Look at the pictures. Name the places in the school. Complete the table below.



A



C



E



F



B



D



G

What is this place called?	What activities happen here?	Why is this place important in a school?

2 In pairs, discuss the places and things in your school that are special to you. Name at least two things or places. Explain why you have chosen them. Provide examples.

Example: *I would choose the library because it's quiet and full of books.*

LISTENING

1 Listen to Jack talking about his school. Answer the following questions:

- Where does Jack study?
- How does Jack usually go to school? Why?
- What time does school start and end?
- Name three facilities Jack's school has.
- Which subject is Jack's favourite, and why?
- What do you like about Jack's school?
- If you could add one facility to your school, what would it be? Why?
- Do you agree with Jack that school is important for the future?

2 Listen to the recording again. Identify three important activities Jack does during his day. Why are these activities important for Jack?

3 Create a timeline of Jack's daily routine. Talk about your daily routine, comparing it to Jack's.

Example: *Like Jack, I also get up early, but I go to school by bus. Unlike Jack, my school doesn't have a laboratory.*

1 Read the text. Does your school use ID cards? How do you use them?

Most students attend school at least 40 hours per week. This means that they spend a good amount of time there without their parents and legal guardians. One of the most important things a school can offer a student besides education and a sense of community, is safety. Having student identification cards serves as an extra layer of security.

School ID cards are an essential part of student life. They are small, portable cards that serve as a student's personal identification while on school premises. Typically, a school ID card includes the student's name, photograph, class or grade and a unique identification number. It may also display the school's logo, name and contact information.

These cards are more than just a form of identification. They play a vital role in maintaining school security by ensuring that only authorised individuals can access the campus. Many schools require students to show their ID cards to enter the building, borrow library books or participate in extracurricular activities.

Modern school ID cards often incorporate advanced technology. For example, some have barcodes or magnetic strips that can be scanned to mark attendance, check out materials from the library or purchase meals in the



cafeteria. Others may include RFID (Radio Frequency Identification) chips for contactless access to school facilities.

In addition to their practical uses, school ID cards promote a sense of belonging among students. Carrying a card with the school's name and logo reminds students that they are part of a larger community. It also helps teachers and staff identify students quickly, especially in large schools.

School ID cards are more than just pieces of plastic. They are tools that improve safety, streamline daily activities and foster a sense of identity and community within the school.

2 Match the words in the Vocabulary Corner box with their definitions.

- the process of recognizing or proving who someone is;
- having official permission or approval to do something;
- a person who is legally responsible for the care and well-being of another, typically a child, in place of their parents;
- a symbol or design used by an organization to represent its identity;
- to simplify or make a process more efficient by eliminating unnecessary steps;
- a level of something, such as level of security, level of protection or stages in a process.
- a building and its surrounding land or grounds.

Vocabulary Corner

guardian
layer
identification
premises
logo
authorised
to streamline

3 Complete the sentences using the words in the Vocabulary Corner box.

- Unauthorized people are not allowed on the ... without proper identification.
- Only ... personnel are allowed to access the laboratory after school hours.
- As my parents live abroad, my aunt is my legal ... while I am studying here.
- The school uses multiple ... of security, such as ID cards, cameras and guards, to ensure safety.
- The security guard checked everyone's ... at the entrance to the building.
- The company's ... is printed on all its products to make them easily recognizable.
- The manager suggested using digital ID cards to ... attendance tracking at the office.

4 Read the text again. Answer the questions.

- Why are school ID cards important for students?
- What information is typically included on a school ID card?
- How do modern school ID cards incorporate advanced technology?
- Besides identification, what other purposes do school ID cards serve?
- How do school ID cards promote a sense of belonging among students?

5 Read the statements. Decide whether they are *true* or *false*.

- School ID cards are only used to borrow books from the library.
- Barcodes and RFID chips are examples of advanced technology in school ID cards.
- School ID cards only display the student's name and photograph.
- Carrying a school ID card can make students feel more connected to their school.
- Teachers use school ID cards to identify students quickly.

SPEAKING

1 Work in groups. Examine the student ID card and the school ID card in detail. Identify and compare the elements present on both cards.

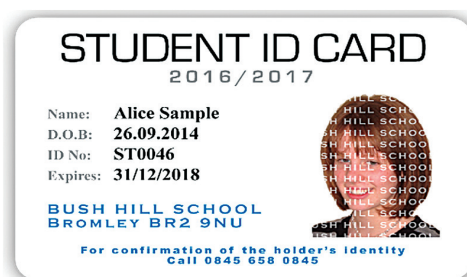
- List the similarities.
- Note the differences.
- Explain how the purpose of each ID card influences the type of information included on it.

2 Discuss the following questions:

- What are the most common types of ID cards you know?
- What is the main purpose of an ID card?
- Why do you think it's important to have identification documents?
- Why do different institutions, such as schools and governments, create specific types of ID cards?

3 Work in groups. Imagine you are the safety officer at your school. Describe the safety measures in place to protect students. Share your thoughts with your classmates.

- What security measures are implemented at your school? (e.g., ID cards, security cameras, locked doors, emergency drills)
- Are there any areas that need more attention or improvement?
- How do these measures make you feel?



4 Look at the picture showing different aspects of a school environment. Work in groups and discuss what each environment means. Use the questions below to guide your discussion. Share your ideas with your classmates.

- Physical Environment:** What factors make a school physically comfortable for students?
- Social Environment:** How do friendships, relationships with teachers, and communication affect the school atmosphere?
- Psychological Environment:** How do mental health and emotional support impact students' well-being in school?
- Cultural Environment:** How does a school support diversity and respect for different cultures?
- Learning Environment:** How do classroom layout, resources, and teaching methods contribute to effective learning?



Read more on Prep with Harshita

- 5 Think about your own school environment. Which of these aspects do you feel is the strongest in your school? Which one could be improved? Describe how each aspect affects your daily life at school.

GRAMMAR

Zero Article

1. We use the **zero article** when referring to places like school, college, university, or church when talking about them in a general sense, as institutions, not specific buildings.

Examples: *I go to school every day.*

She is studying at college.

He is in university now.

We attend church every Sunday.

2. We use **zero article** with "home" when referring to one's own residence.

Example: *I'm going home after school.*

3. When we refer to places like *hospital, prison, work, court, and market* in a general, non-specific sense, we usually do not use an article.

Examples: *She works at hospital.*

He has been to court.

They are at work now.

Note! The use of the zero article and the definite article depends on whether you are talking about the place in a general or specific context.

General context (zero article): *I go to school every day.*

Specific context (the article "the"): *I went to the school for the meeting.*

1 Complete the sentences using the correct article (if necessary).

- She is studying at ... university in London.
- I went to ... church this morning for the service.
- My parents want me to go to ... college after high school.
- They go to ... school every day, but I stay home today.
- We have a meeting at ... hospital later this afternoon.
- He is working at ... prison right now.
- I will be at ... work until 6 p.m. today.
- After class, I usually go to ... library to study.
- We are planning to visit ... market in the evening.
- I love going to ... beach on weekends.

2 Read the sentences below. Correct the mistakes.

- He is in the school studying for his exams.
- She goes to the church every Sunday for the prayer.
- I'm planning to go to university after I finish high school.
- We stayed at the hospital for the weekend.
- They are attending the college in New York.
- We have English lessons at the school.
- I'm going to the market to buy some fruits.
- They are at the work right now.
- He is at the college studying business.
- I enjoy visiting the beach during the summer.

WRITING

1 Imagine you have just moved to a new school and you want to share your experience with your best friend. In about 150 words, write a letter telling your friend about your new school. Include the following details:

✓ **Introduction:** Greet your friend and explain the purpose of your letter.

✓ **Body:**

- Paragraph 1: Describe your new school (location of the school, how is the school different from your previous one, describe some of the facilities at the school).
- Paragraph 2: Talk about the classes and your learning experience.
- Paragraph 3: Describe your social life and activities you're involved in.

✓ **Conclusion:** Express your feelings and end your letter with a friendly closing remark.

Lesson

2

Wear Your School Uniform!

LEAD-IN

- 1** Look at the pictures. Identify the common elements for all of them.



- 2** Is it necessary for these people to wear a uniform at their workplace? Why?
- 3** Look at the quotations below. Choose the one you like best and explain it to the class. Which quotation do you think best highlights the importance of wearing uniforms?
- a. Believe me that every man you see in a military uniform is not a hero. (Duke of Wellington)
 - b. It's a great feeling for me just to put my uniform on and be part of my team. (Johan Santana)
 - c. When I put on my uniform, I feel I am the proudest man on earth. (Roberto Clemente)
 - d. I love uniforms because they allow you to hide. No one knows what you are thinking, so it's a very appropriate and correct way to be yourself. (Miuccia Prada)

- 4** Take a look at the Vocabulary Corner box. Complete the sentences below using the most appropriate words from the box.
- a. They proposed making secondary education ... up to the age of 18.
 - b. He said, "The team ... are like a driving licence really."
 - c. Alex entered the third world warrior ... to seek revenge on Gill, who seriously injured Alex's best friend Tom.
 - d. As school systems put together the ... of the school dress code, the actual specifications can vary significantly.
 - e. Short-sleeved ... shirts are fine for warmer weather, while a long-sleeved top can be worn when it's cooler.
 - f. Shoes Direct offers a wide selection of men's and women's ... footwear at competitive prices.

Vocabulary Corner

elements
compulsory
branded
tournament
button-up
badge

- 5** Look at the picture. In pairs, discuss why the teenagers' clothes might be considered inappropriate for school. How should a proper school uniform look? What are the rules you have to respect at your school?
- 6** What is the main purpose of wearing a school uniform? Read the extract. Share your thoughts with your partner. Do you agree or disagree?

The aim of wearing a school uniform is to prepare pupils for the world of work, where a dress code is often required; to improve the image of the school in the local community; and for purposes of security, to easily identify who is a member of the school community.



LISTENING

- 1 Why is it so difficult for students to wear a school uniform today? Who should decide this aspect of the school tradition?
- 2 Listen to an expert in school uniform design. Explain why it is important to wear the uniform when you are at school. Do you agree or disagree with this opinion?
- 3 Listen to the interview. Arrange the tips you hear in the order they are mentioned in the recording.
- 4 Choose two of the given tips that you believe are the most important. Explain your choice.
- 5 In pairs, design a unique logo that everyone will want to see printed on their schoolbags or other school supplies. Explain what it represents.

5 Things to Consider with School Uniform

- ✓ personalized school uniform
- ✓ affordable to purchase
- ✓ other school items
- ✓ consider comfort
- ✓ colour choice

READING

- 1 Read about the way the students from English-speaking countries present the school uniforms in their country. Name the schools and countries they represent.



Hey. I am Thomas, and I study at Guildford Grammar School, located in the suburb of Perth, Western Australia. When it comes to school uniforms, Australia is known for being strict. The idea of school uniforms has been around for a long time. In Australia it's something that is considered part of the culture. Most school uniforms have a few common elements. At Guildford Grammar School, for boys, the uniforms generally include a white or light blue button-up shirt together with either shorts (especially for summer wear) or long trousers, usually in grey. We are allowed to wear shorts only in younger years, and we must wear long trousers from around the age of puberty (13–14 years). Older boys wear shorts in summer due to the heat. When wearing short trousers, we pair them with long, nearly knee-length socks in the school's colours. Girls' uniforms generally include a checkered or striped dress (usually sleeveless or short-sleeved) worn over a blouse for summer. In most secondary schools girls wear a skirt as well as a button-up in winter with a blazer and tie. Girls can also choose to wear button-up shirts and dark trousers. The physical education uniform usually consists of shorts and a polo shirt, as well as a light weatherproof rain jacket, typically made of polyester, for winter and wet weather and sometimes a netball skirt for girls. Both boys and girls typically wear appropriate footwear, such as black shoes or sneakers.

Hi! I am Gladys, and I study at The Royal High School in Edinburgh. The school uniform is black and white, derived from the municipal colours of Edinburgh. When talking about compulsory items, I can mention the plain white or plain black shirt, blouse, polo shirt, or t-shirt. The only acceptable logo for this item is the school's badge. You can wear items like black pants, skirts, shorts, leggings or jogging trousers. The school badge is also the only option for a logo. You can wear a plain black V-neck jumper or cardigan, a school-branded hoody or a zoody. If you're wearing a hoody or zoody, this must be the school-branded version. Of course, when talking about shoes, they must be black, white or black and white. In the Royal High School, changing for PE is not compulsory. This means pupils can come to school dressed in their PE kit on PE days. Our PE kit consists of a plain black or white t-shirt or t-shirt with the school logo. If the sport trainers are not black/white, they should be carried and changed in at PE. If pupils wish to wear school uniforms on PE days, they will be allocated time/changing rooms at the start and end of lessons.





Hello! My name is Virginia, and I am a student at Newlands Intermediate School in Wellington, New Zealand. My school, as well as other state-integrated and private primary schools in New Zealand, have traditionally followed the British system of school uniforms. However, boys' uniforms typically consist of a jersey and grey short pants, rather than a blazer with a tie and long pants. Usually, this includes a range of clothes: for boys, this includes a business-style shirt with an official school tie and long or short pants. For girls, it includes a blouse and a plain or plaid (usually tartan) skirt. Certain schools, particularly in the South Island, require students to wear kilts, but my school does not. Both boys and girls wear an 'official' school jersey. Blazers and jackets are of varied colours according to the school: dark or light blue, grey, crimson, scarlet, green or black. In my school, it is followed the British practice of having contrasting colours edging the lapels and jacket fronts. Boys are usually required to wear long dark socks with short trousers, which may require garters to hold them up.

2 Read the paragraphs again. Match the definitions with the correct words. Make up sentences using them.

- | | |
|---|--------------|
| 1. an outlying district of a city | A. uniform |
| 2. a pattern of small squares with different colours | B. lapels |
| 3. to fasten a piece of cloth with a button or buttons | C. checkered |
| 4. the distinctive clothing worn by members of the same organization | D. button-up |
| 5. the part on each side of a coat or jacket immediately below the collar | E. suburb |

3 Read the paragraphs again. Complete the table with the required information.

	School Name	Uniforms for girls	Uniforms for boys	Representative Colour	Badge
Thomas					
Gladys					
Virginia					

4 Work in pairs. Use the Venn Diagram. Choose a school that impressed you the most and compare it to your own school. Identify the similarities and differences between these two educational institutions. Present the results to your classmates.

5 Work in pairs and complete the table. What are the pros and cons of wearing a school uniform? Explain your choices.

Pros	Cons
✓ Increase a sense of belonging and school pride. ...	✓ Some uniforms are uncomfortable because of the material they are made of. ...

SPEAKING

1 What happens if a student comes to school dressed inappropriately? Think about accessories, hairstyles, makeup and jewellery as part of the uniform. Which of these should be allowed and which should not? Explain your reasons.

2 Work in groups and complete the table. Make a list of items that could be allowed. Also identify some solutions for those who don't respect the rules.

Items	How it must be	The process
Jewellery	One watch One small discrete ring	Students should take the extravagant things off and keep them in the class closet or bag until the end of the day.
Hairstyle	...	...

GRAMMAR

1 Rewrite the sentences using Reported Speech.

- She said to her little son, "The colour of blood is red."
- Peter said, "Water is colourless."
- My granny said, "Water is tasteless."
- The teacher said, "The sun gives us light."
- Jack said, "The dog is a faithful animal."
- Her best friend said, "Five and five make ten."
- The Chemistry teacher said, "Acid reacts with a base to form salt."
- I said, "The leaning tower of Pisa is a wonder."
- My father said, "The earth moves around the sun."
- I said to him, "The English defeated the French in the Battle of Swalley."

2 Turn the sentences into Reported Speech.

- Sam said, "We play football *every day*." → Sam said ...
- Marry said to me, "I go to college *every day*." → Marry said ...
- My friend said to me, "My grandmother does yoga *every morning*." → My friend said ...
- She said to the boy, "I play in the school yard *every afternoon*." → She said ...
- I said to them, "I watch the news *daily*." → I said ...
- Mother said to me, "The postman comes here *once a month*." → Mother said ...
- Tobias said to John, "We play chess at home *once a week*." → Tobias said ...
- Our neighbours said to my father, "The dog barks *every afternoon*." → Our neighbours said ...

3 Look at the pictures. Write sentences using the clues below.



*Sun, to rise,
east*

The geography
teacher said ...



*water, to freeze,
below zero*

The physics
teacher said ...



*apple, doctor,
day, to keep*

Grandfather
said ...



*Earth, to
revolve, Sun*

The scientists
said ...

WRITING

- Imagine you are a school uniform designer. Create a presentation including the colours that reflect the spirit and identity of your school, as well as patterns for summer and winter garments. Design a badge that will be representative. Describe the school uniform in detail.



Reported Speech (general truth)

When the verb inside the quotation marks expresses a general, universal truth, it should not be changed.

e.g. He said, "All people have equal rights."

He said (that) all people have equal rights.

Lesson

3

Shaping School Culture

LEAD-IN

- 1 Look at the photos. What events do they depict?
Explain the details and the clues that led to your interpretation.



A



B



C



D

- 2 How often and when do these events take place? Who are the participants?
- 3 Reflect on the meaning of the word “tradition” and explain it in your own words. Then, compare it with your classmates' explanations. Check a dictionary for another definition.
- 4 Match the words in the Vocabulary Corner box with their definitions.
 - a. a series of contests between a number of competitors, competing for an overall prize.
 - b. a first-year student at high school.
 - c. to establish a relationship or link with someone based on shared feelings, interests, or experiences.
 - d. the transmission of customs or beliefs from generation to generation.
 - e. a second-year university or high-school student.
 - f. the grounds and buildings of a school, university or college.
 - g. a student in the fourth year of study, either in high school or college/university.
 - h. a group of lions living together.
 - i. a traditional and widely accepted way of behaving or doing something that is specific to a particular society, place or time.

Vocabulary Corner

freshman
sophomore
senior
tradition
customs
campus
pride
tournament
to bond

READING

- 1 In pairs, brainstorm some traditions your school has. Discuss why they are important for the school community.
- 2 Read the text. Find out why it is important to keep the school traditions.

School Traditions Leave a Lasting Impact

When talking about traditions, we know that they play an equally important role in shaping the culture and identity of a school. Traditions contribute to a sense of comfort and belonging, bring people together, encourage ongoing connection and reinforce shared values. They

also provide context and space for meaningful reflection. Shared ideals and traditions contribute to the development of a healthy school culture. These include official customs, practices, programs, events and clubs that are managed by schools. Here are some traditions that students have.

Sarah: Fall Frolic and Spring Flight!

The one-hour lunches. During this time, campus clubs sell food and organise competitions to raise money for various club activities. It's a time for me to relax, have fun, eat and dance with my classmates.

Kathryn: Poly Pet Show.

At my school in Pasadena, California, there is a special day, a funny one, when students bring their pets to school to show them off and display crafts and projects they made about.

Oliver: Nerf Wars

Oh, high school... I remember the competitive activities we had. One of them is Nerf Wars, also known as Water Wars or Senior Tag. It is a senior tournament organised by seniors themselves, individuals or small teams, where they compete with each other in a water battle that can last several weeks. As seniors strategise and engage in such battles, they create lasting memories that will extend beyond their high school years.

Charlotte: Freshman Picnic

I adore when the entire Preston Community comes together to bond and have fun during our annual Freshmen Family Picnic! It is a day with a lot of great sportive activity for those who are new to the community to feel a sense of joy and welcome to the school spirit.

Ryan: Robing

The senior *Showcase* and *Robing* are two of my favourite traditions at our school. Students perform dance numbers as a whole group, followed by performances with their fine art classmates. For Graduation Day, each student picks two adults that mean a lot to them to prepare a few words about them and help them put on their graduation robe and regalia.

Patrick: Class Ring

In my school, all the seniors wore their own designed class rings. These rings serve as symbols of school pride and often have customised symbols or engravings. We also hold formal ring ceremonies or ring dances, where a graduating class all receives their rings together. Class rings not only commemorate the graduating class but also bring a sense of unity among students.

3 Match the pictures with the school traditions described in Exercise 2.



4 In the text, find answers to the questions below.

- What is a healthy school culture based on?
- Why do students need a one-hour lunch break?
- Why do students bring their pets to school?
- What is the purpose of the class rings?
- Who is involved in the water battles?
- What do students do on Freshmen Picnic Day?

5 Replace the words in bold with their synonyms from the text.

- Athletic success at this college has a **long history**.
- Scientists have found Neanderthal **carvings** in French caves.
- My grandmother's **reminiscences** of her Iowa girlhood were impressive.
- The second thing she does is come out in a simple white dress instead of full royal **regalia**.
- I prefer teaching methods that actively **involve** students in learning better.

SPEAKING**1** In the box, discover how school traditions contribute to a school's culture. Create a ranking from the most important to the least. Explain your reasoning.**2** Do you consider school traditions important? Why do we need them? Discuss in groups. Bring arguments.

- ✓ Foster a sense of community
- ✓ Serve as a source of pride and identity
- ✓ Promote school values
- ✓ Encourage school spirit
- ✓ Preserve the school's history and legacy

LISTENING**1** Listen to the dialogue between Catherine and George. Why was George terrified in the end?**2** Listen to the dialogue again. In the box below, underline the five adjectives you hear.**Adjectives describing feelings:**

*anxious ashamed bored confused cross delighted disappointed embarrassed
envious excited frightened proud relieved shocked suspicious nervous*

3 Read the questions. Answer them expressing your own ideas.

- What emotions do performers in a school show typically experience before going on stage?
- How do they feel after the performance?
- What skills do they need to be confident? Why?

4 Look at the list of personality adjectives and underline the ones you have heard in the dialogue. How many other personality adjectives do you know?**Adjectives describing personality:**

*bad-tempered brave flexible generous hard-working honest kind loyal
lucky organized outgoing patient reliable sensitive shy tidy*

5 Adjectives beginning with *un-*, *dis-*, *im-*, *in-*, *il-*, *ir-* have a negative meaning. Look at the adjectives in Exercises 2 and 4. Choose those that can have a negative prefix. Use the dictionary to help you.

Ex: **enthusiastic** (positive meaning)- **unenthusiastic** (negative meaning)

- 6** Describe yourself using appropriate adjectives (with or without negative prefixes). Include modifying adverbs such as *a bit*, *quite* or *very* if necessary.

Example: I think I'm quite hard-working, but I'm a bit disorganised.

GRAMMAR

- 1** Read the statements and explain the rules you observe.

- I love dancing. It's an amazing feeling when you do what you like to do.
- James was wearing a mask during the school show. I was terrified to see him like this.
- She was very annoyed with him for not telling her the truth.
- The students are disappointed about the competition results.
- My history teacher is very boring. He speaks so slowly that it is difficult not to sleep during his lessons.
- I received a lot of pretty disappointing Christmas presents this year.

Adjectives ending in **-ed** usually describe a feeling, while similar adjectives ending in **-ing** describe something or somebody that causes the feeling.

Ex: This TV show is *boring*. I am *bored*.

It's an *exciting* activity. We are feeling *excited*.

- 2** Complete the sentences with **-ed** or **-ing** adjectives formed from the verbs in brackets.

- The show wasn't great, but parts of it were very ... (amuse).
- At the competition, the singing and dancing were ... (amaze).
- A few actors forgot their lines and looked quite .. (embarrass).
- The school show's scenes were actually quite ... (move).
- I was ... (surprise) that it was so long but interesting and meaningful.
- I was a bit ... (bore) by the end of his unique story.
- My little sister is really ... (annoy). She's always going into my room without permission.

- 3** Choose the correct option.

- I am so... (relaxed / relaxing) that I don't want to move.
- When I feel stressed, I find taking a bath is often ... (relaxed / relaxing).
- Sometimes I get really ... (frustrated / frustrating) when I can't express myself well in English.
- The programme was really ... (interested / interesting).
- She was ... (overwhelmed / overwhelming) when everyone cheered and we gave her presents.
- The trip was ... (overwhelmed / overwhelming), with so many things to do, and it was all so new.
- She is never ... (satisfied / satisfying) with her work.
- My job is very ... (satisfied / satisfying) . I love helping people.
- My exam results were great! It's really ... (surprised / surprising) but good, of course.
- Our town is so ... (bored / boring)! There is nothing to do here.

WRITING

- 1** Search the Internet and find out interesting traditions from other schools. Choose the one that impressed you the most. Write a paragraph in which you will present your findings. Share it with your classmates.

- ✓ The name of the tradition
- ✓ Country/school it is celebrated
- ✓ When is it held?

- ✓ Who takes part in it?
- ✓ How is it celebrated?
- ✓ Would you like to have it in your school? Why?

Lesson

4

Student Problems

LEAD-IN

- 1 With a partner, analyse the pictures. What emotions do they reveal? Use the discourse markers in the box to help you explain your ideas.



- 2 Consider the emotions students often experience throughout the school year. When are these feelings most common? What can students do to boost their confidence? Who should they talk to?
- 3 In pairs, identify some ways to deal with the problems shown in the pictures above. What should students do in order to avoid such situations?
- 4 Analyse the list below, containing tips that help you control your emotions while preparing for the new school year. With a partner, discuss which strategy works best for you. Do you think these tips are helpful for students? Explain why or why not.

- ✓ get everything prepared
- ✓ get a good night's sleep
- ✓ check your new timetable
- ✓ plan everything in detail
- ✓ do not stress about exams
- ✓ think ahead
- ✓ talk to someone

Discourse markers to express opinion

- In my opinion, ...
- To be honest, ...
- Frankly speaking, ...
- As far as I'm concerned, ...

LISTENING

- 1 Look at the picture. Can you recall a time when you or a person you know felt uncomfortable about one of these problems at school? Speak about it.
- 2 Listen to the school psychologist, Mrs. Hilda Aronson, talking about problems students can face. What problems is she talking about?
- 3 Listen to the expert again. Choose the best word to complete the sentences.



1. Mrs. Hilda Aronson is a ...
 - A. psychiatrist
 - B. school counsellor
 - C. school psychologist
2. When students start to feel down, anxious or lose confidence they need to ...
 - A. talk to somebody
 - B. go home
 - C. travel abroad
3. The ... can quickly decrease motivation and result in burnout.
 - A. depression
 - B. never-ending work
 - C. lack of enough sleep
4. ... negatively affects cognitive function, memory and overall health.
 - A. Depression
 - B. High self-esteem
 - C. Lack of sleep
5. According to the World Health Organisation, depression affects ... people worldwide.
 - A. more than 264 million
 - B. more than 2 million
 - C. less than 200 million

- 4** Work in groups. Listen to the school psychologist again. Complete the table below with the required information. Discuss with the group members the possible solutions for each identified problem. Present the results to the class.

Problem	Solution

- 5** How can the challenges mentioned above affect the life of a dedicated student?

READING

- 1** Discuss the two terms “bullying” and “cyberbullying.” What is the difference between them? Explain.

- 2** Read the text. Think of a title. Justify your choice.

All friends joke with each other, but sometimes it’s difficult to tell if someone is just having fun or trying to hurt you, especially online. Sometimes they take the matter as a joke and tell you, “I was just kidding,” or “Don’t take it too seriously.”

But if you feel offended or think that others are laughing at you rather than with you, the joke has gone too far. If it continues even after you’ve asked the person to stop, and you’re still bothered by what happened, then it could be bullying. When bullying happens online, it can also attract unwanted attention from many people, including strangers.

The *American Psychological Association Dictionary* defines bullying as a persistent, threatening and aggressive behaviour, that can include verbal abuse directed towards others in vulnerable situations. It also refers to cyberbullying, a form of online bullying that involves threatening behaviour through electronic technology such as mobile phones, emails and text messages.

Bullying is a serious problem that causes harm. It doesn’t just hurt the person who is being bullied; it can also be harmful for the bullies and for any student who witnesses the bullying. Students who are bullied can have problems at

school as well as with their mental and physical health. They are at risk of developing depression, anxiety and low self-esteem. These problems sometimes last into adulthood. Other problems are connected to health complaints, including headaches and stomachaches. Additionally, these students experience a decline in their grades and test scores throughout the academic year. As a result of these conditions, many students begin to miss and drop out of school. Students who bully others have a higher risk for substance use, problems in school and violence later in life. Those who are bullied are more likely to abuse drugs or alcohol and develop mental health problems.

If something happens that upsets you, you shouldn’t accept it. Say what you want, but, if it makes you feel bad and it won’t stop, then it’s better to ask for help from teachers, school psychologists or parents. It is essential to pay attention to warning signs, investigate and act to manage and reduce bullying.

Stopping bullying and cyberbullying is more than just exposing the bullies; it’s about recognising that we all deserve respect, both online and in real life.

- 3** Read the text again. Answer the following questions:

- When do you understand that a joke is not just for having fun?
- How are the phenomena of bullying and cyberbullying defined in the *American Psychological Association Dictionary*?
- Who can be negatively affected by bullying?
- What challenges might both the person being bullied and the student who witnesses the bullying face?

- 4** Match the beginnings in column A with the endings in column B.

- | A | B |
|--|---|
| a. If you feel offended or think that others are laughing at you and not with you, | 1. to heed any red flags, investigate and act to manage it. |
| b. When bullying happens online, | 2. it can attract unwanted attention from many people. |
| c. Students who are bullied | 3. then the joke has gone too far. |
| d. Students who bully others | 4. can have problems at school and with their mental and physical health. |
| e. Students who witness bullying | 5. are more likely to abuse drugs or alcohol and have mental health problems. |
| f. To reduce bullying, it is essential | 6. have a higher risk for substance use, problems in school. |

5 In the text, find synonyms for the following words:

- a. damage c. ambitious e. associated g. maturity
b. irritated d. sensitive f. bad

6 Which children are more susceptible to bullying? Why does it happen? How can you help someone who is being bullied?

SPEAKING

1 Read the statements below. What do students think about school? Do you agree or disagree with them? Justify your choice.

"I know it can feel like it'll never get better, but it's important not to lose hope. Try and push yourself to go out of your comfort zone. It's not easy, but it's worth it."
(Taryn)

"Please remember that, although school is important, it isn't worth sacrificing your mental health. You don't need to be the best to be good enough."
(Laura)

"Schools should be able to make all students feel supported and not ashamed to say they're struggling with their mental health."
(Mike)

2 Every problem has a solution. Study the problem-solving plan and explain why it is important to respect the steps. Bring examples.

Stage 1 ↔ Stage 2 ↔ Stage 3 ↔ Stage 4 ↔ Stage 5

Define the
problem

Generate
solutions

Evaluate
solutions

Pick a
solution

Make a
plan

GRAMMAR

Reported Speech

Tenses

Present Simple → Past Simple (Present Simple)
Present Continuous → Past Continuous
Present Perfect → Past Perfect

Present Perfect Continuous → Past Perfect Continuous
Past Simple → Past Perfect
Past Continuous → Past Perfect Continuous
Future Simple → Future in the Past (**would** + bare infinitive)

Place

here → there
there → there
in this room → in that room

Pronouns

First- and second-person pronouns may change to the third person, and second-person pronouns may change to the first person. The same applies to the possessive adjectives.

Time Expressions

Certain words and expressions change according to the meaning of the sentence.
now → *then*
today → *that day*
tonight → *that night*
last week → *the week before*
next week → *the week after* / *the following week*
ago → *before*
yesterday → *the day before*
tomorrow → *the next day*
the day before yesterday → *two days before*

tell is always followed by a personal object (e.g. *told me*);
say is used with or without a personal object. When it is used with a personal object it is always followed by the preposition *to*.

1 Fill in the gaps with *say* or *tell* in the correct form.

- a. Jenny ... Greg that she had met a set of twins at a party. "They looked exactly the same," she ... "I couldn't ... the difference between them." "I have got a twin brother, too," ... Greg. "Are you ... me the truth?" asked Jenny. "... me his name." "His name is Patric," Greg ... her. "I'll take you to meet him tomorrow."
- b. "You never listen to me," Amy ... Dilan. "I ... good morning to you three times today and you didn't answer," she ... "To ... you the truth, it makes me really angry. Why don't you listen to me?" "Oh, hello, Amy." ... Dilan. "Did you just ... something?"

2 Fill in the gaps with the correct pronoun or possessive adjective. Analyse and pay close attention to the tense changes.

- a. James said, "My boss wants me to go to London tomorrow." → James said ... boss wanted ... to go to London the following day.
- b. Mary said, "I am waiting for my son to come out of school." → Mary said that ... was waiting for ... son to come out of school.
- c. George said, "I have bought a new car for my mum." → George said ... had bought a new car for ... mum.
- d. Julie said to me, "I need you to help me with the homework." → Julie told me that ... needed ... to help ... with the homework.
- e. John said, "I would like to take you out to dinner." → John said ... would like to take ... out to dinner.
- f. Hellen said to Jane, "I think your new haircut is lovely." → Hellen told Jane that ... thought ... new haircut was lovely.

3 Turn the following sentences into Reported Speech.

- a. Elizabeth stated, "My great-grandfather painted this picture."
- b. Jill said, "I received a letter from my mum, but I have not opened it yet."
- c. Mum said to me, "These shoes are worn out. You would better throw them away."
- d. He said, "They are not going on holiday this year."
- e. Tim said, "This meal is delicious."
- f. They said, "We broke the window when we played football."
- g. Karren said, "Those were good times for my family."

WRITING

1 Work in groups. Identify a problem faced by school students. Develop questions designed to find the most effective solution. Analyse the question table. Create a mind map to illustrate it. Present the results to the class.

2 Reflect on your ability to manage problem-solving situations. Write a 150-word essay about a problem that students in your school deal with. Follow the plan.



Essay Plan

1. The introduction should properly address the issue and inform readers of its true impact.
2. The body section should provide multiple solutions (at least three) to the problem. The body could consist of three paragraphs or more.
3. The conclusion shouldn't be just another summary. It should provide the key impacts of the solutions presented in the essay.

Lesson

5

Embrace Education

LEAD-IN

1 Look at the two pictures. Identify the country they are coming from. Explain your choice.

2 Have you ever watched a movie featuring school life in the USA? How is it portrayed in movies? Do you think it is the same in real life?



3 Work in teams. Remember the information you already know about the American and the British educational systems. Complete the second and the third columns in the table below. The last column will be completed at the end of the lesson.

	I know	I would like to know	I learned
British Educational system			
American Educational system			

4 What country would you like to study in? Why?

5 Read about why students from other countries choose to study in the USA or UK. What do you think about?

Robin Hong, China

- ✓ The universities in the USA are of high quality.
- ✓ There are a lot of great professors in the universities in the USA.
- ✓ The universities are ranked at the top of the world.
- ✓ The university has a free atmosphere.
- ✓ Students and teachers have a friendly relationship.

Sarah Harris, UK

- ✓ UK universities place a strong emphasis on independent study.
- ✓ UK universities combine traditional lectures with a variety of innovative teaching techniques.
- ✓ UK universities have an extensive range of courses and programmes to choose from.
- ✓ studying in the UK for international students is considered safe. There is a low crime rate and strict regulations in place that ensure student welfare and security.

LISTENING

1 Listen to Ronald Steel, an American expert in education, who is talking about the specifics of the USA educational system. What is the age range of students who attend school in the USA?

2 Listen to the dialogue again. Answer the questions below.

- a. When do children start school in the USA?
- b. What are the steps students have to pass to take the exams?
- c. What subjects do students have when they are in elementary school?
- d. What do junior and senior students learn at high school?
- e. What extracurricular activities are available in American schools?

1 Read about the educational system in the UK. Explain the terms *core subjects* and *foundation subjects*. Are they used in your country? What do they stand for?

In Great Britain, children start going to school when they are five and continue studying until they are 16 or older. Compulsory education begins at the age of 5 when children go to primary school. Primary education lasts for six years. First, children attend an infant school from the age of five to seven. In the infant school, children don't have real classes. They familiarise themselves with the classroom and desks, engage in play and learn through play. They learn the numbers and how to count. When the children are seven, they go to a junior school, which they attend for four years. They have classes, read and write and do mathematics.

At a secondary school, students study English, Math, Science, Geography, History, Art, Music, Foreign Languages and Physical Training. English, Math and Science are called "core" subjects. Students take exams in the core subjects at the age of 7, 11 and 14. In one or more school years, a range of other subjects, known as foundation subjects, are compulsory. They include Art and Design, Citizenship, Design and Technology, Geography, History Information and Communication Technology, Modern Foreign Languages, Music and Physical Education.

At the age of 16, students have to pass national exams known as the General Certificate of Secondary Education (GCSE). An exam in each subject is taken. Students leave school with 10 GCSEs which are graded from A to F.

Students may then continue their secondary studies for a further two years, leading most typically to A-level (advanced level) qualifications, although other qualifications and courses exist, including Business and Technology Education Council (BTEC)

qualifications or apprenticeships or the International Baccalaureate (IB). The leaving age for compulsory education was raised to 18. Taxes fund public schooling and sixth-form education. There are also private and boarding schools in England, where students attend classes and live.

Higher education often begins with a three-year bachelor's degree (some courses are four years; for example, modern languages have a compulsory year abroad). Postgraduate degrees include master's certificates and PhDs (Doctor of Philosophy) that usually take at least three years. Universities have a Royal Charter in order to issue degrees and all but one are financed by the state via tuition fees which cost up to £9,000 a term for English, Welsh and EU students. Oxford and Cambridge are the most famous universities in England and only accept exceptional students.



2 In the text, find appropriate synonyms for the following words:

- | | | | |
|--------------|------------------|-------------------|--------------|
| a. learning | c. be present at | e. accomplishment | g. demand |
| b. mandatory | d. base | f. lifted | h. schooling |

3 Decide if the statements are *true* or *false*. Correct the false once.

- | | |
|--|---|
| a. In the UK, children start going to school when they are three. | Technology, Modern Foreign Languages, Music and Physical Education. |
| b. In an infant school, children have real classes to get used to the school environment. | f. At the age of 18, students pass national exams known as the General Certificate of Secondary Education (GCSE). |
| c. At the age of seven, they go to a junior school, where they stay for four years. | g. Students may continue their secondary studies for a further two years (sixth form), leading most typically to A-level. |
| d. At a secondary school, pupils study "core" subjects. | h. The leaving age for compulsory education was raised in most schools in the UK to 18. |
| e. Foundation subjects include Art and Design, Citizenship, Design and Technology, Geography, History, Information and Communication | |

- 1** Work in groups. Recall the information you have already studied about the education systems in the USA and the UK. Look at the tables below. Analyse the differences and similarities between them. Present the findings to the class.

Education in the UK				
3- 4	Nursery	Foundation stage	Nursery school	
4- 5	Reception		Infant school	Primary School
5- 6	Year 1			
6- 7	Year 2	KS 2	Junior school	
7- 8	Year 3			
8- 9	Year 4			
9- 10	Year 5			
10- 11	Year 6			
11- 12	Year 7	KS 3	Secondary school	Secondary School With sixth form
12- 13	Year 8			
13- 14	Year 9			
14- 15	Year 10	KS 4 GCSE		
15- 16	Year 11			
16- 17	Year 12 (lower sixth)	6th form A level	College	
17- 18	Year 13 (upper sixth)		6th form college	

Education in the USA		
Preschool	Under 6	Various programs (such as HEAD START)
	4- 5	Pre- Kindergarten
Elementary school	5- 6	Kindergarten
	6- 7	1st grade
	7- 8	2nd grade
	8- 9	3rd grade
	9- 10	4th grade
	10- 11	5th grade
Middle school	11- 12	6th grade
	12- 13	7th grade
	13- 14	8th grade
High school	14- 15	9th grade (Freshman)
	15-16	10th grade (Sophomore)
	16- 17	11th grade (Junior)
	17-18	12th grade (Senior)

- 2** School life is influenced by the activities students participate in. Read the sentences. Match them with the pictures of the clubs they should join.

- Sarah is always dreaming about her favourite actors. She loves pretending to be someone else and enjoys entertaining others.
- John can read a book in one day! He loves spending his free time in the library, finding new and interesting books to read.
- Janet always gets top marks in her English tests and she enjoys helping others with their English homework. In her free time, she likes watching English TV shows and listening to English music.
- Ann is very athletic. She enjoys playing many different sports. She spends her free time exercising and playing games with her friends.
- Edward and his friends belong to a well-known band. Edward enjoys playing the guitar, but he can play many other musical instruments, including the piano and the drums.
- Sofi likes to draw and she is very good at painting. She spends her free time making crafts and homemade gifts for her family and friends.



- 3** How do extracurricular activities contribute to healthy school relationships/environments? What clubs do you have in your school? If there are none, which one would you like to have? Why?

Questions in Reported Speech

"When did she arrive?"	Wh-word+ auxiliary verb	→	Wh-word + subject + verb	He asked me when she had arrived .
"Did he call?"	Yes/ No Question	→	IF/ Whether + subject + verb	She asked if/whether he had called .

1 Read each sentence and the statements that follow it. Check and mark the correct one. Discuss your answers.

- "Have you seen this building before?" my uncle asked.
 - My uncle asked if we had seen that building before.
 - My uncle asked where have we seen that building.
- "Where did you go to watch the school match?" asked Tim.
 - Tim asked if they are going to see the school match.
 - Tim asked me where we had gone to watch the school match.
- "Is my computer ready?" Valery asked the man.
 - Valery asked the man about her computer.
 - Valery asked if her computer was ready.
- "What do you want to know?" she asked me.
 - She asked me what I wanted to know.
 - She asked me if I wanted to know.

2 Report the questions below.



What do you do in your free time?

Are you going away again?

Can you come with me to school?

Are you happy to play tennis every day?

Why were you late today?

When did you see her last time?

- ### 3 Play the game. One is the exchange student from the USA and the other is a reporter who is hard of hearing. The other students in the class will be the reporters. The reporters ask questions to the students who answer. The deaf reporter always asks, "What did he/ she say? and What did he/she answer?". The student who asked the question reports his/her question and the answer he/ she got.

What did he/she ask?

What did he/she say?



WRITING

- ### 1 Work in groups. Conduct a survey on students' opinions about the educational system in your country. What do they like and dislike about it? What should be done? Follow the steps:

- ✓ determine the participants;
- ✓ decide the type of the survey (face-to-face interview or online questionnaire);
- ✓ think about the questions you want them to answer;
- ✓ distribute the survey;
- ✓ analyse the results;
- ✓ make a presentation of the results.

Lesson

6

Check Up Your Progress

READING COMPREHENSION

1 Read the excerpt. Think of a suitable title for it.

Research has shown a strong correlation between the involvement in extracurricular activities and the academic success. Students who participate in clubs, sports or other activities outside of their regular coursework tend to have higher grades, better attendance and improved attitudes toward learning. This correlation can be attributed to several factors, including the development of time management skills.

Participating in clubs and sports teaches students how to balance their time effectively, juggling the demands of practices, meetings and competitions with their academic responsibilities. This fosters a sense of discipline and organisation that can have a direct impact on school performance. By learning to prioritise tasks, set goals and manage their schedules, students are better

equipped to handle the rigors of academics.

This is especially important for older students as they gain independence and learn to manage their own goals and priorities.

Extracurricular involvement can also contribute to improved cognitive skills, such as critical thinking, problem-solving and teamwork, all of which are essential for academic success. Students who engage in activities outside the classroom are more likely to develop a passion for learning and a sense of purpose, leading to higher levels of motivation and greater engagement in their schoolwork.



2 Match the words and phrases with their definitions.

- | | |
|--------------------|--|
| a. research | 1. an event or contest in which people take part in order to establish superiority or supremacy |
| b. involvement | 2. the act or process of taking part in something |
| c. time management | 3. investigation and study of materials and sources in order to establish facts |
| d. competition | 4. the ability to live without being helped or influenced by someone |
| e. independence | 5. the act of planning or organizing the time between different activities to maximize the effectiveness |
| f. teamwork | 6. the activity of working together in a group with other people |

3 Read the text again. Answer the questions below.

- How are students involved in extracurricular activities outside of their regular coursework?
- Why is it especially important for older children to become more disciplined and organised?
- What are the skills extracurricular involvement can also contribute to?

4 Joining a school club is more than just an extracurricular activity. Study the list below. Explain whether you agree or disagree. Provide reasons to support your viewpoint.

- ✓ Have lots of fun and relax their minds.
- ✓ Take a break from the monotony of studies.
- ✓ Add valuable points to their resume while job-hunting.
- ✓ Develop leadership skills that are essential for a job.
- ✓ Gain practical experience in a safe environment.
- ✓ Develop valuable contacts and networking opportunities.
- ✓ Learn about teamwork, tolerance and collaboration.

GRAMMAR

1 Choose the correct word in brackets.

- I am tired. I am going to ... (the bed, bed).
- Oh no! I forgot to go to ... (the bank, bank).
- I love going to ... (the church, church), don't you?
- I loved being at ... (the university, university).
- All the robbers should be sent to ... (the prison, prison).
- I am nervous because I've got to go to ... (the dentist, dentist).
- Her husband got home early from ... (the work, work).
- Why didn't anyone tell me he was in ... (the hospital, hospital)?

2 Choose the best answers.

1. My neighbours are very ... because they make too much noise!
A. annoyed B. annoying
2. I was very ... by the good news. We have a holiday next Monday!
A. pleased B. pleasing
3. John was ... when he saw the dinosaur bones at the museum.
A. amazed B. amazing
4. Anne spent a very ... day at home yesterday.
A. relaxed B. relaxing
5. Mr. Smith really didn't like that movie. He thought it was
A. bored B. boring
6. ... customers are very important for any successful business.
A. Satisfied B. Satisfying
7. The chocolate cake on the table is really Should I eat it?
A. tempted B. tempting
8. I'm never late for class because it's ... when everyone looks at me.
A. embarrassed B. embarrassing
9. I was ... by the way she acted.
A. amused B. amusing
10. The low score on her test ... her.
A. depressed B. depressing

3 Write the exact words Miss Brown said to her students using direct speech.

Miss Brown told her students not to talk when she was talking. She asked the students if everybody had given their homework to her at the end of the previous lesson. Then she told them to put their hands up if they had any questions. She asked who had written on the blackboard during the break. She also asked them not to eat in the classroom. She asked Kelly why she had written everything in pencil. Miss Brown asked them if they had thrown their rubbish in the wastepaper bin after using the papers. Finally, she asked Jim why he had left the classroom without permission.

1. ...

2. ...

3. ...

4. ...



4 Turn the following dialogues into Reported Speech.

- a. *Ben:* Jane isn't here. She's playing tennis with Sarah.
John: Where is she playing?
Ben: At the tennis court. I'm going there now.
- b. *Craig:* Are you busy? I need some help.
Liz: What's wrong?
Craig: There is a problem with my tablet. I can't get it to work.
- c. *Andy:* Why did you decide to clean the school yard?
Jason: It was very dirty, and children couldn't play there.
Andy: Did you do anything like this before?
Jason: I like to take care of the environment. Would you like to join me next time?

WRITING

1 Write a blog post about a recent event or a school tradition that took place in your school.

When writing, follow the structure:

- ✓ Give your blog a title that will catch the reader's eye.
- ✓ Express your feelings and thoughts.
- ✓ Give details in the main part of your post.
- ✓ In conclusion, add your final thoughts, but avoid repetitions.
- ✓ Allow space for additional comments, such as a question.

USEFUL PHRASES

Rhetorical questions:

- Have you been wondering why/ what/ when/ how...?
- Are you one of those people who...?
- How do you feel about...?

Phrases for emphasizing the blogger-reader relationship:

- I'm sure you'll agree/ share my opinion...
- I'm convinced you'll support my viewpoint/ will understand what I am driving at ...
- Guess what/ Believe it or not!

Possible "open" conclusions:

- I'm out of time, but hopefully I'll be able to update later.
- Check back for more updates, as I'll try to keep them posted regularly.

Bringing Ideas to Life

Interview: *Our School, Our Culture*

Conduct an interview with a teacher, student or school staff member.

Interview Structure:

1. Introduction (5-7 minutes):

- ✓ Begin by introducing yourself and the purpose of the interview.
- ✓ Provide the interviewee with a brief overview of the topic: “Our School, Our Culture.”
- ✓ Ask them to briefly introduce themselves and their role at the school.

2. School Environment and Community (8-10 minutes):

- ✓ In this section, focus on understanding the school’s atmosphere, the relationship between students and staff members.

3. Cultural Practices and Traditions (7-10 minutes):

- ✓ Explore the traditions, rituals, and cultural practices that help define the school’s identity.

4. Personal Reflections and Experiences (5-7 minutes):

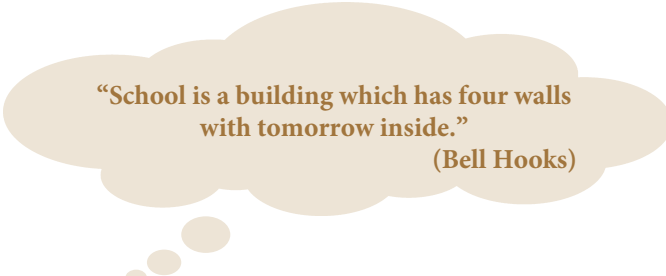
- ✓ Allow the interviewee to share their personal reflections on what makes the school culture unique.

5. Closing (2-3 minutes):

- ✓ Thank the interviewee for their time and insights. Ask if they have any final thoughts or reflections on the topic.

6. Write a reflection. Consider how the school culture has influenced the community and the personal development of those within it.

Criteria		Points
Introduction	Clear and confident introduction. Sets the context for the interview and introduces the topic.	4
Engagement with Interviewee	Ability to engage the interviewee with open-ended questions. Encourages detailed, thoughtful responses.	4
Communication Skills	Clear, articulate responses with appropriate tone and language.	4
Time Management	Keeps the interview on track and within the expected time frame.	4
Structure and Organisation	Transitions from one topic to the next is smooth.	4



“School is a building which has four walls with tomorrow inside.”
(Bell Hooks)

Unit 4

STORIES, PEOPLE, PLACES ...



Lesson

1

Land of Patriots and Persistence

LEAD-IN

- 1 In pairs, study the map. Fill in the missing information in the table below.

Country	...
Capital	...
The president	...
Government type	...
Number of states	...
Boundaries	...
Geographical position	...
Washed by	...
Population	...
Official language	...
The flag	...
Money	...



- 2 Look at the symbols below. Choose the symbols that refer to the USA. What country do the other symbols refer to?



A



C



E



G



B



D



F

- 3 Identify and list other significant monuments, historical landmarks and notable personalities related to the independence and formation of these countries.

USA	UK

LISTENING

- 1 Listen to a short presentation about the USA. Create a list of major physical features of the United States mentioned in the recording. Include specific examples. Use a map of the United States to locate and label the main physical features described in the text.



H

2 Listen to the presentation again. Complete the statements below with the missing information.

- a. The United States has a variety of ...
- b. Everything from ... like the Death Valley, to ... like the Everglades.
- c. There are ..., ..., ..., deserts, and
- d. Some of the ... found in the USA are the Rocky Mountains that go from New Mexico to western Canada.
- e. The length of the ... makes it the 4th longest river in the United States and in
- f. The name of the ... derives from the Spanish language for “coloured reddish”.
- g. There are great forests for ... and ... like Yellowstone, Smoky Mountains and the regular forests.
- h. You can have a day at the ..., ski down a ... snow slope, go ... in a river or hike in a

3 Think of a place in the United States that you would like to visit. Consider the physical features, activities or historical significance of the location. Use the expressions provided in the box to explain why you chose this place. Describe the main attractions or activities you'd like to do and why they interest you.

Example: *I would like to visit...*

One reason I chose this place is...

Expressing Likes

- ✓ I adore
- ✓ I (really) like
- ✓ I'm really/ very/ quite interested in...
- ✓ I have a soft spot for smth.
- ✓ I'm quite keen on
- ✓ I think is/are great/ brilliant/ wonderful ...
- ✓ I love
- ✓ I enjoy

READING

1 Colleen Ford, a South African journalist, decided to move to the USA and studied the symbols of the country to become part of the nation. Read the text. Identify the meaning of some of the symbols.

National symbols are not **mere** images or icons; they are embodiments of a nation's identity, values and history. In the United States symbols like the flag and the Great Seal serve as unifying forces, reminding citizens of their shared heritage and principles.

These symbols are not static but **evolve** over time, reflecting the changing nature of American society. I will explain the origins and why some of these symbols are **iconic** to every citizen.

People often refer to the American flag as “The Stars and Stripes,” “Old Glory” or “The Star-Spangled Banner”. It has 13 **horizontal** stripes, 7 red and 6 white, which stand for the original 13 states. In the top left-hand corner, there are 50 white stars on a blue **background**: one star for each state. Each of the colours on the flag has a meaning: red—valour and bravery; white—purity and innocence; blue—vigilance, perseverance and justice.

Francis Scott Key created “The Star-Spangled Banner” in 1814, but it became the national anthem in 1931. The national flag **inextricably** links with the anthem's history. Being impressed by a proudly **fluttering** flag, Francis Key wrote the first lines of the anthem. The fact that the national anthem has survived many historical catalysts testifies to its enduring value that does not tarnish from time. For many years, the anthem has inspired the Americans to **feats**, dedication and devotion to their multinational **motherland**.

The Great Seal of the United States is the emblem of America. The U.S. Department of State operates the **only** official seal in existence. The Secretary of State must authorise its use. The design includes an eagle, the number 13 (standing for the original colonies) and the motto “*e pluribus unum*,” which is a Latin phrase meaning “Out of many, one.” It was adopted by the Continental Congress in 1776 and has been used ever since.

The Liberty Bell, a symbol of American freedom and democracy, bears the inscription “Proclaim liberty throughout all the land unto all the inhabitants thereof.” The bell developed a crack after more than 90 years of use in Pennsylvania's State House, now known as Independence Hall continued to crack during the repair process. After that time, it did not return to active use, instead becoming a beloved American symbol. The original Liberty Bell is now on display in Philadelphia.



2 Match the words in bold in the text with their corresponding groups of synonyms.

- a. simple, pure, unimportant
- b. enlarge, develop, increase
- c. legendary, famous, popular
- d. field, landscape, framework
- e. unpleasant, tricky, inseparably
- f. floating, waving, flying
- g. performance, triumphs, acts
- h. cradle, hometown, nativity
- i. solely, just, exclusively
- j. straight, plane, parallel

3 Read the text again. Decide if the statements below are *true* or *false*. Correct them.

- a. Symbols like the flag and the Great Seal remind citizens of their shared heritage and principles.
- b. In the top right-hand corner, there are 50 white stars on a blue background: one star for each state.
- c. The national anthem “The Star-Spangled Banner” was created by Francis Scott Key in 1931.
- d. The anthem has inspired the Americans to feats, dedication and devotion to their motherland.
- e. The use of the Great Seal of the United States must be authorised by the President.
- f. The design of the Great Seal of the US includes a bison, the number 14 and the motto, “*In God we trust.*”.

4 Read the text again. Say what the numbers below refer to.

- a. 13 b. 7 c. 6 d. 50 e. 1931 f. 1800 g. 90 h. 1814

5 Remember what Colleen Ford said about the symbols of the USA and complete the table with the required information.

Things I knew	New Things I Learned	Things I will share
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	

SPEAKING

1 In groups, discuss the following:

- a. What does national identity mean to you? Why is it important to recognise it in yourself and others.
- b. Why is it essential to know the symbols of your motherland, such as flags, national monuments or cultural icons?
- c. How can understanding and respecting these symbols help you feel more connected to your country and act as a responsible citizen?

2 In pairs, examine the picture of the Statue of Liberty. Note specific elements of the statue’s design. Identify the features that represent freedom. Explain how they reflect this concept.

3 Read the quotations below. Reflect on them. Which one resonates with you the most? Explain it.

- a. “True freedom is understanding that we have a choice in who and what we allow to have power over us.” (Meryl Streep)
- b. “For to be free is not merely to cast off one’s chain, but to live in the way that respects and enhances the freedom of others.” (Nelson Mandela)
- c. “Freedom is not worth having if it doesn’t include the freedom to make mistakes.” (Mahatma Gandhi)



The Saxon Genitive

The Saxon Genitive ('s) with indefinite pronouns

The Saxon genitive is used with indefinite pronouns in the same way it does for nouns. When we use the possessive form of indefinite pronouns, we add an apostrophe and an "s" ('s) to indicate possession.

Examples:

Someone's idea: This shows that the idea belongs to someone.

Anyone's guess: This suggests that anyone could make the guess.

Nobody's business: This means that it is not anyone's concern.

The Saxon Genitive ('s) to express time and duration

The Saxon genitive ('s) is often used in English to express time and duration, typically referring to a specific period or span of time associated with someone or something.

Examples:

*The job includes **two weeks' vacation**.*

*Jane spent her **month's salary** on this vacation.*

***Yesterday's events** left me speechless.*

1 Fill in the blanks with the correct form of the Saxon Genitive for the indefinite pronouns in brackets.

- ... opinion matters a lot in this discussion. (anyone)
- It was ... fault that we missed the train. (nobody)
- I don't agree with ... decision. (someone)
- ... job is to clean the office. (everyone)
- I don't know ... suggestion to follow. (anyone)
- ... work was completed on time. (somebody)

2 Complete the sentences using the correct form of the Saxon Genitive to show time or duration.

- I'll need ... help to finish the project. (two days)
- We need ... notice before we can make a decision. (three weeks)
- It took ... work to review the entire book. (a month)
- ... opinion will be heard in the meeting. (today)
- Their ... vacation was perfect. (three weeks)
- The school team won ... match. (yesterday)

3 Rewrite the sentences using the Saxon Genitive form of the indefinite pronouns. Complete them with your own ideas.

- The idea belongs to someone.
→ _____ idea.
- The opinion belongs to anyone.
→ _____ opinion.
- This is the fault of nobody.
→ _____ fault.
- The responsibility belongs to everyone.
→ _____ responsibility.

4 Read the sentences. Identify the mistakes. Correct them.

- Anyone's opinion is important in a democracy.
- Nobody's idea was accepted during the meeting.
- Someone's advice are really helpful.
- Everyone's efforts was appreciated.
- Nobody's decision matters more than yours.
- Somebody's comments on the proposal were ignored.

WRITING

1 In groups, create a dialogue where you use both the indefinite pronouns and time expressions in the Saxon Genitive form. Some possible scenarios:

- Planning a holiday: "How long is anyone's trip to Paris?"
- Discussing responsibilities at work: "It's everyone's job to stay organized."
- Giving advice: "Someone's advice could help you make a good decision."

2 Imagine you are writing to a pen friend who lives in another country. In your letter, describe the USA, highlighting interesting aspects about the country. Use the following points as a guide to help you structure your letter:

- ✓ **Introduction:** Greet your pen friend. Mention that you want to tell him/her about the USA.
- ✓ **Body:** Share some interesting aspects of the USA, such as holidays, traditions, symbols, landmarks. Give some details that you think are exciting.
- ✓ **Conclusion:** Finish your letter by inviting your pen friend to ask more questions about the USA. Mention that you would love to hear about his or her country, too.

Lesson

2

Beyond The Surface

LEAD-IN

- 1** Look at the pictures. Comment on the following aspects:
- What is good about the scenes depicted in the pictures?
 - What could be improved or is not ideal in the pictures?
 - Identify common elements between the pictures. What do they all have in common?
 - Discuss appropriate behaviour for the people in the pictures. How should they act in these situations?



A



B



C



D



E

- 2** In modern society, etiquette is a set of generally accepted rules that refer to human behaviour in relation to other people in certain life situations. Match the types of rules on the left with their meanings on the right. Discuss with your classmates when it is important to respect these rules. Give examples.

- | | |
|-----------------------------------|--|
| 1. The ability to present oneself | A. rules for the formation of the wardrobe, appearance, self-care, physical form and posture, walking, postures, gestures. |
| 2. Table etiquette | B. the ability to say correctly greetings, compliments, thanks, make observations; farewell rules, politeness. |
| 3. Business etiquette | C. table manners, serving standards, the ability to eat. |
| 4. Speech etiquette | D. appropriate behaviour in various settings such as museums, exhibitions, theatre, restaurant, yard, library, shop, office. |
| 5. Rules of etiquette in society | E. relationships with colleagues, superiors, good business manners, leadership skills, etc. |

- 3** Work in groups. Brainstorm a list of rules you have to respect when going to the cinema, theatre, restaurant, parks or a birthday party. Present the results to the class and see if the other groups agree or disagree with your set of rules.

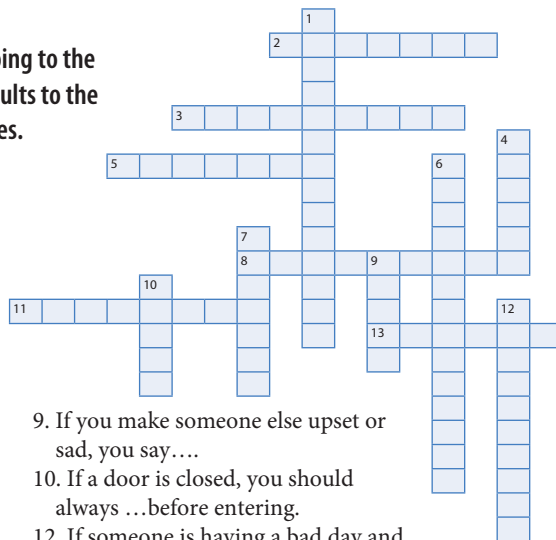
- 4** There are some mannered expressions hidden in the crossword. Answer the questions to find the words.

Across

- Letting someone use something you are using is called ...
- When you receive something, you say...
- If you lose at a food game or board game, loose with ...
- What should you say if you walk in front of someone?
- You should ... after yourself; don't expect others to do it for you.
- If you borrow something you should always ... it.

Down

- When you receive a gift you send a ... (what)?
- When you ask for something you say ...?
- When you meet someone, you say ...?
- If your parents ask you to do something, you show them ... (what)?



- If you make someone else upset or sad, you say....
- If a door is closed, you should always ...before entering.
- If someone is having a bad day and you see them upset, you ask ...?

LISTENING

- 1 Listen to Miranda, a local tourist, who has visited many countries to discover their food culture. What countries has she visited?
- 2 Listen to the interview again. Complete the table with the required information.
- 3 Think-Pair-Share. Identify some eating habits and rules specific to your country. Present the rules you've identified and compare them with those of other groups.

Country	Rules
Italy	

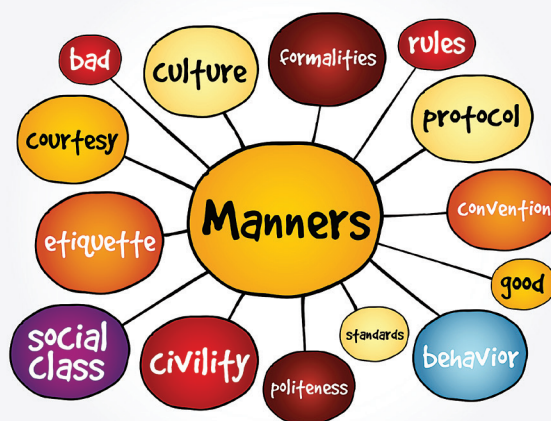
READING

- 1 Read the text. Say why it is important to have decent behaviour in society.

Manners largely reflect people's internal culture, as well as their moral and intellectual qualities. The ability to behave appropriately in society is very important: it facilitates the establishment of contacts, contributes to mutual understanding and creates strong, lasting relationships. Therefore, in order to educate real ladies and gentlemen, they should clearly understand why all these boring rules of etiquette are necessary in society. From childhood, we become familiar with the rules of conduct, customs, traditions and values. Knowing the rules and norms allows us to manage and control our behaviour.

Since a person is a social being, it is simply impossible for them to live their entire life outside of society. A person must consider the established norms and forms of behaviour in society as a whole, in specific situations, or in a particular society. Often, what is unacceptable in one society may be permissible in another. However, it is crucial for each individual to establish fundamental principles of behaviour that will guide their values and actions, thereby shaping their relationships with others and ultimately influencing their success in life.

The norms of human behaviour in society and in relationships with other people have been formed over the centuries. However, these norms were not always



the same. The social system changed, as did the social and economic divisions of the population. The customs among the society of the aristocracy, the middle class, the clergy, the workers, the peasants, the intelligentsia and the military were different. At the same time, the behaviour of young people and adults was different and the national and social traditions on which these norms of behaviour were based also varied. For representatives of the supreme state, the aristocracy had established firm rules of conduct, the ignorance or violation of which was considered a sign of poor education.

Human behaviour, that is, the way of life and actions, depends not only on the character of a person and their habits, but also on how they follow certain rules and norms set by society.

- 2 In the text, find the words corresponding to the definitions below.
 - a. to start a company or organization that will continue for a long time.
 - b. to learn about something.
 - c. special, or this and not any other.
 - d. to order, limit, or rule something, or someone's actions or behaviour.
 - e. a class of people who hold high social rank.
 - f. the religious leaders whose job is serving the needs of their religion and its members.

3 Complete the sentences using the words from Exercise 2.

- She wanted a ... type of cactus to prepare it for her husband.
- The bishops and the ... are likely to support change by a wide margin.
- Tourists needed to ... themselves with the local rules and specific manners.
- The government is trying to ... spending money on useless things.
- These methods of working were ... in the last century.
- People might achieve the aim of gathering in societies in many forms: democracy, ..., or monarchy.

4 Read the text. Determine if the statements are *true* or *false*.

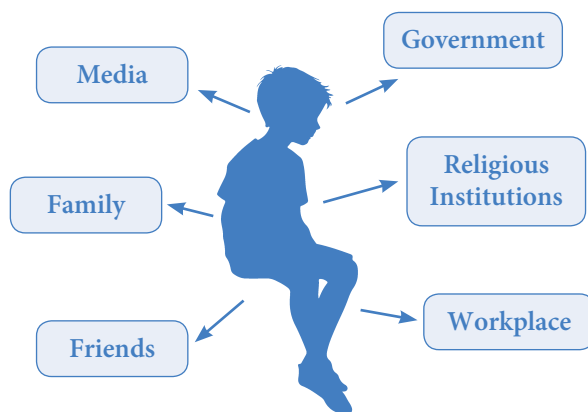
- The ability to behave correctly in society facilitates the establishment of good, stable relationships.
- At an elementary school, we get familiar with the rules of conduct, customs, traditions, values.
- When some norms are unacceptable in one society it becomes unacceptable for all the countries.
- The ignorance or violation of norms for representatives of the supreme state was considered a lack of education.

5 Reflect on the elements of culture that make a person highly respected and admired by their friends or acquaintances. Consider the values, behaviours, traditions and personal qualities that stand out. List the specific cultural traits, habits, or values that contribute to this respect and make someone unique within their social circle. Share your ideas with the class.

SPEAKING

1 In pairs, analyse the diagram.

- Look at each cultural influence shown around the person in the center. For each source, decide whether cultural learning occurs through *observation and imitation* or *direct teaching* (or possibly both).
- Explain how each source might use these methods.
- Think of specific examples where you have observed or experienced cultural learning from each source.
- Share your thoughts with other classmates.
- Compare the examples and see if the others have observed similar cultural influences from these sources.



2 Work in groups. Look and analyse the given features of your own social culture in the table below.

- For each feature, discuss and write down an example that reflects the typical behavior or expectation in your own culture. Consider how most people in your country would approach each of these aspects.
- Think about how these cultural features might be different in other countries.
- Discuss how differences in these areas could lead to misunderstandings when interacting with people from other cultures.

Cultural Features	Examples reflecting the culture of your country	How features might differ and lead to misunderstanding in other countries
Social greetings		
Decision- making speed		
Openness of communication		
Acceptable personal space		
Personal grooming		
Gestures that reflect understanding/ agreement		

3 Describe a personal experience of culture shock.

- What was the situation?
- How did you feel?
- Why do you think you felt that way?
- How was this different from the culture you identify with?
- What was unusual or unexpected?
- Reflect on this cultural feature now. How do you feel about it after some time has passed? Has your perspective changed?

Culture shock is used to describe the emotional and physical discomfort a person experiences when moving to a completely new environment.

GRAMMAR

Adjectives

Attributive adjectives	Predicative Adjectives
<i>Adjectives that come before a noun are called attributive adjectives and they provide details about the noun they modify.</i>	<i>Adjectives that appear after a linking verb (like "is," "seems," "becomes") and describe the subject of the sentence are called predicative adjectives.</i>
The happy child was running in the park. My mom gave me a tedious task.	The child seems happy . The task he gave me looks tedious .

1 Break down each sentence into three parts. Write each part in the correct column of the table.

Linking verb	Predicate adjective	Subject that is modified

- His granny was busy.
- My sister is blonde.
- My neighbour's garden looks healthy.
- The problem remains unsolved.
- Our friendship grew strong.
- That milk turned sour.
- The girls are friendly.
- His contributions were significant.

2 Underline the adjectives in the following sentences. Determine whether they are attributive or predicative.

- James was a boy with extraordinary abilities.
- This costume makes her look ridiculous.
- Ann's explanation certainly sounded believable.
- Cycling is a cheap way to get around the city.
- The film we have watched is both comic and tragic.
- This coffee has a nasty taste.
- Breakfast smells delicious when it is prepared with love.
- My parents looked astonished when I gave them the news.

3 Unscramble the words to make up sentences. Make other necessary changes.

Example: brilliant are and You strong. → *You are brilliant and strong.*

- seem people those strange.
- we dark were the afraid of.
- surprised Thomas be might.
- will be any appreciated donations.
- happy you be should for friend your.
- the wet all of cold animals were and.
- was the unbelievable news and shocking.
- as storm the clouds approached, black the grew.

WRITING

1 Choose a country you would like to visit in the near future. Study the cultural elements of this country. Identify the social norms of the country. In about 150 words, write an article, describing each cultural element you discovered. For each, explain the expected behaviour and how it may differ from your own culture.

Cultural Elements

- ✓ Social Greetings (e.g., handshakes, bows, or cheek kisses)
- ✓ Dining Etiquette (e.g., table manners, tipping customs)
- ✓ Personal Space (e.g., proximity in conversations, physical contact)
- ✓ Dress Code (e.g., traditional attire, modesty norms)
- ✓ Communication Style (e.g., directness, eye contact)
- ✓ Public Behavior (e.g., punctuality, volume of speech, gestures)

Lesson

3

Where Culture Meets Adventure

LEAD-IN

1 When choosing a travel destination, how do you decide? Do you choose the country or the beautiful places it has to offer? Do you make your choice based on the language spoken there or its cultural diversity?

2 Match the word combinations in the box with the pictures. Explain your choice.

- ✓ a small country village
- ✓ a historic town
- ✓ a large metropolis
- ✓ an ideal place to live
- ✓ a great place to visit

Vocabulary Corner

cosmopolitan – a city with a mix of nationalities, a mix of different people, languages, and cultures.

touristy – full of tourists and things for tourists to buy and do (usually negative)

vibrant – full of energy and life.

stunning – something absolutely beautiful.

thriving – very lively, very active, or very well situated.



A



B

USEFUL EXPRESSIONS

- ✓ It offers...
- ✓ The views are...
- ✓ You shouldn't miss...
- ✓ The atmosphere is...
- ✓ It's located in ...
- ✓ What I don't like about it is ...
- ✓ The good thing about this place is...
- ✓ A popular tourist attraction is...
- ✓ It's well known for...
- ✓ You can see...
- ✓ It's close to ...

3 Look at the images of two different places. Use the words and expressions in the boxes to describe each place. Focus on aspects such as the atmosphere, scenery and activities available. Decide which of the two places you would prefer to visit. Explain your choice.

LISTENING

1 Listen to an expert discussing various types of travels. Make a list. Explore the characteristics of each travel style to understand their unique features. Decide which travel style best suits your upcoming trip. Explain your choice.

2 Listen to the recording again. Fill in the table with the required information.

Categorised by	Types	Pros	Cons
Territory			
Geographically			
Number of participants			

3 Travel can be categorised based on the purpose of the trip. Match each type of travel with its defining characteristics from the list.

- Travel focused on exploring the history, traditions, and culture of a place or community.
- Travel aimed at improving team dynamics, communication, and collaboration.

relaxation travel, ecotourism, cultural-historical tourism, sports tourism, leisure travel, adventure travel, culinary tourism, team-building tourism

- c. Travel centered on relaxation and self-care, providing a break from daily stresses.
- d. Sustainable travel focused on exploring nature while minimizing environmental impact.
- e. Travel focused on experiencing local food and culinary specialties.
- f. Travel for individuals or groups to participate in sports events.
- g. Travel for entertainment and personal enrichment.
- h. Travel that involves physical challenges, outdoor activities, and cultural immersion.

4 Match the pictures below with the type of travel described in Exercise 3.



A



C



B



D



E

READING

1 Read the blog post. Identify and list the key tips or the factors to consider when deciding where to travel.

Travel Destinations

... Home photos blog contacts



By: Lilith

Last updated on: April 21, 2023

Where to go next: Choosing Your Next Travel or Vacation Spot



You will never guess that choosing the right travel destination isn't always as easy as it sounds. It's about understanding your personal travel preferences and recognising the importance of selecting a destination that resonates with your desires and expectations. Timing is important, as are seasonal considerations, ease of access and of course the big one: budget! Let's go over the factors I take into account when planning my next trip.

1. Consider the time you have available to travel.

Many of us dream of having endless funds and plenty of time to travel, but in reality, we typically have financial and temporal limitations. I start by thinking about how much time I have available. Knowing your time constraints is essential, whether you're planning a short weekend getaway or an extended, months-long adventure. This knowledge will help you select a location that will allow you to fully enjoy your time. Time also determines the kind of vacation I usually take.

2. Budget Constraints

It's important to evaluate your financial status and choose a trip budget that suits your needs. This step is essential for choosing travel destinations that fit within your budget. I've made every effort to get to Morocco, North Africa, for nearly two weeks. The other year I spent 10 days in Peru, where I visited the Rainbow Mountain, the city of Cusco and the 15th-century Inca citadel of Machu Picchu. Most of my trips are supremely budget-focused; however, there are occasions where I know I have to lash out and spend the money to have the experience.

3. Cultural and Communication Compatibility

When you're heading to a new spot, it's super important to get the lowdown on the local culture—

like what's cool and what's not. Every place has its own vibe and ways of doing things, which may differ significantly from your own. Getting this right can make your trip awesome and help you meet locals. Knowing the culture and language before you go can really help you dive into the place and improve communication with the people you meet there.

A great recommendation for those who choose to visit a city are the city cards. If you want to see a lot of popular sights in a single city and you have a tight budget, a city card might be a good idea. The cards are valid for a limited number of days and give you admission to all the most popular sites as well as discounts for restaurants and other businesses. Look up these deals ahead of time online and do the math to see if they'll save you money.

◀ How Instagram can work for you?

Ask a Pro ▶

2 In the blog post, find the synonyms for the word lists below. Make up sentences using them.

- | | | |
|-----------------------------|-----------------------------|---------------------------|
| a. location, point, spot | e. decide, check, calculate | i. fixed, stable, compact |
| b. hope, intention, chance | f. fortress, bastion | j. finite, restricted |
| c. infinite, interminable | g. detail, explanation | |
| d. figure, induce, regulate | h. amazing, breathtaking | |

3 Answer the questions according to the text.

- How should we choose the right travel destination?
- What are the two most important factors we have to think about first?
- What knowledge will help you select the perfect location?
- How does a trip budget influence our decision?
- What can make our trip more awesome and help us connect with the locals?
- What is the advice the blogger gives us if we want to see a lot of popular sights?

4 Work with your deskmate. Read the list with tips for choosing a travel destination. Rank the tips from the most important to the least important. Explain your choice.

Tips for choosing a travel destination

- ✓ Think about timing.
 - ✓ Establish your budget.
 - ✓ Consider your travel companions.
 - ✓ Choose your environment preference.
 - ✓ Get recommendations from well-travelled friends.
 - ✓ Focus on the experience you want to have.
 - ✓ Plan to learn about a different culture.
- Get inspired

SPEAKING

1 Work in groups. Answer the questions and report the findings.

- Is tourism a big industry in your country? Where do most tourists go? Why?
- Do you see more domestic or international tourists travelling around your country?
- Are there any special festivals or foods that attract tourists to your area?
- Which nationalities visit your country as tourists the most often?
- What could your country do to attract more tourists from around the world?

2 Choose a type of travel that resonates with you personally and offers unique opportunities and challenges. Explain how this travel style could make your experience memorable and distinctive. Share why you'd like to try this type of travel, providing specific examples and reasons to support your choice.

Passive Voice

In passive sentences the direct object appears before the verb, while the subject follows it. The passive voice emphasises the result of the action rather than the one performing it.

"to be" + V₃

e.g. The championship game **was won** by the school's basketball team.
The stove **was turned** on by my mother.

Present Simple: is/ am/ are + V₃ e.g.

Food *is cooked* by the chef.

Past Simple: was/were + V₃

e.g. The nut *was eaten* by the squirrel.

Future Simple: will be + V₃

e.g. The parcel *will be opened* by the child the next day.

1 Use the present simple passive for the verbs in brackets.

- Uniforms ... (wear) in many schools.
- In summer, a lot of ice cream ... (eat) around the world.
- Milk ... (keep) in the fridge.
- English ... (speak) in many commonwealth countries.
- Today, many cars ... (make) in South Korea.

2 Use the past simple passive for the verbs in brackets.

- The song *Yesterday* ... (compose) in 1965.
- Buckingham Palace ... (build) in 1703.
- The bed ... (not make) by the kids this morning.
- The royal funeral ... (watch) by millions of people.
- The London Zoo ... (visit) by Ann last week.

4 Look at the pictures below. Identify what is happening or what is being shown in each one. Write a sentence in the passive voice to describe each picture.



A



B



C



D



E



F

3 Use the future simple passive for the verbs in brackets.

- The second part of the book ... (publish) next year.
- The job ... (do) by tomorrow morning.
- The new film ... (not show) in the local cinema.
- The order ... (take) by the new waiters.
- Some trees ... (plant) in our street the next week.

WRITING

1 Write a 150-word blog post describing your ideal travel destination for your next adventure.

- ✓ Start by sharing what you want from this trip: relaxation, adventure, or a cultural experience.
- ✓ Explain why this type of destination fits your interests.
- ✓ Consider factors like your budget, the weather, and any travel restrictions.
- ✓ Use online reviews or popular recommendations to support your choice.
- ✓ Describe why this destination aligns with your travel goals and would make for an unforgettable trip.
- ✓ Use the expressions in the box.

BLOG ENTRY

Introduction

Have you ever...? / What happens if...?
It's me again- this time from...

Body

First/ To start with/ In the beginning/
Right from the start...
I'd like to tell you more about...

Conclusion

All in all, I think... / After all...
To cut a long story short...

Lesson

4

Important Cities

LEAD-IN

- 1 Look at the pictures. Identify at least two specific differences between them. Based on your observations, decide whether each picture represents a country or a city lifestyle. Explain your reasoning. Consider factors such as: the amount of greenery or open space, types of buildings, noise levels or busyness and transportation.



- 2 With a partner, decide which place is most likely to offer each of the following experiences. For each experience, explain why you associate it with a specific place. Think about how city life and country life might offer different environments and opportunities for these activities and experiences.

Example: Exciting night life is more likely in the city because there are more clubs, bars and events that stay open late...

- | | | | |
|------------------------|-------------------|-------------------------|-------------------------|
| ✓ exciting night life | ✓ busy streets | ✓ historic monuments | ✓ clean air |
| ✓ amazing architecture | ✓ fantastic shops | ✓ a relaxing atmosphere | ✓ beautiful countryside |

LISTENING

- 1 Listen to the blog post Mike has made. Say where he moved to and when.

- 2 Identify if the statements are *true*, *false* or *not mentioned*.

- | | |
|--|---|
| a. Mike moved to New York three years ago. | d. Mike goes running in Central Park every day. |
| b. Mike's hometown has a population of less than 1,000 people. | e. Mike's favourite food is sushi. |
| c. Mike found a job at a restaurant and made new friends. | f. Every day is boring for Mike. |
| | g. Mike plans to move back to his hometown next year. |

3 Listen to Miranda talk about her favourite place in the UK.

Answer the questions below.

- Where is Chester located?
- How often does she go there?
- What impresses her the most there?
- What is the Northwest's biggest tourist attraction in Chester?
- What is the statue Miranda likes the most?
- Who is a fan of the violinist Ed Alleyne Johnson?



4 Listen to the recording again. Fill in the missing words or expressions in the sentences below.

- Mike is originally from a ... town in the north of the USA.
- In New York, there are more than ... million people.
- Mike enjoys ... food the most and eats it almost every day.
- Miranda's favorite city is ..., located near Liverpool in the north of England.
- Chester has many ...-framed buildings and red-sandstone architecture.
- One of Chester's biggest attractions is the original ...-era walls that people can walk around.
- Miranda's uncle enjoys listening to ... play his violin in Chester.

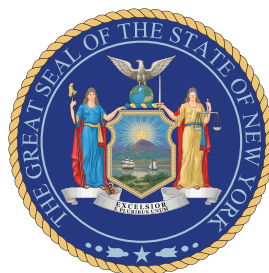
5 How different are Mike and Miranda? In pairs, discuss the differences in lifestyle and preferences, comparing Mike's life in New York and Miranda's experiences in Chester.

READING

1 Read the information about an important tourist state in the USA. Find out how many people visit this place each year. What are the symbols of the state?

New York - The Empire State

As one of the original thirteen states, New York has long been a centre for banking, industry and trade. The state has several large cities but it is also home to forests and fertile **farmland**. New York City, located at the mouth of the Hudson River in southeastern New York State, is both a city and a port. It is the largest and most influential American **metropolis**, encompassing Manhattan, Staten Islands, the western sections of Long Island and a small portion of the New York state mainland to the north of Manhattan. The five **boroughs** of New York City—Manhattan, Brooklyn, the Bronx, Queens and Staten Island—are actually a collection of numerous neighbourhoods, each with its own distinct way of life. Moving from one metropolitan neighbourhood to another can be like travelling from one country to another. The nation's most international and most populated city is New York. Its metropolitan area **encompasses** adjacent regions of New York, New Jersey and Connecticut. Located where the Hudson and East Rivers empty into one of the world's premier **harbours**, New York is both the gateway to the North American continent and its preferred exit to the oceans of the globe.



Just the Facts

Total area: 141,299 sq.km

Population: 19,75 million

Capital city: Albany

Largest city: New York

Highest elevation: Mount Marcy, 1,629 m

Agriculture: Apples, beef, cattle, corn, greenhouse and nursery products, milk.

Manufacturing: Chemicals, clothing, computer and electronic products, fabricated metals, food products, machinery, transportation equipment.

Mining: Cement, limestone, natural gas, salt, sand and gravel.

Did you know?

- ✓ New York has 62 countries, 62 cities, 553 villages, and 932 towns.
- ✓ There are four mountain ranges in New York: the Adirondacks, the Catskills, the Shawangunk Ridge, and the Taconics.
- ✓ Named for the explorer Henry Hudson, the Hudson River is 315 miles (507 km) long.
- ✓ The first automobile license plates were used in New York in 1901.
- ✓ There are more than 400 golf courses and 55 downhill ski areas in New York.
- ✓ In 1885, New York purchased property around Niagara Falls and created the first US state park.



The nickname “The Big Apple” was coined by journalist John J. FitzGerald in the 1920s. The phrase later became a popular promotional slogan in the 1970s.

2 Choose the correct variant.

1. New York has 62 countries, 62 cities, ... and 932 towns.
A. 901 countryside B. 553 villages C. 554 lakes D. 654 forests
2. The nation’s most international and most populated city is ...
A. Manhattan B. New York C. Bronx D. Queens
3. The Hudson River is named for ... Henry Hudson.
A. the duke B. the journalist C. the governor D. the explorer
4. Originally, New York was a ... colony named New Netherlands.
A. Romanian B. British C. Dutch D. French
5. The state flower is the ...
A. red rose B. lilac C. yellow daffodil D. red tulip
6. The capital Albany, honour the King Charles II’s ...
A. brother B. son C. step-brother D. step-son

SPEAKING

1 Choose Your Holiday Destination.

- a. Make a list of five cities you would love to visit on your next holiday. Think about cities that interest you for their culture, landmarks, or activities.
- b. Rank these cities from most important to least important based on your interest and reasons for wanting to visit.
- c. Find two other classmates and discuss your lists with them. Share why you ranked each city as you did, and listen to their reasons as well.

2 Work in pairs. Summarise your conclusions. Share them with the class.

Example: *We both prefer quiet, scenic locations, but I want to live near the ocean, while my partner prefers a mountainous area...*



In a word

Originally, New York was a Dutch colony named New Netherlands, and New York City was New Amsterdam. When England won New Amsterdam from the Dutch in 1664, they named the city and state New York in honour of the Duke of York and Albany, King Charles II’s brother. People who lived in New York or who come from New York are called New Yorkers.

3 Read the text again. Match the definitions below with the words in bold.

- a. a very large city, often the most important city in a large area or country
- b. to show great respect for someone or something
- c. land that is used for or is suitable for farming
- d. a town, or a division of a large town
- e. an area of water near land where ships can stay safely
- f. to include several different things

3 Pair up with a classmate and discuss the following questions.

A. Take turns sharing your thoughts and reasons for each question.

- a. Which place would you prefer to live in?
- b. What factors are most important to you when choosing a place to live?
- c. What do you think it would be like to live in your ideal place?
- d. How similar or different is this place compared to where you live now?

B. Together, identify any common ideas or major differences in your preferences. Consider why certain aspects (such as climate, activities or lifestyle) appeal to each of you.

Prepositional Phrases

preposition + object modifiers (optional) + noun/pronoun/noun phrase

preposition modifier object

The teacher sat at her desk.

It is called an adjective phrase when it modifies a noun.

e.g. *The book on the table is mine.* (The phrase "on the table" describes the noun "book.")

It is known as an adverb phrase when it adds details to a verb.

e.g. *She arrived before noon.* (The phrase "before noon" modifies the verb "arrived" by giving information about time.)

1 Underline the prepositional phrase in each sentence.

- I could understand the lesson with difficulty.
- Susan works at the bank.
- The dog went into the crate.
- The match against Florida was great.
- I don't do anything when you tell it in a high voice.
- We played outside until the sun went down.
- I like sour cream on my baked potato.
- The sofa is between two end tables.
- My friend lives up the street.
- We ran among the field.



2 Combine each set of sentences into one. Transform the underlined part of each sentence into a prepositional phrase and place it at the caret (^).

- He sat ^ and watched TV. He was in the armchair.
- The woman ^ called me. It was the woman at the end of the line.
- ^ we went for a walk. It was after our work was done.
- I am happy ^. I am among friends.
- ^ I was able to move the log. I did it with help.
- The girl sat down ^. She sat at her desk.
- The dog ^ started barking. It was the dog in my neighbor's yard.

3 Using prepositional phrases, write sentences that describe the pictures. Place the prepositional phrase in the right position within the sentence.



WRITING

1 You saw an advertisement in a travel or your school magazine inviting readers to send in articles about a city, town they have visited. In about 150 words, write an engaging article that includes the following:

- ✓ **Location:** Describe where the place is located (country, region, nearby landmarks).
- ✓ **Main Attractions:** Highlight any landmarks, museums, parks or must-see places.
- ✓ **Leisure Activities:** Mention fun activities that visitors can enjoy, such as hiking, beach outings, shopping or tours.
- ✓ **Dining Options:** Give an idea of the local restaurants, types of cuisine offered and any famous dishes to try.
- ✓ **Cultural and Nightlife:** Talk about the local culture, events, or nightlife, like festivals, theatres or popular night spots.
- ✓ **Offer Recommendations:** Explain why you recommend visiting this place and what makes it special.

Lesson

5

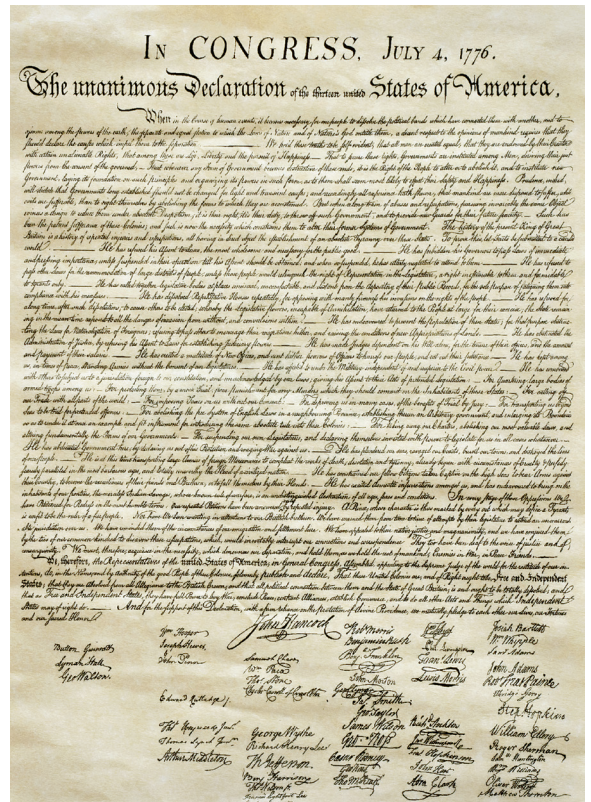
Echoes of the Past

LEAD-IN

- 1 Look at the images depicting elements related to a significant historical event. Identify the event these images are connected to. Discuss about it using the questions:
 - a. What is the event?
 - b. What key details do you know about this event?
 - c. When and where did it take place?



- 2 Read the fascinating facts below about the 4th of July. Choose the one that you find the most surprising. Explain why you chose this fact and give reasons for your choice.
 - a. The Declaration of Independence was signed by 56 men from 13 colonies.
 - b. The average age of the Signers of the Declaration of Independence was 45. The youngest was Thomas Lynch, Jr. (27) of South Carolina. The oldest delegate was Benjamin Franklin (70) of Pennsylvania. The lead author of The Declaration, Thomas Jefferson, was 33.
 - c. Only John Hancock actually signed the Declaration of Independence on July 4, 1776. All the others signed later.
 - d. The only two signers of the Declaration of Independence who later served as President of the United States were John Adams and Thomas Jefferson.
 - e. Every 4th of July, the Liberty Bell in Philadelphia is tapped (not actually rung) thirteen times in honour of the original thirteen colonies.
 - f. Presidents John Adams, Thomas Jefferson and James Monroe all died on the 4th of July. Adams and Jefferson (both signed the Declaration) died on the same day within hours of each other in 1826.



- 3 Work in pairs. Think about historical events from any English-speaking country that are particularly representative of that country's history. Identify any notable figures who played a significant role in each event. Describe who they were and what impact they had. Discuss how each event contributed to the formation of the nation.

LISTENING

- 1 Listen to a true story about Sarah Masters, a courageous woman who played an important role in the American Revolutionary War. After listening, answer the question: *What was Sarah Masters' role in the Revolutionary War?*

2 Listen to the text again. Choose the best answer for each of the questions below.

1. How did Sarah gather information for the Continental Army?
 - A. She enlisted as a soldier.
 - B. She decoded secret messages.
 - C. She attended British social gatherings.
 - D. She worked as a chef.
2. What skill did Sarah Masters acquire to improve her espionage work?
 - A. Swordsmanship
 - B. Code and cyphers techniques
 - C. Horseback riding
 - D. Painting
3. What did Sarah do with the information she gathered?
 - A. She shared it with the British.
 - B. She kept it to herself.
 - C. She encoded messages for the Continental Army.
 - D. She sold it to the highest bidder.
4. How did Sarah blend into enemy circles?
 - A. By dressing as a soldier
 - B. By pretending to be a spy
 - C. By attending British social gatherings
 - D. By becoming a British officer

3 Reflect on Sarah Masters' actions as a spy during the American Revolutionary War. Think about the risks she took and her sense of duty to her country. Answer the following questions:

- a. Do you think Sarah acted correctly to protect herself while helping her country?
- b. Was Sarah risking her life by getting involved in these actions?
- c. What do you think is the main message of Sarah Masters' story?
- d. What qualities from her story are still valuable in modern society?

READING

1 Do you know who Uncle Sam is and why the United States is associated with this character? Read the text and find the answer to this question.

Uncle Sam is a well-known American icon who is typically shown as a cartoon character with long white hair and chin whiskers, dressed in a swallow-tailed coat, vest, tall hat and striped pants. His appearance is based on two earlier symbolic figures in American folklore: Brother Jonathan, a rural American wit who consistently defeated his opponents in plays, stories, cartoons and poetry through unexpected displays of native intelligence and Yankee Doodle, a British-inspired nickname for American colonials during the American Revolution.

While the exact origin of "Uncle Sam" remains a matter of debate, it is commonly associated with Samuel Wilson, a merchant from Troy, New York, affectionately known as "Uncle Sam" Wilson. During the War of 1812, he provided the army with barrels of beef that were marked "U.S." to indicate government property. A resolution approved by Congress in September 1961 acknowledged Wilson as "the progenitor of America's national symbol of Uncle Sam" and it is believed that this connection contributed to the nickname Uncle Sam being widely used for the United States.

Uncle Sam and his predecessor Brother Jonathan were used interchangeably to represent the United States by American cartoonists from the early 1830s to 1861. Perhaps the most famous image of Uncle Sam was created



by artist James Montgomery Flagg (1877–1961). In Flagg's version, Uncle Sam wears a tall top hat and blue jacket and is pointing straight ahead at the viewer. During World War I, the portrait of Sam with the words "I Want You For The U.S. Army" was used as a recruiting poster. Leslie's Weekly first featured the image, which gained immense popularity, on its cover in July 1916 under the title "What Are You Doing for Preparedness?" The poster was widely distributed and has subsequently been re-used numerous times with different captions.

Wilson died at age 87 in 1854 and was buried next to his wife Betsey Mann in the Oakwood Cemetery in Troy, New York, the town that calls itself "The Home of Uncle Sam."

2 Read the text carefully. Answer the following questions:

- What does Uncle Sam look like?
- Who are the other two symbolic figures in American folklore?
- Who is Uncle Sam usually associated with?
- How did the Congress resolution acknowledge Wilson in September 1961?
- Who created the most famous image of Uncle Sam?
- What were the words written on the poster with Uncle Sam during WWI?
- What magazine featured the poster later in 1916?

Vocabulary Corner

interchangeably
whiskers
nickname
merchant
predecessor
intelligence
cartoonist
property

3 Match the words in the Vocabulary Corner box with their definitions.

- a person who draws cartoons;
- the hair growing on a man's face, especially the sides and/or the lower part;
- the ability to learn, understand, and make judgments or have opinions;
- an informal name for someone or something, especially a name that you are called by your friends or family;
- a person whose job is to buy and sell products in large amounts;
- someone who had a job or a position before someone else;
- an object or objects that belong to someone;
- in a way that can be exchanged without making any difference or without being noticed.

4 Complete the sentences using the words in Exercise 3.

- His hair and ... were grey but his beard was dark enough.
- The ... spent hours sketching funny drawings for the newspaper's Sunday edition.
- Her ... was evident in the way she solved complex problems in record time.
- Everyone at school called him «Ace» as a ... because he was so good at math.
- The ... travelled from town to town, selling fine fabrics and rare spices.
- The house is considered valuable ... because of its prime location and historic significance.
- In some recipes, you can use sugar and honey ... as both provide sweetness to the dish.
- John learned everything he knew about cars from his

5 Reflect on the role of inspiring characters in a country. Do you believe such a person is necessary? Is this figure always someone famous, or could it be an ordinary person? Share your thoughts, using the expressions provided in the box.

Agreeing/Disagreeing

Definitely.
That's so true.
That's a (very) good point.
That's exactly what I think.
I agree (partially) with this idea.

I don't think so.
I'm not so sure about that.
I don't think that's the case.
I see your point but...
I see, but that's different.
That's not entirely true.
On the contrary...
I see things differently.

SPEAKING

1 Work in groups. Below is a timeline of events that are significant to American culture in the 18th, 19th and 20th centuries. Match each event with the correct year. Place it in the right position on the timeline.

- Look at the events in the box.
- Find the corresponding year for each event.
- Arrange the events in chronological order on the timeline based on the years provided.
- Make sure that each event is placed in the correct position to reflect the correct sequence of history.

Years	Events
	American Revolution
	Iraq War

Years	Events
	World War I
	Mexican-American War

	World War II
	Civil War
	Spanish- American War
	Vietnam War

	Korean War
	Gulf War
1775	War of 1812
	War in Afghanistan

1775 —————> 2003

2 Work in groups. Choose an event that played a crucial role in the history and culture of one of the English-speaking countries. Draw a mindmap to organise your ideas. Include key details such as:

- What caused this event to happen?
- What happened?
- Who was involved?
- When and where did it happen?
- Why was it important for people and country?

GRAMMAR

1 Read the sentences below. Identify the mistakes. Rewrite them in the passive voice, making the necessary corrections.

- He surprised by the loud noise.
- They were ate dinner at six o'clock.
- Was your car fix?
- This photo was take by my uncle.
- Who was cooked dinner?
- When did the airplane invented?
- He was watched his favourite TV show.
- Robert was bite by a dog.
- They were interview by a reporter.
- I'm sorry. You are not allow to go inside.
- Pluto discovered in 1930.
- Why did the party cancelled?
- I was really enjoyed my holiday last summer.
- My friend wasn't careful. She was fell off her bicycle.
- The room cleaned this morning.
- When was the story write?

2 Change the following sentences from the active voice into the passive voice.

- She never wears dresses.
- Egyptians built Pyramids thousands of years ago.
- They don't buy books from the street venders.
- People watched the first TV in the 1920s.

3 Read the sentences below and circle the words that should be capitalized.

- last november, we went to the zoo.
- my sister katy organized thanksgiving for her friends and family.
- my favourite event is independence day celebrated on July,4.
- i have friends who live in the usa.
- what do you do on tuesday afternoon?
- when i was in the 8th form, i studied about the middle ages in the history.
- i know that cold war developed after world war II between the united states and the soviet union.
- we decided to visit new york next year in april.

Capitalization

- ✓ **Days/ months:** Saturday, November
- ✓ **National/ religious/ local holidays:** Independence Day, Christmas, Columbus Day
- ✓ **Historical events/ documents/ periods of time:** Boston Tea Party, Declaration of Independence, Stone Age

WRITING

1 Your school website has asked you to write an article about a historical personality from an English-speaking country who significantly influenced the development of their country. The article should be around 150 words, following the structure provided below.

- ✓ Name the person and the country he/she comes from.
- ✓ Describe in details the activity this person succeeded in.
- ✓ Explain his/her contribution to the development of the country.
- ✓ Express your attitude towards this personality and explain why have you chosen him/her.

Lesson

6

Check Up Your Progress

READING COMPREHENSION

- 1** Read the excerpt. Identify what a staycation is and what its advantages are.

Staycation is a new and important idea in tourism. The word comes from “stay” and “vacation”, meaning a “vacation at home.” It refers to taking a vacation at home or nearby. People choose to engage in local or regional tourism, often within their own city. This trend developed during the COVID-19 crisis when people started exploring their local areas because of travel restrictions. In this context, locals become tourists in their own environment, visiting tourist attractions they may not have visited before, despite their proximity and availability.

Several factors have boosted the popularity of staycations. These include COVID-19, rising living costs and a desire to help the planet. By June 2020, in a Bloomberg article, experts said that staycationers could help fill hotels in the US and Europe. This prediction proved to be accurate, as the number of staycations have increased since the pandemic. A report published in August 2022 showed that 20% of British people chose not to travel abroad, and 16% planned a staycation to save money. Inflation and higher airline ticket prices influenced these choices.

Staycation tourism offers benefits for both travellers and tourism businesses.



First, staycations are more sustainable. Local tourism means less need for polluting transportation such as airplanes. People can use electric trains or cars instead.

Second, staycation help people save money. The 2008 economic crisis made staycations popular in Europe. With the pandemic and the Russia-Ukraine War causing high energy costs, staycations has become a practical and cost-effective choice.

Staycations are comfortable. You avoid the stress of packing and organising for a big trip. There are no airport hassles or flight delays to worry about.

The concept of *staycations* has returned and appears to be here to stay for a number of reasons, including the current energy crisis in Europe, the increasing interest in local tourism and travellers’ growing awareness of sustainability.

- 2** In the text, find the words that match each group of synonyms below.

- reduction, limitation
- expansion, growth
- forecast, prophecy
- not far away, close by
- affordable, ecological
- order, request
- inconvenience, difficulty
- consciousness, knowledge

- 3** Read the text again. Answer the questions.

- What is a “staycation”? Where does the word come from?
- Why did staycations become popular during the COVID-19 crisis?
- What are some reasons that have encouraged people to choose staycations instead of traveling abroad?
- How do staycations help reduce the environmental impact?
- Why are staycations considered more comfortable than traditional vacations?

- 4** Think about the advantages and disadvantages of taking a staycation instead of travelling far away. Fill in the table with at least three advantages and three disadvantages of a staycation.

Advantages	Disadvantages
<i>Relax and take time off going anywhere</i>	<i>Everyday tasks and work</i>

GRAMMAR

1 Answer the questions using the pictures and the key words in brackets. Use the Saxon Genitive.



1. Whose presents are these?
(children)



2. Whose dog is this?
(Craig)



3. Whose wheels are these?
(bicycle)



4. Whose birthday is it?
(father)



5. Whose books are these?
(grandfather)



6. Whose umbrella is this?
(brother)

2 Read the sentences. Underline the prepositional phrase in each sentence.

- The teacher from our school has won many awards.
- Have you visited the museum next to the hotel?
- John is happy that he has a part-time job in his grandfather's Service.
- The taxi to the airport was too expensive.
- There is a board game on the table.

3 Complete the sentences by filling in the blanks with the correct present simple or past simple passive form of the verbs in brackets.

- Tennis ... on a clay, grass or hard court. (play)
- In this hospital small injuries ... by assistant doctors. (treat)
- The wheel ... thousands of years ago. (invent)
- English ... in many countries all over the world. (speak)
- The goals ... in the first 15 minutes of the match. (score)
- New medicine for many diseases ... every year. (find)
- America ... by Christopher Columbus in 1492. (discover)
- Breakfast ... from 7 a.m. to 10 a.m. (serve)
- Every day CNN ... by millions of people. (watch)
- Coffee ... to Europe by the Turks (bring)
- In Britain, tons of litter ... away every day. (throw)
- Many houses ... by the flood last week. (destroy)

4 Write sentences in the passive voice using the tense given in brackets.

- English – speak – in this shop (*present simple*)
- The banks – close – in two days (*future simple*)
- The oldest house – build – in 1657 (*past simple*)
- The picture – paint – tomorrow (*future simple*)
- The trees – cut down – last winter (*past simple*)
- Hundreds of books – write – every year (*present simple*)
- After the accident – Joe – take – to the hospital (*past simple*)
- The cap – find – in the corner (*past simple*)

WRITING

1 Write a 100-word paragraph giving your recommendations for a staycation in your hometown, or your country.

Consider the following:

- Think about interesting places, activities, and local experiences that someone could enjoy without travelling far.
- Describe these activities and explain why they are worth trying for a staycation.
- Use descriptive language to make your recommendations sound exciting and enjoyable!

Bringing Ideas to Life

Tourist Brochure: *Your Next Escape*

Choose a destination and design a captivating tourist brochure that attracts visitors by narrating compelling stories, showcasing fascinating people and highlighting must-visit places.

1. Identify your target audience.
2. Follow the structure:

Cover Page

Title: Write a catchy and evocative title.

Image: A high-quality photograph that captures the essence of the destination.

Slogan: A short, memorable phrase that draws attention to the brochure's theme.

Introduction: it will offer a taste of what the destination has to offer.

Purpose: Briefly introduce the destination and its significance.

Tone: Warm and inviting, sparking curiosity about what lies within.

Length: 100-150 words.

Include Practical Information:

- ✓ Add essential travel information such as visa requirements, best travel times, local customs, language tips, currency and emergency contact numbers.
- ✓ Incorporate a map with key locations marked.
- ✓ Include tips on getting around, like public transport options or popular tour routes, cultural etiquette, recommended accommodation and safety guidelines.

Call-to-Action:

Engagement: Encourage readers to visit by adding a QR code linking to the official tourism website or booking platforms.

Social Media: Include hashtags and handles for sharing experiences online.

3. Tips:

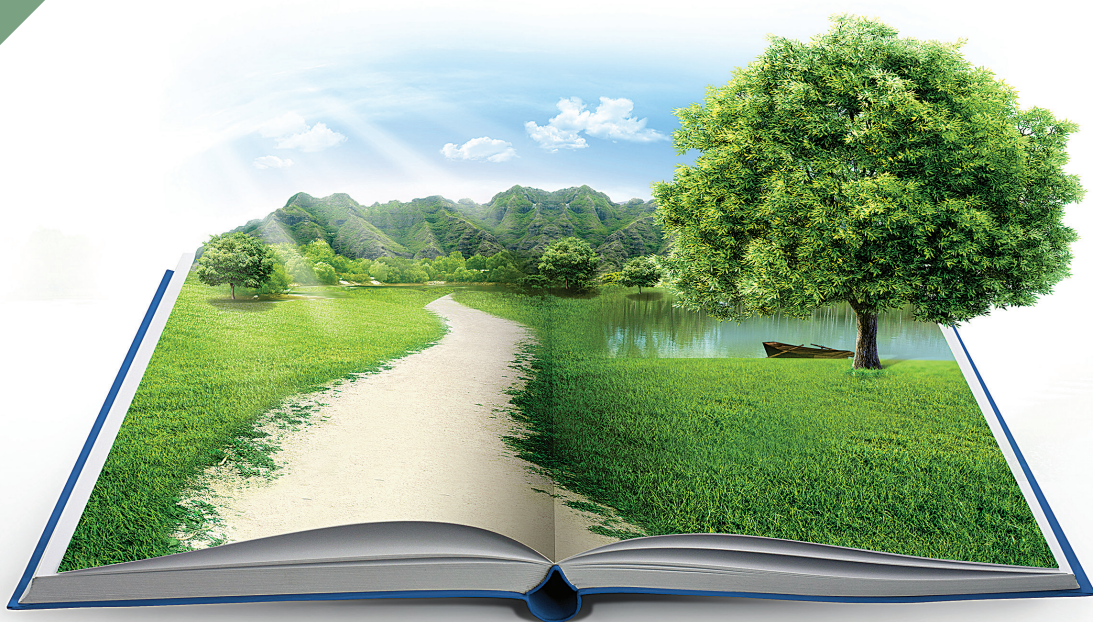
- ✓ Use images that are not only visually stunning but also representative of the destination. This could include landscapes, cultural landmarks, local cuisine and activities.
- ✓ Choose an attractive layout.
- ✓ Balance text and visuals.
- ✓ Use bullet points, icons, or small sidebars for easy readability.

Criteria		Points
Content	Clearly identifies and appeals strongly to the target audience.	4
Visual Appeal	Title, slogan, and image are highly captivating and relevant.	4
Structure	Includes an engaging introduction, a detailed overview of main attractions, suggested itineraries, and practical travel tips.	4
Language	Use simple and clear sentences.	4
Informational Value	Comprehensive and detailed; includes all required elements.	4
Layout and Design	Well-organised; excellent balance of text and visuals.	4
Use of Images	High-quality, representative images that enhance the brochure.	4
Practicality	Extremely user-friendly with clear sections and logical flow.	4

“Every journey begins with a single step.”
(Lao Tzu)

Unit 5

GREEN DREAMS



Lesson

1

It's Time to Act

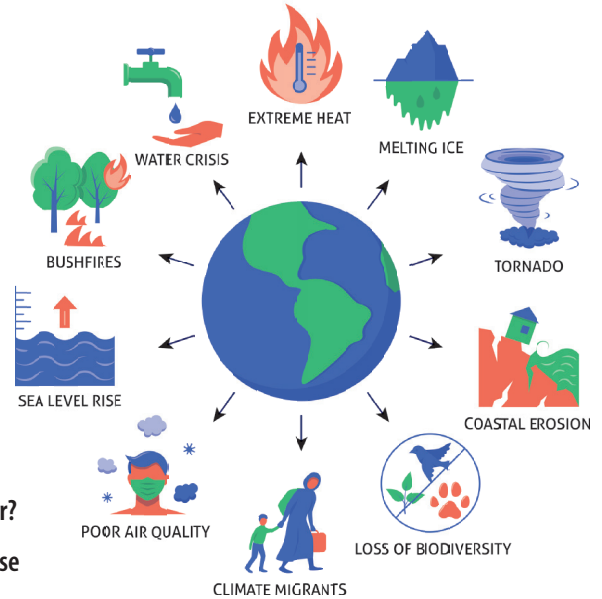
LEAD-IN

- 1 What is climate change? Is it the same as global warming? Think and explain it in your words to the class.
- 2 When did you first hear about climate change?
- 3 Do you think climate change is real? If yes, what do you believe causes it? Discuss your ideas in groups.
- 4 Should we worry about climate change? Look at the image and explain your reasons.

LISTENING

- 1 Do you know who Greta Thunberg is? What do you know about her?
- 2 Reflect on the following question: Would you skip school for a cause that you consider important?

CLIMATE CHANGE IMPACT ON ENVIRONMENT



3 Listen to Greta Thunberg and answer the following questions.

- a. How old was Greta Thunberg when she first learned about climate change?
- b. What was she told to do?
- c. What happened to her when she was 11?
- d. What actions do wealthy countries like Sweden need to take?
- e. In your opinion, why is she so angry? Explain.
- f. What did Greta Thunberg do in August 2018?
- g. How does Greta Thunberg reply to those who criticise her for skipping school?
- h. According to Greta, what do we need more than hope in the fight against climate change?

4 In groups, discuss the questions below.

- a. In your opinion, what are some small actions that everybody can take to help stop climate change?
- b. In your opinion, what actions should wealthy countries take to address climate change more effectively?
- c. Can we ask poor countries to reduce pollution? If yes, why? If not, why?

READING

1 Read the text. What made Greta famous worldwide? Why did she gain so much attention?

A Born Activist

Greta Tintin Eleonora Ernman Thunberg is a Swedish activist. She is known for her work against climate change, a popular example of youth activism. Greta comes from a famous family. She is the oldest daughter of Malena Ernman, an opera singer and her father, Svante Thunberg, an actor.

Greta was only eight when she first learned about the climate crisis and couldn't understand why so little was

being done about it. From a feeling of helplessness, she became depressed and often stopped talking – a condition known as *selective mutism*. She was also diagnosed with Asperger syndrome. It is a mild form of autism.

Thunberg says that she sees things in black and white; she clearly sees the real danger facing the planet. She said that the only thing that helped her to overcome her depression was to protest and speak about climate change

and environmental issues. Thunberg said that she can't let things go like other people, but she feels the need to keep speaking about climate change, no matter how awkward or difficult it proves to be.

In May 2018, when she was 15, she won an essay writing competition on the environment organised by a Swedish newspaper. This prompted her to attend meetings with an environmental group, Fossil Free Dalsland, which was actively working to combat climate change. Thunberg decided to lead a school strike to raise awareness.

Sweden had many heat waves and wildfires that year, but these had been ignored by the Swedish government. On August 20, 2018, Greta Thunberg sat alone outside the Swedish parliament in protest against climate change. She said she would not return to school until after the Swedish General Election on 9 September. After the elections, she went on strike every Friday at the Swedish Parliament to protest a lack of action against climate change. Although she took one day off each week for protests, she caught up on her homework on other days and stayed in the top 5 in her class.

Her protest soon spread on social media to other schoolchildren of her age. It also received a lot of media coverage. The school strikes quickly spread around the world, making headlines on the front pages of newspapers. Greta said: "Many people say that Sweden is just a small country and it doesn't matter what we do. But I've learnt that you are never too small to make a difference, and if a few children can get headlines all



over the world just by not going to school, then imagine what we could all do together if we really wanted to".

After Greta became popular on social media, many other students around the world began to strike along with her. In November 2018, in Australia, thousands of students began to strike on Fridays, ignoring their Prime Minister telling them to go back to school. The term "Fridays for the Future" refers to the school strikes, also known as the "school strike for the climate" due to the day of the week they occur. It is also the social media hashtag for the climate strikes.

The 2019 Global Week for Future was a series of 4500 strikes across over 150 countries on Friday, September 20 and Friday, September 27. They are the largest climate strikes in world history. The 20th September strikes gathered roughly 4 million protesters, many of them schoolchildren, including 1.4 million people on strike in Germany. On September, 27 an estimated 2 million people participated in strikes worldwide, including over 1 million protesters in Italy and several hundred thousand protesters in Canada.

2 Match the words in the Vocabulary Corner box with the definitions below.

- not violent, severe or extreme; slight or gentle;
- difficult to use, do or deal with; embarrassed or nervous;
- a person who believes strongly in political or social change and takes part in activities such as public protests;
- to tell something to a lot of people;
- a period of time when workers refuse to work because of an argument with an employer about working conditions, pay levels;
- to go to an event, place, etc.
- approximately, not exactly;
- to defeat or succeed in controlling or dealing with something;
- the feeling or state of being unable to do anything to help yourself or anyone else.

Vocabulary Corner

activist
helplessness
mild
overcome
awkward
attend
strike
spread
roughly

3 Determine if the statements are true or false. Justify your choice.

- Greta's mother is a well-known Swedish actress.
- Greta was only nine when she first learned about the climate crisis.
- She was also diagnosed with a mild form of autism.
- Fridays for future is another name for the school strikes.
- There were 5 million protesters striking on September, 20, 2019.
- Greta won an essay writing competition when she was 15.
- Greta became very popular on social media.

4 Answer the following questions according to the text.

- What happened to Greta when she learned about the climate crisis?
- What helped her overcome this problem?
- What colours does Greta say she sees in? Is this positive or negative?
- What does Fridays for Future mean?
- How many strikes were held in the Global Week for Future?

5 Choose the appropriate words to complete each of the sentences below.

impact, precipitation, ecosystem, natural, footprint, emissions, greenhouse, unusual, endangered, fossil

- If an animal is ... , it is threatened with extinction.
- A natural community that supports a variety of plant and animal life is known as an
- Carbon dioxide, methane, and nitrous oxide are examples of ... gases.
- Oil and coal are examples of ... fuels.
- Snow, rain, and hail are examples of
- People concerned about climate change try to minimise their carbon
- Greenhouse gases released into the atmosphere are referred to as
- The ... on the environment has been significant.
- Climate change manifests itself not only as global warming, but also as extreme and ... weather.
- “Man-made” is the opposite of

SPEAKING

1 Imagine you participate in a school debate club on the topic Climate Change. Debate the following questions:

- Some people say that climate change is simply part of a natural cycle and is not man-made. What do you think?
- Do you believe we can stop climate change? What should be done?
- Could climate change threaten life on Earth? Discuss both scenarios: the best and the worst.

2 Read the two articles about the activities organised by different schools on Environmental Awareness Day. What activities could your school organise to celebrate this day?

A. Plumpton High School

This school decided to arrange a variety of activities, some aimed at achieving a better understanding of environmental problems and others designed to be of practical help. For instance, the school magazine brought out a special edition on the subject, full of articles and stories in which pupils expressed their feelings about the threats facing the environment. In another attempt to find out for themselves how serious these threats really are, the pupils decided to study the problem of pollution by conducting a survey, run by the Science Department, on air pollution in the local shopping centre. On the practical side, the school held a sponsored walk and donated £750 to the World Wildlife Fund. Pupils launched a campaign to ban cars from the city centre and reduce traffic congestion. They cycled through the city, handing out brochures about the benefits of cycling and walking. This created a lot of publicity for the school.

B. Smithsonian Institute

Although the school had already participated in some environmental projects, it naturally stepped up their efforts for Environmental Awareness Day. For the last two years, the school has been studying the effects of changes in climatic patterns around the world and how they can affect wildlife. The whole school watched a film about whales, those magnificent marine mammals, as part of Environmental Awareness Day and the pupils responded with great enthusiasm. We invited Meredith Summers, an architect, to discuss the destructive effects of pollution on historic buildings in the region. Following that, students decided to launch a campaign for the restoration of the medieval square in the city centre and asked local authorities to support them financially.

3 Work in pairs. For questions a-h, choose the schools described in Ex. 2.

- a. Became well known after Environmental Awareness Day?
- b. Raised money to help wildlife?
- c. Is studying changes in general weather conditions?
- d. Asked pupils to write about environmental problems?
- e. Arranged a talk on pollution and local architecture?
- f. Encouraged the use of bicycles?
- g. Decided to protect a local historical site?
- h. Carefully examined air pollution in a local area?



GRAMMAR

Zero Conditional

The zero conditional refers to things which are *real* and *possible*. They also refer to a time which is *always* or *now*. The zero conditional is made of two clauses: the conditional clause and the main or result clause.

The structure:

If + Present Simple, Present Simple

If it **rains**, the ground **gets** wet. or The ground **gets** wet if it **rains**.

- ✓ The zero conditional for facts: *If you heat water to 100°C, it boils.*
- ✓ The zero conditional for things that are always or usually true: *If it's sunny, I eat lunch in the park.*
- ✓ The present continuous in the zero conditional: *If the dog's eating, we don't touch him.*
- ✓ Imperatives with the zero conditional: *When the water is boiling, add the pasta.*
- ✓ Modal verbs in the zero conditional: *You shouldn't smoke if you want to be healthy.*

1 Make sentences using the zero conditional.

- a. (I / wake up late / I / be late for work)
- b. (my husband / cook / he / burn the food)
- c. (Julie / not wear a hat / she / get sunstroke)
- d. (children / not eat well / they / not be healthy)
- e. (you / mix water and electricity / you / get a shock)
- f. (people / eat / too many sweets / they / get fat)
- g. (you / smoke / you / get yellow fingers)
- h. (children / play outside / they / not get overweight)
- i. (you / heat ice / it / melt)
- j. (I / speak to John / he / get annoyed)

2 Use the correct form of the verbs in brackets.

- a. If it (rain) ... , plants cannot grow.
- b. If I (try) ... to cook, I ruin the food.
- c. I feel good if you (call) ... me regularly.
- d. Water evaporates if you (boil) ... it.
- e. Jane (cycle) ... to work if the weather is good.
- f. I feel sick if I (eat) ... too much before sleep.
- g. If Mike (go) ... to bed late, he cannot wake up early.

WRITING

1 Write a monologue about a specific climate change issue, such as climate anxiety, climate migration, national security concerns, sea level rise or species extinctions. Present it to the class.

2 Prepare for a role-play as a journalist or scientist in an interview simulation. The "journalist" will interview the "climate scientist" on different topics related to climate change, based on their research. You might include the following topics: hurricanes, sea level rise, melting Arctic ice, melting glaciers, wildfires or drought.

3 Write a 2-minute speech as if you were a world leader at the United Nations General Assembly. The best speech will be published by the school newspaper or other publications.

Lesson

2

The Living Earth

LEAD-IN

1 Match the animals with their habitats. Provide other examples you already know.



mountains	bears
grasslands	penguins
polar regions	bison
rainforest	camels
desert	whales
marine	jaguars

2 Describe at least three different habitats and explain how each habitat meets the needs of the animals living there.

Why are habitats important?

Example:

Habitat: Deserts

Describe: Dry, sandy terrain with little rainfall.

Animal example: Camels, which store water in their bodies and are adapted to hot, dry conditions.

A habitat is the natural home of a specific animal or plant species. Animals or plant species live in a particular habitat because this environment provides them with everything they need to survive, grow and reproduce. This means a species' habitat is the place where it can find food, water, air and protection.

LISTENING

1 Listen to a conversation between an environmental expert and a student. Answer the questions below:

- What is the main topic of the conversation?
- What does biodiversity mean?
- How is biodiversity measured?
- Why is biodiversity important for ecosystems?
- Can you list some of the benefits of biodiversity for humans mentioned in the conversation?
- What human activities contribute to the loss of biodiversity?
- What actions can be taken to protect biodiversity, according to the expert?
- Why is conserving biodiversity important for the future of the planet?

2 Listen to the conversation again. Say whether the following statements are **true** or **false**.

- The term biodiversity was introduced in 1988 by the English entomologist Edward O. Wilson.
- Biodiversity includes all species of plants, animals, fungi and microorganisms.
- Biodiversity is compared to a thermometer that measures the health of life on Earth.
- Deforestation, pollution and global warming are not related to human activities.
- Reducing the use of pesticides can promote friendly environment and sustainable agriculture.

READING

1 Read the text. Find out what impact climate change has on the Antarctic ecosystem and the animals that depend on sea ice.

Is Antarctica Losing Its Penguins?

Antarctica, the southernmost continent, is the coldest, driest and windiest place on Earth. This frozen continent is too harsh for humans, but it is home to penguins, seals, whales and other strong creatures. These animals rely on sea ice to survive.

Unfortunately, climate change affects Antarctica more than most other places. As air and water surface temperatures increase, sea ice melts. This causes many marine mammals and seabirds to lose their habitat and food sources, including Adelie penguins.

Adelie penguins live on the Antarctic continent and the surrounding coastal islands. They gather on rocky shores where they build nests and lay eggs. The main food source for Adelie penguins is Antarctic krill. Krill are small shrimp-like crustaceans that form the base of the Antarctic food web.

However, climate change and increasing temperatures make the sea ice formation very unreliable in the Southern Ocean. As a result, krill populations, as well as krill-dependent Adelie penguin populations are decreasing rapidly. In fact, the number of Adelie penguins in the Antarctic Peninsula is less than half of what it was in the 1970s.

If climate change continues at its current rate, scientists predict even warmer temperatures and less sea ice in Antarctica's future. How will this affect Adelie penguins in the region? Will they disappear?

Scientists have conducted several studies and identified three possible scenarios.

Pessimistic scenario: If survival conditions worsen (less sea ice, less krill) and the probability of "poor" years increases, then the chance that the colony will disappear increases significantly.

No change scenario will occur when conditions remain constant and the probability of "poor" years aligns with historical data:

- ✓ The colony is expected to experience a 50% decline over the next 30 years. This is the endangered



species threshold determined by the International Union of Conservation of Nature (IUCN).

- ✓ There is a high risk that the colony will decline by 80% and reach critically endangered species threshold.
- ✓ There is a lesser but significant risk that the colony will decline more than 90% and reach the quasi-extinction threshold.

Optimistic scenario: If conditions improve and the probability of "poor" years decreases, the penguin population is likely to recover.

The data on survival and reproduction show how rising temperatures and loss of sea ice impact the Antarctic food chain and can cause major declines in penguin populations.

If this model applies to all the other Adelie penguin colonies in the Antarctic Peninsula, then we might lose most Adelie penguins in the very near future.

Adelie penguins are a key component of the Antarctic ecosystem. They keep krill and fish populations under control, exchange marine and terrestrial nutrients and are also an important food source for many marine mammals. Losing Adelie penguins would weaken the ecosystem and make it less resilient to further disturbances such as warmer temperatures. We urgently need to increase our conservation efforts to save this important species.

(Adapted from *Environmental Science Journal for Teens*)



2 Match the words in the Vocabulary Corner box with their definitions.

- a. a group of animals;
- b. information/facts that scientists collect to test their research question;
- c. the International Union for the Conservation of Nature;
- d. small shrimp-like crustaceans that are found throughout the world's oceans;
- e. the capacity of an ecosystem to recover from disturbance or withstand ongoing pressures;
- f. a term given to a species or subspecies that is at risk of extinction;
- g. a natural environment of an animal or plant;
- h. a biological community of interacting organisms and their physical environment;
- i. a hierarchical series of organisms each dependent on the next as a source of food.

Vocabulary Corner

data
colony
ecosystem
endangered
habitat
food chain
IUCN
krill
ecosystem
resilience

3 Fill in the blanks with the words and word combinations in the Vocabulary Corner box.

- The ... shows that more than 80% of the agricultural workforce is Hispanic.
- The Bracken Cave is the summer home to a ... of around 20 million Mexican free-tailed bats.
- In a changing world, ensuring territorial and ... requires perpetual adaptations.
- Forests provide a crucial ... for a diverse range of animals and plants.
- Today, an increased abundance of smaller whales, seals, seabirds and humans consume ...
- The ... regularly assesses species populations to determine their conservation status.
- All plants and animals are part of a ...
- The Antarctic ... is unique, with many species adapted to the extreme cold.
- Monarch butterflies are now an ... species due to declining numbers.

4 In the text, find antonyms for the following words:

- | | | |
|------------|----------------|-----------|
| a. melted | c. unimportant | e. colder |
| b. to gain | d. the wettest | |

5 In the text, find synonyms for the following words:

- | | | |
|--------------|--------------|-----------|
| a. severe | c. to impact | e. threat |
| b. to depend | d. to rise | |

SPEAKING

1 Analyse the infographic that presents a list of endangered species. In groups, choose two species and discuss them.

A. For each species, gather information about the following:

- | | |
|-------------------|------------------------|
| ✓ scientific name | ✓ conservation efforts |
| ✓ habitat | ✓ interesting facts |
| ✓ threats | |

B. Reflect why conservation of endangered species is important. How can individuals contribute to conservation efforts?

C. Share your thoughts with the class.

2 In groups, discuss the relationship between biodiversity and human well-being. Consider the following areas:

- Ecosystem services: How biodiversity contributes to clean air, water, food and climate regulation.
- Health benefits: The role of biodiversity in preventing diseases, improving mental health and providing medicinal resources.
- Cultural and economic value: How biodiversity is integral to cultural practices, tourism and livelihoods.
- Threats to biodiversity: How the loss of biodiversity can negatively impact human life and economies. Provide examples.

6 Correct the statements.

- Antarctica is a northern continent.
- Penguins, seals and whales do not rely on sea ice.
- The main food of Adelie penguins is fish.
- The Krill population is increasing in the Southern Ocean.
- After several studies by scientists, there is only one possible scenario.
- The major decline in penguin populations is caused by strong winds.
- Loosing Adelie penguins would strengthen the Arctic ecosystem.

7 Answer the following questions:

- Why is Antarctica considered one of the most extreme places on Earth?
- What is the primary food source for Adelie penguins?
- How does climate change affect the sea ice in the Southern Ocean?
- How does the loss of sea ice affect Adelie penguin populations in Antarctica?
- Why is the loss of Adelie penguins a threat to the Antarctic ecosystem?
- What actions can be taken to protect Adelie penguins and other species in Antarctica from the effects of climate change?

THE SITUATION

150,300

Species on the **IUCN Red List**

IUCN

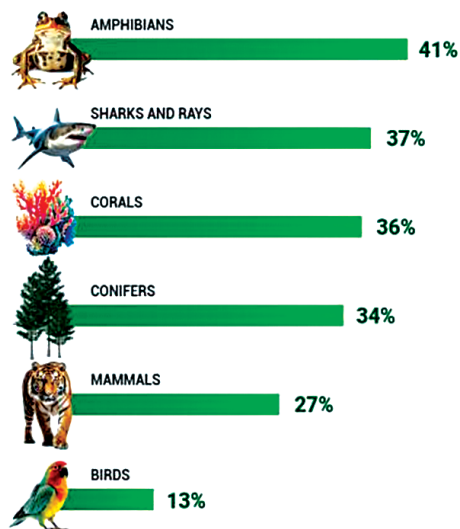
The International Union for Conservation of Nature helps the world find solutions to the most urgent environmental and development challenges

THE RED LIST

Established in 1964, it is the most comprehensive database on the conservation status of animal and plant species

THE MOST ENDANGERED SPECIES

Number of species in %



3 Group work. Discuss the following two problem situations. Identify at least two solutions. Present them to the class.

- a. What would happen if a factory near a river started dumping waste into the water? What would happen with the living organism?
- b. Imagine all the trees in your neighborhood were cut down. How would this affect the local birds and insects?

GRAMMAR

Conditional Sentences (Type 1)

Use: Conditional Sentences Type I is used to express real or possible situations.

It shows that if a certain condition happens (present situation), a future result will occur. We don't know whether the condition actually will be fulfilled or not, but the conditions seem rather realistic, so we think it is likely to happen.

Example: If I **find** her address, I'll **send** her an invitation.

Structure

If + present simple, will + base verb (main clause)

Sometimes, modal verbs (such as **can, may, might, must**) can replace **will** in the main clause. The structure remains the same: **If + present simple, modal verb + base verb.**

Examples: If you **study** hard, you **can** improve your grades.

If they **arrive** early, they **might** catch the beginning of the show.

1 Continue the sentences using the first conditional.

- a. If it is sunny,
- b. If I study hard, ...
- c. If I save money,
- d. If I have some free time this weekend, ...
- e. If they arrive early, ...

2 Match the halves.

1. If you send this letter now,
 2. If I do this test,
 3. If I find your ring,
 4. Peggy will go shopping
 5. Simon will go to London next week
 6. If her boyfriend does not phone today,
 7. If they do not study harder,
 8. If it rains tomorrow,
 9. You will not be able to sleep
 10. Susan cannot move into the new house
- A. if it is not ready on time.
 - B. if you watch this scary film.
 - C. I will not have to water the plants.
 - D. they will not pass the exam.
 - E. she will leave him.
 - F. if he gets a cheap flight.
 - G. if she has time in the afternoon.
 - H. I will give it back to you.
 - I. I will improve my English.
 - J. she will receive it tomorrow.

3 Write the correct form of the verbs using the first conditional.

- a. If she ... (invite) me, I ... (go)
- b. If it ... (rain), we ... (cancel) the match.
- c. If I ... (get) a promotion, I ... (buy) a car.
- d. If she ... (be late), we ... (go) without her.
- e. If you ... (ask) more politely, I ... (buy) you a drink.
- f. If you ... (not behave), I ... (throw) you out.
- g. If he ... (win) the first prize, his mother ... (be) happy.
- h. If he ... (get) proper medical care, he ... (survive)
- i. If the drought ... (continue), plants and animals ... (perish).

WRITING

1 In about 150 words, write an article for a school magazine explaining why it is important to conserve plants and animals. When writing, consider the following:

- a. Briefly describe why plants and animals are an important part of our world.
- b. Explain how plants and animals help people, animals and the environment.
- c. Describe the threats that plants and animals face.
- d. Explain why it is important to protect plants and animals. What happens if they disappear?
- e. End your article by saying what people can do to help conserve plants and animals. Give a few simple suggestions.

Lesson

3

Protected Paradise

LEAD-IN

1 In pairs, ask and answer questions about a park in your city, town or village. Each pair takes turns being the interviewer and the interviewee. The interviewer should ask the following questions:

- Where is the park situated?
- How big is it?
- Are there animals in the park?
- Are there any recreational activities?
- What is the park renowned for?
- How often do you go to the park?
- What do you like doing there?

2 Look at the pictures. Discuss the questions:

- Which place would you most like to visit and why?
- What do you think makes these places so special? Why?
- What kind of activities do you think people can do in these parks?



Moraine lake in Banff National Park, Canada



Niagara Falls, USA

LISTENING

1 Do you know the differences between a national and a regional park? Can you name a few of them? Listen to the article and find out.

2 Read the statements. Decide whether they are *true* or *false*.

- | | |
|---|--|
| a. The first national park in the world was Yellowstone, created in 1872. | c. Kruger National Park is known for protecting the “Big Five” animals. |
| b. National parks are usually smaller than regional parks. | d. Regional parks are always located far from cities. |
| | e. Both national and regional parks aim to preserve natural and cultural features. |

3 Match each term with its correct definition based on the information in the article.

- | | |
|------------------------------|---|
| 1. Yellowstone National Park | A. A type of park managed at a local level, often near cities. |
| 2. National Parks | B. The first national park in the world, established in 1872. |
| 3. Regional Parks | C. Parks that are large, protected areas managed by the national government. |
| 4. The „Big Five” | D. Lions, elephants, rhinos, leopards and buffaloes are found in parks like Kruger. |

4 In groups, discuss the questions.

- | | |
|--|---|
| a. Why do you think it was important to establish national parks like Yellowstone? | c. Have you ever visited a national or regional park? What did you enjoy most about it? |
| b. What do you think are some of the challenges of managing national parks compared to regional parks? | d. How can people help protect parks when they visit? |

1 Read the two texts. Say where the parks are located. What type of parks are they?

Located in the Rocky Mountains near Estes Park, Colorado, **Rocky Mountain National Park** has attracted nature lovers and adventure seekers since it was officially established by President Woodrow Wilson in 1915. This iconic national park offers breathtaking views in all directions, making it a must-visit destination for families, hikers and outdoor enthusiasts.

For families with young children, the park offers several kid-friendly hiking trails, such as Lily Lake, Sprague Lake and Bear Lake. These trails are easy to navigate and provide stunning scenery and opportunities to spot local wildlife. Young explorers can also participate in the Junior Ranger program, designed to educate and engage children with hands-on activities about nature and conservation.

Rocky Mountain National Park is not only a summer destination; it transforms into a winter wonderland when the snow arrives. In winter, visitors can go sledding or tubing in the Hidden Valley area, which features the perfect hills for sliding down the snow. Once a ski area, Hidden Valley remains a favourite spot for families looking to enjoy winter activities in a beautiful mountain setting.



Located in Renfrewshire, Scotland, **Muirshiel Country Park** is one of Scotland's hidden gems, offering a rich variety of landscapes and activities for visitors to enjoy. The park spans across rolling moorlands, scenic woodlands and peaceful lochs, creating a tranquil setting perfect for relaxation and exploration.

One of the highlights of Muirshiel is its wildlife. The park is home to rare species, including the hen harrier, a protected bird of prey that nests in the moorlands. For those interested in birdwatching, Muirshiel provides viewing platforms and information boards to help visitors spot these remarkable birds in their natural habitat. The park also features roe deer, otters and a variety of other animals, making it a paradise for nature enthusiasts.

The park has walking and hiking trails appropriate for all fitness levels. The Windy Hill trail, one of the most popular routes, leads to a breathtaking panoramic viewpoint overlooking the Clyde Muirshiel Regional Park. There are also shorter trails, perfect for families with young children or those seeking a leisurely stroll through the woodland.

In addition to its natural beauty, Muirshiel Country Park has a fascinating history. Remnants of old barytes mines, which date back to the early 20th century can be seen in the park. Guided tours and interpretive signs provide insight into the history of mining in the area and its impact on the local community.

For visitors interested in educational experiences, the Muirshiel Visitor Centre offers interactive exhibits about the park's wildlife, geology, and conservation efforts. The center also provides information on upcoming events, such as guided walks, birdwatching sessions and seasonal activities, making it a great starting point for any visit.



2 In the texts, find the words and word combinations that match these definitions:

- A high, flat area often covered with grass and shrubs (starts with „m”).
- The time when children or adults slide down snowy hills for fun (starts with „s”).
- A rare type of bird mentioned in Muirshiel Country Park (word combination, starts with „h”).
- The place where you can learn more about wildlife and conservation in Muirshiel (word combination, starts with „v”).
- A program designed to teach kids about nature (word combination, starts with „j”).

3 Complete the sentences using the words in the Vocabulary Corner box.

- The sunset over the ocean was so ... that we stopped to take photos and admire the scene.
- The serene ... reflected the surrounding hills like a giant mirror, creating a magical atmosphere.
- The view from the top of the mountain was absolutely ..., with endless forests and sparkling lakes below.
- We went for a leisurely ... through the park, enjoying the fresh air and beautiful flowers.
- While walking along the river, we were lucky enough to spot an ... playing in the water.
- We followed a narrow ... through the forest, which led us to a beautiful waterfall.
- The park's peaceful ... made it the perfect place for a relaxing weekend getaway.
- Scotland is full of hidden ..., from charming villages to spectacular natural landscapes.

Vocabulary Corner

breathhtaking
trail
stunning
setting
gems
loch
otter
stroll

4 Read the two texts and decide if the statements are *true* or *false*.

- Rocky Mountain National Park was established by President Woodrow Wilson in 1915.
- Muirshiel Country Park is located in the United States.
- Lilly Lake is a kid-friendly hiking trail in Muirshiel Country Park.
- The Junior Ranger program is for teaching children about nature.
- Visitors can see hen harriers in Rocky Mountain National Park.

5 Match the features below to the correct park (Rocky Mountain National Park or Muirshiel Country Park).

- Offers sledding and tubing activities in winter.
- Features old barytes mines and guided tours about mining history.
- Is located in Scotland.
- Has a Junior Ranger program for children.
- Includes the Windy Hill trail with panoramic views.

6 Work in groups. Each group focuses on a text. Read the information about their assigned park. Write five questions about the park. Address these questions to the other group. Discuss what you learned about the parks.

SPEAKING

1 Discuss in groups. Group A focuses on Rocky Mountain National Park. Group B focuses on Muirshiel Country Park. Make a list of activities you can do there. Share your lists with the class. Discuss which park you would like to visit. Explain your choice.

2 Work in groups. Each group chooses a park. Design a poster to promote one of the two parks. Include its main attractions, activities and wildlife. Present your poster to the class.

3 Look at the headings in the chart below.

A. Think of words related to parks that fit into each category. Write at least three words for each column:

Geographical positions	Animals	Activities
mountain	bears	camping
...	...	...

B. Use the words from your chart to write sentences. Take turns with your partner to describe a park.

USEFUL LANGUAGE

- ✓ Our park is located in...
- ✓ One of the main attractions is...
- ✓ Visitors can enjoy activities such as...
- ✓ The wildlife includes...
- ✓ We recommend this park because...

Introductory Subjects "There" and "It"

We usually use "there" as an introductory subject with a noun or a noun phrase and the verb "be". It is often used to introduce new information or say that something exists.

Structure: There + verb (be) + subject + additional information.

Examples: *There is a coffee shop next to the station.*

There was a boy in the car.

We can use "there" with any tense of "be", including a modal verb + be.

Example: *There might be cake at the party.*

We use "it" as an introductory subject. "It" is used to introduce something that has already been mentioned, describe the weather, time, or distance, or act as a placeholder subject before the real subject appears. "It" tends to be followed by an adjective rather than a noun phrase.

"It" is used with "be" + adj. + to + infinitive.

Example: *It is nice to be here*

It is sunny in the Rocky Mountains.

1 Fill in the blanks with "there" or "it":

- ... is a Junior Ranger program for children in the park.
- ... was raining when we started hiking.
- ... are many trails to choose from.
- ... is a 15-minute walk to the visitor center.
- ... is a great place for birdwatching.
- ... is nothing to eat.
- ... is great to meet you.
- ... might be some money in the drawer.
- ... were flowers all over the hills.

2 Fill in the sentences with *there* and *it*. Use the correct form of the verbs in brackets.

- ... (be) an hour since I ordered my lunch.
- ... (be) a lot of improvement in the quality of our products.
- ... (be) hard for him to find a job.
- ... (be) a pleasure to have you as my guest.
- ... (be) very cold today; ... (be) snowing all night.
- ... (be) amazing to be the first person to discover this cave.
- ... (not take) you too long to finish the report.

3 Correct the sentences using *it* or *there*.

- It are many animals in the park.
- There is sunny today.
- There is important to bring water on long hikes.
- It was a picnic area near the visitor center.
- There is cold in the mountains during winter.

WRITING

1 Think of a place you have visited, read about or imagined. Write a short story using the introductory *there* and *it*.

- Begin your story with a sentence introducing the place using „there“:
Example: *There was a peaceful lake surrounded by tall trees.*
- Describe the activities, animals, or scenery using „it“ and „there“ appropriately:
Example: *It was sunny and warm, perfect for hiking.*
- End your story with the sentence:** *It was the most amazing place in the world.*

2 Choose one national park from the United States that you like.

- Create a lapbook, exploring the beauty and the interesting facts of the park. Include the following:**
 - ✓ A title page with the name of the park.
 - ✓ A section for the park's history.
 - ✓ A section for interesting facts and important events.
 - ✓ A section for your map of the United States, showing the state and park's location.
 - ✓ Any additional creative sections such as animal or plant life in the park.
- On the inside of your lapbook, write a 150-words description. Explain your choice. Highlight its unique features, attractions, and what makes it stand out from other national parks.**

Lesson

4

From Grey to Green

LEAD-IN

1 Have you ever wondered what life would be like a few years from now? Read the predictions. Underline the key facts and figures. Discuss them. Consider the following questions:

- How realistic do they seem?
- What measures should cities take to address these issues?
- What is the role of individuals in creating greener urban environments?

By 2050 68% of the global population is expected to live in cities. That's 2.5 billion more people than today. In Europe, three out of four people already live in urban areas. Researchers estimate that nine million people die every year as a direct result of air pollution. In London, two million people, including 400,000 children, live in areas with toxic air.

Research shows clearly that we need nature in our surroundings. We need trees in our streets, plants in our gardens and flowers on our balcony. We need nature as our neighbour at all times.

2 In groups, reflect on how incorporating nature into our daily lives can positively impact our health. Continue the list below. For each point, provide specific examples of how nature contributes to that benefit.

- Promoting physical health
- Enhancing mental well-being
- Encouraging social interaction

Example:

Physical health: *Walking or jogging in parks improves cardiovascular fitness.*

LISTENING

1 You will be listening to an article about one of the greatest parks in London. Answer the questions below.

- Where is Hyde Park located?
- What activities can you enjoy on Serpentine Lake?
- Name one historical landmark in Hyde Park.
- What recreational activities are available on the park's lawns?
- What sports can you play in Hyde Park?
- What popular outdoor activity involves guided rides through the park?
- What types of events and festivals does Hyde Park host?
- What is the significance of the Speakers' Corner?



- How far back does the tradition of the Speakers' Corner date?
- How does Hyde Park contribute to the city's atmosphere?

2 In pairs, discuss the questions below.

- What is your favorite park in your city/town/village? Why do you like it?
- How often do you visit parks? What do you usually do there?
- What kind of activities can people do in the parks in your city/town/village?
- Are there any famous landmarks or attractions in the parks near you?
- Are there any sports or fitness facilities available in the parks?
- How do parks in your city/town/village help the environment? How do they improve the quality of life?
- Do parks in your city/town/village host any events or festivals? If yes, which ones?
- If you could design a park for your city/town/village, what features would you include?

1 Read the text. Explain the title of the text.

The Ever-Changing Role of City Parks

City parks have long been cherished as essential parts of urban life. From the serene paths of Hyde Park in London to the expansive greenery of Central Park in New York City, these spaces offer much more than just a patch of grass in the midst of a bustling city.

Historically, parks have served as venues for public gatherings, relaxation and recreation. Today, they face new challenges and opportunities as urban areas become more densely populated and complex. Urban planners and architects now view parks as indispensable to sustainable city living. For instance, Singapore's Gardens by the Bay combines cutting-edge technology with natural beauty, showcasing futuristic "Supertrees" that promote biodiversity and help regulate the climate. Similarly, Paris has introduced "pocket parks" in small, unused urban spaces, offering green escapes in crowded neighbourhoods.

Famous parks often illustrate how green spaces can reflect a city's unique identity. For example, Tokyo's Ueno Park features museums and cherry blossoms, offering cultural enrichment alongside natural beauty. Meanwhile, Cape Town's Kirstenbosch National Botanical Garden highlights local flora, creating a deep connection between nature and national pride.

Parks are also adapting to modern health and environmental needs. In Copenhagen, for example, urban parks are designed with flood-resilient landscapes, that manage excess rainwater while providing recreational areas.

In addition, medical research increasingly highlights the mental health benefits of spending time in nature, leading cities like Melbourne to promote "green prescriptions" for stress relief.



As cities evolve, so do their parks. From high-tech innovations like New York's High Line, a park built on an old railway line, to the preservation of cultural and historical landscapes, urban parks are dynamic spaces that meet the changing needs of their communities. By combining tradition with innovation, these green spaces will continue to thrive, playing a vital role in the urban environments of the future.



2 Match the words and word combinations in the Vocabulary Corner box with their definitions.

- To hold something or someone dear, showing great affection, care or respect.
- Small parks in unused urban spaces.
- Recommendations by healthcare professionals for patients to spend time in nature, such as parks or forests, as part of treatment for improving mental and physical health.
- The latest and most advanced stage in the development of something, especially technology or innovation.
- Natural elements incorporated into urban areas.
- A small area of land or a section of something, often distinct from its surroundings (e.g., a patch of grass).

Vocabulary Corner

pocket parks
biophilic design
to cherish
patch
cutting-edge
green prescriptions

3 Complete the sentences using the words and word combinations in the Vocabulary Corner Box.

- A small ... of wildflowers grew in the corner of the park, adding a splash of color to the green lawn.
- The new office building incorporates , featuring an indoor garden and large windows to bring in natural light.
- The ... playground equipment in the park uses advanced technology to make it accessible for children with disabilities.
- Doctors in the city have started giving , encouraging patients to spend time walking in parks to reduce stress and improve overall health.
- The city council redesigned an abandoned lot into a beautiful with benches and flowerbeds for the community to enjoy.
- Many people ... childhood memories of playing in their neighborhood park.

4 Read the statements below. Decide whether they are *true* or *false*. Correct the false ones.

- City parks have always been used only for relaxation.
- Biophilic design integrates natural elements into urban planning.
- Singapore's Gardens by the Bay features "Supertrees" that help regulate the climate.
- Cape Town's Kirstenbosch Garden highlights global plant species.
- It is difficult for architects to adapt parks to modern environmental needs.
- In the past, parks served as venues for public gatherings, relaxation and recreation.

5 In the text, find synonyms for the words below. Write sentences using them.

- | | |
|-------------|---------------|
| a. lively | d. crowded |
| b. peaceful | e. to develop |
| c. green | f. surplus |

SPEAKING

1 In groups, discuss the questions. Share your thoughts with your classmates.

- Why do you think parks are considered "urban lungs"?
- How might technology enhance the functionality of the parks in the future?
- Do you agree that parks should be a priority in urban planning? Why yes? Why not?

2 With a partner, take turns asking and answering the questions below to describe a park or garden in your community. Use complete sentences. Include as many details as possible.

- Where is the park or garden located?
- Are there any famous landmarks or places nearby?
- What transportation options are available to reach the park?
- How long does it take to get there?
- Do you visit this park often or only on special occasions?
- How long do you usually stay there?
- What features do you love about the park?
- Do you have any memorable experiences within the park?

3 There are many ways cities can create sustainable green spaces. From the list provided, choose the options you think are easy to implement in your community. Which of them might be more challenging?

- Analyse the list of sustainable green space ideas.
- Rank the ideas from the easiest to the most challenging.
- Discuss why some ideas might be easier or more difficult to implement in your area.
- For each idea, write 1-2 sentences explaining your reasoning.

4 As a group, choose one idea that would benefit your community. Brainstorm specific steps to implement it. Identify possible challenges and solutions.

- ✓ Planting trees along streets and in parks;
- ✓ Creating community gardens for local food production;
- ✓ Building rooftop gardens on schools and office buildings;
- ✓ Designing pocket parks in unused urban areas;
- ✓ Installing vertical gardens on building walls;
- ✓ Using recycled materials for park benches and pathways;

Disjunctive Questions

Disjunctive questions, also known as *tag questions*, are short questions added at the end of a statement to confirm information or seek agreement. They are often used in conversation to engage the listener.

Structure:

A disjunctive question consists of two parts: a **main statement** and a **question tag**.

If the main statement is **positive**, the tag is **negative**.

If the main statement is **negative**, the tag is **positive**.

Examples: *She's coming to the party, isn't she?*

He isn't home yet, is he?

✓ Tense Agreement:

The verb in the tag matches the **tense** and **form** (e.g., auxiliary verb) of the main clause.

Examples: *They were at the park, weren't they?*

You haven't seen my keys, have you?

✓ Modal Verbs:

If the main statement includes a **modal verb**, the same modal verb is used in the tag.

Example: *You can swim, can't you?*

✓ Imperatives:

For commands or requests, use *will you*, *won't you*, or *can you* in the tag.

Examples: *Close the door, will you?*

Help me with this, won't you?

✓ Intonation:

Rising intonation is used when asking for confirmation or information.

Falling intonation is used when expecting agreement.

You don't know where my wallet is,	do you?	/ rising	real question
It's a beautiful view,	isn't it?	\ falling	not a real question

1 Add the tag question.

- You're coming to the meeting, ... ?
- The movie was great, ... ?
- I shouldn't eat more cake, ... ?
- She's from a small town in China, ... ?
- They aren't on their way already, ... ?
- We're late again, ... ?
- I'm not the person with the tickets, ... ?
- Julie isn't an accountant, ... ?
- The weather is really bad today, ... ?
- He's very handsome, ... ?
- They aren't in Japan at the moment, ... ?
- You aren't from Brazil, ... ?
- John's a very good student, ... ?
- The dog is hungry, ... ?

2 Each sentence below has an incorrect question tag.

Rewrite the sentence using the correct tag.

- You're tired, isn't it?
- She won't come to the meeting, will she not?
- They didn't enjoy the trip, don't they?
- Let's go for a walk, will you?
- I'm the best person for the job, am I not?

3 Take turns asking your partner questions with tags to confirm information. Use topics such as favourite food, music, or sport, their weekend plans or recent experiences.

Example: *You've been to the new cafe downtown, haven't you?*

Structure

Opening (Introduction):

- ✓ Address the letter formally: *Dear [City Council]*.
- ✓ Introduce yourself and state the purpose of your letter.
Example: *I am writing to express my concern about the decision to replace our local park with a shopping center.*

Main Body (3 Paragraphs):

- ✓ Write three reasons to support your argument. Each reason should be in a separate paragraph. Consider the following:
 - Environmental impact
 - Community benefits of the park
 - Negative effects of a shopping center

Closing:

- ✓ Politely urge the council to reconsider their decision.
Example: *I urge the council to reconsider this decision for the benefit of the environment and the community.*
- ✓ End with: *Yours sincerely, [Your Name]*.

WRITING

1 Imagine that your local park is at risk of being replaced by a shopping center. Write a letter to your city council to convince them not to demolish the local park. Explain why the park is important to your community and why it should be preserved.

Lesson

5

Are You a Green Tourist?

LEAD-IN

- 1 In pairs, ask and answer the questions below.
 - a. Do you enjoy travelling? If so, what makes travelling exciting for you?
 - b. What places have you visited recently that left a lasting impression on you?
 - c. In your opinion, who can be considered a “green tourist”?
 - d. Do you think being a green tourist is challenging? Why yes? Why not?
 - e. Have you ever tried eco-friendly accommodations or activities during your travels? How was the experience?
- 2 Match the following types of tourism with their descriptions and characteristics. Which of them have you ever experienced? Which would you like to try? Why?

Types of tourism	Description	Characteristics
Adventure tourism	Visiting rural areas or farms to learn about agriculture, enjoy farm activities and experience countryside life.	Provides learning opportunities. Includes visits to historical landmarks, museums, cultural workshops or academic institutions.
Green tourism	Engaging in activities related to the sea.	Farm visits, agricultural activities, sustainable farming practices. Focuses on relaxation and connecting with nature in a rural setting.
Agrotourism	Environmentally responsible travel that focuses on conserving natural resources and supporting sustainability.	Focuses on physical activities, risk-taking, and adrenaline-pumping experiences: hiking, kayaking, mountain biking, environmental stewardship. Takes place in remote, natural or rugged environments.
Educational tourism	Thrilling outdoor activities such as mountain climbing, zip-lining, bungee jumping or trekking in challenging landscapes.	Prioritizes sustainability, environmental conservation and minimizing ecological footprints. Promotes eco-friendly accommodations and practices
Marine tourism	Traveling with the purpose of learning.	Offers wildlife experiences like whale watching or coral reef visits. Revolves around ocean-based activities such as: snorkeling, scuba diving, boating, marine ecosystem protection.

- 3 From the list below, tick the benefits of the green tourism. Choose three benefits and explain how they contribute to environmental sustainability and support the well-being of local communities.
 - a. Reduction of carbon footprint
 - b. Preservation of natural resources
 - c. Increased pollution levels
 - d. Support for local economies
 - e. Loss of biodiversity
 - f. Promotion of sustainable travel practices
 - g. Overcrowding of natural parks
 - h. Protection of wildlife habitats
 - i. Deterioration of cultural heritage

LISTENING

- 1 Read the sentences below. Decide whether they are *true* or *false*.
 - a. Ecotourism is only about protecting the environment.
 - b. Costa Rica has many protected areas, like Corcovado National Park.
 - c. Slovenia has no protected land.
 - d. Norway works hard to protect its natural beauty.
 - e. The Green Label shows that a service or hotel is harmful to the environment.



Lake Bled in Slovenia

2 Listen to the interview between a student and a tourist consultant about ecotourism. Complete the sentences with words from the dialogue.

- Ecotourism helps protect the ... and supports local ...
- Costa Rica has many ... parks and protected ...
- In Norway, there are many ways to enjoy nature, like ... and ...
- Slovenia is known for its beautiful ... and ...

READING

1 Look at the three types of holidays below. For each type, write a short description of the activities people usually do during that type of holiday.

- Adventure holidays
- Cultural holidays
- Relaxing holidays

3 Read the text. Answer the ending question.

2 In pairs, discuss your favourite type of holiday. Explain why you enjoy it. When discussing consider the following:

- Do you like being with lots of other people or just a few friends or family members?
- Do you prefer staying in a big resort, a small hotel or camping?
- Do you go on holiday to “get away from it all” or to have fun?

3 Answer the questions based on the dialogue.

- What is ecotourism?
- Why is it important to travel responsibly?
- What countries were mentioned by the tourist consultant in the interview?
- Which country has limited its visitors by imposing a guide while visiting?
- How many percent of land is Slovenia covered by forests?
- What eco-activities can be practiced in Norway?

Tourists Paradise

Coconut Island used to be a peaceful, tropical paradise with coconut trees, golden beaches and a clear, blue sea. I apologise for the mistake I made there. While the island still has coconut palms, golden sand and clear water, it has changed a lot compared to how it was before. So, what exactly happened?

The beach is now crowded with tourists, sunbeds and umbrellas. The sea is filled with speedboats, noisy jet skis and surfers. The number of palm trees has decreased due to constant construction. Now Coconut Island is full of hotels, resorts, guest houses, restaurants and swimming pools. The paradise I remember is gone, but the Paradise Hotel is now under constant development.

Am I the only one who feels this way? The tourists look happy; the weather is perfect, the food is delicious and affordable and the sea is warm. The locals seem content too. There are plenty of street vendors, more jobs and improved roads. The developers are certainly satisfied with all the construction going on. So, why do I feel unhappy?

A friend of mine visited this place five years ago. Her photo album is filled with stunning pictures of empty beaches. She also has photos of simple wooden bungalows right on the beach. She told me there was no need to book; you just arrived and had the whole place to yourself: cheap and peaceful.

That's not the case anymore! The beach is crowded all day long with loud music playing in the background. Children can be heard shouting from the cafes while the



hotels are incredibly expensive. Most of the hotels are full with tourists who made reservations months in advance. I'm lucky to have a small room at the back of one hotel and even that is expensive.

But maybe this is all part of progress. Not only are the roads better, but there's now a medical clinic. The local children speak English: “Mister, mister, want a t-shirt?” and new businesses are popping up everywhere.

Then, I watch an old woman trying to cross the road from her home to the shops. It used to be a quiet road, but now it's busy and stressful. She looks nervous and waits for someone to walk with her. The children no longer ride bikes, but instead race around on motorbikes. It doesn't feel very safe. My friend once stayed in a beachfront bungalow that had no lock. The hotel now advises guests to store their valuables in a safe box. So, is this progress?

4 Match the words in the Vocabulary Corner box with the following definitions:

- A small house made of wood, usually on the beach or near water.
- A state of being crowded with people.
- Something that is not expensive.
- A strip of land along a beach.
- To appear or happen, especially suddenly or unexpectedly.

Vocabulary Corner

beachfront
packed
bungalow
to pop up
affordable

5 Replace the underlined words with their synonyms. Use the Vocabulary Corner Box.

- We stayed in a cosy cottage by the lake for the weekend.
- The store offers reasonably priced clothing that fits all budgets.
- The hotel is located right on the seafront, offering beautiful views of the ocean.
- The restaurant was so crowded that we had to wait for a table.
- New coffee shops continue to appear in the city center every month.

6 Discuss the following questions based on the text:

- What did Coconut Island look like when the writer first visited it?
- How has the beach on Coconut Island changed over time?
- What types of activities and things are now commonly found on the beach?
- How does the writer feel about these changes? Why?
- What memories does the writer have from a friend's visit to the island five years ago?
- What does the writer observe about the local children on the island?
- Do the locals seem happy with the changes? Why yes? Why not?
- How does the writer describe the safety on the island now?

SPEAKING

1 In pairs, discuss the questions. Report your answers to the class.

- Do you think it's good for a place to develop or should it stay small and quiet? Why?
- What are some benefits of tourism and development for local people? What are the disadvantages?
- Have you ever visited a place that changed a lot over time? How did it make you feel?
- What would you do if you were the writer? Would you be happy or unhappy about the changes on Coconut Island?
- What kind of holiday do you prefer: peaceful and quiet or busy and lively? Explain why.

2 Work in pairs. One person will take the role of a travel journalist, and the other will play the role of a responsible tourist who has just returned from a trip. Roleplay a conversation. Use the vocabulary words provided.

- ✓ package holidays
- ✓ visiting exotic locations
- ✓ responsible tourism/tourist
- ✓ local customs
- ✓ clean up
- ✓ throw away the rubbish
- ✓ look after
- ✓ natural environments
- ✓ encourage conservation
- ✓ pay a special tax

GRAMMAR

Conditional Type 2

Conditional Type 2 is used to talk about hypothetical or unreal situations in the present or future. These situations are often unlikely or imaginary.

Examples: *If I found her address, I would send her an invitation.*

If John had the money, he would buy a Ferrari. (But he doesn't have money now.)

If I had more time, I would learn a new language. (But I don't have more time now.)

Structure

General Structure	Reversed Structure
If-clause (condition) + Main clause (result) If + Past Simple, would + Infinitive Example: <i>If I had more money, I would travel the world.</i>	Main clause (result) + If-clause (condition) would + Infinitive if + Past Simple Example: <i>I would travel the world if I had more money.</i>

The verb "to be":

In the **if-clause**, "were" is used for all subjects (instead of "was"), especially in formal contexts.

Example: *If I were you, I would not behave this way.*

1 Complete the sentences with the correct form of the verbs in brackets.

- If I ... (win) the lottery, I ... (buy) a new house.
- She ... (be) happier if she ... (live) in a warmer country.
- If we ... (have) more time, we ... (visit) you more often.
- They ... (travel) to Paris if flights ... (be) cheaper.
- If he ... (study) harder, he ... (get) better grades.
- If I ... (know) how to cook, I ... (prepare) dinner for you.
- She ... (be) happier if she ... (live) closer to her family.
- If we ... (not pollute) the environment, the Earth ... (be) healthier.
- They ... (visit) us if they ... (have) a car.
- If I ... (throw) rubbish in natural environments, they ... (harm) the wildlife.
- If you ... (be) a responsible tourist, you ... (respect) local customs.
- The beaches ... (look) cleaner if more people ... (clean up) after themselves.
- If I ... (know) about package holidays, I ... (book) one for my trip.

4 Match the parts of the sentences.

- If I looked after natural environments,
- If we encouraged conservation,
- If tourists paid a special tax,
- If locals explained their customs,
- If people threw away their rubbish,

2 Rewrite the sentences. Change them using the Conditional Type 2.

Example: *I don't live near the beach, so I can't go swimming every day.* → *If I lived near the beach, I would go swimming every day.*

- She doesn't speak French, so she can't work in France.
- We don't have a car, so we can't go on a road trip.
- He doesn't practice enough, so he can't play the piano well.
- I'm not rich, so I can't donate to charity.
- I don't have free time and I can't spend more time with his family.
- Our garden is small and we can't grow more vegetables.

3 Answer the following questions using the conditional Type 2.

- What would you do if you were rich?
- How would your life change if you lived in another country?
- If you only ate one food forever, which would it be?
- What would happen if you didn't have access to the Internet?
- What would you do if you could travel to the future?
- If you made one change to the world, what would it be?
- What would you do if school was cancelled today?

- the sea would be cleaner.
- I would understand their traditions better.
- it would protect wildlife.
- more projects could be funded.
- the world would be a better place.

WRITING

1 Imagine your friend is planning a holiday and has asked for your advice. Write an email to him or her using the structure below.

Structure:

- ✓ **Greeting:** Start your email with a friendly opening (e.g., *Hi [Name],*)
- ✓ **Introduction:** Mention that you are happy to give advice.
- ✓ **Main Body:**
 - Suggest a holiday destination.
 - Give advice about activities he or she could do there.
 - Give advice on how to be a responsible tourist while travelling.
- ✓ **Closing:** Wish him or her a great trip and invite him or her to ask more questions if needed.
- ✓ **Sign-off:** End your email politely (e.g., *Best regards, Your Name*)

Making Recommendations

- ✓ ... is worth doing / seeing / going to.
- ✓ ... is a must-see (attraction).
- ✓ I'd recommend ...
- ✓ You can ...
- ✓ You should ...

Lesson

6

Check Up Your Progress

READING COMPREHENSION

1 Read the text and accomplish the tasks that follow.

Climate Change

The weather is a common topic of conversation every day. It can change quickly, even in one day. For example, it might be sunny in the morning and rainy by the afternoon.

The climate, however, is different. It does not change every day or every month. Climate refers to the average weather conditions in a place over many years. For example, a desert has a hot and dry climate, while a rainforest is warm and humid. Some places, like mountains, can be cold all year.

Today, many people talk about *climate change*. This means the Earth is getting warmer. This is also called *global warming*. Why is this happening?

The Earth has gases in the air that act like a blanket. These are called *greenhouse gases*. They keep the Earth warm. However, now there are too many greenhouse gases,

so the Earth is getting hotter. It is like putting on a very heavy blanket.

One of these gases is called carbon dioxide. Trees help the Earth by absorbing this gas and releasing oxygen. But when people cut down many trees, the problem gets worse.

A warmer Earth can cause serious problems. There can be more storms, heatwaves and floods. Animals like polar bears and seals are losing their homes because the ice is melting. Sea turtles are losing the beaches where they lay their eggs. Farmers in some countries have problems growing food.

In the past, the climate changed naturally. But in the last 200 years, scientists say that human activity has made the Earth warmer. If we change the way we live, we can help the Earth and slow down climate change.

2 Answer the questions according to the text.

- What is the difference between weather and climate?
- How is the climate in a rainforest different from a desert?
- What causes the Earth to get warmer?
- How do trees help with carbon dioxide?
- What can people do to help stop climate change?

3 Read the statements. Decide if they are *true* or *false*. Justify your choice.

- Climate usually changes over hundreds or thousands of years.
- Deserts are known for being cold and rainy.
- Cutting down trees can make the Earth's "blanket" thicker.
- A warmer Earth can cause unusual weather, like more storms and heatwaves.
- Greenhouse gases are harmful and do not help the Earth in any way.

4 Match the beginning of each sentence in Column A with the correct ending in Column B. One is extra.

Column A

- Weather can change...
- Climate is the average weather...
- Deserts have a hot...
- Greenhouse gases act like...
- Humans make the problem worse...
- A warmer Earth can mean...

Column B

- and dry climate.
- animals like polar bears lose their homes.
- quickly, even in one day.
- by cutting down too many trees.
- in one place over many years.
- global warming.
- a blanket to keep the Earth warm.

5 In the text, find words that match the definitions below.

- The condition of the air, such as sunny, rainy, or windy, on a specific day.
- An area with very little rain, usually hot and dry.
- A dense, tropical forest found in areas with high amounts of rainfall throughout the year.
- A large, soft piece of fabric used to cover and keep warm, especially while sleeping.
- A period of very high temperatures, hotter than normal for that time of year.

6 In the text, find synonyms for the following words:

- to preserve
- researcher

7 In the text, find antonyms for the following words:

- slowly
- light

8 In about 40-50 words, explain the following statement in your own words: "Climate change is the result of human behaviour."

VOCABULARY BUILDING

1 Choose the correct answer.

- The workers are threatening ... if their demands are not met.
A. to obey B. to strike C. to work D. to finish
- Social movement ... are aware of this complex blend of advantages and risks.
A. workers B. candidates C. activists D. pupils
- This area provides habitat for several rare or ... fish species.
A. sensitive C. destructive
B. invasive D. endangered
- Many ... such as mangroves and wetlands are disappearing fast.
A. habitats B. places C. islands D. locations
- Balenciaga is celebrating the world of Formula 1 with a series of artworks that ... land and sea.
A. unite B. blend C. describe D. comprise
- He regarded the north of the country as a separate cultural ...
A. action B. reality C. entity D. opportunity
- The film ... elements of fantasy and science fiction.
A. incorporates C. separates
B. describes D. organises
- Since its ... in 1945, the United Nations has played a dominant role in the development of international law.
A. formulation B. establishment C. closure D. abolition

GRAMMAR

1 Identify the mistakes in the sentences and rewrite them correctly.

- Jackie always screams if she will see a spider.
- He would be happier if he moves to a bigger flat.
- If he don't come home by eleven, I will call the police.
- Do you help me if my suitcase is too heavy?
- My sister would do gymnastics if she isn't so tall.
- If you will press this button, the TV switches off.
- I wouldn't talk to her if I didn't knew her.
- Would you be scared if you see a snake?

2 Fill in the right form of the verbs in the brackets.

- I will tell you if I ... (need) anything.
- If I ... (have) her number, I would call her immediately.
- If you ... (water) plants regularly, they grow faster.
- If my uncle drove more slowly, I ... (join) him for a ride.
- If he ... (study) harder, he will pass all his exams.
- I ... (not live) in this old house if I were rich.
- If the sun ... (go) down, it gets dark.
- I ... (help) you if your homework is too difficult.

3 Choose the correct form between „There's" and „It's" for each sentence.

- There's / It's* very cold outside.
- There's / It's* a book on the desk.
- There's / It's* 6 o'clock.
- There's / It's* something new.
- There's / It's* something in your drink.
- There's / It's* a film at 10:30.
- There's / It's* time to go.
- There's / It's* tea and coffee. Which would you prefer?
- There's / It's* easy to cheat.
- There's / It's* another meeting at 11 o'clock.

4 Write the correct tag question.

- She is collecting stickers, ... ?
- We often watch TV in the afternoon, ... ?
- You have cleaned your bike, ... ?
- John and Max don't like maths, ... ?
- Peter played handball yesterday, ... ?
- They are going home from school, ... ?
- Mary didn't do her homework last Monday, ... ?
- He could have bought a new car, ... ?
- Kevin will come tonight, ... ?
- You are clever, ... ?

WRITING

1 You see this announcement in an international student magazine: "Don't miss your chance, publish an article!" In about 150 words, write an article on the topic: "Should we stop climate change or adapt to it?" The most interesting articles will be published in the magazine. Consider both sides of the issue and provide your opinion. When writing, consider the following:

- ✓ Introduce the topic and explain what climate change is.
- ✓ Discuss the importance of stopping climate change and the actions that can be taken.
- ✓ Explain the concept of adaptation and how it can help us deal with the consequences of climate change.
- ✓ Conclude with your personal opinion, balancing both perspectives.

Bringing Ideas to Life

Photocollage: *Nature Through My Eyes*

Go outside and capture the beauty and diversity of nature through photography. Express your personal connection with the natural world. Create a photocollage that tells a visual story of your unique perspective on nature.

Choose one or more of the following topics to explore in your photography:

- ✓ A funny-shaped cloud
- ✓ A spider web
- ✓ An animal
- ✓ A close-up of a flower
- ✓ A feather
- ✓ An animal track
- ✓ A tree
- ✓ A tree hollow

Collage Creation

- ✓ Take photos, create a photo-collage by combining your images into one presentation.
- ✓ Arrange your images creatively to tell a story or express the harmony between humans and nature.
- ✓ Consider how each image complements the others in colour, texture and theme.

Reflection

- ✓ Write a short reflection (150-180 words) describing your experience capturing nature through photography.
- ✓ Explain why you chose your theme(s) and how it reflects your personal connection with the natural world.
- ✓ Mention any challenges or surprises you encountered during your outdoor adventure.

Presentation

- ✓ Present your photocollage to the class.
- ✓ For each photo, express:
 - ✓ What drew your attention to the subject you photographed.
 - ✓ How the photo makes you feel (e.g., calm, inspired, curious, etc.).
 - ✓ Any interesting facts about the subject (e.g., why trees have hollow spaces or what animal tracks you found).

Criteria		Points
Content	The collage strongly reflects the chosen theme(s) and expresses a deep personal connection with nature.	4
Creativity & CompositionCreativity and Composition	The collage is exceptionally creative with a thoughtful arrangement of photos.	4
Language	Language is clear, concise, and well-crafted. The reflection is insightful and eloquent, fully conveying the personal connection to nature.	4
Layout and Design	The layout and design are visually pleasing and well-organized. The use of space, fonts, and image placement enhances the overall effect of the collage.	4
Presentation	The presentation is polished and professional, with attention to detail. It is clear, organised, engaging and drawing the viewer in.	4

“Nature is the art of God.”
(Dante Alighieri)

Unit 6

STAY, SHARE, AND EXPLORE



Lesson

1

City Living

LEAD-IN

- Look at the pictures. In groups, discuss which place you would like to live in. Explain why. Share your reasons by considering factors such as the environment, lifestyle, facilities and local attractions.



A



B



C

- Analyse the table below comparing life in the city and life in the village. Based on your knowledge and experiences, fill in the table with the advantages and disadvantages of both lifestyles for each category. Discuss the results with your classmates. Consider the following:
 - Which lifestyle do you personally prefer? Why?
 - What factors influence people's decisions to live in a city or a village?

Lifestyle	Facilities	Job Opportunities	Public Transportation	Social Life	Education	Healthcare
City Life						
Country Life						

- Describe your street community using the vocabulary in the table below.

Street	Description words
Location and general atmosphere	in a city or suburb, quiet or busy, friendly
Houses	modern, traditional, well-maintained or older buildings
Neighbours	families, elderly people, or young professionals, helpful
Environment	tree-lined, clean, with parks, crowded with cars, nearby facilities (e.g., a park, grocery store, bus stop)
Community Activities	neighborhood gatherings, festivals, community meetings

LISTENING

1 Listen to a conversation between Mark and his sister.

Answer the following questions:

- How is Emma doing in the village?
- What kind of work does Emma do in the village?
- Why does Mark think life in the city is better than in the village?
- What does Emma enjoy about living in the village?
- What does Mark think he would miss about city life if he lived in the village?
- What do Mark and his sister plan to do next summer?

READING

1 Read the text. Discover how life in London reflects its cultural diversity and how the city balances modern living with old traditions.

London is a busy and exciting city where people from all over the world come to live and work. The way people live in London can be very different depending on where they live, what they do and their cultural background.

Most people in London live in apartments or houses. Many choose to live in central areas to be close to work or the city's attractions, but these areas can be expensive. Because of this, some people prefer to live in the outer parts of London, where housing is more affordable. The city has a great public transport system, such as the London Underground (the Tube), buses and trains, which makes it easy to travel around.

London is a multicultural city. The food, languages and festivals reflect the diversity of people living here from many different countries. In neighbourhoods like Camden, Soho and Brick Lane, you can experience different traditions and hear many languages spoken.

2 Read the text. Answer the following questions:

- Where do most people in London live?
- Why do some people choose to live in the outer parts of London?
- What makes London's public transport system convenient for its residents?
- What are the things people do in their free time in London?
- What are the green spaces in London where people can relax?
- What makes London a busy and exciting city?
- How does life in London compare to living in a quieter city or town?
- What sectors do people in London work in?

2 Read the statements. Decide whether they are *true* or *false*.

- Emma enjoys the fast pace of life in the village.
- Mark likes the convenience of living in the city, with lots of shops and activities.
- Emma has to travel far to get to the nearest town for groceries.
- The village is noisy and crowded, making it difficult to relax.
- Emma prefers living in a tight-knit community and being close to nature.
- Mark would like to stay in the village for a long time, instead of living in the city.

Life in London can be fast-paced, especially for people who work in big industries such as finance, technology or media. Many people work long hours, but in their free time they enjoy exploring the city. They might visit a park, go to a museum or watch a play in the West End.

There are many things to do in London. The city has many restaurants, cafés, shops and places for entertainment. Whether you are enjoying street food or relaxing with a coffee in a café, London offers something for everyone. There are also many parks and green spaces, such as Hyde Park and Regent's Park, where people can have a rest in nature.

Even though London is busy and sometimes crowded, it's a city where you can experience both modern life and old traditions. People appreciate its diversity, creativity and history and there's always something new to discover.

3 Read the statements. Decide whether they are *true* or *false*.

- People in London mostly live in houses in the central areas.
- Living in the central areas of London is usually very cheap.
- London has a well-developed public transport system.
- Camden, Soho and Brick Lane are neighborhoods where you can see many different cultures.
- Most people in London work short hours and have lots of free time.
- There are many parks in London, like Hyde Park and Regent's Park, where people can relax.
- London is a quiet city with no crowds.
- London is known for its mix of modern life and old traditions.

4 Match the words in the Vocabulary Corner box with their definitions.

Write sentences using them.

- places or events that draw visitors because they are interesting or enjoyable;
- neighborhoods or areas that are located on the outskirts, farther from the city center;
- the speed at which something happens or is done;
- having many different cultures or ethnic groups living together;
- travelling around to discover new places or learn about something;
- the state of having many different types of people, cultures or ideas.

Vocabulary Corner

multicultural
attractions
pace
exploring
diversity
outer

5 Work in groups. Using a map of London, identify the key attractions or neighbourhoods mentioned in the text. Discuss what each area is known for and why people choose to visit them.

SPEAKING

1 Work in pairs. For each type of transportation in the box, provide a description. Answer the following questions using complete sentences.

- What is it?
- What does it look like? How does it operate?
- Who commonly uses it?
- What are its advantages and disadvantages?
- Is it more popular in certain cities or areas?
- How is it different from other types of transportation?

2 Imagine you have to switch your current lifestyle (e.g., from a city dweller moving to the countryside or vice versa). Share your thoughts about the following:

- What are the most significant adjustments you need to make?
- What would you miss about your old life?
- What new experiences would you look forward to?

3 Analyse the concept of a smart city and discuss how technology can improve daily life in your own city/town/village. In groups, brainstorm ways technology could be used to improve daily life in your area. Each group selects two features from the chart and answers these questions:

- What problem does this feature solve in a city/town/village?
- How can it improve the daily lives of citizens?
- What technologies are required to implement it?
- Which feature would be the easiest to implement in your area?
- Which would be the most challenging? Why?

Types of Transportation

Bus
Taxi
Tram
Trolleybus
Bicycle
Car
Scooter
Motorbike
Ferry
Train
Subway /
Underground / Tube



GRAMMAR

Indefinite Pronouns

Indefinite Pronouns which refer to people usually end in **-body** or **-one**:

Examples: *somebody, someone, anybody, anyone, nobody, no one, everybody, everyone*

Indefinite Pronouns which refer to things typically end in **-thing**:

Examples: *something, anything, nothing, everything*

- ✓ **someone** and **somebody** are used in positive sentences:
e.g. *Someone called you earlier.*
- ✓ **anyone** and **anybody** are used in negative sentences or questions:
e.g. *Is anybody home?*
I don't know anyone here.
- ✓ **no one** and **nobody** are used with a positive verb:
e.g. *Nobody came to the meeting.*

- ✓ **something** is used in positive sentences:
e.g. *I found something interesting in the book.*
- ✓ **anything** is used in negative sentences and questions:
e.g. *Is there anything I can do to help?*
I didn't see anything unusual.

Indefinite pronouns for people and things are grammatically singular, so they take singular verbs.

- *Everyone **is** invited to the party.*
- *Everything **is** ready for the event.*
- *Nobody **knows** the answer.*
- *Nothing **happens** without a reason.*

1 Read the text. Open the brackets using the correct form of the verbs. Make sure they agree in number with the subject.

Sightseeing in the City

When you visit a new city, there is so much to see and do. Everybody (to adore) exploring famous landmarks, museums and parks. Everyone (to have) their favorite place to visit. Some people enjoy visiting historical sites, while others prefer modern attractions. The city's tour guides ensure everybody (have) a great experience, explaining the history behind each location.

You can take a bus tour to see the main sights or if you're feeling more adventurous, walking tours are also

available. Everybody on the tour (to see) popular spots like the central square, the famous cathedral and the city's tallest building.

Some tourists choose to visit museums or take boat rides to enjoy the view from the river. After a long day of sightseeing, everyone (to love) to relax at local cafes and enjoy some traditional food. At the end of the day nobody (want) the tour to end because there is so much to see and experience!

2 Choose the correct variant and complete the sentences.

- a. Everybody ... thrilled about the new partnership. (is/are)
- b. Everyone ... going to the disco tonight. (is/are)
- c. Nobody ... to miss the meeting. (wants/want)
- d. Everybody ... to be at the project on time. (has/have)
- e. Everyone ... their own business. (has/have)
- f. Everybody ... excited for the performance this weekend. (is/are)
- g. Everyone ... been asked to bring a colleague. (has/have)
- h. Nobody ... forgot to submit their assignment. (has/have)

WRITING

1 Fill in the blanks with the correct phrasal verb from the list below:

set off, look around, come across, check out, get back, go on

- a. We decided to ... early in the morning to avoid the traffic.
- b. We spent the whole afternoon ... the old town, visiting monuments and museums.
- c. During our excursion, we ... a small hidden café in the middle of the park.
- d. You should definitely ... the new hiking trail; it's perfect for an adventure.
- e. After a long day of sightseeing, we finally ... to the hotel around 7 PM.
- f. We are planning to ... another exciting excursion next weekend to the mountains.

2 Describe a weekend adventure in a city or a village. In about 150 words, write a short adventure story. Include the following elements to make your story more interesting:

- ✓ A mysterious event or discovery that begins the adventure.
- ✓ Unexpected challenges that the main character has to overcome.
- ✓ Interesting characters you meet along the way, either in the city or the village.
- ✓ Use descriptive language to bring the setting to life, whether it's the bustling atmosphere of a city or the peaceful yet intriguing surroundings of a village.

Lesson

2

Adventure Awaits

LEAD-IN

- 1 With a partner, analyse the pictures. Discuss the questions below.
 - a. What might people enjoy about each type of holiday shown in the pictures?
 - b. Which type of holiday would you prefer? Why?
 - c. What activities can you do during these holidays?
 - d. How might people feel during or after such a holiday?
 - e. What holiday do you find the most exciting or relaxing? Why?



A



B



C



D

- 2 Look at photos A-D again. With your partner, analyse each activity and discuss how dangerous it might be. Rank the activities from the most dangerous (1) to the least dangerous (4). For each one, explain why you think it is dangerous or safe.
- 3 Think about the last time you did something dangerous or adventurous. Recall the most adventurous activity you've ever done in your life. Share your experience with the class using the expressions in the box.

Discourse Markers

For indicating time: in the past, not so long ago, recently

For adding: also, moreover, furthermore, additionally, besides

For sequencing: at first, first of all, to begin with, in the beginning, once upon a time, secondly, thirdly, earlier, meanwhile, later, afterwards

LISTENING

- 1 You are going to listen to Sam, who had an unpredictable travel experience. How did the people in the story feel when the pilot announced the fire? Why?

- 2 Listen again. Identify if the statements are *true* or *false*.
 - a. Sam was flying from London to New York.
 - b. The flight had problems right after take-off.
 - c. Sam was watching a travel documentary before the pilot's announcement.
 - d. The pilot announced that there was smoke in the cockpit.
 - e. Passengers remained completely calm throughout the emergency.
 - f. Flight attendants showed passengers how to use the oxygen masks.
 - g. The plane made an emergency landing safely at an airstrip.
 - h. The fire in the cargo hold was very large and caused major damage.
 - i. Sam felt it was important to stay calm during the situation.
 - j. After the flight, Sam decided he would never fly again.

- 3 Pretend you were on the same flight as Sam. Think about how you would feel and react to the announcement about the smoke and the emergency landing. In groups, discuss the following questions:
 - a. How would you feel if you were in this situation?
 - b. What would you do to stay calm?
 - c. How do you think the flight crew handled the situation?

READING

1 Do you think school field trips are necessary? Why or why not? Justify your answer.

2 Look at the types of tourist activities listed in Column A and the explanations provided in Column B. Match them.

A	B
1. stroll	A. To go and see a place or an attraction, often for a short period.
2. visit	B. A short trip or journey taken for leisure or exploration, often with a planned route or destination.
3. hiking	C. A walk through an area, usually at a relaxed pace, to enjoy the surroundings or learn more about a location.
4. excursion	A long walk, usually in nature, requiring physical effort and sometimes involving climbing or trekking.

3 Read the text. Why are school trips and camps considered important for students?

School trips and camps play a crucial role in the education and the development of school children. These extracurricular activities provide unique opportunities for students to learn outside the classroom, develop social skills and create valuable memories. That is why it is important for schools to organise trips and camps regularly to round out and complement students' educational experiences.

One of the main benefits of school trips is that they give students the opportunity to learn through hands-on experience. While in the classroom, students can learn about different topics from books and presentations; field trips expose them to real situations and real places, allowing them to deepen their understanding and develop their practical skills. For example, a trip to a farm can help children better understand the food production process and see how animals are cared for in real life.

School trips and camps also play an important role in developing children's social skills. During these activities, students have the opportunity to interact with their peers outside of the regular school environment. This helps them develop their communication, cooperation and teamwork skills, which are essential for their long-term success. Trips also give them the opportunity to make new friends and strengthen existing relationships with their peers, which is beneficial for their social and emotional development.

School trips and camps also have a positive impact on children's health and well-being. Participating in outdoor



activities helps students improve their mood and reduce their stress and anxiety levels. Also, the physical activities they do during the trips help them maintain good health and improve their physical fitness. Thus, school trips and camps contribute to the promotion of a healthy and balanced lifestyle among children.

School trips and camps give children the opportunity to develop their autonomy and independence. Participating in these activities encourages students to take responsibility for their own actions and manage their time and resources effectively. These activities also give them the opportunity to step out of their comfort zones and test their limits, which helps them discover and exploit their full potential.

School trips and camps provide students with unique opportunities for learning and grow personally.

4 In the text, identify the synonyms for the groups of words below.

- | | | |
|-----------------------------|-----------------------------------|--------------------------|
| a. trouble, nervousness | d. community-based, civil | g. offering, permitting |
| b. contribute, produce | e. collaborate, cooperate | h. intensify, reinforce |
| c. opportunity, involvement | f. fellow, person of the same age | i. freedom, independence |

5 Complete the sentences using the words in the Vocabulary Corner box.

- The school aims to offer a ... education that nurtures both academic and personal growth.
- The students were encouraged to ... every opportunity during the science camp to enhance their understanding of the subject.
- School trips ... students with valuable opportunities to learn outside the classroom.
- Visiting the historical museum was an unforgettable ... for the students.
- Team-building activities during the camp helped ... friendships among classmates.

Vocabulary Corner

exploit
provide
strengthen
holistic
experience

SPEAKING

1 Analyse the list of various field trip examples. Classify them according to their purpose. Complete the table.

Types of field trips	Examples
Creative and Artistic	
Adventure and Team-Building	
Scientific	
Career Exploration	
Cultural and Social	
Environmental	
Educational	

- ✓ visiting museums, historical sites
- ✓ visiting a foreign country
- ✓ visiting science centres, botanical gardens
- ✓ visiting cultural institutions
- ✓ camping
- ✓ attending festivals
- ✓ visiting a community centre
- ✓ visiting nature reserves, national parks
- ✓ visiting farms
- ✓ visiting theatres
- ✓ visiting recycling centres
- ✓ visiting a factory
- ✓ visiting a research lab
- ✓ visiting a research institute
- ✓ visiting an office or a trade centre
- ✓ hiking
- ✓ ropes courses
- ✓ outdoor activities
- ✓ conducting field research in nature
- ✓ visiting art galleries
- ✓ visiting studios for hands-on workshops

2 Work in groups.

A. Discuss and share memories of field trips you've had with your classmates or schoolmates. Answer the following questions:

- Which field trip did you enjoy the most and would like to repeat? Why?
- What made this trip special or memorable for you? Was it the people you were with, the place you visited or the atmosphere?
- How did the trip impact your learning or personal growth?

B. Present your group answers to the class.

3 Work in pairs. Discuss the key stages involved in organising and conducting a successful field trip or holiday. Explain why each stage is important for ensuring a smooth and enjoyable experience.

Planning a School Trip

- ✓ Identify your trip purpose.
- ✓ Determine the budget.
- ✓ Develop a detailed itinerary.
- ✓ Conduct a risk assessment.
- ✓ Arrange transport and accommodation.
- ✓ Speak to parents.
- ✓ Gather necessary permissions and paperwork.

Risks

Physical danger, environmental hazards, lack of experience, poor decision-making.

Unpredictability

Weather conditions, changes in environment, unexpected accidents or sudden challenges.

4 Look at the pictures. Discuss them. Use the prompts in the box and the questions below.

- What do all the pictures have in common?
- What might happen to the people in these situations?
- Why do you think these situations could be dangerous or unpredictable?



Verbs followed by adverb particles

Some verbs are followed by adverb particles. Examples: **put on, take off, give away, bring up, call in** etc. The following words are used only as particles and never as prepositions: **away, back, out, backward, forward, upward, downward.**

e.g. Andrew was **brought up** by his father.

Sometimes the verb and adverb particle can be split by an object (usually a noun or pronoun).

For example: *Turn off*

She *turned off* the light. She *turned it off*.

Turn off can be separated by the object (*the light* or *it*).

When using pronouns, it's necessary to place the pronoun between the verb and the adverb particle:

e.g. He must **send** them **back**.

When the object is long, needs to be emphasized, or is qualified by an adjectival phrase or clause, the particle is placed before the object.

e.g. The sailors **put out** the fire in the hold of the ship.

1 Complete the following sentences using appropriate adverb particles.

- The lady put her hat ...
- He threw the ticket ...
- When you get a letter you must send the answer ...
- The principal of our school gave ... the prizes.
- He put ... an air of innocence.
- He brushed ... all the travel plans I had carefully formulated before.

2 Complete the sentences using the correct phrasal verb from the list. Change the form of the verb if necessary.

turn off, get along with, break down, look after, pick up, give up, take over, run out of

- I couldn't ... the noise any longer, so I turned on some music.
- We've been friends for years; I really ... her.
- The car suddenly ... in the middle of the highway.
- Can you ... my dog while I'm on vacation?
- I had to ... the phone because my battery died.
- After hours of trying, I decided to ... solving the puzzle.
- He is going to ... his father's business when he retires.
- We need to buy more bread; we've ... it.

3 Rewrite the sentences using the phrasal verb in brackets.

Example: *I had to stop working on the project because it was too difficult. (give up) →*
I gave up working on the project because it was too difficult.

- I rejected their offer to join the team. (turn down)
- She found some information online about the new restaurant. (look up)
- The meeting started to improve after the new manager took over. (take off)
- He finally agreed to let me borrow his car. (give in)
- We encountered an old friend at the supermarket yesterday. (run into)

WRITING

1 Choose a picture from Ex. 4 (Speaking section) that shows a risky or unpredictable situation. Write a story based on the picture, using the words and expressions in the box.

USEFUL WORDS AND EXPRESSIONS

Words: *happen, unpredictable, friends/ family, camping van/ personal car, see, discover/ explore, help, patience, enjoy, puzzled, danger, courage, fear, relief, excitement, surprise, anxiety*

Expressions:

- ✓ I felt a wave of [emotion] when...
- ✓ My heart was pounding as...
- ✓ I couldn't believe what happened when...
- ✓ I was filled with [emotion] as...
- ✓ It was a moment of pure [emotion] when...

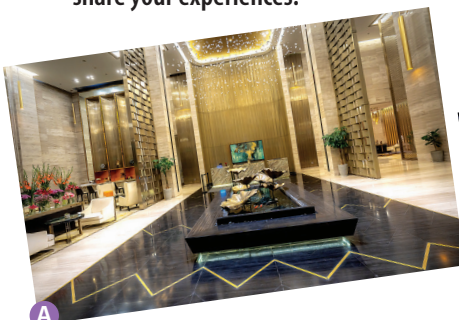
Lesson

3

At The Hotel

LEAD-IN

- 1** Have you ever stayed in a hotel? What was it like? In groups, share your experiences.



A

local hotel
hostel
international hotel
bed and breakfast
self-catering apartment
all-inclusive hotel

- 2** Look at the pictures of some hotels. In pairs, discuss the following:
- What do you notice about these hotels?
 - Who do you think stays here?
 - What facilities might these hotels offer?



B



C

- 3** In pairs, discuss which type of accommodation you usually choose when travelling. Explain why you prefer this type. Choose from the box. Use the following phrases:
- I usually stay in... because...
 - I prefer this type of accommodation because it offers...
 - For me, the most important factor is...

- 4** Look at the pictures showing different hotel facilities. Match the facility names with the pictures. From the list, select three that you consider the most important when choosing a place to stay. Explain your choice. Use the phrases below:

- ✓ I prefer a place with... because...
- ✓ Having access to... is important for me because...
- ✓ I choose... as it helps me to...



- ✓ indoor swimming pool
- ✓ room service
- ✓ laundry service
- ✓ restaurant
- ✓ airport shuttle
- ✓ bus
- ✓ air conditioning
- ✓ parking
- ✓ minibar
- ✓ location
- ✓ cost
- ✓ Internet access or Wi-Fi

LISTENING

- 1** Before listening to Jason checking into a hotel and Kim booking into a hostel, think about the questions they might ask the receptionist. Write four questions you think they could ask during their conversation.
- 2** Listen to the conversations. Pay attention to the questions they ask the receptionist. Compare their questions with the ones you wrote. Did they ask any of your questions? If not, what questions did they ask instead?

- 3** Listen to the conversations again. Match the statements below with the person who said them: Jason, Kim or the receptionist.
- I'd like to check in, please.
 - Do you have a reservation?
 - I also need to take a copy of your passport and a credit card.
 - Is Wi-fi available in the room?
 - Sorry, what is your name again?
 - Is there somewhere we could leave our luggage?
 - I'll ask someone to take them to your room.
 - What time is check-out?

Useful Expressions to check-in a hotel

Guest

- ✓ I'd like to check in/ check out, please.
- ✓ Could we check in, please?
- ✓ What time is check out?
- ✓ Is... available in the room?
- ✓ Is there a charge for...?
- ✓ Is there somewhere we can leave our luggage?

Receptionist

- ✓ Do you have a reservation?
- ✓ What was the name (again)?
- ✓ Could you fill in the registration form, please?
- ✓ I'll get someone to help with...

- 4** Work with a partner. Roleplay a situation at the hotel using the suggestions below.

Traveller

You have arrived in the hotel and you need:

- a single room with a shower;
- non-smoking floor;
- the lower floor.

You get the key and ask the receptionist:

- to give you a wake-up call at 7 a.m.;
- to bring breakfast in the room;
- to call a taxi for you

Receptionist

You greet the traveller. Ask him if he/she has reserved a room. You have several different rooms:

- a single room; - a double room; - a suite.

Ask the traveller:

- how many nights he/she would like to stay;
- how he/she would pay;
- if he/she needs any services.

Give him/her the key.

READING

- 1** Read the text. Think of a suitable title for each paragraph that summarises its main idea. Explain your choice. List the tips you found the most useful in the text. How could you apply these tips in your own life or experiences?

On vacation, we all want to settle into a comfortable and tidy room, relax and fully immerse ourselves in carefree fun. The chance of carrying out such a plan largely depends on the conditions and services available at the hotel where we choose to stay. Here are some recommendations on how to choose the right hotel.

A. ...

If you decide to spend your vacation at the sea, then choose a hotel on the first line. The walk to the beach and sun loungers will be short. However, accommodation in such a hotel is more expensive than in buildings further from the sea. But not everything is as sad as it might seem at first glance. Hotels on the second, third and subsequent lines often offer a shuttle service to the beach and back to compensate for the less convenient location.

When visiting a country that is not popular for sightseeing and excursions, try to find a location away from the centre and tourist routes. But make sure that the transportation links in the area are convenient.

B. ...

When choosing the right hotel it's important to consider the number of stars. Hotels in the highest category offer spacious rooms, excellent service quality, a variety of food options, as well as entertainment and evening shows, ensuring that you never get bored. These hotels have the capability to incorporate their own water parks, tennis courts, spas and fitness centers.

When selecting a hotel, it's important to consider your companions' interests and wishes.

For parents with children, a hotel is suitable where there is a children's menu, babysitting and entertainers, a mini-aquapark and playgrounds.

Romantic couples should opt for complexes with spa centers, swimming pools, restaurants and water entertainment.

Young people will like places with bars and discos, active sports and water activities.

C. ...

The time of arrival and departure from the hotel frequently differs from the time of arrival or departure of the flight; this aspect should be considered. Standard hotel check-in times are 2:00 p.m. and check-outs are from 10:00 a.m. to 12:00 p.m. If you need to check out later, you usually have to pay extra. Many hotels are ready to do early check-in free of charge unless you are in high season and there are enough free rooms.

2 Match the words in the Vocabulary Corner box with their definitions.

- a. a place where someone can stay, such as a hotel, apartment, or house, especially for a temporary period.
- b. to start living somewhere that you are going to live for a long time
- c. having no worries or troubles
- d. the act of leaving a place, especially to start a journey
- e. a vehicle or service that travels regularly between two places, typically over a short distance.
- f. a piece of land used for and usually equipped with facilities for recreation especially by children
- g. right or appropriate for a particular person, purpose, or situation
- h. a comfortable chair or piece of furniture designed for relaxing, often found near pools or beaches

Vocabulary Corner

accommodation
lounger
to settle
departure
playground
suitable
shuttle
carefree

3 Complete the sentences using the words in the Vocabulary Corner box.

- a. After a long day of travel, they ... into their hotel room and relaxed before dinner.
- b. They enjoyed a ... day at the beach.
- c. The resort offers a variety of ... options, from beachside villas to luxury suites.
- d. The hotel provides a free ... to the nearest shopping mall, making it easy for guests to explore the area.
- e. Nick spent the whole afternoon by the pool in a comfortable ...
- f. Their ... from the airport was delayed due to bad weather.
- g. The spacious conference room was ... for the large business meeting.
- h. The hotel has a ... with swings, slides and a sandbox, perfect for young children to enjoy.

4 Read the following statements. Decide if they are *true* or *false*. Correct the false ones.

- a. The standard hotel check-in time is usually 12:00 p.m.
- b. Hotels on the first line are always cheaper than those located further away from the beach.
- c. A shuttle service is sometimes provided by hotels on the second or third lines to help guests reach the beach.
- d. Hotels with higher ratings typically offer fewer amenities and lower service quality.
- e. A hotel suitable for parents with children should have features like a children's menu, playgrounds and entertainment for kids.
- f. A romantic couple would prefer a hotel with active sports, bars and water activities.
- g. Check-out times at most hotels are typically between 10:00 a.m. and 12:00 p.m.
- h. Hotels never charge extra for late check-out, no matter the situation.

SPEAKING

1 Work in pairs. Discuss the questions below. Report the findings to the class.

- a. Have you ever had a bad experience at a hotel? What happened?
- b. What are the advantages and disadvantages of staying in a hotel versus renting a vacation home or apartment?
- c. How can hotels improve the experience for their guests?
- d. How do you think hotels will evolve in the next 20 years?
- e. What kind of technology do you think will become common in hotels in the future?

- 2** As a group, identify three positive and three negative aspects about hotels. Use your personal experiences or general knowledge of the hotel industry. For each point you mention, provide examples or reasons to justify your opinion. Share your thoughts with your classmates.

- 3** In pairs, pretend that you are hotel marketers. Create a short advertisement for a new hotel, focusing on its best features. Your advertisement should include a catchy slogan and reasons why people should stay at your hotel. Make it appealing to different types of travellers (business people, tourists, families, etc.). Present your advertisement to the class.

GRAMMAR

- 1** Match the clauses in Column A with their corresponding time adverbials in Column B.

Column A

1. I always drink coffee
2. She waited for the bus
3. I listened to music
4. We stayed indoors
5. I'll ship the product

Column B

- A. until the rain stopped.
- B. while I was eating lunch.
- C. as soon as I receive payment.
- D. after finishing her work.
- E. when I wake up.

- 2** Choose the correct time adverbial to complete each sentence:

- a. I will go to bed (after/before) I finish my homework.
- b. She goes jogging (yesterday/every morning).
- c. We'll stay at the café (till/in case) the rain stops.
- d. (While/As soon as) I was cooking, the phone rang.
- e. Take your phone with you (when/in case) you get lost.

- 3** Fill in the blanks with the correct time adverbials.

"... I woke up this morning, I decided to go for a run. I ran for two hours ... taking a break. ... I got home, I made myself a cup of tea. ... I was drinking it, I remembered that I had an appointment later in the day. I decided to rest ... it was time to leave."

- 4** Complete the sentences using the correct time adverbial: *when, before, after, as soon as, in case, till, until, while*.

- a. I always check the weather forecast ... I leave the house.
- b. ... the train arrives, make sure you have your ticket ready.
- c. She studied hard for the test ... going to bed.
- d. ... we were walking through the park, it started to rain.
- e. Call me ... you get home safely.
- f. We waited ... the store opened at 10:00 AM.
- g. Bring a jacket ... it gets cold later tonight.
- h. They stayed awake ... midnight to finish the project.
- i. You should wash your hands ... eating.
- j. He was listening to music ... his friends were playing video games.
- k. Don't leave the stove on ... you're not in the kitchen.
- l. Let's finish our homework now ... we forget.

A **time adverbial** is a word, phrase or clause that provides information about *when, how long, how often, or in what sequence* an action or event occurs.

Examples:

- ✓ As soon as the concert ended, people started leaving. (sequence)
- ✓ After school, I like to play with my friends. (time)
- ✓ I ate dinner *before* watching a film.
- ✓ She waited *until* the lights came back on. (duration)

WRITING

- 1** Read the beginning of the story "A Stay at the Hotel". In about 150 words, continue it. When writing the story, consider the following:

- ✓ Use adverbs and adverbial phrases of time (e.g., when, while, after, before, as soon as).
- ✓ Organise your ideas into clear paragraphs: introduction, body (experience/activities) and conclusion.
- ✓ Be descriptive! Paint a picture of your experience!

"Last summer, I stayed at a beautiful seaside hotel in Greece with my family. The hotel was located right on the beach and our room had a balcony with a breathtaking view of the sea..."

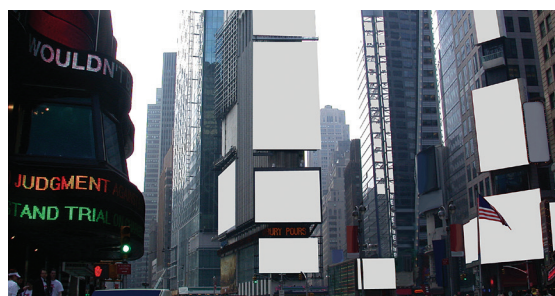
Lesson

4

Mass-Media

LEAD-IN

- 1 Look at the two pictures. In pairs, reflect on the following questions. Discuss them.
 - a. What are the main differences between the two pictures? Why do you think the places in the pictures look different?
 - b. Which of the two places do you find more attractive? Explain your choice.



film, newspaper, radio, social media, banners, television, websites, E-books, comics, books and novels, posters, mobile Apps, boardings, podcasts, magazines, video platforms, journals and publications

			
Print Media	Broadcast Media	Outdoor/Transit Media	Digital Media/ New Media

- 3 In groups, vote and discuss. Use a vote sign (e.g., 👍 for yes, 👎 for no) to answer the questions. Then choose a question you want more to talk about and briefly explain your opinion.
 - a. Do you like watching TV?
 - b. Do you watch TV news every day?
 - c. Do you like watching films online the most?
 - d. Are newspapers actual nowadays?
 - e. Do you have a billboard near your house or living area?
 - f. Do you like to see it every day?
 - g. Do you think ads are useful?
 - h. Do you think posters should be attractive?
 - i. Do you like to read e-books?
 - j. Do you always use digital devices when you want to find information?
- 4 As a class, discuss the questions.
 - a. What category of media do you use most often (e.g., print media, broadcast media, digital media, outdoor media)? Why?
 - b. Which category of media do you trust the most? Why? Share a specific example of how this type of media has been useful or reliable for you.

READING

- 1 Read the text and find out what "brain pollution" means.

Brain Pollution

In order to fight the climate crisis, we must drastically reduce our consumption. However, daily messages often urge us to increase our consumption. We all know about air pollution, but advertising also contributes to a form of "brain pollution" that encourages us to consume more and more. This problem is getting worse day by day.

Advertising influences us without our awareness. Many studies show that people start to believe the materialistic ideas that ads promote. Because of this, they feel worse, have more problems in relationships, show fewer positive behaviours and have worse results in school and work. Also, the more people focus on material things, the less they care about the environment and the more they do things that harm it.

According to some early research, **“It may sound scary, but if an ad doesn’t change the way people think, it has not worked.”** This is not well-known by many people. When we see the same brands and logos repeatedly, we begin to remember them more and more. This happens because our brains create new paths that are strengthened by seeing the brand again. Other research shows that ads can change the way people act, making them less honest or creative. Today, tools are available to study how ads and logos affect us, leading to a field called “neuromarketing.”

Advertising promotes excessive consumption, negatively impacting both the climate and the environment. This is especially bad when ads promote products that pollute a lot, like fossil fuels, airplanes and



cars that use gasoline. It’s like the old times when tobacco ads were allowed. In 2018, the car industry spent about \$35.5 billion on ads, which is almost the same amount of money that Bolivia earns in one year.

To stop “brain pollution” we need to take actions like banning tobacco ads. We must think about the problems people have with climate change, air pollution, mental health and unwanted ads in public spaces in order to create new rules and protect everyone.

(Adapted from <https://www.theguardian.com/>)

2 Match the definitions with the words in the Vocabulary Corner box. Write sentences using them.

- An investigation or research conducted to learn more about something.
- A type of fuel used in cars and other vehicles, made from oil.
- To strongly advise or try to persuade someone to do a particular thing.
- A field of marketing that studies how people’s brains respond to advertising and brands, using scientific techniques to understand and influence consumer behaviour.
- To officially stop or prohibit something from happening or being used.
- A design or symbol used by a company or organization to represent its brand or identity.

Vocabulary Corner

to urge
logo
to ban
study
gasoline
neuromarketing

3 Read the statements below. Decide if they are true or false.

Correct the false ones.

- “Brain pollution” is produced by advertising that fuels overconsumption.
- People start to have a better attitude toward the environment than to value materialistic ideals and objectives.
- The automobile industry spent less than \$35.5 billion in 2018 on advertising in major international markets.
- Banning tobacco ads was one of the first actions to fight “brain pollution.”
- Ads only influence people’s behaviour in a positive way.

4 Read the questions and provide short answers.

- Why is advertising considered harmful to the environment?
- How does neuromarketing influence consumer behaviour?
- What are the negative effects of materialistic ideals promoted by advertising?
- How much did the automobile industry spend on advertising in 2018?

5 Write the important ideas from the text in the order they appear. Use the options below and arrange them in the correct sequence.

- Advertising encourages overconsumption, which affects the climate and the environment.
- “Brain pollution” fosters excessive consumption if left unchecked.
- Advertising exhibits negative consequences in academic and professional lives.

- 6** Comment the idea of Dr. Chris Van Tulleken about advertising and its impact on human's brain. Do you agree or disagree with it? Why?

"The brain pollution of advertising is one of the least talked about and understood aspects of the climate and public health crises. We need to end the badvertising that undermines climate action for both our health and our ultimate survival."

Dr. Chris Van Tulleken

LISTENING

- 1** Listen to four people talking about advertising. Choose the correct speaker for each statement.
- Which speaker thinks that some advertising laws are unnecessary or absurd?
 - Which speaker agrees with the idea of banning advertising for harmful products?
 - Which speaker believes that the problem of too much online advertising is exaggerated?
 - Which speaker mentions the idea of replacing advertisements with more community-friendly spaces, like trees and noticeboards?
- 2** Complete the sentences using the correct form of the modal verbs in the box. Then listen again and check.
- Companies ... advertise to sell their products.
 - You ... have big billboards everywhere.
 - I think you ... have laws on advertising.
 - You ... stop companies advertising products which are bad for you.
 - In some countries, you ... advertise cigarettes.
 - You ... advertise alcohol on TV, but you ... do it before 8 p.m.
 - When we use the Internet, we usually ... pay to get the information we need.
 - Many website owners make their profits from advertising, so we ... use their websites for free.
 - There are a lot of ads online, but you ... look at them.
- 3** Listen to the audio and choose one speaker whose opinion you agree with. Explain your choice.
- 4** Based on the audio recording, what suggestions were made to protect both children and adults from excessive online advertising?

Modals

can
must
have to
need to
be allowed to

SPEAKING

- 1** In pairs, analyse the advertisement in the image. What is the ad about? What product, service or idea is being advertised? Do you like it? Why or why not? Where did you see this ad? Was it on TV, the Internet or in a public space?
- 2** Think-Pair-Share.
- Think about your favourite advertisement. What product or service is it advertising? Write a short description of the ad, including what it looks like, what it promotes and why you like it.
 - Share your description with your partner. Ask each other questions or give feedback about the ads you like.
 - After discussing with your partner, join a group with 3 or 4 people. Share the descriptions of your favourite ads with the group.
- 3** In groups, discuss the following questions about advertising. Consider different types of advertising and share your opinions with your group members.
- Do you think there is too much advertising in our daily lives? Why yes? Why not?
 - Should any kinds of advertisements be banned or restricted? If so, which ones?
 - What do you think about the types of advertising in the box? Should they be allowed or restricted? Why?



- ✓ product promotion in films
- ✓ educational advertising
- ✓ advertising of cigarettes and alcohol
- ✓ advertising in schools

4 Read the next advertising slogans and match them with the correct brand or product. Explain the one you find the most convincing. Why?

- Tastes so good, cats ask for it by name.
- Remove tough stains for a bright clean in one wash.
- If you know, you go.
- Think different.
- The ultimate driving machine.
- It's finger lickin' good.



GRAMMAR

Reflexive Pronouns

Reflexive pronouns are used when the subject and the object of a sentence refer to the same person or thing. They are formed by adding “-self” (singular) or “-selves” (plural) to the pronouns.

Singular:

I → myself
You → yourself
He/She/It → himself/herself/itself

Plural:

We → ourselves
You → yourselves
They → themselves

Uses:

1. When the subject and the object are the same person or thing:

e.g. I cut **myself** while cooking. She enjoyed **herself** at the party.

2. To show that an action is done to the subject:

e.g. He hurt **himself** while playing football. We taught **ourselves** how to use the software.

1 Fill in the blanks with the correct reflexive pronoun.

- Many people rely on the Internet to inform ... about the latest news.
- I saw an advertisement on TV and decided to buy the product ...
- She enjoyed watching the movie ..., without any interruptions.
- The celebrity posted a photo of ... on Instagram.
- We need to educate ... about the dangers of misinformation online.
- The radio host asked the listeners to share their thoughts and opinions ...

2 Correct the mistakes in the sentences.

- The media company presented themselves as a leader in digital innovation.
- She watched the news about the pandemic by himself.
- The reporter introduced herself as the host of the program.
- I listened to the podcast and learned a lot by yourself.

Tips for designing an advertisement

- ✓ Know your target audience.
- ✓ Keep it clear and simple: clear message, easy-to-read visuals.
- ✓ Use bold and catchy elements: your slogan, image and product description should work together to grab attention.
- ✓ Rhyme or wordplay: use rhymes, alliteration or clever word choices to make your slogan stick in people's minds.
- ✓ Include a *Call to Action*: tell the viewers exactly what you want them to do next, such as “Buy Now,” “Visit Our Website” or “Order Today.”
- ✓ Focus on the benefits, not features.

WRITING

1 Design an advertisement.

- Choose a product you would like to advertise. It could be anything, from a gadget, clothing, food or even a service.
- Write a short text, highlighting its benefits.
- Think of a memorable slogan that fits your product.
- Create a poster.
- Present it to the class.

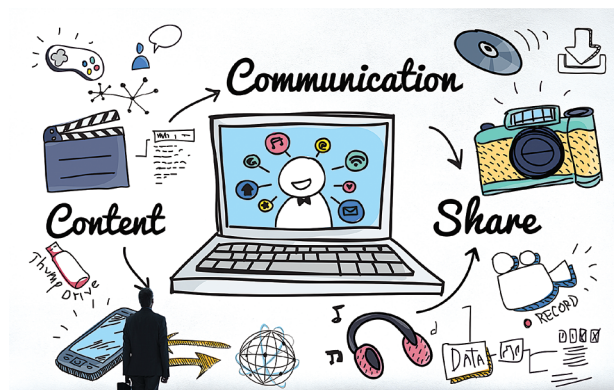
Lesson

5

Social Media

LEAD-IN

- 1 Analyse the image. Describe what you see. Identify how these elements might relate to the concept of social media. Explain what the term “social media” means.
- 2 Work with a partner and discuss the following questions:
 - a. What kind of content do you like the most: videos, photos or written captions? Why?
 - b. What kind of content do you enjoy creating the most? Why?
 - c. What do you think makes a post go viral? Is it creativity, timing or something else? Explain your ideas.
 - d. If you could create a viral post, what would it be about? Describe it. Why do you think it could go viral?



LISTENING

- 1 Listen to two friends and answer the following questions:
 - a. Who is Iuliana Beregoi?
 - b. What two roles does Iuliana Beregoi play?
 - c. How does Iuliana connect with her fans, according to Ann and Jamie?
 - d. What do Ann and Jamie think about Iuliana’s potential for international success?
 - e. Why do you think Iuliana Beregoi is a role model for teenagers?
- 2 Listen again and identify the words or phrases related to fame and popularity. For each word, provide a definition and use it in a sentence.
- 3 Work in pairs and discuss the following:
 - a. How much time do you spend on social media each day? Do you think it’s too much, too little or just right?
 - b. When you post on social media, what do you want people to think or feel? Is your content a reflection of who you truly are?
 - c. Do you feel pressure to portray a “perfect” life on social media? How does that affect your self-image or mood?
 - d. How do you decide which influencers or content creators to follow? What qualities do they have?
 - e. After spending time on social media, do you feel happier, more connected or more stressed? Why?
 - f. Do you think social media has changed the way people communicate? How do you feel about face-to-face interactions?
 - g. Have social media trends or challenges ever influenced you? Do you think these trends are harmless or they sometimes have negative effects?
 - h. Do you think social media platforms should take more responsibility for the content they share on their sites? Why yes? Why not?
 - i. How careful are you about sharing personal information on social media? Do you think it’s important to protect your privacy online? Why?

READING

- 1 Read the text. How does social media impact teenagers?

Social Media and Teenagers

Social media has a significant influence on teenagers, shaping their behaviours, relationships and mental health in both positive and negative ways. These platforms provide opportunities for creativity, learning and social connection, but they also bring challenges such as

unrealistic expectations, social pressure and mental health concerns.

Facebook allows teens to stay connected with friends and communities, making it a space for sharing personal updates. However, it can also create pressure to present

an idealised version of their lives, which may affect self-esteem as teens compare their experiences to others.

Twitter, known for its microblogging format, keeps teens updated with real-time news. While it fosters engagement, the fast-paced nature of the platform, combined with character limits, can lead to misunderstandings and negativity.

Instagram, primarily focused on visual content, fosters creativity while simultaneously imposing pressure on appearance. Many teenagers struggle with body image anxiety and the need for social validation, making *Instagram* both a creative outlet and a source of stress.

LinkedIn, although less popular among teens, offers insight into networking and career planning. However, its emphasis on professionalism can contribute to pressure to appear overly polished, potentially making teens feel disconnected from their authentic selves.

TikTok, known for its viral trends and short videos, provides a space for creative expression but can also create unrealistic expectations. Teens may find themselves



seeking viral fame and external approval and the addictive nature of the platform can lead to unhealthy comparisons and diminished self-worth.

YouTube is crucial for teens, offering both entertainment and educational content. Many teens also create their own videos. However, the platform's algorithm can encourage endless scrolling, which can result in wasted time and exposure to harmful content.

Given these challenges, teenagers must learn how to manage their social media use wisely, balancing creativity and connection with responsible engagement. It is also essential for them to seek support if they feel overwhelmed by the pressures these platforms can create.

2 Answer the questions.

- What do you consider the biggest benefit of social media for teenagers?
- What do you think is the most significant challenge that teenagers face when using social media?
- How do you think Facebook influences the way teenagers present themselves online? Do you think this is positive or negative?
- How does Twitter impact the way teenagers communicate and engage with information?
- Instagram is known for its visual content. How do you think this affects teenagers' self-image and self-esteem?
- Why is LinkedIn less popular among teens? What pressure does it create?
- How does TikTok's addictive nature affect teenagers' mental health?

3 Match the definitions below with their words and word combinations in the Vocabulary Corner box. Write sentences using them.

- A feeling of worry or anxiety about something, often related to potential risks or negative outcomes.
- Represented or perceived as perfect or better than reality, often ignoring flaws or imperfections.
- The practice of posting short, concise updates, typically on social media platforms, to share thoughts or information quickly.
- The sense of approval or acceptance from others, often gained through likes, comments or shares on social media.
- A deep understanding or accurate perception of a situation, concept or idea.
- The state of being in contact with or affected by something.

Vocabulary Corner

microblogging
insight
concern
idealised
social validation
exposure

4 Fill in the blanks using the words: *pressure, update, platform, content, impact, engagement*.

- Social media can have a strong ... on how teenagers feel about their lives.
- Many teenagers feel the ... to post perfect photos on Instagram.
- The school website is a good ... for news and announcements.
- The post had high ... , with lots of people commenting and sharing it.
- I enjoy watching funny ... on TikTok.
- Every time there's an ... , I check my phone to see what's new.

1 Read carefully the provided social media post about cockroach milk as a potential superfood.

#FutureFood #Superfoods #InnovativeScience

 Scientists say cockroach milk might be the next superfood! It sounds surprising, but this insect milk could soon be a new alternative to cow's milk, appearing on supermarket shelves. While some might find the idea strange, researchers have found that the milk from the Pacific Beetle cockroach is packed with nutrients—more than cow's milk! One scientist noted that "a small crystal of cockroach milk has over three times the energy of the same amount of cow's milk."  It's also rich in amino acids and proteins, which are essential for our health. Could this be the future of dairy?  What do you think? Would you try cockroach milk?  Let us know in the comments!

2 Answer the questions based on the information in the post.

- Would you ever try cockroach milk (after reading this post) if it's proven to be super nutritious? Why yes? Why not?
- Do you think insect-based foods could be the future of healthy eating? Explain your perspective.
- If cockroach milk has three times more energy than cow's milk, how do you think it could change our diets or the way we consume dairy?
- How trustworthy do you think this post is?
- What factors make a social media post about scientific claims credible or unreliable?

3 In groups, reflect on social media information. Discuss the questions below.

Share your thoughts with other classmates.

- Are social media posts safe and secure sources of information? Why yes? Why not?
- What steps should people take to verify the information shared in various posts?
- What are the possible risks of accepting social media claims, particularly when they involve health or science topics?

Verify Before You
Trust: Stay Secure
Online!

4 Work in pairs. Choose a scenario from the list below. One person acts as the "social media user" and the other as a "friend" or "advisor". Discuss what the user should do to stay safe and secure. Share your decisions and reasoning with the class.

A post asks you to click a link for a free giveaway.

A friend's account is posting strange links.

Someone asks for personal information through direct messages.

You receive a friend request from someone you don't know.

5 Tell a short story (real or fictional) about a time you or someone you know faced a security issue on social media. As a class, discuss what could have been done differently to avoid the problem.

6 In groups, talk about your favorite content creator and explain why they inspire you. The questions below will guide your discussion. Share your thoughts with the class.

- Who is your favourite content creator? What kind of content does he or she create?
- What do you most enjoy about the way your favourite creators share their content?
- How has your favourite content creator influenced your interests or hobbies?
- Do they use social media in a way that inspires you to do something new or different?
- What distinguishes this content creator from others?
- How does their content make you feel? Does it motivate you, entertain you or teach you something?
- Can you relate to your favourite content creator's journey or experiences?
- Have you ever learned anything important from their videos or posts? What was it?
- Do you think social media influencers can have a positive or negative impact on their audience? Why?

The Direct Object expressed by a reflexive pronoun

A reflexive pronoun refers back to the subject of the sentence and is used when the subject and the object of the action are the same.

Examples of Reflexive Pronouns: myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.

Sentence	Subject	Verb	Direct Object-reflexive pronoun	Explanation
She hurt herself.	She	hurt	herself	<i>herself</i> is the direct object, reflecting the action back to the subject.
I see myself in the mirror.	I	see	myself	<i>myself</i> is the direct object, and the action (seeing) reflects back to "I".
He blamed himself for the mistake.	He	blamed	himself	<i>himself</i> is the direct object, reflecting the action of blaming back onto "He".
We enjoyed ourselves at the park.	We	enjoyed	ourselves	<i>ourselves</i> is the direct object, reflecting the enjoyment back to "We".

- 1 Complete the sentences using the correct reflexive pronoun.**
 - a. Helen looked at ... in the mirror.
 - b. My father and mother prepared ... for the meeting.
 - c. He enjoyed ... at the party.
 - d. My brother hurt ... while playing football.
 - e. We can do it ... without any help.
- 2 Read the sentences below. Circle the reflexive pronouns that are used as direct objects.**
 - a. She washed herself after the workout.
 - b. He made himself a sandwich for lunch.
 - c. I taught myself how to play the guitar.
 - d. They are looking at themselves in the photo.
 - e. We decided to treat ourselves to a movie night.
- 3 Find and correct the mistakes in the sentences below (if any).**
 - a. My brother blamed herself for the accident.
 - b. She sees myself as a leader.
 - c. My boyfriend enjoyed themselves in the concert.
 - d. He hurt himself while dancing.
 - e. My mother made ourselves ready for the trip.

WRITING

- 1 Write your own social media post following these guidelines:**
 - ✓ **Headline:** Start with an attention-grabbing title or phrase.
 - ✓ **Main Content:** Describe your topic in a fun, engaging and informative way.
 - ✓ **Key Points:** Highlight 3–4 features, benefits or reasons why it's important.
 - ✓ **Call to Action:** End with a phrase encouraging your audience to take action (e.g., "Try it today!", "Don't miss out!", "Join the movement!").
 - ✓ **Optional:** Add emojis or hashtags to make it visually appealing.



New School Uniforms - Ready for a Fresh Start!

Get ready to feel confident and comfortable this school year with our NEW School Uniform! 📋

Say goodbye to the old, and hello to a modern look that's perfect for both class and play! 🎒

Why You'll Love It:

- **Stylish & Comfortable:** Soft fabrics that move with you!
- **Durable:** Built to last through every school day.
- **Customisable:** Choose from different colors and sizes to match your personality.
- **Easy to Care For:** No more worrying about stains or wear and tear!

🔑 Plus, it's designed with your day in mind, whether you're in class, at practice, or hanging out with friends after school.

👉 Available Now! Get yours today and be school-ready! 🎒👕👖

Lesson

6

Check Up Your Progress

READING COMPREHENSION

1 Read the text and accomplish the tasks that follow.

Sleeping with the Fish

When I arrived at the undersea retreat, it felt like stepping into another world, one submerged beneath the waves, where every wall became a window to the underwater world. This marvel of modern engineering and design promised an experience like no other.

From the moment I descended into the depths, I found myself surrounded by vibrant marine life and the serene beauty of the ocean. My suite was breathtaking. The floor-to-ceiling windows offered panoramic views of coral reefs, playful dolphins and majestic sea turtles. The interior was a perfect blend of comfort and elegance with eco-friendly materials that harmonised beautifully with the natural environment. I sank into the plush king-sized bed, stepped out onto my private underwater balcony and relaxed in the luxurious bathroom with its rain shower, all while feeling completely immersed in the underwater world.

The retreat offered so many unique facilities. The Marine Observatory Lounge was a peaceful haven where I could watch the aquatic life drift by in a tranquil setting. The Gourmet Dining restaurant served the freshest, most delicious sustainable seafood I've ever tasted. One evening, I treated myself to the Underwater Spa, where I felt all my stress melt away as I enjoyed a massage surrounded by the



soothing views of the ocean. For adventure, I went diving and snorkelling, discovering beautiful coral reefs and getting up close with fascinating marine creatures.

What impressed me even more was the hotel's concern for sustainability. The retreat was powered by sustainable energy sources such as solar panels and underwater turbines, which helped to reduce its environmental impact. Advanced water recycling systems and marine conservation initiatives were easily integrated into its operations. I learnt from the staff about their collaboration with marine biologists to protect nearby coral reefs, support local communities through eco-tourism projects and offer educational programs about ocean conservation. It was inspiring to see how luxury and environmental respect could coexist so beautifully.

My stay at the undersea retreat wasn't just a vacation—it was a transformative experience. I left with a renewed sense of wonder for the ocean and gratitude for this incredible place that allowed me to live among its magic.

2 Answer the questions.

- What was the first impression the author had upon arriving at the undersea retreat?
- What could be seen through the windows of the suite?
- What facilities did the narrator enjoy?
- What type of energy sources powered the undersea retreat?
- What was the purpose of the retreat's collaboration with marine biologists?

4 Circle the correct word.

- What does the word "transformative" suggest about the author's experience?
A. purifying
B. life-changing
C. enhanced

3 Based on the text, decide if the statements below are *true* or *false*.

- The retreat had a private underwater balcony in each suite.
 - The retreat's restaurant served seafood sourced from nearby coral reefs.
 - The Underwater Spa offered massages with views of the ocean.
 - The retreat was entirely powered by underwater turbines.
-
- What does the word "drift" suggest?
A. movement
B. wander
C. stream

5 Match the beginning of each sentence in Column A with the correct ending in Column B. One is extra.

Column A

1. When I arrived at the undersea retreat ...
2. The floor-to-ceiling windows ...
3. I treated myself to the Underwater Spa ...
4. The interior was a perfect blend of comfort and elegance ...
5. The Marine Observatory Lounge ...
6. The retreat was powered by ...

Column B

- A. where I felt all my stress melt away.
- B. was a peaceful haven.
- C. helped protect nearby coral reefs.
- D. sustainable energy sources.
- E. it felt like stepping into another world.
- F. with eco-friendly materials.
- G. offered panoramic views of coral reefs, playful dolphins and majestic sea turtles.

GRAMMAR

1 Fill in the blanks with the correct indefinite pronoun.

- a. ... can help you if you ask for it.
- b. I didn't see ... at the party last night.
- c. ... was left in the room when the meeting ended.
- d. Have you heard ... about the new restaurant?
- e. ... is going to stop me from achieving my goals.
- f. ... knew the answer to the difficult question.
- g. ... should know how to recycle properly to protect the environment.
- h. I couldn't find ... to help me move the furniture.
- i. Is there ... else I can do for you?
- j. There is ... in my wallet, I need to go to the bank.

2 Complete the sentences using the reflexive pronouns.

- a. We should prepare ... for the upcoming presentation.
- b. You should be proud of ... for completing the marathon.
- c. She taught ... how to play the guitar.
- d. The children are playing in the yard by ...
- e. They talked to ... about the new project.
- f. She introduced ... to the team.
- g. You can't blame ... for what happened.

3 Fill in the blanks with *when, before, after, as soon as, in case, till, until, while*.

- a. I will call you ... I finish my homework.
- b. Don't leave the house ... I get back.
- c. He always listens to music ... he studies.
- d. You should finish your lunch ... we leave for the park.
- e. We can go swimming ... the rain stops.
- f. She stayed at home ... the storm passed.
- g. I'll be there ... 6 PM.
- h. We need to leave ... it gets too late.
- i. ... you finish your work, we can go for a walk.
- j. Take an umbrella ... it rains.

4 Complete the sentences using the correct phrasal verb from the list. Change the form of the verb if necessary.

look after, give up, turn off, put off, run out, come across, take off

- a. He ... his old job because he wanted a new challenge.
- b. The children are ... by their grandparents while their parents are away.
- c. She was really excited when she ... her favorite book.
- d. Don't forget to ... the lights when you leave the room.
- e. After the long flight, we were so happy to ... our shoes.
- f. They decided to ... their holiday plans due to the storm.
- g. They ... of time during the competition.

WRITING

1 Do you think adventure is an important part of life? Why or why not? In about 150-180 words, express your point of view. Provide reasons and examples to support your answer. Consider the following:

- ✓ Define what adventure means to you.
- ✓ State your opinion on whether adventure is important in life.
- ✓ Explore why some people might not see adventure as necessary.

Bringing Ideas to Life

Advertisement

Design a creative and compelling advertisement that promotes a specific product.

- 1. Choose Your Product.** It can be anything from a consumer good to a service or experience.
- 2. Identify your target audience** and tailor your advertisement to their needs and preferences.
Focus on the most important aspects of the product, such as:
 - ✓ **Product benefits** (e.g., saves time, enhances performance, improves health)
 - ✓ **Unique features** (e.g., eco-friendly, innovative design, multifunctional)
 - ✓ **How it solves a problem or fulfills a need for the consumer**
 - ✓ **Special offers or promotions** (e.g., discounts, limited-time offer)
- 3. Include the following elements:**
 - ✓ **Headline:** A catchy and attention-grabbing title or slogan.
 - ✓ **Product Image:** A high-quality, appealing image of the product (or a video showcasing it in use).
 - ✓ **Key Benefits:** A short and clear description of why the product is valuable and what makes it stand out.
 - ✓ **Call to Action:** A strong and clear call to action (e.g., “Shop Now,” “Get Yours Today,” “Limited Time Offer”).
 - ✓ **Branding:** Ensure the product’s brand logo, tagline, or any relevant branding elements are included.
- 4. Decide on the ad format.**

Criteria		Points
Content	The content is highly engaging, informative, and directly addresses the product’s key features, benefits and value to the target audience.	4
Clarity of Message	The message is crystal clear, effectively communicating the product’s value and compelling the viewer to take action.	4
Language	The language is persuasive, engaging and tailored to the target audience. It enhances the overall message and encourages action.	4
Visual Appeal	The advertisement is visually stunning, with exceptional use of colours, fonts and imagery that aligns with the product and appeals to the viewer’s emotions.	4
Layout and Design	The layout is clean, organised, and perfectly balanced. It effectively guides the viewer’s eye and ensures all elements are easy to digest.	4
Creativity in Visuals	The visuals are highly creative, innovative and directly showcase the product in an engaging, unique way.	4
Presentation	The advertisement is professional and well-executed. It demonstrates attention to detail and reflects a strong understanding of design principles.	4

“Make it simple. Make it memorable. Make it inviting to look at. Make it fun to read.”
(Leo Burnett)

Language Bank

Agreeing

- ✓ I (completely) agree with you.
- ✓ That' makes sense.
- ✓ I couldn't agree more.
- ✓ You're absolutely right.
- ✓ I see what you mean.
- ✓ Disagreeing Politely
- ✓ I see your point, but I think ...
- ✓ I'm not sure I agree with that.
- ✓ That's an interesting perspective, but ...
- ✓ I respect your opinion, but ...

Expressing Opinions

- ✓ In my opinion ...
- ✓ From my perspective ...
- ✓ I believe that ...
- ✓ As far as I'm concerned ...

Giving Examples

- ✓ For example ...
- ✓ Such as ...
- ✓ To illustrate ...
- ✓ For instance ...

Asking for Clarification

- ✓ Could you please repeat that again?
- ✓ What do you mean by ...?
- ✓ Can you explain that in more detail?
- ✓ I'm sorry, could you repeat that?

Making Suggestions

- ✓ What about ...?
- ✓ Why don't we try ...?
- ✓ I suggest that we ...
- ✓ Wouldn't it be better to ...

Contrasting Ideas

- ✓ On the other hand, ...
- ✓ However, ...
- ✓ In contrast ...
- ✓ Nevertheless ...

Expressing Uncertainty

- ✓ I'm not entirely sure, but ...
- ✓ It's hard to say, but ...
- ✓ I might be wrong, but ...
- ✓ As far as I know ...

Commenting on Facts

- ✓ As you may know, ...
- ✓ Believe it or not, ...
- ✓ It's well worth ...
- ✓ It's fascinating how ...

Time Fillers for Thinking

- ✓ Let me think about that.
- ✓ That's a good question.
- ✓ Hmm, let me see ...
- ✓ Well, to start with ...

Summarising or Concluding

- ✓ In conclusion ...
- ✓ To sum up ...
- ✓ Overall ...
- ✓ As a result, ...

Techniques for persuading

- ✓ This is better option than ... because ...
- ✓ This isn't a good idea because ...
- ✓ Don't you think that ...?
- ✓ I'm pretty sure that ...

Phonemic Symbols

Consonants	
/p/	pencil
/b/	bag
/t/	town
/d/	day
/k/	cake
/g/	get
/f/	food
/v/	very
/θ/	Thursday
/ð/	that
/s/	speak
/z/	zebra
/ʃ/	shoe
/ʒ/	usually
/h/	house
/tʃ/	cheese
/dʒ/	juice
/m/	mum
/n/	name
/ŋ/	sing
/w/	water
/r/	red
/l/	like
/j/	you

Vowels	
/ɪ/	sit
/e/	pen
/æ/	that
/ɒ/	lost
/ʊ/	put
/ʌ/	run
/i:/	see
/ɑ:/	car
/ɔ:/	boring
/u:/	zoo
/ɜ:/	bird
/u/	Louise
/ə/	teacher
/i/	happy

Diphthongs	
/eɪ/	say
/aɪ/	buy
/ɔɪ/	enjoy
/əʊ/	know
/aʊ/	now
/ɪə/	hear
/eə/	chair
/ʊə/	pure

Irregular Verbs

Infinitive	Past Simple	Past Perfect
be	was/were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
have	had	had
hear	heard	heard
know	knew	known
learn	learnt/learned	learnt/learned
leave	left	left
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sit	sat	sat
speak	spoke	spoken
stand	stood	stood
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
wear	wore	worn
write	wrote	written

Tips for Learning Irregular Verbs

- ✓ Practice in Sentences: Use each verb in a sentence to understand its context.
- ✓ Group by Patterns. Some verbs follow similar patterns (e.g., build-built-built and bring-brought-brought).
- ✓ Use Visual Aids: Flashcards or colourful charts can help in memorisation.

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