



MINISTERUL EDUCAȚIEI ȘI CERCETĂRII AL REPUBLICII MOLDOVA

Daniela Munca-Aftenev

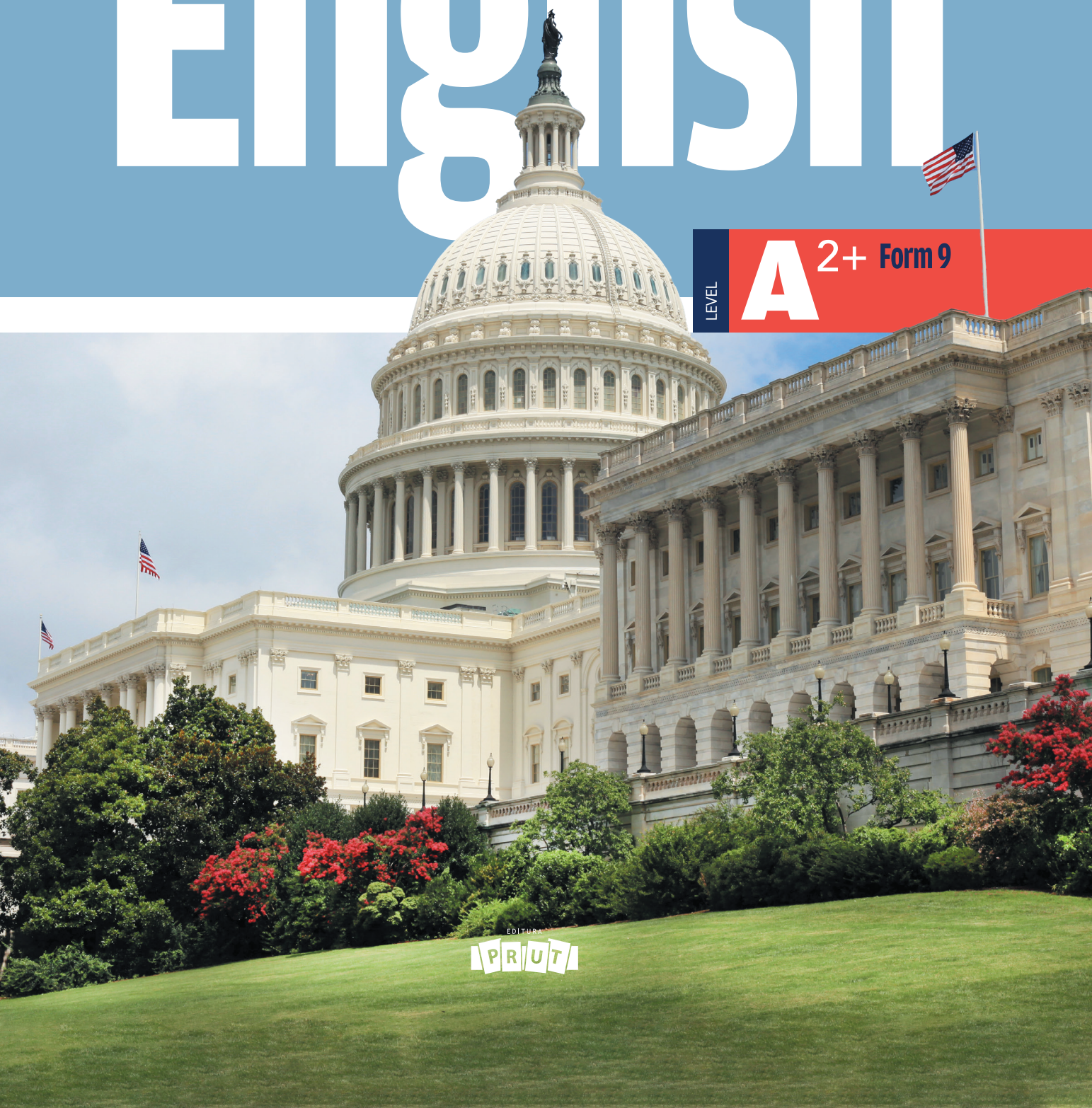
Corina Ceban

Irina Stropșa

English

LEVEL

A 2+ Form 9



EDITURA
PRUT

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(Denumirea instituției de învățământ)

EVIDENȚA UTILIZĂRII MANUALULUI:

Anul de folosire	Numele și prenumele elevului	Anul de studii	Aspectul manualului	
			la primire	la returnare
1				
2				
3				
4				
5				

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- Elevii nu vor face niciun fel de însemnări în manual.
- Aspectul manualului (la primire și la returnare) se va aprecia cu unul dintre următoarele calificative: *nou*, *bun*, *satisfăcător*, *nesatisfăcător*.

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Lesson 1

PLANNING FOR FUTURE

"The best way to predict the future is to create it."

Abraham Lincoln



VOCABULARY FOCUS

recruiter – a person who convinces people to work for a company

oversee – watch an activity to make sure it is done correctly

shortage – a situation in which there is not enough of something

green belt – an area of open land around a city, on which building is restricted

rewilder – a person who advocates the return of the environment to its natural state

Speaking

1. What comes to mind when you think about your future? Where do you see yourself in twenty years from now? Work in pairs and create a mind map to explain how you understand the quote of the lesson.

2. What future jobs do these pictures represent? What innovative services will they provide?



PRONUNCIATION CHALLENGE

autonomous

UK /ɔːˈtɒn.ə.məs/

US /ɑːˈtɒ.nə.məs/

biomedical

UK /ˌbaɪ.əʊˈmed.i.kəl/

US /ˌbaɪ.ooˈmed.i.kəl/

cryptocurrency

UK /ˈkrɪp.təʊ.kəl.rən.si/

US /ˈkrɪp.too.kəː.rən.si/

architecture

UK /ˈɑː.kɪ.tek.tʃər/

US /ˈɑːr.kə.tek.tʃər/

3. Listen to the dialogue.

What do the following words refer to?

- ▶ Facebook school page
- ▶ job fair
- ▶ university
- ▶ IT
- ▶ web design
- ▶ foreign languages
- ▶ interpreter
- ▶ cool

4. Make up a dialogue using the following expressions and then role-play it.



FOCUS ON SPEAKING

- ▶ Good morning / Hi!
- ▶ Listen, ...
- ▶ Are you coming ...?
- ▶ Not sure.
- ▶ What is it about?
- ▶ That sounds great.
- ▶ So do you know ...?
- ▶ How about you?
- ▶ Well, ...
- ▶ Wow! That sounds cool!
- ▶ Let's check ...out!

5. Match the halves of the quotes. Choose one that you like best and comment on it.

- | | |
|--|---|
| 1 "The future starts today, | a who believe in the beauty of their dreams." Eleanor Roosevelt |
| 2 "If you can DREAM it, | b but if you do it right, once is enough." Mae West |
| 3 "Anyone who has never made a mistake | c not tomorrow." Pope John Paul II |
| 4 "Find out what you like doing best, | d you can DO it." Walt Disney |
| 5 "You only live once, | e and get someone to pay you for doing it." Katharine Whitehorn |
| 6 "The future belongs to those | f has never tried anything new." Albert Einstein |

Reading

6. Read the text. Insert the titles in the right place. Create a graphic organiser to summarise the most important information related to the most demanded jobs.

- a. Organ creator
- b. Drone traffic optimizer
- c. Smart home design manager
- d. Rewilders

FOUR MOST DEMANDED JOBS IN 2030

Many of the jobs that today's students will be doing in 2030 have not been invented yet. The big question for employers everywhere is: what will those jobs be?

It turns out that many of these jobs will appear from technologies that are popular today – drones, alternative energy, autonomous cars, and cryptocurrencies.

(1)_____ The New Zealand-based website Crimson Education writes that the shortage of transplantable organs will, eventually, lead scientists to create organs and body parts from stem cells and other materials. Recruiters will be searching for candidates with a background in molecular biology, tissue or biomedical engineering.

(2)_____ These are ecologists who want to transform concrete cities into green areas. Rewilders will insist on replacing factories, unnecessary buildings, roads, and forests with wild animals. They will be experts with a background in agriculture, wildlife management, and environmental science.

(3)_____ Drones today are filming our movies, policing our neighbourhoods, and delivering our packages. In another decade or so, they will be everywhere. And someone will need to oversee their flight paths so they do not crash into each other. In the United States, NASA is working on this issue at a national level. The drone traffic optimizers will be created in every city.

(4)_____ The Home of Tomorrow was once science fiction. Now, that future has arrived, current homes can control their own lighting, temperature, and security. These managers will be "home-schooled" with advanced degrees in AI (Artificial Intelligence), robotics, and residential architecture.



7. Choose the correct options to complete the sentences. Comment on each of them.

- | | |
|--|--|
| 1. It is said that many of the jobs will _____ from technologies that are emerging today.
a. disappear
b. appear
c. have appeared | 5. _____ today are filming our movies and delivering our packages.
a. AI
b. Drones
c. Robots |
| 2. The big question for _____ is: what are the jobs of the future?
a. employees
b. employers
c. employment | 6. The drone traffic optimizers will _____ at a local level.
a. handle
b. operate
c. hand in |
| 3. Scientists will create organs and body parts from _____ and other materials.
a. stem cells
b. tissue
c. muscles | 7. _____ can control their own lighting, temperature, and security.
a. The Homes of Present
b. The Homes of Tomorrow
c. The Homes of Past |
| 4. _____ will likely have a background in agriculture, wildlife management, and environmental science.
a. Scientists
b. NASA
c. Rewilders | 8. These managers will be _____ with advanced degrees in AI, robotics, and residential architecture.
a. home-studied
b. home-learned
c. home-schooled |

8. Match the words with their definitions. Use them in your own sentences.

- | | |
|------------------------------|---|
| 1. drone | a. a dwelling equipped with lighting, heating, and electronic devices that can be controlled remotely by smartphone or computer |
| 2. alternative energy | b. usable power that comes from a renewable or green resource |
| 3. smart home | c. deal with, have responsibility for, or be in charge of |
| 4. lead | d. the qualification given to students after they have completed their studies |
| 5. aging | e. being or appearing old |
| 6. handle | f. an aircraft that does not have a pilot but is controlled by someone on the ground |
| 7. degree | g. relating to houses where people live rather than to places where they work |
| 8. residential | h. prepare the way for something to happen; to cause |

9. Work in pairs. Substitute the underlined words with their synonyms from the text.

- Many of the jobs that today's students will be doing in 2030 haven't been designed yet.
- The lack of transplantable organs will lead scientists to create organs and body parts.
- Rewilders are ecologists who want to change concrete cities into green areas.
- In a 10-year period or so, drones will be everywhere.
- Someone will need to supervise their flight paths.
- NASA is working on a matter at a national level.
- Current homes can manage their own lighting, temperature, and security.
- Students have to follow safety rules while working in labs.

10. Read the sentences and pay attention to the words in bold. Choose the best options to complete the rules.

- I **may** take up painting as a hobby next month.
- **May** we borrow your drone?
- You **may** ask me any question you like.
- Sue **might** decide to join our team soon.
- I asked if I **might** see the pictures.
- We **shall** visit England next summer.
- **Shall** we start our meeting?
- **Shall** I make some tea?
- I **shall** never break my promises.

11. Complete the sentences with the correct modal verb: shall, may, might.

1. _____ I see what the options are, please?
2. They _____ win the competition.
3. _____ I help you finish the test?
4. They said they _____ go to Paris.
5. Yes, you _____ use the new computer.
6. Meg _____ arrive later, as she is in a traffic jam at the moment.
7. They _____ never forget about their promise.
8. He _____ like playing basketball.

- ▶ We use _____ to talk about possibilities in the future, for polite requests (with **I** and **we**), for permission.
- ▶ We use _____ to talk about possibility in the future, as the past tense of **may**.
- ▶ _____ is used to predict the future, to make suggestions, to make promises or offers.

Listening

12. Listen to the text about Ashley and Mary-Kate Olsen. What do the following words refer to? What is fascinating about their achievements?

- | | |
|---------------------------|--------------|
| a. nine months | e. Wal-Mart |
| b. coming-of-age | f. 23 years |
| c. March 2012 | g. CFDA |
| d. Dualstar Entertainment | h. Influence |



13. Work in pairs. Match the halves of the sentences. Listen again and check.

- | | |
|---|--|
| 1 While many child stars stay linked to Hollywood | a when they were only six years old. |
| 2 They built their empire | b the youngest-ever members to join the council. |
| 3 The twins originally founded their production company | c the Olsen twins abandoned their acting careers. |
| 4 As they got older the company | d in fashion industry in 2012. |
| 5 Ashley and Mary-Kate Olsen were | e the Olsen twins are also authors of a book. |
| 6 In addition to being fashion designers and business women | f focused on products like furniture design and fragrance. |

14. Correct the sentences.

1. Ashley and Mary-Kate Olsen had different roles in the television series Full House.
2. Mary-Kate abandoned her acting career in Hollywood.
3. Their company sells only Olsen-branded books, movies and clothes.
4. Ashley and Mary-Kate were the oldest members in the Council of Fashion Designers of America.

Writing

- 15. Create an infographic about three jobs of the future using the structure on page 162. Explain why you have chosen those professions. Use the vocabulary from this lesson.**



Lesson 2

GET INVOLVED!

"Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime."

Maimonides

Speaking

1. Which is your favourite subject: science, technology, engineering, art, or maths? Should these subjects be taught separately or together? What do you know about STEM / STEAM projects? Have you ever been involved in one?
2. Work in pairs. Analyse the list of advantages offered by STEM / STEAM projects and arrange them in order starting with the most important one.

- ✓ show real-world applications
- ✓ incorporate hands-on learning
- ✓ develop critical thinking

- ✓ make students more creative
- ✓ encourage independent
- ✓ exploration of the subjects

communication
curiosity soft skills
creativity logical thinking
investigation
hard skills teamwork
inquiry collaboration
problem solving

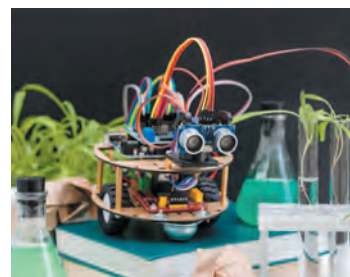
3. Think – Pair – Share. Which skills do the following subjects develop?

Science	Technology	Engineering	Art / Language Arts	Maths

Reading

4. Read the text about STEAM education and answer the questions.

- a. What can the students visit in New York City?
- b. What is the aim of such visits?
- c. What did a high school senior from Michigan win?
- d. What does STEAM Education mean?
- e. What skills can the students develop through STEAM Education?
- f. What is the purpose of the yearly National STEAM Day?
- g. What did the students at Latitude High School work on?
- h. Who are Purdue Polytechnic High School's partners?



STEAM EDUCATION

In New York City, students visiting the Empire State Building's observatory can use a new curriculum to learn about the famous skyscraper's engineering, energy efficiency, and design. In Ionia, Michigan, a high school senior won an app challenge from his local member of Congress with a math game he designed, after taking courses in robotics, technology, and digital design.



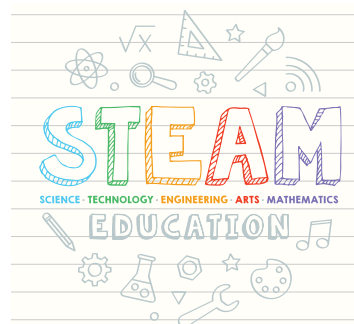
Projects like these erase the lines that traditionally divide academic subjects. They give students a chance to combine concepts and knowledge from across different disciplines to create deeper understanding and solve real world problems through meaningful and engaged learning.

This type of learning also illustrates the growing popularity of STEAM Education. STEAM Education is an approach to teaching and learning that combines science, technology, engineering, arts, and math to guide student inquiry, discussion, and problem-solving.

Through STEAM, students are empowered to be curious learners. They seek creative solutions to questions they cannot just search for online. It leads students to develop the soft and hard skills necessary to succeed in college and in their careers. It has become so popular. There is even a yearly National STEAM Day to encourage students to get curious about science, math, and art activities.

At Latitude High School students worked on an interdisciplinary project to build tiny homes for unhoused youth in the Bay Area through a collaboration with Youth Build Artworks.

At Purdue Polytechnic High School – an XQ school in Indianapolis, Indiana – instead of traditional courses, students learn academics through several industry-backed design challenges each year. Working with local partners including the Indianapolis Zoo, Subaru, and most recently with Eli Lilly and Co., conducts science experiments using their state-of-the-art lab equipment.



The aim is for students to get real-life experience solving real-world challenges. These projects immerse students in the design thinking process, learning important skills like research, interviewing, prototyping, testing, and pitching ideas.

5. Match the halves of the sentences. There is one extra.

- | | |
|---|---|
| 1 Projects like these | a energy efficiency, and design. |
| 2 Students learn to solve | b necessary to succeed in college. |
| 3 They develop skills | c their state-of-the-art lab equipment. |
| 4 Students are empowered to be | d to get real-life experience. |
| 5 Students built tiny homes for | e research, interviewing, prototyping, testing, and pitching ideas. |
| 6 They can use | f real world problems through meaningful learning. |
| 7 The aim is for students | g curious learners who seek creative solutions to questions. |
| 8 They learn such important skills like | h unhoused youths in the Bay Area. |
| | i give students a chance to combine concepts and knowledge. |

6. Complete the sentences with the highlighted words or word combinations from the text.

1. Our projects are all highly _____ with strong links to experimental groups.
2. The local magazine wanted _____ a survey.
3. The event aims to help _____ between the partners.
4. To achieve this, a different _____ is required.
5. His name is Mattie and he is an expert in team-building and _____.
6. Instead of _____, students learn web design, coding, and programming.
7. The programme is meant _____ students from all over the world to take part in the competition.
8. He designed a unique robot after _____ in robotics, technology, and digital design.

Listening

7. Listen to Nathan speaking about the importance of STEAM education. Make notes regarding the reasons why it is so important for students. Share your ideas with the class.

8. Work in pairs. Tick the correct sentences. Listen again and check.

- ☐ STEAM projects allow children to look at them from different perspectives.
- ☐ Students have no idea how to solve a problem from various viewpoints.
- ☐ Such an approach makes collaboration and the applicability of the learned skills much more difficult.
- ☐ While working with STEAM projects, children do not get to practise a whole range of soft skills.
- ☐ The tools used to teach STEAM skills are as a rule collaborative.
- ☐ STEAM education develops children's passivity and lack of interest.
- ☐ Students proficient in STEAM disciplines are in low demand for both degrees and jobs.
- ☐ The future job market will be focused more on skills rather than disciplines.

Grammar

9. Complete the sentences with **either or **neither**.**

1. Olive oil and corn oil are both suitable, so you could use _____.
2. Does _____ of you speak Chinese?
3. _____ of these books is suitable for me. Keep them.
4. There were two witnesses, but _____ would make a statement.
5. The offices on _____ side were empty.
6. _____ of us knew the solution to the problem. So, we asked our teacher.
7. There are two flashlights, _____ of which works.
8. _____ of them dances well. You can't take them to the contest.

GRAMMAR FOCUS

- **Neither** parent has come to meet the teacher.
- **Neither** of the birthday cards **was** suitable.
- **Neither** Italy **nor** France got to the quarter finals last year.
- **Either** restaurant is okay, as they both serve vegetarian food.
- **Either** of the children can come with us.
- I've saved some money to buy **either** a DVD player **or** an MP3 player.

Writing

10. Design a traditional or digital poster to explain what a STEM / STEAM project is. Give examples of activities for science, technology, engineering, art, and maths. Get creative!

Lesson 3

LET'S DO IT!

"Education is simply the soul of a society as it passes from one generation to another."

G. K. Chesterton



VOCABULARY FOCUS

evolve – develop gradually

regardless – despite; not being affected by something

set smth up – arrange for an event or activity to happen

Speaking

1. Comment on the quote of the lesson. Do you agree or disagree with G. K. Chesterton's words? What does education mean for you? What makes a good education system? Work in pairs. Write a list of the countries with the best education systems in the world. Compare your lists.

2.  Listen to the dialogue. What do the following words refer to?

- ▶ website
- ▶ future
- ▶ options
- ▶ scholarships
- ▶ TOEFL or Cambridge
- ▶ difficult
- ▶ library
- ▶ encyclopedia

3. Make up a dialogue using the following expressions and then role-play it.



FOCUS ON SPEAKING

- ▶ Hello / Hi!
- ▶ What are you up to?
- ▶ Really?
- ▶ Well, ...
- ▶ I would like to know ...
- ▶ Did you know that ...?
- ▶ Wonderful! I would like to see ...
- ▶ That does not sound very difficult.
- ▶ Good idea, let's ...

Reading

4. Read the text and underline the best option. Create a graphic organiser to summarise the most important information.

TOP THREE COUNTRIES WITH THE BEST HIGHER EDUCATION SYSTEM IN THE WORLD

The education system is one of the most important **issues** / **factors** in the development of a country. A good education system can lay the foundations for a country's future success. In a rapidly globalizing economy, the benefits of a high-quality **education** / **study** are more important than ever.

1. The United States has one of the best education **sections** / **systems** in the world as of 2022. The education system in the United States is constantly **evolving** / **evaluating** to meet the needs of its students. In recent years, there has been a focus on ensuring that all students have access to quality **schools** / **education**, regardless of their socioeconomic status. There is also a growing emphasis on STEM education, as the United States looks to maintain its position as a global leader in innovation.

2. Canada has a unique education system called the “French Immersion Program”. This programme is designed for students who want to learn French as a second language. Students in the programme attend **regular** / **special** classes for half of the day, and then receive instruction in French for the other half of the day. The government ensures that there are enough resources for schools and offers financial aid to families who need it. The education system in Canada is also great because it is inclusive. They offer programmes for students with special needs and they also have bilingual programmes. This means that everyone can get the education they need, **regardless** / **regarding** of their background.



3. Singapore’s education system is known for its high academic standards. The quality of this education system is not just a matter of maintaining high standards, but also of continually improving and keeping up with the latest trends and developments. For instance, the government has set up the Education Technology Office to develop new technologies that can be used in the classroom, such as educational apps and online learning platforms. It has also invested heavily in the development of new pedagogies, such as 21st century **studying** / **learning**, which focuses on problem-solving and critical thinking **abilities** / **skills**.

5. Answer the questions.

- What is the most important thing in a rapidly globalising economy?
- What does the American education system focus on?
- What is the unique education system in Canada called?
- How does “French Immersion Program” work for students?
- What does the Canadian government offer families who need help?
- What is so special about the education system in Canada?
- What is the third country with the best higher education system in the world?
- Why has the Singapore government set up the Education Technology Office?

6. Find the corresponding words in the text and use them in your own sentences.

- _____ – make something certain to happen
- _____ – a new idea or method
- _____ – usual or ordinary
- _____ – help or support
- _____ – including everything or all types of people
- _____ – continue to be informed about something
- _____ – a situation or subject that is being dealt with or considered
- _____ – a level of quality



7. Work in pairs, complete the sentences with a word from exercise 6. Make all the necessary changes.

- He started to walk faster and the children had to run to _____ him.
- The system _____ all children equal access to education.
- Allen denied any knowledge of the _____.
- You need to take _____ classes. It would be more efficient for you.
- We have very high safety _____ in this laboratory.
- His latest _____ is a theatre company that will perform for schools.
- Our aim is to create a fairer and more _____ education.
- This job would be impossible without the _____ of a computer.

8. Read the sentences and look at the nouns in bold. Then match the sentences with the rules.

1. I am going to cut the **trees** this afternoon.
2. A **jungle** can be a dangerous place.
3. There is an **elephant** in the zoo.
4. Joe is a **policeman**.
5. **London** is a very popular tourist destination.
6. The **sun** is yellow and the **sky** is blue.
7. Have you ever visited the **USA**?
8. I have an **hour** to get to school.
9. There is a **university** in our town.

► We use the definite article **the**, the indefinite article **a / an** and **no article (-)**:

- a. when we talk about job, status, etc.
- b. when we want to talk about a person or thing in a general way
- c. before silent or unsounded **h**
- d. names of cities, streets, etc.
- e. before singular countable nouns beginning with a vowel
- f. when **u** is pronounced as a consonant
- g. before unique nouns
- h. when the reader knows what we refer to
- i. countries or groups of countries whose names are plural

9. Read the sentences and complete them with **a, an, the, - (no article)**.

1. What was your _____ childhood like?
2. _____ students at this school are very creative.
3. _____ painting doesn't always have to mean something.
4. _____ sports clubs are popular with both boys and girls.
5. We have to wear _____ uniform at my school.
6. _____ uniform is black and white.
7. _____ hour is not enough for this exam.
8. Mary found _____ book on the train.

2021
26
6,300
600,000
1,736
15
21
16
3

Listening

10. 🎧 Listen to the text about the *Programme for International Student Assessment* and answer the questions.

- a. What does PISA mean?
- b. Who and what does PISA test?
- c. What do US critics of PISA say?
- d. What do data from the OECD show?
- e. When does PISA take place?
- f. Why was PISA 2021 postponed?
- g. How many countries took part in PISA 2022?
- h. Which were the first three countries with the best PISA results in 2018? Which one got the highest score?

11. Work in pairs. Complete the sentences with these numbers. Listen again and check your answers.

1. PISA _____ was postponed to 2022.
2. Are school systems preparing students for the _____ st-century global knowledge economy?
3. With a mean score of _____, China topped the list ahead of Singapore.
4. PISA 2022 took place from _____ July to 16 September.
5. Around _____ students aged between ____-years-____-months and ____-years-2-months at the time of assessment participated in the PISA 2022 Main Survey.
6. PISA is a global programme whereby around _____ 15-year students from different countries are put under a two-hour test.

Writing

12. Education is one of the most important aspects in people's lives. Write a 110-120-word essay to support this idea using the structure on page 157. Give at least two relevant examples and justify your choice. Use the information you have learned in this lesson.

Lesson 4

MAKING THE RIGHT CHOICE

"To accomplish great things, we must not only act, but also dream, not only plan, but also believe."

Anatole France

Speaking

1. If you had the opportunity to study abroad, which country would you choose? Explain why. Work with a partner and create a Venn diagram to compare the educational systems in the USA and the UK.
2.  Listen to the dialogue. What do the following words refer to?
 - ▶ weekend
 - ▶ lots of fun
 - ▶ engineering
 - ▶ biology
 - ▶ university
 - ▶ vocational school
 - ▶ Career Counseling
 - ▶ Youth Center
3. Make up a dialogue using the following expressions. Then act it out.



FOCUS ON SPEAKING

- ▶ Hey / Hello!
- ▶ How was your weekend?
- ▶ That sounds awesome!
- ▶ Wow!
- ▶ Well, to tell you the truth ...
- ▶ I am not sure if ...
- ▶ ... on the other hand ...
- ▶ The problem is ...
- ▶ You should ...
- ▶ What a great idea!
- ▶ Thank you for the tip.
- ▶ See you!



VOCABULARY FOCUS

sorority – a club for a group of women students at an American college or university

fraternity – a group of people sharing the same profession, interests or beliefs

campus – the buildings of a college or university and the land that surrounds them

retail job – a role that consists of selling products to customers

hub – the central or main part of something where there is most activity

Reading

4. Read the text and fill in the missing words. Explain how American and British universities are different from Moldovan ones.

seminars, regard, study focused, approach, cultural, limitations, residence, completing

DIFFERENCES BETWEEN THE UK AND THE US UNIVERSITY CULTURE

What are the differences between studying in the UK and the US? With a shared history and many _____ similarities, it is not surprising that the United Kingdom and the United States are often compared. While these two countries have a lot in common, they also differ significantly in some areas. One of these areas is the _____ to higher education and the lifestyle that students can expect there.

Campus life can be very different between the USA and the UK. For example, many universities in the USA have sororities and fraternities, while this is not the case in the UK.

In the UK, the university campus is used mainly for study purposes. Lectures and _____ are held there, and students can use it as their main hub for studying and research. While there may be an occasional recreational area, for example, a

gym or restaurant, most campuses in Britain are certainly more _____. Joining a club or society on campus can make a big difference to your university experience.

In the US, most accommodation is located on campus, especially for those students in their first year. The UK differs quite a bit in this _____. In your first year at university, it is common to live in halls of _____. These are living accommodations owned by the university but not on campus, they are mostly shared flats and are a great way for students to meet friends in their first year.

Many students work during their studies. Working can enrich the study abroad experience or help earn some money while _____ a degree. While the types of work that students can find are very similar in each country including, restaurant and retail work, those in the US may experience some _____ that students in the UK may not.

Remember you can start your study abroad journey by finding the perfect course for you in the UK or US. You can also read more about the top universities in the UK and the best universities in the USA.



5. Underline the correct word in each sentence.

- Many universities in **the USA** / **the UK** / **Canada** have sororities and fraternities.
- In the UK, the university **library** / **campus** / **canteen** is used mainly for study purposes.
- Joining a club or society on campus can make a big **difference** / **influence** / **acceptance** to your university experience.
- A great way for students to meet friends in their **first** / **second** / **third** year is to share flats.
- Many students **travel** / **work** / **relax** during their studies.
- One can find the perfect **match** / **course** / **job** in the UK or US universities.
- There are living **facilities** / **schools** / **accommodations** owned by the universities.
- The types of work that students can find are very **unlikely** / **similar** / **different** in each country.

6. Find in the text synonyms for:

- _____ – teaching, schooling, instruction, training
- _____ – look for, anticipate, await
- _____ – occasion, reason, goal
- _____ – programme, system, lecture
- _____ – possess, have, keep
- _____ – home, accommodation, house, apartment
- _____ – improve, raise, enhance
- _____ – obtain, receive, get



7. Work in pairs. Arrange the words in the correct order.

- 380,000 / online / the / of / has / University / the US: / students / the / number / Phoenix / highest / of / in / over /
- that / 3 times / show / those / a / studies / could / earn / have / with / degree / than / more / those / a degree / who don't
- to the USA / 1 million / an education / come / every / students / year / over / to get /
- in / USA / 5% / students / almost / are / the / foreigners / of all / the
- are / international / from / students / most / to study / in the UK / Asia / who / come
- are / 52,370 / there / post-graduation / Chinese / pursuing / in England / approximately / students

7. postgraduate / for / is / Management / one / popular subjects / Business / both / undergraduate / of the most / and / in the UK / students
8. schools / one of / is / UK / to have / the / world / best / the / business / known / in the

Grammar

8. Complete the sentences with a subordinate conjunction: **if, when, so, while**.

1. I'll use my own hat, _____ you please.
2. _____ the teacher explained, all the students understood the subject.
3. _____ they were partying, their friends left.
4. We wrote it _____ you were walking in the park.
5. I am saving money _____ I could go abroad.
6. _____ you find out about the exam, please let me know.
7. He did overtime _____ he could get the promotion.
8. I started writing _____ the bell rang.

GRAMMAR FOCUS

Subordinate clauses (if, when, so, while)

- **When** she came to school, her teacher gave the test.
- **If** he doesn't come, you can take your friend to the party.
- My mother loves to play classical music **while** she cooks.
- It was open, **so** I came in.

Listening

9. Kalyn, an American student, runs a YouTube channel called "Girl Gone London". Listen to her speaking about the differences between UK and USA university life and decide if the following sentences are true or false.

1. Kalyn has lived in the UK for almost 12 years. (T) (F)
2. She attended university in the UK. (T) (F)
3. It was easy for her to get used to the British system. (T) (F)
4. When she first moved to the UK, she had lots of moments of panic. (T) (F)
5. In the US, a bachelor's degree is typically four years. (T) (F)
6. In the UK, students are given a lot of quizzes. (T) (F)
7. People in the USA are obsessed with college football. (T) (F)
8. She didn't like her university life in the UK. (T) (F)

10. Work in groups. Match the words with their definitions.

- | | |
|--------------------------|---|
| 1. confusing | a. used to say that something usually happens in the way that you are stating |
| 2. attend | b. a sign or some information that helps you to find the answer to a problem |
| 3. cultural shock | c. be constantly talking or worrying about something |
| 4. panic | d. difficult to understand; not clear |
| 5. clue | e. go to an event, place |
| 6. typically | f. study a subject in detail |
| 7. research | g. a sudden strong feeling of fear that prevents reasonable thought and action |
| 8. be obsessed | h. a feeling of confusion felt by someone visiting a country or place that they do not know |

Writing

11. Write a 110-120-word article for the local newspaper about your dream university from an English-speaking country. Bring arguments to support your choice. Use the structure recommended on page 161.



Lesson 5

PARTNERSHIPS FOR SUCCESS

"Coming together is a beginning,
staying together is progress, and
working together is success."

Henry Ford

Speaking

1. Would you like to get a scholarship to a prestigious university? What does it take to get a scholarship? Work in groups and create a word cloud to explain where to find information about scholarships?



VOCABULARY FOCUS

scholar – a person who studies a subject in great detail, especially at a university

insight – a clear, deep, and sometimes sudden understanding of a complicated problem or situation

PhD – doctor of philosophy, the highest college or university degree

preparedness – the state of being prepared for a particular situation

2. Work in pairs. Choose three most efficient ways to get a scholarship. Explain your choice.

- › work with a tutor
- › prepare for TOEFL or Cambridge exams
- › volunteer for the community
- › participate in school / community projects
- › practise writing admission essays
- › prepare for an oral interview
- › browse through university web sites
- › attend personal development trainings



Reading

3. Choose the correct words to complete the article. Elaborate the mind map to summarise the most important details about The Brilliant Club.

THE BRILLIANT CLUB: THE SCHOLARS PROGRAMME

This is one of a **series** / **cereals** of case studies to accompany our insight brief on schools, attainment and the role of higher education. It **highlights** / **underlines** an example of a successful partnership between schools, higher education **providers** / **educators** and other organisations.

The Brilliant Club is a UK-wide charity that mobilises the PhD community to support students who are less advantaged to **access** / **success** the most competitive universities and succeed when they get there. It has worked with over 90,000 students **since** / **science** 2011. During this time, the charity has **expanded** / **extended** from working with one school in London to 948 schools across the UK.

In 2020-21, The Brilliant Club delivered the Scholars Programme to 15,019 students and worked with 25,751 young people across its programmes – the largest number in a **single** / **one** year.

The Brilliant Club wants to create a world in which everyone has a **fair / fairy** chance to access the life-changing opportunities that come with **attending / accepting** a competitive university.

The Brilliant Club analyses the intermediate results of students, focusing on key **concepts / skills** that support academic achievement and university preparedness. These include written communication, **subject / discipline** knowledge, and critical thinking.

The charity provides schools with an impact report on student progress compared with national average, so they can understand the **impact / effect** of the programme and use evaluation in a formative way. The **feedback / outcome** from the communities involved also demonstrates the impact of the programme.

A student from Gloucestershire said: "I am so glad that others in my school will now be doing this too because I have **lost / gained** so much, and picked up lots of skills and advice, but more importantly have experienced a new way of learning."

By 2026, The Brilliant Club will support over 100,000 more students **threw / through** the Scholars Programme. By the end of the decade, it estimates that one in 10 state school students entering the most competitive **schools / universities** will be graduates of the programme.



4. Match the words with their definitions. Create your own sentences.

- | | |
|-----------------------|---|
| 1. partnership | a. as good as or better than others |
| 2. estimate | b. learn a new skill or language by practising it rather than being taught it |
| 3. charity | c. a relationship between two people, organisations |
| 4. focus on | d. give something to somebody or make it available for them to use |
| 5. competitive | e. guess or calculate the cost, size, value, etc. of something |
| 6. average | f. an organisation for helping people in need |
| 7. pick up | g. typical or normal |
| 8. provide | h. give a lot of attention to one particular person, subject, or thing |

5. Ask questions to the following answers.

1. The Brilliant Club.
2. In the UK.
3. Over 90,000 students.
4. 948 schools.
5. 25,751 young people.
6. On key skills.
7. An impact report on student progress.
8. By 2026.



Listening

6. 🎧 Listen to the podcast about three famous people who won scholarships. What do the following refer to? Do you know anyone who has received a scholarship? Offer more details.

- | | |
|---------------------------------|---------------------------------------|
| 1. Harvard | 4. Novateca Libraries |
| 2. Master's degree in economics | 5. Time magazine's Person of the Year |
| 3. Software Guru | 6. America's Best Leaders |

7. Work in pairs. Fill out the missing information. Listen again and check.

marketplace, chairman, Russian, honorary, financed, philanthropic, former, Harvard

1. _____ US President Barack Obama attended Occidental College on a full scholarship.
2. Obama's parents met in 1960 in a _____ language class at the University of Hawaii at Manoa, where his father was a foreign student on a scholarship.
3. Barack's father completed his undergraduate degree in economics in Hawaii and left to attend graduate school on a scholarship at _____ University, where he earned a master's degree in economics.
4. Bill Gates, the former _____ of Microsoft, won the National Merit Scholarship in 1973.
5. Bill Gates is one of the world's wealthiest individuals but consistently gives his money away through the "Bill and Melinda Gates" Foundation, which has offered hundreds of millions of dollars to _____ projects.
6. The "Novateca Libraries" Project implemented in the Republic of Moldova was also _____ by "Bill and Melinda Gates" Foundation. With a cumulative investment of 3 million USD in equipment, libraries from all 35 regions in Moldova are now members of the global library network.
7. Jeff Bezos, the founder, chairman, and CEO of *amazon.com*, the world's largest online _____, also won the National Merit Scholarship in 1982.
8. Bezos, named Time magazine's Person of the Year in 1999, has been selected as one of America's Best Leaders according to US News and World Report, and has received an _____ doctorate from Carnegie Mellon.

Grammar

8. Complete the sentences with the missing relative adverbs.

1. The seat _____ we sat last Saturday is still free.
2. I can remember a time _____ I could eat four hamburgers.
3. We do not know the reason _____ he left.
4. I remember the era _____ teachers could give students the cane.
5. Tell us the reason _____ you covered your tent.
6. I grew up in a place _____ the punk-rock kids fed the homeless in the town square.
7. There is a time _____ even justice brings harm.
8. Show me a place _____ I can sit in peace and read this book.

GRAMMAR FOCUS

Relative adverbs

► **Where** introduces an adjective clause describing a place.

• I know the town **where** you live.

► **When** introduces an adjective clause describing a time.

• They're talking about an era **when** a promise was a promise.

► **Why** introduces an adjective clause describing a reason.

• It is the reason **why** I left.

✓ *Future Leaders Exchange Program (FLEX)*
 ✓ *English Access Microscholarship Program*
 ✓ *The Benjamin Franklin Transatlantic Fellows Summer Institute Program*

Writing

9. Research one of these scholarships for high school students available in the Republic of Moldova. Write a speech to convince your colleagues to apply for it.



Lesson 6

SCHOOL STUDENT COUNCIL

"None of us, including me, ever do great things. But we can all do small things, with great love, and together we can do something wonderful."

Mother Teresa

Speaking

1. What makes a great team? Do you have a School Student Council in your institution? Work in small teams. Draw a mind map to explain how it works.
Would you like to be a member of the School Student Council? Explain why.



VOCABULARY FOCUS

core – the most important or central part of something

uphold – support something that you think is right and make sure that it continues to exist

praise system – a rewards system to recognize the merits of students

perseverance – dedication, determination and persistence

Reading

2. Read the text "The Purbeck School Student Council" and fill in the missing parts. Work with a partner and create an infographic to explain the main idea of the text.

- a. ... the school environment and their learning...
- b. ... to encourage pupils to get involved in issues...
- c. ... the community and extra-curricular activities...
- d. ... active participation from staff...
- e. ... providing valuable feedback and ideas...
- f. ... the student council is a force...
- g. ... increasing the number of recycling facilities...
- h. ... effective relationships are promoted through consultation...



THE PURBECK SCHOOL STUDENT COUNCIL

Purbeck School holds the belief that successful education requires (1)_____, students and governors of the school (and other schools within the Purbeck pyramid), parents and guardians in the home, and members of the community. They believe that (2)_____, collaboration and open communication.

Purpose of the Student Council

The purpose of our student council is (3)_____ that concern them in and around school. As a council, they focus on listening to the views of pupils and they take responsibility for some aspects of school life. Put simply, (4)_____ for improving The Purbeck School.

Aims

Having a Purbeck School Student Council helps them to improve aspects of their school community by exercising their rights and accepting their responsibilities. Their discussions and decisions help to improve (5)_____.

Organisation

The student council is overseen by assistant Headteacher Mr McNaughton. It draws representatives from each of the tutor groups in Year 7, 8, 9, 10 and 11. On a half termly basis, the student council usually meets to discuss business alongside Mr Darley focusing on areas such as teaching and learning, student support; (6)_____ in the school.

What did the Student Council Achieve in 2019/20?

Last academic year, the student council was instrumental in (7)_____ in a number of areas of the school: establishing the core school values of respect, aspiration and perseverance; introducing a prize draw for students who upheld school values; working alongside Mr Mockridge to introduce a new praise system in the school; making the school a greener place by introducing "meat free Mondays" and (8)_____ within the school.

3. Work in pairs. Substitute the underlined words or word combinations with their synonyms from the text, then create your own sentences.

1. What is the main goal of the School Student Council?
2. Teachers pay attention to areas such as teaching and learning.
3. The leader of the Council has a lot of duties.
4. Students help to ameliorate the aspect of their school.
5. It brings out representatives from each of the tutor groups in Year 7, 8, 9, 10 and 11.
6. The School Student Council sets up a set of values.
7. They always take into account the ideas and points of view of their group.
8. They want to make the school a site where students are willing to come to.

4. Answer the questions.

- a. What does successful education require?
- b. How are effective relationships promoted?
- c. What is the purpose of the Purbeck School Student Council?
- d. What do the School Student Council decisions help to improve?
- e. By whom is the council overseen?
- f. What do students discuss during their meetings?
- g. What did they succeed in achieving during the last academic year?
- h. How did they make their school a greener place?

Listening

5. 🎧 Stephanie, a new student in Jefferson Anderson High School, wants to be the President of the School Student Council. Listen to her speech and decide whether the following sentences are true or false. Justify your choices.

1. Stephanie's speech is addressed just to her classmates. (T) (F)
2. Stephanie has been at this school for five years. (T) (F)
3. She has a lot of new ideas to bring in. (T) (F)
4. She has no clue what was going on in her old school. (T) (F)
5. She thinks that students are able to make decisions in school. (T) (F)

6. Stephanie promises if she wins, she will always put the needs and opinions of the students first. (T) (F)
7. She is one of the most well-known students in her school. (T) (F)
8. She suggests the students choose a person who cares about what they want. (T) (F)

6. Continue the sentences. Listen again and check.

- a. At first glance _____.
- b. Are you tired of _____?
- c. Those types of decisions _____.
- d. I promise to always get your opinions _____.
- e. I promise to listen to _____.
- f. Don't vote for the person who will pick _____.
- g. Choose someone who wants _____.
- h. Choose me, Stephanie, for _____.



Grammar

7. Circle the correct variant.

1. I need my computer **to** / **for** send an important email.
2. Call your doctor **to** / **for** an appointment.
3. I'm going to call the restaurant **to** / **for** book a table.
4. A lorry is used **to** / **for** carrying heavy things.
5. She needs some money **to** / **for** take a taxi.
6. The knife is used **to** / **for** cutting plastic.
7. Where can I go **to** / **for** buy a new remote control?
8. She wants to buy a new dress **to** / **for** her next interview.

8. Study the examples from Grammar Focus and write sentences of your own using the given structures.

GRAMMAR FOCUS

Non-finite subordinate clauses

► to + infinitive

- I went to the grocery store **to buy** some vegetables.
- I studied hard **to pass** the exam.

► for + -ing

- A frying pan is used **for frying** foods.
- A pencil is used **for drawing** a picture.

► for + noun

- Let's go to the pub **for a drink**.
- We climbed to the top **for the views**.

Writing

- 9. Imagine that your School Student Council is in need of a new president. You decided to apply. Write a 110-120-word official letter addressed to the school administration to convince them that you are the best candidate. Mention the things you are going to accomplish for your school. Use the structure recommended on page 156.**

Project work

- 10. Work in groups of four or five. Design your school magazine using the structure on page 159. Include three sections:**

1. benefits of studying in your school
2. most active students
3. important school projects and events

**Use relevant pictures. Give it a title.
Design a creative cover.**



1. Fill in with **the, a, an, no article (-)**.

1. We bought some cheese and ham. _____ cheese was delicious.
2. It's _____ interesting book. You need to read it too.
3. There was _____ document on the table.
4. Experts say that _____ coffee can be good for your health.
5. I don't have _____ car.
6. Can you pass me _____ water?
7. _____ president visited our school.
8. My father is _____ university teacher.

2. Choose the best option to complete the sentences below.

1. **May / Might / Shall** I come in?
2. We **may / might / shall** make a new plan for tomorrow.
3. You **may / might / shall** do the cooking tonight.
4. **May / Might / Shall** I book our flight tickets?
5. Nick **may / might / shall** go to school. But I am not sure about this.
6. **May / Might / Shall** we enter the classroom?
7. Do you think the company **may / might / shall** hire more people next year?
8. It **may / might / shall** rain later on, but I don't think it will.

3. Complete the sentences with: **if, when, while, so**.

1. I was really tired, _____ I went back to bed.
2. You can go first _____ you are the oldest.
3. _____ she hadn't called, I would have known.
4. I read it _____ you were dying your hair.
5. I couldn't sleep, _____ I decided to get up and fix breakfast.
6. They will answer the phone _____ they have the possibility.
7. She had helped him _____ he needed.
8. They were playing chess _____ I was trying to explain my problem.

4. Circle the correct answer.

1. Andy didn't go to the gym, **either** / **neither** did Mark.
2. This is a good restaurant, it's not expensive **either** / **neither**.
3. Would you like to eat now or later? **Either** / **Neither** is fine.
4. You can **either** / **neither** jog or run.
5. **Either** / **Neither** Ben nor Max will talk to the other.
6. Jenny didn't go to the park, **either** / **neither** did Jane.
7. **Either** / **Neither** candidate deserves to win. They both are good.
8. **Either** / **Neither** of the children were well-behaved. I didn't know what to do.

5. Complete the sentences with the suitable relative adverb (**where, when, why**).

1. I want to travel to a place _____ it is warm and sunny.
2. The person who interviewed me asked _____ I am interested in working as a designer.
3. I really don't understand _____ the cake I baked did not rise.
4. I am looking forward to a time _____ I don't have to wake up before daylight on a daily basis.
5. Working in a fast-food restaurant is _____ I first learned how to be a supervisor.
6. Can anyone help me find out _____ my grandparents came to the United States?
7. My teacher wanted to know _____ my homework was late again.
8. I will tell you as soon as I find out _____ the meeting is scheduled.

1. Read the text and choose the best option.

Working hard at school and going on to further education or college has long been **encouraged / encouraging** by parents and teachers for generations, as most people **believe / belief** education is the key to success.

Civil rights activist Martin Luther King, Jr. once said, "The function of education is to teach one to think intensively and to think **critical / critically**. Intelligence plus character – that is the goal of true education." His words still ring true today. Even at a high school level, students are encouraged to **analyses / analyse** texts, numbers and trends to **allow / give** them to see society in a new light. This broadens the mind and helps us to see the world **fresh / afresh**. But there are many other fantastic reasons that education is good for us and many ways in which it can be the key to professional success.

A
0
1
2
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5
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2. Find in the text words that correspond to the definitions below.

- _____ – a university where you can study for an undergraduate degree
- _____ – all the people of about the same age within a society or within a particular family
- _____ – the achieving of the results wanted or hoped for
- _____ – give someone knowledge or train someone; instruct
- _____ – become wider, or cause something to become wider
- _____ – the cause of an event or situation or something that provides an excuse or explanation

A
0
1
2
3
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3. Answer the questions.

- What has been encouraged by parents and teachers?
- Who believes that education is the key to success?
- Who was Martin Luther King, Jr.?
- What did the civil rights activist say about education?
- What are students encouraged to do at high school?
- Why is education good for us?

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4. Complete the sentences with **the, an, a** article (-).

- My teacher told us _____ interesting life story.
- They built a new modern _____ university.
- _____ college I go to is next to your house.
- _____ strength of a team is each individual member.
- _____ learning is a treasure that will follow its owner everywhere.
- _____ hour is not enough for writing a report.

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5. Choose the best option to complete the sentences.

- May / Might / Shall** I borrow your dictionary?
- The president said he **may / might / shall** deliver the speech the next day.
- May / Might / Shall** we visit our relatives in Spain?
- They **may / might / shall** win the prize but I doubt it.
- May / Might / Shall** we start the meeting right now?
- May / Might / Shall** I ask your sister a favour?

A
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Lesson 1

THE SMARTEST AGE

"When I was in college, I wanted to be involved in things that would change the world."

Elon Musk

Speaking

1. Match the words with their definitions and find out what each core value means.

- | | |
|------------------------|---|
| 1. charity | a. power to determine action without restraint |
| 2. diversity | b. readiness or liberality in giving |
| 3. freedom | c. generosity and helpfulness towards the needy |
| 4. generosity | d. inclusion of different types of people |
| 5. gratitude | e. achieving something despite difficulties or failure |
| 6. harmony | f. ability to work together |
| 7. innovation | g. steadfastness; constancy, as of character or purpose |
| 8. intelligence | h. capacity for learning, reasoning, and understanding |
| 9. perseverance | i. quality or feeling of being grateful or thankful |
| 10. stability | j. introduction of something new |

2. Choose the three most important values in your life. Explain your choice. Think of your core values or beliefs in the following categories:



3. What happens when teens have a clear understanding of their core values? Look at the picture and speak about the things that help you achieve your goals.



VOCABULARY FOCUS

campfire – an outside fire, made and used by people who are staying outside or in tents

worldwide – existing or happening in all parts of the world

The Scouts – an international organisation that encourages young people of all ages to take part in activities outside and to become responsible and independent

evoke – make someone remember something

kayaking – the activity of travelling in a kayak

abandon – leave a place, thing, or person, usually for ever

4. Read the text and write questions to the highlighted words. Work in pairs. Create a mind map to explain how you understand the word “scouting”.

SCOUTING MOVES AHEAD

For many people in Britain, the word “scouting” evokes images of boys in short trousers and girls in blue uniforms. Originally, Scouts were organised in an almost military manner. Young people had to learn discipline and learn to do things as a group. They went on camping expeditions in difficult conditions, had to learn to make campfires and, yes, they certainly had to get used to washing in cold water. In those days though, that was not particularly unusual, as many people washed in cold water.



In more recent years, scouting has continued to develop worldwide, to the point that there are now more scouts than ever before – over 40 million of them in more than 200 different countries.

In Britain today, the Scouts are the largest youth organisation in the country, with more than 1.3 million members. Although some people still think of them as rather old-fashioned, the Scouts have always moved with the times, adapting to changes in modern society.

While today’s Scouts still learn how to go camping in the rain and make camp fires, they also take part in a wide variety of exciting adventure activities, including kayaking and horse riding, mountain-biking, rock-climbing, pot-holing and a lot more.

This, however, is just one aspect of modern scouting. During their weekly or twice-weekly sessions, Scouts also learn about participation, independence and tolerance. They may also learn useful practical skills, such as first aid or how to use a computer.

Girls can now join the Scouts too if they want to, and many have done so. The old name “Boy Scouts” has been abandoned for good.

5. Substitute the underlined words or word combinations with their synonyms from the text.

- For many people in Britain, the word “scouting” brings to mind memories of boys in short trousers and girls in blue uniforms.
- Initially, Scouts were organised in an almost military manner.
- Young people had to develop self-control and teamwork skills.
- In more recent years, scouting has continued to expand globally.
- The Scouts have always kept up with trends, adapting to changes in modern society.
- Scouts also learn about involvement, freedom and acceptance.

6. Find in the text antonyms for the following words.

chaos	individual	effortless	doubtfully
familiar	up-to-date	limited	impractical

7. Match the halves of the sentences.

- | | |
|-------------------------------------|--|
| 1. Young people had to | a. been abandoned for good. |
| 2. Scouting has | b. in more than 200 different countries. |
| 3. There are over 40 million scouts | c. learn discipline and learn to do things as a group. |
| 4. The Scouts are the largest | d. youth organisation in Britain. |
| 5. The old name “Boy Scouts” has | e. continued to develop worldwide. |



8. Think of another title for the text. Justify your answer.

9. Choose the correct preposition.

1. It is really important to protect your skin **of** / **at** / **from** the harmful effects of the sun.
2. I'm dreaming **for** / **with** / **about** becoming a famous doctor one day.
3. Let's take advantage **of** / **for** / **with** the good weather and go to the beach.
4. I was not quite satisfied **for** / **with** / **about** the exam results.
5. The president was thankful **to** / **with** / **for** everyone who helped in the campaign.
6. We are very excited **at** / **with** / **about** our trip to Germany next month.
7. I am very fond **for** / **of** / **about** drinking Irish tea.
8. Almost all my classmates were involved **in** / **at** / **with** the fundraising project.
9. I am looking forward **at** / **to** / **from** having a meeting with you tomorrow.

10. Match the antonyms. Use them in your own sentences.

- | | |
|-----------------|---------------|
| 1. put on | a. run away |
| 2. speed up | b. drop off |
| 3. run after | c. slow down |
| 4. pick up | d. get off |
| 5. look down on | e. take off |
| 6. get on | f. look up to |



GRAMMAR FOCUS

Verbal Phrases

► The most commonly used prepositions with verbs are: **about, at, for, from, in, of, on, with.**

- I don't know why you insist **on** talking about it.
- Jack succeeded **in** building the business.
- Kate thanked me **for** taking her home.

Listening

11. Have you ever attended an after-school club? What activities did you have? Are there any specific after-school clubs you would like to be offered in your school? Explain why you are interested in them.



12. 🎧 Listen to the dialogue and tick the correct answers.

1. Coding has spread among...
 - a. parents
 - b. schools
 - c. both
2. The children should learn coding because they have to be...
 - a. able to use computers
 - b. able to play computer games
 - c. able to read e-books
3. After-school coding clubs can help young people...
 - a. invent games
 - b. improve abilities
 - c. feel confident

13. Listen to the dialogue again. Tell your classmates about the benefits of Coding Clubs.



Writing

14. Kiernan Shipka said: "I make most of my friends through my extracurricular activities." **What about you? Give arguments and examples to support your ideas in a 110-120-word paragraph using the structure on page 160.**

Lesson 2

NEVER MISS THE MARK

"Pleasure in the job puts perfection in the work."
Aristotle

Speaking

1. Which of the jobs below would you call a dream job? Why?

social media influencer
personal coach
digital marketer online teacher
yoga teacher photographer
mobile app developer personal trainer
software developer hair stylist
social media manager YouTuber

2. Talk about two of the following topics.

- › the job you wanted to have when you were younger
- › the job you would not like to have
- › the job you would like to have

3. Interview one of your colleagues. What kind of education, training or skills does he or she need to become a professional?

What things are important for his or her future job (good salary, friendly colleagues, interesting tasks)?

Why do so many people want to do jobs that might make them famous: YouTuber, actor / actress or influencer?

VOCABULARY FOCUS

herd – a large group of animals of the same type that live and feed together

prairie – a wide area of flat land without trees in Canada and the northern US

encounter – a meeting, especially one that happens by chance

nevertheless – despite what has just been said

acquire – gradually learn or gain something such as a language or skill

injured – hurt or physically harmed

mile – a unit of distance equal to 1,760 yards or 1.6 kilometres

dude – mainly US slang, a city man

Reading

4. Read the text. Create a mind map to explain who modern cowboys and cowgirls are.

MODERN COWBOYS AND COWGIRLS

Cowboys all lived in the 19th century, when the Wild West really was wild. There are no cowboys in the USA in the 21st century. Right? No, wrong! Even today, there are still men and women who work as cowboys and cowgirls in the western USA, Canada, and in South America too.

There are still thousands of ranchers in the American west. They still ride horses and they still carry guns; but they do not spend their time



fighting Indians. Although they often travel on four wheels, not four legs, cowboys still have to be expert horsemen too. They ride horses very regularly.

Some of the ranches in the American West cover thousands of hectares. Cattle are often free to move over large areas. There are steep hills, rivers and streams, forests and rocks. In many places, it is impossible to use a pick-up, even with four-wheel drive. Even motorbikes are useless. The only ways to cross the prairies are on horseback or on foot.

Cowboys and cowgirls are working men and women. They look after the herds of cattle that live on the prairies in the mountains from Texas to Canada. They have lots of jobs to do. They have to mark cattle so that they can be identified. They have to move cattle from place to place. Moreover, they have to vaccinate them and check that they are healthy. They also have to inspect miles and miles of fences and barbed-wire barriers.

There is no shortage of people who want to be cowboys. The profession has a very special reputation. It is different from other jobs, but it can be hard work, with long hours. Besides, many cowboys and cowgirls are not very well-paid. It can also be a dangerous job.

Cowboys do not often fall off their horses, of course. They have to be excellent riders and they carry guns for two reasons. Firstly, they may have to kill an injured animal – a cow or even a horse. Secondly, they may encounter dangerous wild animals, such as rattlesnakes. There are bears and wolves too, but they do not usually attack humans. Nevertheless, it is useful to have a gun, just in case...

Today, there are no more long cattle drives. These days, cattle are picked up in big trucks and taken to new destinations by road. That is one thing that has changed. Another more modern idea is the "dude ranch". Anyone can become a cowboy or a cowgirl for a week or more, if he or she has money. Dude ranches offer holidays to people who want to be part-time cowboys or cowgirls. Of course, dudes do not do much real work, but they enjoy the spirit of the west.

5. Match the following words from the text with their definitions. There are two extra options you do not need to use. Use them in your own sentences.

- | | |
|-----------------------|---|
| 1. barrier | a. wooden barrier |
| 2. chase | b. water that flows naturally along a fixed route formed by a channel cut into rock or ground |
| 3. fence | c. a container for boiling water |
| 4. cattle | d. anything used or acting to block someone from going somewhere or from doing something |
| 5. rattlesnake | e. a large road vehicle that is used for transporting large amounts of goods |
| 6. steep | f. hurry after someone or something in order to catch him, her, or it |
| 7. stream | g. a group of animals that includes cows, buffalo, and bison, which are often kept for their milk or meat |
| 8. truck | h. rising or falling at a sharp angle |
| | i. a poisonous snake found in southern parts of the US |
| | j. a stage in a process |

6. Continue the sentences.

1. When the Wild West really was wild,
2. There are still men and women who work as
3. In the American west
4. Some of the ranches
5. Cowboys and cowgirls look after
6. These days, cattle are picked

7. Ask questions to the given answers.

- | | |
|-----------|--------------------------|
| 1. _____? | - 21st century. |
| 2. _____? | - Regularly. |
| 3. _____? | - Thousands of hectares. |
| 4. _____? | - Excellent riders. |
| 5. _____? | - In big trucks. |

8. Discuss what kind of skills you form and develop in school. Which of them are professionals required? Complete the chart using the tips. Explain each skill in a sentence.

Hard Skills	Soft Skills

Which skills would you like to develop?
How could you improve them?

critical thinking,
technical skills, teamwork,
problem solving,
computer skills,
time management,
project management skills,
analytical skills,
marketing skills,
presentation skills,
communication,
adaptability, empathy,
listening skills,
interpersonal skills

9. Describe the pictures. What skills can you relate them to?



Listening

10. 🎧 Listen to the article about soft skills preferred by employers. Do you agree or disagree with its author? Justify your answer.

11. Listen again and fill in the sentences.

1. Time management involves the ability ...
2. The most common communication skills are: ...
3. The skills associated with problem-solving are: ...
4. Teamwork will never cease ...
5. Leadership refers to ...

Grammar

12. Complete the text with an appropriate phrasal verb in the correct tense.

check in, get on, get off (2x), break down, take off, turn back

John and David's flight home from London was at nine in the morning. They had arranged to meet with John's friend Mark at half past six but Mark arrived at the hotel almost half an hour later. That was just the beginning of their problems. On the way from the hotel to the airport, their car (1)_____ in the middle of a busy intersection, causing a traffic jam. Then, David realised that he had left his mobile phone in the hotel, but it was too late for them to (2)_____. When they arrived at the airport, they had just enough time to (3)_____, go through passport control and security check and (4)_____ the plane. The plane (5)_____ very shortly after that and eight hours later, they landed in New York, but they couldn't (6)_____ the plane because there was a problem on the runway. They felt a jet lag and finally, forty-five minutes after landing, they (7)_____.

Writing

13. Create an infographic about your dream job. Include the following categories: skills, advantages and famous people who chose the same job. Use the structure recommended on page 162.



Lesson 3

IT'S TIME TO MAKE A DIFFERENCE

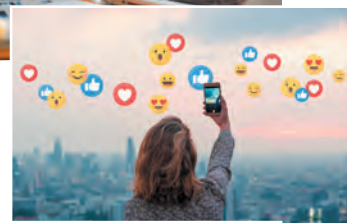
"Choose a job you love, and you will never have to work a day in your life."

Unknown

Speaking

1. Match the words with their definitions. Which of these jobs would you like to have? Why?

- | | |
|-----------------------------------|--|
| 1. digital marketer | a. a professional who uses their expertise to design software and programs for computers |
| 2. social media influencer | b. a person who influences social media and networking accounts to sell products or services |
| 3. software developer | c. a marketing and business professional who uses their expertise to create promotional materials for online platforms |



2. Work in pairs. Discuss the jobs that are considered modern and well-paid. Who can have such a job? What are the skills they need to possess?

3. Read the sentences. Find the idioms connected to jobs and match them with their meanings. Create sentences of your own.

1 My mom has been out of work since September. Hope she finds a new job soon.

a **be trained**

2 It will take Bob several months to learn the ropes, but he's sure he'll be satisfied with his performance.

b **be fired**

3 The harder I work, the more I move up in the world.

c **unemployed**

4 I just got the sack, and so did 10 other people. I have three hours to pack up my things and leave the office.

d **become more successful**



VOCABULARY FOCUS

follower – someone who supports, admires, or believes in a particular person, group, or idea

occasional – not happening or done often or regularly

dominate – have control over a place or person

release – give freedom to someone or something

promote – encourage people to like, buy, use, do, or support something

4. Read the paragraphs and guess who they are about. Do you follow these celebrities on any of the social media sites?

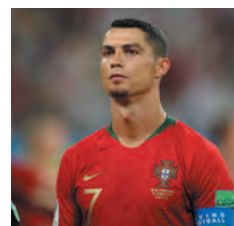
THOSE WHO INFLUENCE US THE MOST ONLINE

Everyone is familiar with the fact that there is no better way to connect with fans than through social media platforms. The last decade of the internet has proven enough of its effect. Influencers. Who are they? According to some Google searches, an influencer is a person who has the power to influence many people both through traditional and social media. If you have a larger group of followers you are already an influencer. All you need is an above-average impact on a specific job to have the power to promote any kind of brands, sometimes opinions and ideas.

In 2021, (1)_____ climbed to the top of Instagram's annual rich list of celebrities who can charge the most for a sponsored post. He is the most-followed person on Instagram with more than 300 million followers. His combined social media following, including the major platforms Facebook and Twitter, is more than 550 million. It is the first time the footballer has reached first place in the annual rankings, which are dominated by US celebrities from the reality TV, film and music industries.

(2)_____ is a London-based fashion influencer, model, and sustainability advocate from Moldova. She is described as having one of the strongest personal brands in the United Kingdom's fashion industry as she has modelled and collaborated with a list of luxury fashion brands that includes Burberry and Versace. The influencer launched her fashion blog *The Golden Diamonds* in 2010 while living in Moldova. Her mix of offline and online work saw her recognized by Forbes as one of the top 19 Young Entrepreneurs. She is labelled as a part of "the super blogger legion" and a "mega-blogger".

This British influencer has 42 million followers on Instagram. He does not post selfies every day, as he considers them useless. He posts songs mainly. Being a famous English singer and songwriter, (3)_____ has won the hearts of people all over the world with his melodic voice. He is an occasional rapper and actor as well. His popularity increased especially after the release of his first album "+". Having sold 791,000 copies in the UK by the end of the year, it stood as the ninth best selling album there. His songs slowly started gaining more popularity and were widely appreciated by the public.



5. Answer the questions.

- What is the best way to connect with fans nowadays?
- What does an influencer do?
- How many followers does Ronaldo have?
- Who is Doina Ciobanu?
- What is Doina famous for?
- Why doesn't the British influencer post selfies every day?
- What is the title of Ed Sheeran's first album?

6. Match the halves of the sentences.

- | | |
|---|--|
| 1. There is no better way to connect | a. while living in Moldova in 2010. |
| 2. An influencer is a person who has the power | b. reached first place in the annual rankings. |
| 3. It is the first time the footballer has | c. with fans than through social media platforms. |
| 4. The influencer launched her blog | d. of people all over the world with his melodic voice. |
| 5. The famous British rapper has won the hearts | e. to influence many people both through traditional and social media. |

7. What do you call it?

1. Someone who follows a person or a company on social sites.
2. A place on the Internet with lots of information.
3. Someone who performs rap music.
4. An arrangement to use a social media website.
5. Someone that has the ability to influence the behaviour or opinions of others.

8. Find in the text antonyms for:

no one	worse	weakness	last	trend
disrespect	decrease	fast	end	narrowly

9. Read the sentences and correct the mistakes. Pay attention to confusing words. Make sentences of your own.

1. The cold weather effected Jack's allergies.
2. The virus had terrible affects on me, including cold, fever, and loss of taste.
3. When Kent asked Michelle to marry him, she happily excepted.
4. All the classmates accept Monica attended the reunion.
5. A TV advertisement might have an influence on kids.
6. Any school teacher might impact their students.

Confusing words

accept - receive
except - leave out of, take away
affect - influence
effect - result
influence - affect or change
impact - a powerful effect

Listening

10. Match the questions to the answers from an online job interview.

- A. What are your strengths?
- B. Can you tell me something about your education?
- C. Why should we hire you (and not someone else)?
- D. Can you tell me something about yourself?
- E. Why did you apply for this job?
- F. Can you tell us something about your working experience?
- G. What are your weaknesses?

1. _____ My name is Steven. I am 24 and I have just finished my Master in Economics. I enjoy teamwork and I am looking for my first job. I want to learn and meet like-minded people at work. I try to have a positive outlook of life and take everything that comes my way as an opportunity to become a better person.
2. _____ I really like the job description and I believe I can fit here and bring some value to your team of financial analysts. On top of that, I have the right education for this position and I would enjoy working in an international environment.
3. _____ I have studied at university. I acquired knowledge of statistics, project management and accounting besides many other subjects. I believe that my education and internship that followed prepared me perfectly for a job in your company.
4. _____ I have worked only for a small company so far. But I learned a lot there: how to approach the customers how to work with other people. I hope to get a better job now and learn something new again.
5. _____ I am young, eager to learn, and motivated to work hard. I have a passion for numbers and I would really enjoy to have this job.
6. _____ Responsibility is my greatest strength. I consider my job the first priority and it has never happened to me that I came late to work, or that I did not complete my tasks in time.
7. _____ I am not very patient. That's obviously bad. But I am working on it, trying to control myself.

11. 🎧 Listen and check. Role-play the interview in front of the class using your own answers.

12. Fill in the gaps using the following words:

previous, responsible, qualifications, position, first of all, website, manager, applicants, competent, graduate, requirements, questions.

Interviewer: _____, let me introduce myself. I am the _____ of our engineering department here and we have an open _____, so we have been interviewing _____ to fill the position as quickly as possible.

Interviewee: Yes sir, I read about the position on your _____, and I think I am a good fit. What are the essential _____ required for the position?

Interviewer: We require that you have at least a bachelor's degree in computer engineering. _____ experience in the field is a plus.

Interviewee: My final school project was actually developing a mobile application, so I am fairly _____ in developing mobile and web applications.

Interviewer: That's good to hear, which school did you _____ from?

Interviewee: I was a student at university, and I graduated with a bachelor's degree in computer science. I worked as a computer lab tutor in school for about 2 years.

Interviewer: What are your strengths? Why should I hire you?

Interviewee: I am a _____ person and a fast learner. I am very eager to learn. My friends also find me very easy to work with.

Interviewer: Do you have any _____ for me?

Interviewee: No, I think I have a pretty good understanding of the _____. I hope to have the opportunity to work for you.

Interviewer: It is nice to meet you. I can tell that you are a good candidate. Expect to hear from us within a week or so about the job.

Grammar

13. Are the underlined words countable or uncountable? Justify your answer.

- They tried to sell iron, silver, and gold. (C) (U)
- I burned my dress with the iron. (C) (U)
- Glass can be recycled from old bottles. (C) (U)
- Cola was fizzing in the glass. (C) (U)
- How much time did it take you to dance? (C) (U)
- Mike saw the cartoon many times. (C) (U)
- These flowers are made of paper. (C) (U)
- Jane wrote a paper on English grammar. (C) (U)
- Grandpa read the latest news in the paper. (C) (U)
- You'd better stop talking and get on with your work. (C) (U)

Writing

14. Comment one of the quotes in a 110-120-word essay using the structure on page 157.

*Do what you love and success will follow.
Passion is the fuel behind a successful career.*



GRAMMAR FOCUS

Countable and uncountable nouns

	Meaning	
	Uncountable	Countable
iron	material	electrical appliance
glass	material	container
time	length of an activity	number of instances
paper	material	a report or essay, a newspaper
light	energy form	lamps / light bulbs
work	an activity	a product
hair	hair in general	individual strands of hair
experience	knowledge or skill	an incident that affects you

Lesson 4

WHAT MAKES YOU EMPLOYABLE?

"The better you know yourself, the better your relationship with the rest of the world."

Toni Collette

Speaking

1. Think of jobs which do not exist anymore or might soon disappear (e.g. telemarketer, cashier, typist). What trends might put certain jobs at risk?
2. Match the halves of the quotes. Comment on one of them.

- | | |
|---|-----------------------------|
| 1 A job is not just a job, | a is to do good work today. |
| 2 The best preparation for good work tomorrow | b worth two in the evening. |
| 3 It's never too late to be | c no time. |
| 4 An hour in the morning is | d what you might have been. |
| 5 Any time means | e it's who you are. |

VOCABULARY FOCUS

hassle – difficulty or trouble

delighted – very happy

deserve – merit

labourer – a person who does unskilled physical work, especially outside

dole – the money that the government gives to people who are unemployed

3. Look at the pictures. Do you recognise the companies? Do you have any of their products? Would you like to have a job in such companies? Why?



Reading

4. Read the dialogue and explain the meaning of the phrase "on the dole".

WORK: A HASSLE, OR SOMETHING TO ENJOY?

- Kevin:** Well, I hate work! And if I could sit back and do nothing for the rest of my life, I'd be delighted.
- Mike:** You wouldn't. You'd be bored to tears. Imagine having nothing to do all day. It would be like being permanently on the dole.
- Betty:** Oh no! You don't think we're serious, do you Mike?
- Kevin:** I am! ... I'm quite serious. I'd love to not have to work. A life of luxury. Great! Fantastic!
- Mike:** See, he is!
- Betty:** Well, I'm not! There's nothing wrong with working.
- Mike:** No, everyone's got to work, but I don't think it should be the only thing in life. I think there's too much pressure on people to work these days.

Betty: Oh, that's **rubbish**! I wouldn't say I've got too much work to do, at least not normally. There are some days I think I'm **overworked**, like when we've got a history essay to do, or exams to study for; but normally I don't do too much. And generally speaking, people are working shorter hours these days than ever before, aren't they?

Mike: I think it's normal to work hard, though I know I don't always. But if you want to get anywhere in life, you've got to make an effort. You won't get a good job **unless** you work well, and I don't think you deserve to either.

Betty: No. But I still don't want to spend all my life working. I'd like to have time to enjoy myself too.

Mike: I think it depends on the sort of work you do, doesn't it? I mean it can't be much fun sitting in a factory doing the same old boring job, day in, day out, like some people do; but other jobs can be quite exciting. Like being a pilot or something like that.

Betty: OK, why not? I think you can enjoy anything, if you set your mind to it.

Mike: Of course! And as far as I'm concerned, I'm quite willing to work hard, if it means earning more or getting a better job. After all, people who work hard should get more money and better jobs, shouldn't they?

Kevin: Maybe, but often they don't, do they? Look at the people in badly-paid jobs: they have to work **overtime** often just to make ends meet. Sometimes they don't even get that. I mean, take my brother for instance, he worked all through the summer holidays last year selling balloons in the street. He **put in** hours, but he only made about £200 a week in the end.

Betty: Only up to a point! Look, if you're a labourer, you'll never get as much as a doctor. However hard you work, you will never be **well-off** unless you win the lottery.

Mike: Yes, but...

Kevin: But what?



5. Identify the highlighted words that correspond to the definitions below.

- _____ - rich
- _____ - spend a lot of time or effort doing something
- _____ - except if
- _____ - something that is very low quality or not true
- _____ - work too hard or too long
- _____ - after the usual time needed or expected in a job

6. Think of three jobs for each category. Explain your choices.

- stressful jobs
- jobs which are useful to the society
- jobs for creative people

7. Do you have a CV? List the main parts of a CV.

8. Brainstorm the skills you might write in your CV.

9. Examine the CV pattern on page 158.

Create your own CV in a traditional or digital form.



10. Write the verbs in the correct form of the present tenses.

1. It _____ (snow) for two hours.
2. Your sister can't talk to you. She _____ (have) a shower.
3. My father _____ (write) letters all morning.
4. She _____ (earn) quite a lot of money for the last three years.
5. What your family _____ (usually do) at weekends?
6. Jack _____ (give) a party today because it _____ (be) his birthday.
7. The Art lesson _____ (start) at 9 o'clock on Wednesdays.
8. How long _____ you _____ (learn) Chinese?

11. Write the verbs in the correct form of the past tenses.

1. Father was tired because he _____ (write) letters all morning.
2. The kids _____ (watch) TV last night.
3. It _____ (rain) hard when Mike got up.
4. While the teacher _____ (talk), the students _____ (look) at an insect.
5. The boys _____ (play) soccer for half an hour when it started to rain.
6. My brother _____ (do) his homework before I came in.
7. When we _____ (get) to the train station the train _____ (already leave).
8. After they _____ (finish) their breakfast, they _____ (leave) for school.

Listening

12. 🎧 Listen and find out why it is so tough to choose a career.

13. Match the halves of the sentences.

- | | |
|--|--|
| 1. The person you are at twenty | a. haven't thought of your hobby yet. |
| 2. Most high-school students | b. that they love and stick with it all their lives. |
| 3. There are people who choose something | c. haven't experienced a lot of reality. |
| 4. You shouldn't feel awful if you | d. will not be the same person you are at forty. |

14. Is choosing a career today more complicated than it was in the past? Why? What should young people keep in mind when choosing a career?



15. Choose two pictures on the right and compare them. Answer the question: Why might people choose this job?



Writing

16. Write a 110-120-word article using the structure on page 161 to comment on the following statement. *People used to respect serious professionals, like lawyers or doctors. Now they idolise influencers and YouTubers.* Provide two examples to support the advantages and/or disadvantages of both types of jobs.

Lesson 5

TEENAGERS FREE TIME

"Free time is the enemy of progress."
Casey Neistat



VOCABULARY FOCUS

chunk – a part of something, especially a large part

decade – a period of ten years

errand – a short trip you make to do something, such as buying or delivering things in the neighbourhood

grooming – the things that you do to make your appearance clean and neat

steady – not moving or changing suddenly

leisure – the time when you are not working or doing other duties

Speaking

1. How do you spend your free time? What activities do you prefer? How about your friends?
2. Read the statements below and say whether you agree or disagree with them.
 - Your success will be in direct proportion to how you spend your free time.
 - I had so much free time that free time was meaningless.
 - Free time is a terrible thing to waste. Read a book.
3. Work in pairs. Complete the sentences with: **leisure time**, **record time**, **free time**, **precious time**, **spare time**. Justify your choice.
 1. Do not waste this _____ on playing games; you should be finishing your projects!
 2. The boss expects Jane to be on call for her job even in her _____; it was too much for her, so she quit.
 3. Daniel wanted to use all his _____ for the year at the same time, so he went to Italy for almost three weeks.
 4. As she grew older, she had less and less _____.
 5. Joe wanted to eat a snack, so he finished his work in _____ and then went to the kitchen.

Reading

4. Read the excerpt from an online article and find out how teenagers enjoy spending their free time. Create a mind map to summarize all the important ideas.

All teenagers are different. They enjoy spending their free time doing things like shopping, going to parties, being with friends, gaming and using social media. Texting, watching movies, reading and going to the beach or park are also among their favourite activities.

Teenagers are spending an increasing amount of their free time in structured extracurricular activities like arts and sports. Teens today are spending their time differently than they did a decade ago. They are devoting more time to sleep and homework and less time to paid work and socialising. But what has not changed is the differences between teen boys and girls in time spent on leisure, grooming, homework, housework and errands.

Overall, teens spend an hour a day, on average, doing homework during the school year, up from 44 minutes a day about a decade ago. Teens are also getting more shut-eye than they did in

the past. They are clocking an average of over nine and a half hours of sleep a night, an increase of 22 minutes compared with teens a decade ago.

Teens now enjoy more than five and a half hours of leisure a day. The biggest chunk of teens' daily leisure time is spent on screens: 3 hours and 4 minutes on average. This figure, which can include time spent gaming, surfing the web, watching videos and watching TV, has held steady over the past decade. On weekends, screen time increases to almost four hours a day.

Time spent playing sports has held steady at around 45 minutes, as has the time teens spend on other types of leisure such as shopping for clothes, listening to music and reading for pleasure.

Time spent by teens on other leisure activities has declined. Over the past decade, the time spent socialising – including attending parties, extracurriculars, sporting or other entertainment events as well as spending time with others in person or on the phone – has dropped to 1 hour and 13 minutes a day.

5. Comprehension check: true or false? Correct the false sentences.

1. Teenagers are spending less time in structured extracurricular activities. (T) (F)
2. They are spending more time sleeping and doing their studies. (T) (F)
3. During the academic year, teens devote two hours a day to finishing their homework. (T) (F)
4. Nowadays, teenagers sleep more than they did in the past. (T) (F)
5. The time spent by teens on screens and outdoors is the same. (T) (F)
6. Time spent by teens on other leisure activities has decreased. (T) (F)

6. Answer the questions.

- a. How do teenagers enjoy spending their spare time?
- b. Do they prefer doing homework or socialising?
- c. What did they spend 44 minutes a day on?
- d. What is the biggest part of teens' daily leisure time spent on?
- e. What activities does screen time include?

7. Paraphrase the sentences using words from the text.

1. All teenagers are unique.
2. Adolescent boys and girls spend their time differently on leisure, grooming, homework, housework and chores.
3. In general, teens spend an hour a day, on average, doing homework.
4. Sports time has been constant at about 45 minutes.

Listening

8. Listen and delete the wrong word. Entitle the text.

World Book and Copyright Day is on the 23rd of April every year. It is also **calling** / **called** International Day of the Book or World Book Days. UNESCO started it in 1995 to **promote** / **promotion** reading and publishing and to protect copyright. There are several theories to explain why it **drops** / **falls** on April 23. One is because William Shakespeare was born and died on this day. Another is because of a festival **hold** / **held** since 1923 in Spain to honour the **death** / **dead** of the Spanish writer Cervantes. Part of Spain's festivities **include** / **inclusive** a two-day "readathon" of Cervantes' book *Don Quixote*. UNESCO wants to encourage young people in **particularly** / **particular** to discover the unique pleasures of reading and respect the authors who have helped **shape** / **shaping** and change our world.

World Book Day UK **began** / **begins** in 1998. The Prime Minister Tony Blair gave several million schoolchildren a special £1 World Book Day **token** / **tokens** they could use to buy any book in any bookshop in the UK. It is fantastic that there is a day to celebrate books and authors. They have certainly **enrich** / **enriched** people's lives, from childhood to the day they can **no** / **know** longer read. Most authors who write their first book do so, thinking no one will ever read **them** / **it**. Many publishers were not interested in J. K. Rowling's first story about a boy called Harry Potter. Nevertheless, it became famous.

9. Work in pairs. Create a graphic organiser to include the key information from the audio. Present it to your colleagues.

10. Explore the site extrascolar.md and choose the activities you would like to practise. Which of them could help you gain skills for your future career?

11. Which of the following extracurricular activities would you like to be involved in your school? Explain why.

- › Economics Club
- › Drama Club
- › Robotics Club
- › Trivia and Quiz Clubs
- › Web Design / Coding Club

Grammar

12. Choose the correct answer.

1. They have scored **ourselves** / **themselves** three goals.
2. Have you **yourself** / **myself** written the letter?
3. The boys **himself** / **themselves** chose the balls for the game.
4. He **herself** / **himself** bought the tracksuit last week.
5. I **myself** / **yourself** planted the flowers in our garden two days ago.
6. We **yourself** / **ourselves** have visited the old town.
7. The dog **itself** / **himself** is strong and furious.
8. He **hissself** / **himself** said so.

13. Fill in with emphatic pronouns. Translate the sentences.

1. John _____ was not aware of the plan.
2. They will do it _____.
3. Jenny _____ told me that she was quitting her job.
4. We have got _____ into a mess.
5. You _____ did the job.
6. We _____ painted the walls.
7. Pete did it _____.
8. You must believe me. I _____ heard him shout at her.

GRAMMAR FOCUS

► The English **emphatic pronouns** are: **myself, yourself, herself, himself, itself, ourselves, yourselves, and themselves.**

- The Queen **herself** attended the parade.
- The cat opened the window **itself**.

14. Match the phrasal verbs with their meanings. Complete the sentences using their correct form.

- | | |
|-----------------------------|-----------------------------------|
| 1. take up (a hobby) | a. participate in an activity |
| 2. join in | b. start something new |
| 3. get into | c. continue doing something |
| 4. keep up | d. stop doing something |
| 5. give up (a hobby) | e. become interested in something |

1. Jane first _____ yoga when her best friend encouraged her to try it. It helped her feel less stressed.
2. She took up salsa dancing, but she _____ for a reason. She had a busy job.
3. If you have enough time after classes, you can _____ a creative hobby like painting.
4. He used to play badminton twice a week, but it was difficult to _____ after he got a job.
5. Last Friday, I played football as Mike asked me to _____. They needed an extra player.

Writing

15. Work in teams. Design a magazine about the extracurricular activities available in your community using the tips on page 159. Give details about the activities that teenagers can practise in their free time.

Lesson 6

TEENS WITH DREAMS

"Try not to become a person of success, but rather try to become a person of value."

Albert Einstein



VOCABULARY FOCUS

outgoing – friendly and energetic

vice versa – used to say that what you have just said is also true in the opposite order

ambitious – having a strong wish to be successful, powerful, or rich

struggling – unsuccessful but trying hard to succeed

worth – important or useful enough to have or do

Speaking

1. Do you have a plan for the nearest future? How would you like to influence your future? How often do you discuss your future with your parents? Have you set any goals for yourself?
2. Work in pairs. Which of these are the best ways to prepare for a successful future?
 - practise extracurricular activities
 - learn how to use technology
 - socialise and interact with interesting people
 - study foreign languages
 - research and learn new things
 - develop a positive attitude
3. In order to achieve the future of your dreams, you have to focus on your goals and deeds. Complete the mind map to take the first step.

I would like to be...

I would like to do...

I would like to have...



Reading

4. Read the text and find out what teenagers dream about.



TEENS DREAMS AND AMBITIONS

Dreams and ambitions differ from one teenager to another. While some dream about fame and fortune, the only thing that counts for others can be happiness and love. Adolescence is a link between two quite different worlds: childhood and adulthood, so the teens dreams can be very childish or very mature.

Teenagers dream about a great future, about their favourite artists that they often look up to and want to be like, about a boyfriend or girlfriend to share feelings with. Something which is very normal is that teenagers dream about what they do not have, like those who have straight hair want curly hair and vice versa.

Most teenagers today are dreamy. They dream of a perfect style of life. The majority of them want to own their proper houses and cars, to get a very well-paid job and have a happy family life. Besides, they have a great desire to visit all the countries of the world, to meet other people and why not to make friends from other continents. This is the ideal life for them.



Adolescence is a sensible period of life, where a person builds their personality, and every small stuff can have a big influence on teens positively or negatively. Every teenager has their own dreams, objectives and ambitions. What do teenagers expect from the future? Plenty of teenagers are struggling to perform well and to succeed in school. Indeed, teens dream of making a difference in their families, schools, districts, and in society. In fact, teens are strong-willed, thoughtful, self-confident, ambitious, considerate and outgoing people who are pretty conscious of the fact that "the best prize life can offer is working hard at work worth doing". Therefore, teens proved to be very reliable and helpful in diverse situations where they contributed with money, efforts, and psychological support to needy people and families.

5. Match the following words from the text with their synonyms. There are two extra options you do not need to use. Then use the words in sentences of your own.

- | | |
|---------------|-----------------|
| 1. ambition | a. fail |
| 2. fame | b. aspiration |
| 3. look up to | c. demonstrate |
| 4. link | d. relationship |
| 5. prove | e. ignorance |
| 6. curly | f. achieve |
| 7. succeed | g. encourage |
| 8. support | h. reputation |
| | i. adore |
| | j. wavy |

6. Answer the questions.

- What does adolescence link?
- What do teens dream about?
- Do the teens dream about what they have?
- What is their greatest desire?
- Why is adolescence a sensible period of life?
- What are teens struggling to do?
- What are teens conscious about?
- How can teenagers be helpful?



7. Match the halves of the sentences.

- | | |
|-------------------------------------|---|
| 1 Dreams and ambitions differ | a get a very well-paid job and have a happy family life. |
| 2 The adolescence is a link | b to perform well and to succeed at school. |
| 3 The teenagers dream about their | c from a teenager to another. |
| 4 The majority of them want to | d a big influence on teens positively or negatively. |
| 5 They have a great desire | e favourite artists that they often look up to and want to be like. |
| 6 Every small stuff can have | f reliable and helpful in diverse situations. |
| 7 A lot of teenagers are struggling | g between two quite different worlds. |
| 8 Teens proved to be very | h to visit all the countries of the world. |

Listening

8. 🎧 Listen to Joe and find out about his dreams. Are they achievable? Why?

9. Listen again and answer the questions.

- What is Joe's first goal?
- What will Joe feel when he graduates from college?
- What is their family tradition?
- Does Joe want to be famous?



Grammar

10. Complete the grammar rules using the tips in the box.

- ▶ We need to _____ to make the plural of regular nouns, such as *table* or *school*.
- ▶ Some nouns (*man*, *child*, and *tooth*) have _____.
- ▶ Some nouns like *sheep*, *deer*, and *fish* _____.
- ▶ If the word ends in a vowel **+y** (such as *day* and *boy*) we need to _____.
- ▶ For words ending in a consonant **+y** (*city*, *baby*, and *country*), we need to remove the **-y** and _____.
- ▶ If the word ends in a vowel **+o**, like *radio* and *video*, we simply _____.
- ▶ In order to make the plural of nouns ending in **-f** / **-fe** (*knife* and *wolf*), we need to remove **-f** / **-fe** and _____.

- ▶ add **-ves**
- ▶ add **-ies**
- ▶ do not change at all
- ▶ add **-s**
- ▶ irregular plural form

11. Write the correct plural form of the words in brackets.

- My _____ (child) hate eating onions.
- The _____ (woman) in the room want to meet the manager.
- Most _____ (housewife) work more than eight hours a day at home.
- They are the owners of those _____ (ox) there.
- These _____ (person) are protesting in front of the headquarters.
- The _____ (fish) I bought are in the fridge.
- I have been running all day. My _____ (foot) hurt.
- His cats like to catch _____ (mouse) in the cottage.

12. Study the Grammar Focus box and choose the right plural of the compound nouns.

- She bought two **tool boxes** / **tools box**.
- Are there any **shoe shops** / **shoes shop** nearby?
- The association planted some **apples tree** / **apple trees**.
- Get off after two **buses stops** / **bus stops**.
- By a fortunate coincidence, **passer-bys** / **passers-by** heard her cries for help.
- We should take care of our grandmas, mothers, sisters, and **mothers-in-law** / **mother-in-laws**.
- Take two **spoonfuls** / **spoonsful** of honey before you go to bed.
- I have two **pen pals** / **pens pal** from the UK.

GRAMMAR FOCUS

The plural of compound nouns

car park**s**
blackboard**s**
mother**s**-in-law
passer**s**-by
women doctors
spoonful**s**/spoonsful
check-in**s**



Project work

13. Create a scrapbook entitled "My Hopes and Dreams". Use pictures, ribbons, coloured paper, and stickers to better illustrate your ideas. Present it to your classmates.

1. Circle the correct preposition.

- All the people benefit **from** / **with** / **at** / **into** the new city hospital.
- The birds were fighting **over** / **at** / **in** / **against** a scrap of food.
- His cousin graduated **on** / **from** / **out of** / **with** Oxford university.
- The Tesla car company cares **for** / **at** / **about** / **with** the environment.
- As a scientist, they specialise **at** / **in** / **for** / **with** biotechnology.
- My dad shouted **to** / **out loud** / **with** / **towards** when he won the lottery.
- She insisted **on** / **with** / **for** / **about** helping her mother with the dishes.
- The customers came to the restaurant to complain **about** / **at** / **on** / **for** bad service.
- At the moment, she is recovering **at** / **of** / **from** / **with** her illness.
- This sauce consists **into** / **of** / **with** / **for** cream, salt, garlic, and parsley.
- My cousin is married **with** / **for** / **to** / **from** an American.
- I am responsible **at** / **about** / **with** / **for** training the new students.

2. Use the correct tense in the following sentences.

- My mother _____ (go) to the bank. She'll be back soon.
- What _____ (you do) at 9:00 in the morning?
- It _____ (rain) when we _____ (leave) the university.
- I usually _____ (listen) to music in the car.
- My grandfather is a writer. He _____ (write) three novels.
- Jenny is thirsty. I _____ (get) her a glass of water.
- I think it _____ (snow) this afternoon.
- John _____ (speak) to Susan an hour ago.
- When _____ (Joe Biden become) president of the USA?
- How long _____ (you wear) glasses?

3. Write down the correct form of the plural.

- I clean my _____ (tooth) three times a day.
- They are sending some _____ (man) to fix the door.
- Where did you put the _____ (knife)?
- _____ (goose) like water.
- _____ (piano) are expensive.
- Some _____ (policeman) came to arrest him.
- There are twenty-five _____ (short-story) in this book.
- Buy me three _____ (kilo) of _____ (potato), please.
- I'd like two _____ (toothbrush), please.
- Those were the best _____ (day) in her life.

4. Are the underlined words countable or uncountable? Justify your answer.

- This is the work of Hemingway. (C) (U)
- I had chicken for dinner. (C) (U)
- They keep chickens in the backyard. (C) (U)
- She had thick brown hair. (C) (U)
- He had a few grey hairs on his temples. (C) (U)
- Is there enough room for me? (C) (U)
- They had to sit in the waiting room for an hour. (C) (U)
- The fruit was too sour to eat. (C) (U)
- She sells fruits at a market stall. (C) (U)

1. Read the text and choose the correct words.

In today's workplace, **interpersonal** / **personal** skills are very important. This is because many of the jobs we do **conduct** / **improve** collaboration. So when you attend meetings, speak to people face-to-face or on the phone, or communicate with them by email, you need to build good relations. People are not always **cosy** / **easy** to work with and sometimes you have to deal with **secrets** / **conflicts** and difficult situations. Moreover, we get information now in many ways and these ways are changing constantly. Today's worker has to **progress** / **process** huge amounts of written and visual information. So, they have to think critically about this information and they need to understand technology and to **choose** / **chose** the best way to communicate with it. They also have to be creative and, above all, they have to want to learn. The 21st century world moves fast. So you need to be quick and you need to be efficient.

A
0
1
2
3
4
5
6

2. Continue the sentences.

1. Interpersonal skills are
2. Many of the jobs improve
3. You need to build good relations when
4. While working with people
5. Nowadays we get information
6. In the 21st century you need to

A
0
1
2
3
4
5
6

3. Use the correct form of the verbs to complete the sentences.

get up, fall over, sit down, click on, chill out, put away

1. _____ the printer icon when you want to print the pictures.
2. Sam has finished all his exams. After all that stress he needs to _____.
3. Teens do not normally _____ before 9:00 a.m. on weekends.
4. She slipped on the ground and _____. She sprained her ankle and had to go to hospital.
5. Your room is a mess. _____ all your toys and clothes immediately.
6. Please, _____ and relax. I'll bring you a cup of hot tea.

A
0
1
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6

4. Write **c** for countable and **u** for uncountable or both.

- | | |
|------------------|--------------------|
| 1. iron - ____ | 7. love - ____ |
| 2. tea - ____ | 8. bread - ____ |
| 3. pen - ____ | 9. glass - ____ |
| 4. finger - ____ | 10. mouse - ____ |
| 5. oil - ____ | 11. freedom - ____ |
| 6. flour - ____ | 12. gold - ____ |

A
0
1
2
3
4
5
6

5. Do you agree or disagree with the following statement: *The most important aspect of a job is the money a person earns?* Write a 75-80-word extended paragraph on the topic using specific reasons and examples to support your answer. Use the structure recommended on page 160.

A
0
1
2
3
4
5
6

IN THIS TEMPLE
AS IN THE HEARTS OF THE PEOPLE
FOR WHOM HE SAVED THE UNION
THE MEMORY OF ABRAHAM LINCOLN
IS ENSHRINED FOREVER

Lincoln Memorial,
National Mall, Washington, D.C.



Lesson 1

GOVERNMENT OF THE PEOPLE, BY THE PEOPLE, FOR THE PEOPLE

"Government of the people, by
the people, for the people, shall
not perish from the Earth."

Abraham Lincoln

Speaking

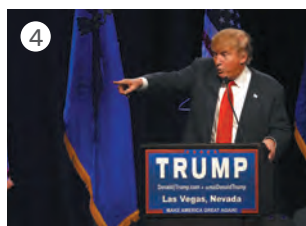
1. Who is the Prime Minister of Great Britain? What other Prime Ministers do you know? Who is the President of the United States of America? What other American presidents do you know?

2. Work in pairs. Match the key words with their definitions. Use these words in your own sentences.

- | | |
|---------------------------|---|
| 1. government | a. a king or queen |
| 2. president | b. a time when people vote in order to choose someone for a political or official job |
| 3. elections | c. the belief in freedom and equality between people, or a system of government in which power is either held by elected representatives or directly by the people themselves |
| 4. political party | d. a person who votes or (in the US) a member of an electoral college – a group of people whose job is to choose a political leader |
| 5. democracy | e. the group of people who officially control a country |
| 6. elector | f. the leader of the government in some countries, such as the UK |
| 7. prime minister | g. an organisation of people with particular political beliefs that competes in elections to try to win positions in local or national government |
| 8. monarch | h. the leader of the government in some countries |

3. Match the phrases with the pictures. Explain them in your own words.

- The United States Capitol
- The Residence of the Prime Minister
- The White House
- a political party
- elections
- a presidential debate



4.  Read the text and insert the words in the right place. Listen and check.
- a. Member of Parliament
 - b. Houses of Parliament
 - c. Buckingham Palace
 - d. British Government
 - e. Republicans
 - f. President



A party is a group of people who believe in the same things. In a general election, people vote for the party they most agree with. Then the party which has the most MPs is the one that gets to choose the Prime Minister.

In the US, there are two main political parties – the Democrats and the (4)_____. Both parties decide who they want to run for President. Then it is up to the American public to pick their favourite. Americans are voting for people called electors in each state. The candidate with the most electors wins the whole state. Then, the first person to win enough states to reach 270 electoral votes becomes the (5)_____. So, whereas in the UK it is the party that picks the leader, in the US it is the people. That is why the President can make most decisions on their own whereas almost everything the Prime Minister does has to go through the (6)_____.

THE AMERICAN PRESIDENT VERSUS THE BRITISH PRIME MINISTER: SIMILARITIES AND DIFFERENCES

The American President and the British Prime Minister are two of the most powerful leaders in the world. The Prime Minister is the head of the (1)_____ and the President is the head of the American Government. Both leaders make lots of important decisions that affect people in each country.

Whilst the Prime Minister is the head of the government, it is the ruling monarch from (2)_____ who is the head of state. The head of state is the person who has the final say about what happens in the country.

In the US, the President is the head of the government and the head of state. It is two jobs in one, which is why it is particularly important. People in the UK do not vote for the Prime Minister. Instead, they vote for a local (3)_____ – an MP that represents their hometown. There are hundreds of MPs all across the country and they meet in London to discuss how they can make things better for everyone. Each MP is also a member of a political party.

5. Answer the questions.

- a. Who is the head of the British Government and who is the head of the American Government?
- b. Who is the head of state in Great Britain?
- c. Why is the President in the USA two jobs in one?
- d. What do people in the UK vote for?
- e. What is a political party?
- f. What are the two main political parties in the USA?
- g. Who becomes President in the USA?
- h. Who can make most decisions on their own and who has to go through the Parliament?

6. Work with a partner and decide if the sentences are true or false. Justify your choice with details from the text. Correct the false ones.

- 1. The American President and the British Prime Minister are two of the most powerful leaders in the world. (T) (F)
- 2. The British Prime Minister is the head of state. (T) (F)
- 3. In the US, the President is the head of the government and the head of state. (T) (F)
- 4. People in the UK do not vote for the Prime Minister. Instead, they vote for a local member of Parliament. (T) (F)

5. In the US, there are two MPs who meet in London to discuss how they can make things better for everyone. (T) (F)
6. Then the party which has the most Prime Ministers is the one that gets to choose the Parliament. (T) (F)
7. In the US, the Democrats decide who the President is. (T) (F)
8. In the US, it is the party that picks the leader, in the UK, it is the people. (T) (F)

7. Identify the highlighted words that correspond to the definitions below.

- a. _____ – a member of the government in Britain
- b. _____ – be officially accepted or approved
- c. _____ – gives an opinion about something, takes the last decision
- d. _____ – choose, take some things but not others
- e. _____ – compete as a candidate in an election
- f. _____ – get to a particular level, especially a high one
- g. _____ – express your choice or opinion by officially writing a mark on a ballot or by raising your hand in a meeting
- h. _____ – being in control of a country

Grammar

8. Work with a partner. What modal verbs in English do you know?

- Read the examples and explain which of them express offers, invitations, advice, polite requests or suggestions.

- You could take the book in case you need it.
- Would you like to come to our house for dinner?
- Could I speak to Amy, please?
- You should close the window. It's chilly.
- Could you tell me how to get to the town centre, please?

- Do we add an **-s** in the third person singular? Do modal verbs take an auxiliary verb in negative sentences and questions? Do we use **to** with the infinitive verb which follows modal verbs?

- My sister should study hard if she wants to take the exam.
- Will you help me with my homework, please?
- Amanda should go to the doctor.

- Which of these sentences include the polite forms of modal verbs? Create your own sentences using polite forms.

- Can you repair this flat tyre?
- Could you repair this flat tyre?
- Can we come in?
- May / Might we come in?
- Shall we pick the car up tomorrow?
- Should we pick the car up tomorrow?

9. Choose the correct answers.

1. People _____ eat healthy food.

a. have to	c. should
b. must	d. might
2. _____ you please give me that magazine?

a. May	c. Might
b. Could	d. Must
3. _____ you please buy some batteries for my camera?

a. Would	c. Have to
b. Can	d. Do
4. If I were you, I _____ take the book without permission.

a. shouldn't	c. couldn't
b. could	d. wouldn't
5. Could you please _____ me the letter.

a. to send	c. send
b. sent	d. sending
6. People of all ages should _____ some exercise every week.

a. to take	c. taking
b. take	d. taken

7. A: _____ we go and pick some apples from the tree?
B: Sure! I'd love to.
a. Might b. Must c. Shall d. Should
8. Mary's leg has been hurting since yesterday. I think she _____ see a doctor without delay.
a. has been able to b. could c. may d. should
9. _____ you like to come to Jane's party?
a. Would b. Should c. Might d. Do

Listening

10. 🎧 Listen to the podcast "How to become US President versus UK Prime Minister". Work with a partner. Are the following sentences true or false? Give reasons for your answers.

1. It is very easy to become the American President or the British Prime Minister. (T) (F)
2. The US Constitution sets out all the laws in America. (T) (F)
3. According to the Constitution, there are two requirements to becoming the President: you must be born in the US, you must be a US citizen and you must have lived in America for at least fourteen years. (T) (F)
4. Most people wanting to be President join a political party, full of people with similar ideas about how government should work. (T) (F)
5. The party has to decide which person to support as President. (T) (F)
6. The road to becoming the next UK Prime Minister is the same as becoming a President. (T) (F)
7. You've got to be 28 years old if you want to be an MP – a Member of Parliament. (T) (F)
8. You need to be a citizen of either Britain, Ireland or one of the Commonwealth countries. (T) (F)
9. You need to be born in Great Britain. (T) (F)
10. Many MPs throughout history were born in other countries and came to Britain later on, including from the USA. (T) (F)



11. Work in pairs. Answer the questions.

- a. What sets out all the laws in America?
- b. What are the three requirements to become an American President according to the Constitution?
- c. Why do most people wanting to be President join a political party?
- d. What are the conditions for becoming a UK Prime Minister?
- e. Do you have to be born in Britain, Ireland or one of the Commonwealth countries to become a Prime Minister?
- f. Who appoints the Prime Minister?
- g. Can the monarchs pick whomever they like?
- h. Who is usually asked to be the Prime Minister?



Writing

12. Choose a British Prime Minister or an American President you admire. Research about his or her career. Write a 110-120-word article for the school newspaper using the structure recommended on page 161.

Lesson 2

LEADING BY EXAMPLE

"Success consists of going from failure to failure without loss of enthusiasm."

Winston Churchill

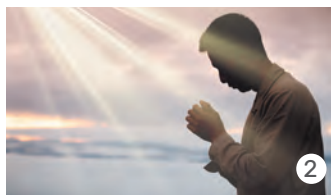


Speaking

1. Name three political leaders you admire. Explain your choice. Do you agree or disagree with the quote of the lesson? Give reasons for your answer.
2. Which of these quotes by Winston Churchill do you like most of all? Why? Explain how you understand it.
 1. "Courage is what it takes to stand up and speak; courage is also what it takes to sit down and listen."
 2. "A pessimist sees the difficulty in every opportunity; an optimist sees the opportunity in every difficulty."
 3. "You have enemies? Good. That means you've stood up for something, sometime in your life."
 4. "The price of greatness is responsibility."
 5. "Difficulties mastered are opportunities won."
4.  Decide if these facts are true or false. Listen and check.
 1. Margaret Thatcher was known as the Iron Lady because of her tough leadership style and inflexible political views. (T) (F)
 2. Angela Merkel has a doctorate in biology and a degree in computer science, and some say her amazing success as a politician comes from her scientific, analytic approach to different situations. (T) (F)
 3. Barack Obama used to be a professor. After his 1991 graduation from Harvard Law School, he taught constitutional law at the University of Chicago Law School from 1992 to 2004. (T) (F)
 4. Donald Trump has his own star on the Hollywood Walk of Fame that he received for the reality TV show "Who Wants to Be a Millionaire". (T) (F)
 5. Julius Caesar was once kidnapped by pirates while still a young man. He told them that he would have them executed once he was free. The pirates laughed. However, he later captured them and had them killed. (T) (F)
 6. Abraham Lincoln was very educated, attending many prestigious private schools, as he had a strong interest in learning and books. (T) (F)
 7. Winston Churchill was born to an aristocratic family and as a student, he performed very well in every matter except English and history composition. (T) (F)
 8. After World War II, Mikhail Gorbachev studied law and won the Nobel Prize for Literature in 1990, before becoming the 1st president of the Soviet Union. (T) (F)

5. Work in pairs. These are leadership qualities that make a good leader. Arrange them in order from the most important to the least important. Explain your order.

- ☐ honesty and integrity
- ☐ confidence
- ☐ ability to inspire others
- ☐ passion
- ☐ good communicator
- ☐ decision making
- ☐ management skills
- ☐ creativity and innovation
- ☐ empathy
- ☐ ambition
- ☐ emotional intelligence
- ☐ flexibility
- ☐ honesty



6. Match the qualities from the previous exercise with the pictures. Which of these qualities do you possess and which ones you would like to obtain?

7. What do the expressions in bold mean? Match the examples with the corresponding explanations. Use them in your own sentences.

1 There are all kinds of meetings where teachers discuss important subjects, but it is really the school principal who **calls the shots** around here.

2 Reynaldo has been on the job for only two weeks. It is natural that he would make mistakes. **Cut him some slack**.

3 Make sure your presentation is ready to go tomorrow. I want you to **cross all your T's and dot all your I's**.

4 When the school principal threatened to expel me because of my bad grades, that **lit a fire under me**, and I started to study harder.

5 There has been a **changing of the guard** at Volkswagen since the company was hurt by a scandal over measurement of emissions.

6 The project never got done. There were **too many chiefs and not enough Indians**.

7 I have three meetings later this afternoon. I can listen to your story, but you **need to cut to the chase**.

a take care of every detail, including the minor ones

b a change in leadership at an organisation

c make the important decisions in an organisation or group

d everyone wants to be a leader, and no one wants to do the actual work

e avoid treating someone strictly or severely

f inspire someone to work very hard

g get to the point; explain the most important part of something quickly

8. Read the text and choose the correct words. Listen and check.

WINSTON CHURCHILL - LEADER AND STATESMAN

Winston Churchill was the government leader who led the **United Kingdom / USA** to victory during World War II. He was one of the greatest public **generals / speakers** of his time. He was also a bold soldier and a gifted writer.

Winston Churchill was born on November 30, 1874, in Oxfordshire, England. His father was a wealthy **businessman / politician**. His mother was from the United States. Winston went to **private / state** schools and then to Sandhurst, the British military academy. In 1899 he joined the Conservatives, a British political party. He was elected to the **American Congress / British Parliament** in 1900. In 1911 he took control of the British Navy. He made sure that the navy was ready for war. During World War I (1914–18), however, he planned some attacks that failed.

In 1939 World War II began. The British knew that they needed a strong leader. Churchill became prime minister and head of government in May 1940. Soon after Churchill took office, the **French / Germans** attacked Britain with bombs. Churchill stayed strong through the attacks. He made speeches that gave hope to the British people. In 1945 the United Kingdom and its allies won the war. A master orator, he did his best to support and encourage his nation in the face of brutal military attacks, telling the Parliament: "We shall defend our **island / continent**, whatever the cost may be. We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills. We shall never **give up / surrender**."

In 1953 he received the **Nobel Prize / Oscar** for literature. The prize honoured his speech making as well as his writing. Churchill retired as prime minister in 1955. But he stayed in Parliament and continued to write. In 1963 the United States made him its first **honorary citizen / President**. Churchill died in London on January 24, 1965.

9. Read the text again and explain what the following refer to.

Sandhurst, The Conservatives, hope, Oxfordshire, orator, Nobel Prize, honorary, citizen, surrender

10. Answer the questions.

- Who was Winston Churchill?
- What was he famous for?
- What kind of leader was he?
- What do you know about his parents?
- Were his military attacks successful during World War I?
- What did he tell the Parliament when the war started?
- What did he receive the Nobel Prize for?
- What happened in 1963?



11. Find in the text synonyms for:

commander	fall	courageous	explosive
prosperous	public speaker	be voted	appreciated

12. Imagine you are a famous journalist. Write a list of questions addressed to Winston Churchill. Role play an interview with one of your colleagues, who will answer on behalf of this famous British politician.

13. Choose the correct form.

1. **Robin's** / **Robins'** car is green.
2. The two **sisters'** / **sister's** house is next to mine.
3. I have one brother. My **brother's** / **brothers'** name is William.
4. These are foreign sailors. The **sailors'** / **sailor's** boat can be seen from here.
5. Julie and Victor are my new friends. My **friend's** / **friends'** new home is across the street.
6. Be careful not to trip over the **children's** / **childrens'** toys.
7. The **womens'** / **women's** bathroom is currently flooded with water.
8. The presidential candidate is often called the **peoples'** / **people's** favourite politician.

GRAMMAR FOCUS

The Saxon Genitive ('s) with

- ▶ **collective nouns** – *the country's riches*
- ▶ **institutions** – *the government's decisions*
- ▶ **places** – *at the baker's, St. Paul's*

14. Work in pairs. Correct the mistakes in the sentences below. Justify your answers.

1. This is John's and Jean's car.
2. My sister's-in-law CV is really impressive – she graduated from Oxford University!
3. The Prince of Wales castle's is huge!
4. This is my chidrens' room – it is the nicest room in the house!
5. I have two sisters – they are twins. My sisters's toys are all over the yard.
6. I have lost Bens' dictionary.
7. What is this spray for? Womens' hair.
8. Who is this? I have not seen him before. This is my brother-in-laws' cousin.

Listening

15. 🎧 Listen to the short biography of another great leader – the American president John F. Kennedy. Correct the mistakes in the sentences below.

- a. John F. Kennedy was the 5th president of the United States.
- b. His assassination in 1993 shocked the nation and the world.
- c. John Fitzgerald Kennedy was born on May 29, 1917, in San Francisco.
- d. Both his father and grandfathers had been in business.
- e. In 1940 Kennedy graduated from Oxford University.
- f. During World War II he joined the US Navy and earned a medal for public speaking.
- g. Kennedy ran for president in the 1990 election.
- h. He said: "Ask what your country can do for you!"

16. Listen again and answer the questions.

- a. What kind of programmes did Kennedy propose?
- b. What social changes did he seek?
- c. Did the Congress approve all of his projects?
- d. What is Peace Corps?
- e. Which city did he visit during his campaign for re-election in 1963?
- f. What happened there?
- g. Which leadership qualities did Kennedy have?



Writing

17. Write a 110-120-word personal letter to a famous British or American leader using the structure on page 156. Explain which leadership qualities inspired you and why that person is a role model for you. Use the words you learned in this lesson.



Lesson 3

IT'S SHOWTIME!

"Not all dreamers are winners, but all winners are dreamers. Your dream is the key to your future."

Mark Gorman

Speaking

1. Have you ever won a competition? Can you tell your classmates more details about your experience? What does it take to win? Draw a detailed word cloud to include all the key words.
3. Work in small groups. Match the idioms with the corresponding explanations.
 1. **win the day**
It sounds like your presentation to the school committee **won the day** – well done!
 2. **win in a breeze**
Enjoying the benefit of a week off between game, the home team **won this match in a breeze**.
 3. **win (something) by a hair**
Did we win the city football championship? Just barely, there were so many strong teams! Well, **winning by a hair** is still winning – enjoy the victory!
 4. **win fair and square**
No, we're not doing a rematch – I **won that round fair and square**!
 5. **win by a mile**
Maia Sandu kept growing in popularity leading up to the election and ended up **winning by a mile**.
 6. **win the wooden spoon**
Even though his team **won the wooden spoon** last season, Edwards feels confident they will win the championship this year.
 7. **win hearts and minds**
The new Marvel film has been a surprise success, **winning hearts and minds** around the globe.
 8. **win the battle, but lose the war**
They may have **won the battle** for possession of the ball, but if they can't get touchdowns, they'll **lose the war**.
2. Which of these quotes do you like best? Explain why.
 1. "You're not obligated to win. You're obligated to keep trying to do the best you can do every day." Marian Wright Edelman
 2. "Winning doesn't always mean being first. Winning means you're doing better than you've ever done before." Bonnie Blair
 3. "Winning isn't everything, but wanting to win is." Vince Lombardi
 4. "Winning is great, sure, but if you are really going to do something in life, the secret is learning how to lose." Wilma Rudolph

- a. achieve a minor success or victory, but lose or fail to achieve a larger, more important, goal
 - b. win completely fairly, without any illegal means
 - c. get the support of people by appealing to their emotions and intelligence
 - d. win without much or any effort
 - e. finish a contest or competition in last place
 - f. win by a very large distance
 - g. succeed or defeat someone in something by only a very narrow margin
 - h. be successful

4. Work in pairs. Match the words with their definitions. Create your own sentences.

1. **Super Bowl**
2. **de facto**
3. **mishap**
4. **elaborate**
5. **halftime**
6. **evolve**
7. **arena**
8. **spectacle**

- a. existing in fact, although perhaps not intended or accepted
- b. a game of American football played each year between the winners of the two leagues (= groups) in order to decide which the best team in the country is
- c. containing a lot of careful detail or many detailed parts
- d. bad luck, or an unlucky event or accident
- e. develop gradually
- f. a short rest period between the two parts of a sports game
- g. a public event or show that is exciting to watch
- h. a large, flat area surrounded by seats used for sports or entertainment

5. Match the words with the pictures.

marching band, Super Bowl, broadcast, halftime show, arena, American football, mishap, fans



Reading

6. Read the text and answer the questions. Create a detailed graphic organiser to explain what Super Bowl is and how it works.

- a. What is the Super Bowl?
- b. Why is the Super Bowl much more than just a regular game of American football?
- c. What are the Pittsburgh Steelers, Miami Dolphins and Dallas Cowboys famous for?
- d. How much money do American companies pay to advertise during the Super Bowl show?
- e. Which internationally famous singers performed during the halftime show?
- f. What mishap happened on February 3, 2013, at Super Bowl XLVII in New Orleans?
- g. Which was the most-watched Super Bowl of all times?
- h. What do Super Bowl and Thanksgiving have in common?

SUPER BOWL – A WINDOW INTO THE AMERICAN SOCIETY

The Super Bowl is an enormously popular sporting event that takes place each year to determine the National Football League (NFL) champion. Millions of fans gather around televisions on a Sunday in January or February to celebrate this de facto national holiday. The Super Bowl is much more than just a regular game of American football. It is a window into the American society and culture through sports, patriotism, entertainment, and advertising.

In more than 170 countries, the Super Bowl is one of the most-watched sporting events in the world, with elaborate halftime shows and new commercials adding to the **appeal**. During the 1970s, three teams – the Pittsburgh Steelers, Miami Dolphins and Dallas Cowboys – dominated the NFL, winning a combined eight Super Bowls in 10 years. American companies pay more money to advertise during the Super Bowl than for any other programmes on television. It costs a lot of money – between \$5.8 million and \$6.5 million for a 30-second commercial.

The early Super Bowls **featured** marching bands. Then popular musicians **took center stage** and the shows evolved into **much-anticipated** spectacles. Some viewers consider the halftime show, now a 30-plus-minute act, a bigger event than the game. Internationally famous Michael Jackson, U2, Madonna, Bruce Springsteen, Lady Gaga, Paul McCartney, Prince, Beyoncé, Coldplay and others performed during the halftime show. The halftime show is famous for musical surprises and mishaps. On February 3, 2013, at Super Bowl XLVII in New Orleans, the power **went out** during Beyoncé's halftime show. Super Bowl events attract millions of visitors. Super Bowl XLIX from February 1, 2015 between New England and Seattle was the most-watched – it **reached** 114 million viewers. Because the football season runs into two calendar years, Roman numerals are used to identify each Super Bowl.

The Super Bowl **venue** changes each year. Super Bowl Sunday is the second-largest day for food **consumption** in the United States, with only Thanksgiving ahead of it.



7. Which of the highlighted words from the text mean the following? Use them in your own sentences.

- _____ – the place where a public event or meeting happens
- _____ – get to a particular level, especially a high one
- _____ – stop producing light
- _____ – the act of using, eating, or drinking something
- _____ – become the center of attention
- _____ – the quality of being attractive or interesting
- _____ – include something as an important part
- _____ – expect or wait for with excitement

8. What are some of the best performances (sport events, TV shows, concerts or festivals) you have ever watched or attended? Use these adjectives to describe them. Explain why they impressed you.

spectacular	flashy	majestic	memorable	admirable	outstanding
hilarious	captivating	appealing	splendid	marvelous	absorbing

Grammar

9. When do we use Present Continuous? Study the examples and identify which time phrases are used with this tense.

- We are temporarily living with our grandparents until our parents find a new apartment.
- My sister is studying in Chicago this year, but she will be back in Moldova at the end of the semester.
- My bike is broken down, so for the time being I am going to school by bus.
- He is currently taking medication for his back problems.

10. Match the sentences. Create similar examples.

- | | |
|--|--|
| 1 Peter is on holiday in Greece. | a We are wasting our time. |
| 2 I would like to go to the book fair today. | b In the meantime, we are living with my grandparents. |
| 3 The train is not coming any time soon. | c Now we are not speaking to each other. |
| 4 My parents are looking for a new apartment. | d I am sure he is having a lot of fun. |
| 5 I have had a bad argument with my best friend. | e I am taking extra tutoring hours to be ready for it. |
| 6 I have an important exam next week. | f Are they offering any good discounts? |
| 7 My father can't drive me to school this morning. | g This is why I am taking TOEFL preparation classes this semester. |
| 8 I am planning to study in the UK next year. | h This is why I am riding my bike. |

11. Fill out the sentences with the correct form of the verb in brackets.

- We _____ **currently** _____ (travel) around Australia, but we will not stay here forever.
- Maria _____ **temporarily** _____ (live) with her parents, but she plans to move to her own place soon.
- She _____ (take) the train to university **for the time being**, but will soon drive her own car.
- John _____ (look) after his grandparents **this week**.
- They _____ (finish) their studies **this year** and will apply for a vocational school afterwards.
- Mrs Evans _____ **currently** _____ (fill) in for our maths teacher, who is in bed with the flu.
- Why _____ Julie _____ (ride) her bike **today**? Because the buses are not working.
- Who _____ (help) you with your school project? My elder brother – he is very smart and creative!



Listening

12. Work in pairs. What do you know about J. Lo and Shakira? Listen to the dialogue about J. Lo and Shakira performing during the 2020 Super Bowl halftime show and answer the questions below.

- How did J. Lo feel about sharing one of the biggest performances of her life with Shakira?
- Why were Shakira and Lopez unhappy with the producers?
- How much time did Lady Gaga and Gwen Stefani have when they performed during the halftime show?
- What was Lopez passionate about?
- Why was the spectacle a cultural statement?

Writing

13. Write a 110-120-word essay on the quote: "You learn more from losing than winning. You learn how to keep going." (Morgan Wooten). Use the structure recommended on page 157.

Lesson 4

LIFE IS A JOURNEY, NOT A RACE

"Ask me to show you poetry
in motion, and I will show
you a horse."

Unknown

Speaking

1. Have you ever ridden a horse or attended a horse race?
Why is horse racing also called the "Sport of Kings"?
Why do people all around the world like horse racing?

2.  Work in pairs. Decide if the following sentences are true or false. Listen and check your answers.

1. Her Majesty's fondness of horses began when she was just four after her grandfather, King George V, gave her a Shetland pony. (T) (F)
2. By the age of ten, she had fallen in love with riding and quickly became an accomplished equestrian in her teenage years. (T) (F)
3. Her Majesty owned 50 plus horses and had won over 600 races. (T) (F)
4. It is believed she earned around £7m from prize money over the years, in 2016 alone her horses earned a combined £560,000! (T) (F)
5. The Queen was not the only horse enthusiast in her family. Prince William was the first Royal to compete in the Olympic Games. (T) (F)
6. Her late husband Phillip, and her grandsons Prince William and Prince Harry love a game of polo. (T) (F)

3. Match the words with the pictures.

race-goers, limo, private box, asparagus, lobster, waistcoat, top hat, strapless dress



1



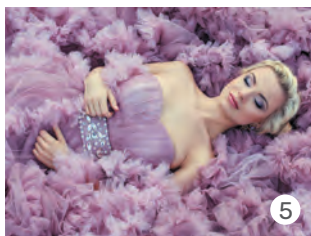
2



3



4



5



6



7



8

4. Work in pairs. Match the words with their definitions. Create your own sentences.

- | | |
|----------------|---|
| 1. Royal Ascot | a. an amount of money, time, or effort that is spent |
| 2. expenditure | b. provide space for something |
| 3. private box | c. one of Britain's most well-known racecourses, attended by the Royal Family |
| 4. boast | d. follow rules |
| 5. house | e. not allowed, especially by law |
| 6. adhere | f. a private corner of the racecourse for friends or family |
| 7. forbidden | g. the group of people who travel with and work for an important or famous person |
| 8. entourage | h. have or own something to be proud of |

5. Match the idioms with their explanations. Use them in your own sentences.

1 I know you did not like the dress your aunt gave you, but you should not look a gift horse in the mouth .	a be more humble; stop behaving in a superior manner
2 Take it easy, hold your horses . If you go too fast, you might cause an accident.	b practical wisdom
3 No need to tell me what you were up to last night – a nod's as good as a wink to a blind horse .	c no matter how much you try to persuade someone or try to help someone, it will not work unless they put the effort in
4 I've got three boys at home and they eat like a horse , so my grocery bill is very high these days.	d it is unnecessary to explain something because one already understands or knows enough about it
5 John used to tell his classmates that he was a genius, but after a few bad marks, he had to come off his high horse and study as everyone else.	e eat a surprising amount; eat a great deal
6 Despite my pain, I was determined to finish the race. Wild horses couldn't have dragged me away .	f nothing could persuade me to take a different course
7 I don't understand, we've given our son the best education, but he won't choose a meaningful career. Well, you can lead a horse to water, but you can't make it drink .	g when someone gives you a gift, don't be ungrateful
8 My grandpa cannot use Google Maps to get somewhere, but once he has been in a place, he does not forget the way. He's got a horse sense .	h slow down, wait

Reading

6. Work in pairs. Read the text. Insert the sentences below in the right places. Listen and check your answers. Create a detailed mind map to explain what Royal Ascot is.

- Ladies are forbidden to wear strapless dresses and must wear a hat.
- 222 if you are wondering!
- The Queen, along with her entourage, sits at The Royal Enclosure.
- It is a multi-billion-dollar industry with a rich history.
- Food is a huge part of the festival.

ROYAL ASCOT – A TRUE SPORT OF KINGS

For centuries, horse racing has been one of the most popular sports. (1)_____ Horse racing is the second largest **spectator** sport in Great Britain. Its history dates back to Roman times, as many of the sport's traditions and rules originated there.

According to a report by the British Horseracing Authority, it **generates** £3.39 billion total direct and indirect expenditure in the British economy.

Royal Ascot is a five-day event set to **thrill** and excite race-goers and TV viewers alike. Royal Ascot attracts a large number of celebrities – it has over 400 helicopters and over 1,000 limos arriving at the course each year! The venue needs to house all of these special guests and it boasts the largest number of private boxes of any sporting stadium in Europe. (2)_____ The Queen attended every Royal Ascot since the beginning of her **reign** and was delighted when her horse Estimate won the Gold Cup back in 2013.

Aside from the well-known knowledge that the Queen was fond of horses, there is also the fact that Ascot is just about six miles from Windsor Castle. (3)_____ It is the most **prestigious** of all the three **enclosures** in Royal Ascot, and an entry there is definitely not easy to get. Royal Ascot is Britain's most **valuable** race meeting with at least £1 million of prize money awarded to owners and trainers on each of the five days of the festival. (4)_____ 35,000 spears of British asparagus are ordered ahead of the event and almost 3,000 lobsters are consumed across the five days. The event has a strict dress code which must be adhered to by all visitors. (5)_____ Men are required to wear a waistcoat, a tie and a top hat as well.

7. Which highlighted words from the text mean the following?

- _____ – the period of time when a king or queen rules a country
- _____ – a person who watches an activity, especially a sports event, without taking part in it
- _____ – very much respected and admired, usually because of being important
- _____ – make someone feel very excited and pleased
- _____ – produce or create something such as profits or sales
- _____ – worth a lot of money
- _____ – an area surrounded by fences or walls



8. Answer the questions.

- What is the status of horse racing as a spectator sport in Great Britain?
- What does the report by the British Horseracing Authority say about the money generated by this sport?
- What is Royal Ascot?
- How many helicopters and limos arrive at the course each year?
- What was the Queen delighted about back in 2013?
- How much prize money is awarded to owners each year?
- How do we know that food is a huge part of the festival?
- What is the event dress code?

Grammar

9. Study the examples below. When is Zero Conditional used to refer to natural laws, scientific facts, habits, daily routines and rules? How is Zero Conditional formed?

- If I drink too much coffee, I can't sleep at night.
- Ice melts if you heat it.
- If people use aerosols, they pollute the air.
- I go to the gym twice a week if I want to be fit.
- If the weather is nice, I walk to school instead of taking the bus.

10. Match the halves of Zero Conditional sentences below.

- | | |
|-----------------------------------|--|
| 1. If people eat too much, | a. you get burned. |
| 2. People die | b. you mix hydrogen and oxygen. |
| 3. I get very tired | c. if Jenny organises parties. |
| 4. If babies are hungry, | d. they get overweight. |
| 5. All my classmates come | e. if I go to bed late. |
| 6. Snakes bite if | f. if they don't eat . |
| 7. If you touch a fire, | g. they are scared. |
| 8. You get water if | h. they cry . |

11. Work in groups of three. Correct ten mistakes in the text about lions.

If a lion join a group of other lions, it usually stays with them for three years. If lions goes hunting, they work in teams. If a lion roar, it can be heard over five miles away. If male lions uses scent marking, they establish their territory. If lions will rub each other's heads, they show their affection. If any strange males try to enter their territory, lions fights them off. If cubs are born, they are blind for six days. If male cubs are two years old, they have to left their mothers. If lion are active, it is usually at night. If lions starts fighting, the loser often die.

12. Make Zero Conditional using the phrases below.

1. If I _____ (wake up) late, I _____ (be) late for school.
2. If my elder sister _____ (cook), she _____ (burn) the food.
3. Julie _____ (get) sunburned if she _____ (not wear) a hat.
4. If children _____ (not eat) well, they _____ (not be) healthy.
5. You _____ (get) a shock if you _____ (mix) water and electricity.
6. People _____ (get) overweight if they _____ (eat) too many sweets.
7. If you _____ (paint), you _____ (get) dirty fingers.
8. If children _____ (play) outside, they _____ (not get) overweight.

Listening

13. 🎧 Would you like to attend the Royal Ascot event? Explain why.

Listen to the dialogue and answer the questions.

- a. How expensive are the tickets for the Royal Ascot event?
- b. Who started the Royal Ascot tradition?
- c. When did the first Royal Ascot event take place?
- d. How many racegoers visit Royal Ascot every year over the five days?
- e. How many helicopters and limos arrive at Royal Ascot?
- f. Why is Royal Ascot a truly food focused event?



Writing

14. Imagine that you are a journalist. You have travelled to the UK to participate in a Royal Ascot event. Your seat is next to the Royal Family. The event is attended by many celebrities from all around the world: members of royal families, politicians, sportsmen, actors and singers. Write a 110-120-word article about the event using the structure recommended on page 161.

Lesson 5

THE MIRACULOUS WORLD OF BOOKS

"Literature is one of the most interesting and significant expressions of humanity."

P. T. Barnum

Speaking

1. What is the most interesting book you have ever read? Tell your classmates about it. Why do people like reading books? In what way do books influence young people?

PRONUNCIATION CHALLENGE	
triumph	UK, US /'traɪ.əmf/
satire	UK /'sæt.aɪər/ US /'sæt.aɪr/
revenge	UK, US /rɪ'vendʒ/
whaling	UK, US /'weɪ.lɪŋ/
author	UK /'ɔ:.θər/ US /'ɑ:.θər/
chivalry	UK, US /'ʃɪv.əl.rɪ/

2. Work with a partner. Are the statements true or false? Listen and check. Correct the false sentences.

1. **Don Quixote** is the best-selling novel of all time, with over 50 million copies sold. (T) (F)
2. The most expensive book ever purchased – billionaire Bill Gates bought **Codex Leicester**, one of Leonardo da Vinci's scientific journals for \$30.8 million. (T) (F)
3. In Victor Hugo's novel, **Les Misérables**, you can find a sentence that is 823 words long. (T) (F)
4. Charles Dickens believed in the supernatural, and he belonged to something called **The Ghost Club**. (T) (F)
5. J.K. Rowling is not actually her name – our favourite author who goes by initials, actually doesn't have a middle name. After a suggestion from her publisher, she chose her grandmother's name, Kathleen. (T) (F)
6. Tolstoy owes **War and Peace** to his wife's efforts – the 1400-page novel was copied around 7 times by Leo Tolstoy's wife, Sophia, by hand – that is true love. (T) (F)

3. Match the words with their definitions. Use them in your own sentences.

- | | |
|-------------------------|--|
| 1. novel | a. a film, poem, or book that is long and contains a lot of action |
| 2. folk tale | b. a long, printed story about imaginary events in the life of the main characters as they grow up and become an adult |
| 3. tragedy | c. a long printed story about imaginary characters and events |
| 4. plot | d. a humorous way of criticizing people or ideas to show that they have faults or are wrong |
| 5. satire | e. a play about death or suffering with a sad end |
| 6. epic | f. a story that parents have passed on to their children over many years |
| 7. bildungsroman | g. the story of a book, film, play |

4. Which are some of the most famous books of all times? Match the covers with the corresponding summary. Which of them have you read?

BOOKS EVERYONE SHOULD READ AT LEAST ONCE IN THEIR LIVES

○ One of the most powerful and influential tragedies in the English language. The Prince of Denmark, Hamlet attends the funeral of his father and is shocked to see his mother Gertrude already married to his uncle, Claudius, who declared himself king, even though the rightful heir to the throne is Prince Hamlet. One night, the **ghost** of his father visits Prince Hamlet and tells him that he was murdered by his uncle Claudius when he was in sleep and entrusts Hamlet with a work of **revenge**.

○ An 1851 novel by American writer Herman Melville which describes the adventures of the narrator Ishmael as he sails on the whaling ship, Pequod, under the command of Captain Ahab, who is seeking one specific whale, Moby-Dick. Captain Ahab's wooden leg is the result of his first meeting with the whale, when he lost both leg and ship. Captain Ahab intends to revenge on Moby-Dick.

○ Novel by American author Mark Twain told in the first person by Huckleberry Finn, the narrator of two other novels about Tom Sawyer. It is a colourful description of people and places along the Mississippi River, as a satire on the attitudes on racism and freedom.

○ A Spanish epic novel, one of the greatest works ever written and also one of the most-translated books in the world. It describes the adventures of a member of the lowest nobility named Alonso Quijano, who reads so many **chivalric romances** that he decides to become a knight under the name Don Quixote de la Mancha.

○ A novel about growing up, or an "education novel", which describes a character's passage from childhood to young adulthood. The central character is an orphan nicknamed Pip. The book is full of life lessons regarding wealth and poverty, love and rejection, and the eventual **triumph** of good over evil.

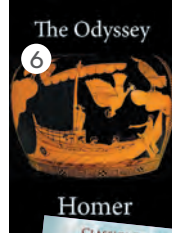
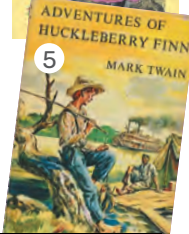
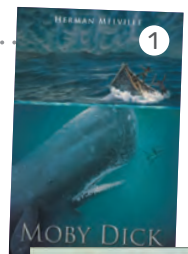
○ One of the oldest works of literature telling the story of the Greek hero Odysseus, king of Ithaca, and his journey home after the Trojan War, which lasted ten years. During this journey, he encountered many **perils** and all his crew mates were killed.

○ A widely beloved British children's book full of **fantastical** tales and riddles. Alice, a young girl, falls asleep in a meadow and dreams that she follows the White Rabbit down a rabbit hole. She has many amazing and bizarre adventures, often changing size unexpectedly.

○ One of the greatest satires in all of literature, and a children's classic. It is structurally divided into four parts, each of which presenting the **adventures** of a ship's surgeon named Lemuel Gulliver, who travels to a few imaginary fantastical lands.

5. Which highlighted words from the text mean the following?

- _____ – an unusual, exciting, and possibly dangerous activity, such as a trip or experience
- _____ – great danger, or something that is very dangerous
- _____ – imaginary, strange and wonderful
- _____ – a very great success, achievement, or victory
- _____ – harm done to someone as a punishment for harm that they have done to someone else
- _____ – a story about love
- _____ – the combination of qualities expected of an ideal knight, courage, honour, justice, and a readiness to help the weak
- _____ – the spirit of a dead person



6. Read the sentences below. What kind of activity do they refer to: **real or possible situations, a possible condition, a probable result, facts, statements about the real world or warnings?**

- › If I have time, I'll finish that letter.
- › What will you do if you miss the plane?
- › Nobody will notice if you make a mistake.
- › If you drop that glass, it will break.
- › If you don't drop the gun, I'll shoot!
- › If you don't leave, I'll call the police.

7. Match the halves below to create First Conditional sentences.

- | | |
|---|---|
| 1. If it doesn't rain tomorrow, | a. if they win. |
| 2. Arsenal will be top of the league | b. I find a good university for my studies. |
| 3. I'll leave if | c. you will pass your exams. |
| 4. I don't want to stay in London unless | d. we'll go to the beach. |
| 5. I'll give you a key in case | e. my parents get home. |
| 6. You can go to the party | f. if you're back by midnight. |
| 7. If you study hard, | g. there will be a lot of noise to deal with. |
| 8. If we buy an apartment in the city centre, | h. I am at home. |

8. Fill in the blanks using the appropriate form of the verb given in brackets.

1. If she _____ (work) hard, she _____ (pass) the driving test.
2. If he _____ (win) the first prize, his mother _____ (be) happy.
3. I _____ (buy) you a drink if you _____ (ask) more politely.
4. If she _____ (invite) me, I _____ (go).
5. We _____ (cancel) the match if it _____ (rain).
6. I _____ (buy) a car if I _____ (get) a promotion.
7. If she _____ (be late), we _____ (go) without her.
8. If you _____ (not behave), I _____ (throw) you out.

Listening

9.  Listen to two friends discussing a book they read together. Take notes regarding the most important things they mention in their analysis of the book.

10. Listen again and fill out the missing information.

1. *The Book Thief* is a _____ fiction novel by the Australian author Markus Zusak.
2. The book was published in _____.
3. *The Book Thief* became an international bestseller and was translated into _____ languages and sold 16 million copies.
4. It was adapted into the _____ feature film, *The Book Thief*.
5. The novel is about the adventures of Liesel Meminger in Nazi Germany during _____.
6. "Death" is presented as a real thing as it narrates a unique perspective into the world of the _____ of the war.
7. Liesel Meminger is a young girl living with _____ parents, Hans and Rosa Hubermann, in Nazi Germany during World War II.
8. Liesel is exposed to the _____ of the war and politics and we can feel it through the pages of the book.

Writing

11. Work in teams. Choose a great book every teenager should read. Elaborate a detailed infographic using the structure recommended on page 162. Explain what the book is about and what lessons we can learn from it. Describe the main characters. Use relevant quotes from the book.



Lesson 6

A HOME WITHOUT BOOKS IS A BODY WITHOUT SOUL

"So many books, so little time."
Frank Zappa

Speaking

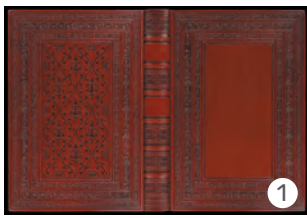
 PRONUNCIATION CHALLENGE	
author	UK /'ɔ:.θər/ US /'ɑ:.θər/
fault	UK /fɔlt/ US /fɑ:lt/
treasure	UK /'treʒ.ər/ US /'treʒ.ə/
counselor	UK /'kaʊn.səl.ər/ US /'kaʊn.səl.ər/
although	UK /ɔ:l'ðəʊ/ US /ɑ:l'ðoʊ/
unavoidable	UK, US /,ʌn.ə'vɔɪ.də.bəl/

- Debate in pairs. Do you agree or disagree that teens today spend more time on digital media and less time reading? Bring arguments and offer relevant examples. Many experts claim that reading as a teen leads to success. What do you think of this statement?**
- Which of these quotes do you like best? Explain your choice.**
 - "The man who does not read good books is no better than the man who can't." Mark Twain
 - "Show me a family of readers, and I will show you the people who move the world." Napoleon Bonaparte
 - "There is more treasure in books than in all the pirate's loot on Treasure Island." Walt Disney
 - "If you don't like to read, you haven't found the right book." J.K. Rowling
 - "There is no friend as loyal as a book." Ernest Hemingway
 - "Books are the quietest and most constant of friends; they are the most accessible and wisest of counselors, and the most patient of teachers." Charles William Eliot
- Work in teams. Try to answer these questions, then listen and check.**
 - Agatha Christie is a famous mystery writer and the best-selling novelist of all time with over two billion copies sold. How many novels do you think she wrote?
 - J.K. Rowling is the author of Harry Potter, a seven-volume children's fantasy series published from 1997 to 2007. After she graduated from high school, she attended Exeter University. Which subjects do you think she studied there?
 - Which book is the most sold book of all times, with over 5 billion printed copies of it around the world?
 - According to The Guinness World Records, the largest privately-owned collection of books contains 1.5 million copies. They are owned by John Q. Benham. He has to keep them in lots of different places because he doesn't have enough space in his house. Where do you think John is from?
 - According to The Guinness World Records, "Remembrance of Things Past" is the longest book in the world. It has 9,609,000 characters, including spaces. Who is its author and where was he from?



4. Match the words with the pictures. Use them in your own sentences.

book cover, book release, bookshelf, best seller, printing house, editor, illustrator, librarian



Reading

5. Skim the text. Find the right place of the sentences below. Listen and check your answers. Create a story map to present the plot of the book.

- After Augustus finishes reading her book, he is unhappy upon learning that the novel ends suddenly without a conclusion.
- The book closes with Hazel stating that she is happy with her choice.
- The story is narrated by Hazel Grace Lancaster, a 16-year-old girl with thyroid cancer that has affected her lungs.
- Augustus surprises Hazel with tickets to Amsterdam to meet Van Houten.

THE FAULT IN OUR STARS

The Fault in Our Stars is a novel written by John Green and published in 2012. The title is inspired by Act 1 of Shakespeare's play *Julius Caesar*, in which the nobleman Cassius says to Brutus: "Men at some time were masters of their fates. The fault, dear Brutus, is not in our stars, but in ourselves." (1)_____ Hazel is forced by her parents to attend a support group where she subsequently meets and falls in love with 17-year-old Augustus Waters, an ex-basketball player, amputee, and survivor of osteosarcoma. An American film adaptation was released in 2014.

Both the book and its American film adaptation enjoyed strong critical success. Hazel and Augustus strike a bond immediately and agree to read each other's favourite novels. Hazel recommends *An Imperial Affliction*, a novel about a cancer-stricken girl named Anna that parallels Hazel's own experience. (2)_____ Hazel explains the novel's author, Peter van Houten, moved to Amsterdam following the novel's publication and has not been heard from since. The two write to the author with questions regarding the novel's ending, who replies that he can only answer Hazel's questions in person. (3)_____

The next day, Augustus says that his cancer has returned and dies soon after, leaving Hazel heartbroken. She learns that Augustus had written an obituary for her, which states that getting hurt in this world is unavoidable, but we do get to choose whom we allow to hurt us, and that he is happy with his choice, and hopes she likes hers too. (4)_____



6. Answer the questions.

- What inspired the title of the novel?
- Who are Hazel and Augustus?
- Were the book and the film liked by the public and by the critics?
- What does the text say about An Imperial Affliction?
- How did Augustus surprise Hazel?
- Why was Hazel heartbroken?
- What did Augustus write in his obituary?
- What is the ending of the book?

7. Which highlighted words from the text mean the following?

- _____ – a published notice of a death, sometimes with a brief biography
- _____ – sure, certain, inevitable
- _____ – develop a close and lasting relationship
- _____ – suffering from overwhelming sorrow or disappointment
- _____ – declaring, saying, expressing
- _____ – a group of people who provide each other moral support, information, and advice on problems relating to some shared experience
- _____ – later, in the end
- _____ – affected by something serious, such as disease, trouble, or painful emotion

Grammar

8. Read the sentences below. What kind of conditions do they refer to? Explain their structures.

- I would buy this dress if I were taller.
- If I were a plant, I would love the rain.
- If she were 20, she would travel the world.
- We would pass the exams if we studied harder.

9. Work in pairs. Fill in the gaps to create Second Conditional. For example:

If I _____ (to go) to the cinema, I _____ (to watch) an interesting film.
If I *went* to the cinema, I *would watch* an interesting film.

- If I _____ (come) home earlier, I _____ (prepare) dinner.
- Francesco _____ (visit) us if we _____ (live) in London.
- If Tim and Tom _____ (be) older, they _____ (play) in our soccer team.
- If he _____ (be) my friend, I _____ (invite) him to my birthday party.
- Samantha _____ (be) better at school if she _____ (study) harder.
- They _____ (buy) a new car if they _____ (have) enough money.
- If you _____ (take on) more responsibilities, you _____ (become) a more experienced leader.
- If James _____ (get) more courage, he _____ (ask) Susan out for a movie.

10. Match the halves to create full Second Conditional sentences.

- | | |
|--|--|
| 1. If I had money, | a. she would win the prize. |
| 2. If she knew the answer, | b. I would call you. |
| 3. If he didn't smoke, | c. I would give some to you. |
| 4. If I had your phone number, | d. I would buy a home like a palace. |
| 5. If you came to the party, | e. I could travel to English speaking countries. |
| 6. If I were a rich man, | f. his lungs would be healthier. |
| 7. If I could speak English very well, | g. we would go on a picnic. |
| 8. If it didn't rain, | h. we would have a lot of fun. |

Listening



11. Work with a partner. Listen to a student sharing fun facts and trivia about Harry Potter books and their author, J. K. Rowling. Correct the mistakes in the sentences below.

- J. K. Rowling and Harry Potter have the same birthday – they are both born on the 31st of June.
- Rowling put parts of herself into all the main characters saying that Harry Potter is a bit like her when she was younger.
- J. K. Rowling played Harry's mum Lily. She was offered the part of Lily in *Harry Potter and the Philosopher's Stone*.
- The spells in Harry Potter are made up of Greek words.
- "Lumos", which turns a wand into a torch, comes from the Latin word "lumen" which means rainbow.
- The Hogwarts motto is also Latin and says "Draco dormiens nunquam titillandus" which means "Never tickle a sleeping dinosaur".
- The owls which carried letters were created in 3D using computer software.
- Every Hogwarts acceptance letter the owls brought to Harry in the first film were typed in Greek words.

12. Listen again and choose the words you hear.

- Everyone is familiar with J. K. Rowling and her **masterpiece** / **novels** / **short stories**.
- It was interesting for me **to discover** / **to come to the conclusion** / **to find out** that J. K. Rowling and Harry Potter have the same birthday.
- Rowling **included** / **put** / **inserted** parts of herself into all the main characters saying that her favourite animal is an otter, the same animal as Hermione's patronus.
- J. K. Rowling was **offered** / **invited** / **presented** with the part of Lily in *Harry Potter and the Philosopher's Stone*.
- She **turned it down** / **refused it** / **denied it** saying she was not cut out to be an actor.
- The spells in Harry Potter are **composed of** / **created in** / **made up** from Latin words.
- "Obliviate" comes from the Latin word "obliviscor" which **means** / **refers to** / **expresses** "I forget".
- The Hogwarts motto is also Latin and **says** / **states** / **argues** that "Draco dormiens nunquam titillandus" which means "Never tickle a sleeping dragon".
- It **took** / **looked for** / **needed** the Harry Potter production team months to get the owls trained to carry and deliver letters.
- Every Hogwarts acceptance letter the owls **carried** / **flied** / **brought to** Harry in the first film was hand-written.



Writing

13. Work in teams. Imagine you work for the New York Public Library. You are in charge of organising a contest for the best books to develop one's imagination. Choose three modern books. Write an extended paragraph using the structure recommended on page 160.

1. Combine the sentences. Follow the example:

Daniel has got a dog. The dog is called Bobo. Daniel's dog is called Bobo.

1. Peter has got two sisters. They are Sarah and Nicky.
2. The children have got new hamsters. The hamsters are behind the bookcase.
3. I've got six cousins. Their surname is Parker.
4. We've got a pet cat. Her name is Dolly.
5. Jess has got two brothers. They're at university.
6. James has got a beautiful girlfriend. She comes from Spain.
7. The twins have got a nice new French teacher. He isn't very strict.
8. "Jane has a bow." – "Whose bow is this?"

2. Insert the correct modal verbs from the box.

couldn't, must, shouldn't, don't need, should, must, can't, might

1. You _____ to buy any food. The fridge is full.
2. John _____ take a turn around this corner. Otherwise, he will reach a different house.
3. There are signs all over the area, so you _____ have any trouble getting there. This _____ be the house they advertised in the newspaper. It looks different in the pictures.
4. Mike _____ still be in the house. His cell phone is still here, and he never leaves without it.
5. Leaving the house today without an umbrella _____ not be such a good idea. It looks like it's going to rain in the afternoon.
6. This pizza is gigantic. I'm sure Mary _____ eat it all by herself.
7. They are putting this man into the police car. He _____ be a suspect.

3. Fill in the sentences with the correct form of the verb in present simple or present continuous.

1. "Why (you wear) _____ my coat?" – "I'm sorry. It _____ (look) just like mine."
2. "_____ (you see) the men in black suits over there?" – "They _____ (look) at us in a strange way."
3. The food _____ (contain) chemicals that make it last longer.
4. It _____ (take) the moon about 28 days to go around the earth.
5. Everything in this box _____ (belong) to my grandfather.
6. Mary _____ (go) through a very difficult period at university this year.
7. Dad _____ (know) everything about aeroplanes. He always _____ (read) books about aviation.
8. I used to play football in school but now I _____ (prefer) rugby.

4. Choose the correct form of the verbs to make first or second conditional sentences.

1. If you _____ (be) free tonight, we might go to the cinema.
2. He _____ (get) really sad if he fails the exam.
3. If I didn't know this for sure, I _____ (think) you invented this story.
4. Tell me the truth if you _____ (know) it.
5. If you had a scholarship, you _____ (get) more necessary things for your study.
6. If it _____ (not be) for our teacher, I wouldn't be such a good student.
7. You should call your parents if you _____ (see) anything unusual around your house.
8. If they had our colleague Riley in the team, they _____ (not lose) a single game.

1. Read the text and choose the correct answer.

If you are looking for a book in North Carolina State University's Hunt Library, you don't need a **publisher / librarian / editor**. Library users can request books online or at a touch **screen / digital / virtual kiosk**. Once you request a book you can have it within five minutes. The Book Bot is an **electronic / virtual / automated** storage and retrieval system for books. It groups books together by their size. Only about 20 other library systems in North America use the Book Bot. It is 50 feet wide by 160 feet long by 50 feet tall and goes 20 feet into the ground below the first floor. But in the library, it actually saves space, taking up one-ninth the space of traditional **bookshelves / desks / bookcases**. The library has over 18,000 bins and over 1.2 million items are stored in them. By using a system like this, the library reduces the **space / footprint / volume** that the books make in the building, so that allows a lot of other types of spaces in the building, like high tech spaces, **multimedia / video / virtual** and a lot of things that today's students need.

A
0
1
2
3
4
5
6

2. Match the words with their definitions.

- | | |
|-------------------------|--|
| 1. inflexible | a. die or be destroyed |
| 2. perish | b. connect, become close friends |
| 3. strike a bond | c. stop fighting and admit defeat |
| 4. surrender | d. bad luck, or an unlucky event or accident |
| 5. appoint | e. not willing to change |
| 6. mishap | f. choose someone officially for a job or responsibility |

A
0
1
2
3
4
5
6

3. Choose the correct variant to complete zero, first and second conditional sentences.

- I would be happy if she **invites / had invited / invited** me to go to the party with her.
- If you **take / would have taken / took** a map, we wouldn't be lost now.
- If I **knew / know / would know** his address, I could contact him.
- What will you do if you **miss / missed / will miss** the plane?
- Nobody **will notice / noticed / has noticed** if you make a mistake.
- If you **will boil / boil / have boiled** water, all the bacteria are killed.

A
0
1
2
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4
5
6

4. Fill in the gaps with a suitable modal verb.

must, can't, was able, shouldn't, might, don't need

- Nobody _____ to tell the police who that man was, so he can't be someone from here.
- Be careful when you walk across that old wooden bridge. It _____ not be very safe.
- I see you haven't finished your homework yet. It _____ be very difficult, then.
- You _____ touch the oven. It's very hot and you might hurt yourself.
- Everyone scored over 95% in the first test, so it _____ be too difficult.
- You _____ to drive me to the airport. I can take the bus.

A
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5. Choose one of the books from the list below. Explain the plot of the book in 60-80 words.

Alice in Wonderland by Lewis Carol
Odyssey by Homer
Don Quixote by Miguel de Cervantes
Harry Potter by J.K. Rowling

A
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6

Lesson 1

FAMILY SUCCESS STORY

"A house is made with walls and beams;
a home is built with love and dreams."

Ralph Waldo Emerson



VOCABULARY FOCUS

supporter – a person who actively helps someone

expectation – the feeling or belief that something will or should happen

treat – behave towards someone in a particular way

foster – encourage the development or growth

peer – a person of the same age

interconnect – be related to each other

Speaking

- Discuss how important these values are for you. Give reasons for your answers. Add three more values to the list. Explain your choice.

fairness

*economic
security*

interdependence

*inner
harmony*

adventure

- Listen to the dialogue. What do the following words refer to?

- weekend
- lake
- funny
- best cook
- busy
- risky behaviours
- drug use
- emotionally strong

- Work with a partner. Make up a dialogue using the provided expressions. Act it out.



FOCUS ON SPEAKING

- It was great!
- Nice!
- I surely do!
- This is great!
- That's too bad.
- I couldn't agree more!



- Complete the sentences with the following words:

childless
single parent
traditional
stepfamily
extended



- _____ families consist of two parents and their biological or adopted children that are raised together in the family home.
- _____ families consist of one parent (a mother or a father) with one or more kids.
- _____ families are families with two or more adults who are related through blood or marriage, often including other relatives living under the same roof.
- _____ families are families with two partners who cannot have or don't want kids.
- A _____ is when two separate families merge into one, like two divorced parents with one or more children blending families.

5. Work in small groups. What do you know about children with autism? What are their special needs? Create a mind map to include all the important details. Compare your mind maps.
6. Read the text and identify three areas for a successful integration of children with ASD (autism spectrum disorder). Describe each area in 2-3 sentences.

PRINCIPLES FOR A SUCCESSFUL FAMILY

I am a mother of three great kids: two sons and a daughter. My sons are on the autism spectrum. Our success as a family is based on a few basic principles. Our faith and attitude have got us through some tough times. They will also get us through the challenges ahead. But that is not the whole key to this success story. The way we raised our children has also made a difference.



My husband and I have focused on three main areas over the years. We treat all of our children like typical children. We love and accept our boys where they are in their development.

The second area we focus on is our expectations. We expect our children to do their best at the level they are at. As parents, we encourage and support our children meeting each child at their own level.

Finally, we intentionally foster an environment where each of our children can be successful through networking, teamwork, and opportunity. All three parts are interconnected and only when all three are present, we are successful as a family.

Networking is a very important part of our children's success. It helps us with what we need for our kids. Teamwork includes our family, friends, caregivers, educators and doctors. Without a team, opportunities are missed, networks are not built, and success fails to materialise.

We look for every opportunity to help our children learn and develop as individuals. There are many opportunities everywhere you look. Sports programmes not only help our boys be physically active, but they also learn how to work as a member of a team, socialise with peers and adults, and learn many lessons about winning and losing.

We have never given up on our boys with special needs. We are their best advocates, encouragers and supporters. Without this realisation, our efforts to help our children succeed would be in vain.

7. Find in the text synonyms for:

webbing	chance	ultimately	children
abandon	involve	difficulty	partnership

8. Find in the text antonyms for:

fail	exclude	soft	discourage
unusual	disbelief	willingness	decrease

9. Work with a partner. Match the halves of the sentences.

- | | |
|---|--|
| 1. Our success as a family | a. like typical children. |
| 2. The way we raised our children | b. each of our children can be successful. |
| 3. We treat all of our children | c. their best at the level they are at. |
| 4. We expect our children to do | d. is based on a few basic principles. |
| 5. We intentionally foster an environment where | e. has also made a difference. |

Indefinite pronouns		
+	-	?
somewhere, everywhere	anywhere, nowhere	anywhere
Her son must be somewhere.	- There's nowhere to go around here. - You can't buy this book anywhere else, but online.	Is there a police office anywhere near here?

10. Work with a partner. Choose the correct answer.

- At last, we found **anywhere** / **somewhere** to park the car.
- Are you going **anywhere** / **somewhere** on holiday?
- I found your backpack **anywhere** / **somewhere** downstairs.
- There is **anywhere** / **nowhere** we could go tonight.
- My cousins moved to a new house **anywhere** / **somewhere** in France.
- Have you travelled **somewhere** / **anywhere** else this summer?
- I can't find my glasses **nowhere** / **anywhere**.
- Mike, let's go **anywhere** / **somewhere** to have lunch.

11. Fill in the blanks with **somewhere**, **anywhere**, **nowhere**, **everywhere**.

- I left my glasses _____ on the table but I can't see them there now.
- I think we are lost. This road leads _____.
- I looked _____ but still didn't find my watch.
- You don't need to travel _____ to see the variety of sea life – you can watch videos on YouTube.
- There is a mouse _____ in the room. Can you find it?
- We need to stop arguing. We will get _____ if we continue like that.
- My dream is to lie _____ on the beach and listen to the waves breaking against the rocks.
- Have you seen my book? I can't find it _____.

Listening

12. Work in small teams. What does "home" mean to you? Compare your answers with other teams.



13. 🎧 Listen to the podcast. Explain why an Englishman's home is his castle.

14. Complete the sentences according to the podcast. Listen again and check.

- According to the saying, "An Englishman's home is _____".
- Home has traditionally been viewed in _____ culture as a place to go rather than as a place _____.
- The desire for independence is growing at an _____ younger age.
- Many adolescents _____ of leaving home.
- _____, growing up means leaving home.

Writing

15. Research on fun facts about unusual families around the world. Write an extended paragraph about your findings. Use the structure recommended on page 160. Share it with your classmates.

Lesson 2

MAINTAINED THROUGH LOVE

"Above all, children need our unconditional love – whether they succeed or make mistakes; when life is easy and when life is tough."

Barack Obama

Speaking

1. What are the most important things that parents teach their children? Write a list. Share it with your classmates.
2. Explain the idioms in **bold**. Are there similar idioms in your language? Make up sentences using them.
 - a. My sister decided to study medicine instead of law. She thought of **following in our father's footsteps** and becoming a surgeon.
 - b. I am lucky **to get along with** my family so well.
 - c. Both Mike and his father spend their weekends watching sports and fishing. **Like father, like son.**
 - d. Music is **in my blood**. Almost everyone in my family can sing, compose or play an instrument.
 - e. Their grandson is **the apple of their eye**. They admire him above all.
3. Match the halves of the sayings. Choose one and comment on it.
 1. It didn't matter how big our house was;
 2. Family means nobody
 3. The most important thing in the world
 4. In time of the test,
 - a. is family and love.
 - b. family is best.
 - c. gets left behind or forgotten.
 - d. it mattered that there was love in it.
4. Look at the pictures and explain the type of relationship you see in them. Use the following words.

complicated relationship,
lack of understanding, excitement,
interaction, bond, friendship,
romantic relationship,
life-long connection, independence,
balanced relationship, guidance,
mutual support



VOCABULARY FOCUS

befall – (something bad) to happen to a person

provide for – give someone the things they need

harsh – unpleasant, unkind, cruel, or more severe

go through – experience a difficult or unpleasant situation

innocent – pure, honest, guiltless

hold on – keep up, continue



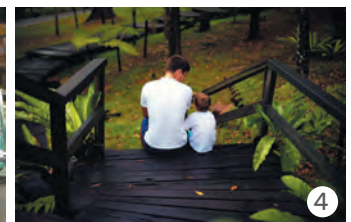
1



2



3



4

5. Read the letter. Write a list of pieces of advice the mother is giving her son.

A LETTER TO MY SON

My dear sweet boy,

You are such a blessing to my life and I love watching you grow! You are better than I could imagine.

My darling, I wish I could change some of the harsh realities that have already happened in your young life. I wish we lived in a world where tragedies did not befall innocent children. But I cannot change the past and I cannot protect you from all the bad things. The best I can do, my son, is to teach you and guide you as best I can.

My son, you have a kind heart and compassionate nature. Hold on to that even when life gets hard. Everyone deserves kindness. Do not be afraid to show it.

Be respectful. I have already started teaching you how to respect your elders. I expect you to respect your teachers and your friends. Above all, I expect you to respect girls and, later, women.

Always remember that no matter what you are going through in life, whether it is a big challenge or a small one, you are incredibly blessed. When you face a challenge, focus on your blessings and hold on to them. I know it will be difficult to think about when you are working hard to provide for your family or moving up the career ladder, but please remember to put your family first. Always. In every way. Make sure that the choices you make in your career are really what's best for your family. Because, in the end, they are all you have.

My baby, you are far too young for any of this to mean anything to you right now. But I promise you that one day you will need these pieces of advice. Put them in your heart and take them out when you need them. You are a wonderful blessing to me, to your Daddy and to the world. You are destined for great things, my son. I cannot wait to see how you leave your mark!

Love,
Mommy

6. Choose three pieces of advice you like best. Explain your choice. Compare your list with the lists created by your classmates.

7. Work in pairs and choose the correct answer.

1. I wish I had the power to undo some of the **difficult / simple** realities that have already happened in your young life.
2. You are already **receiving / taking** pieces of advice from me on how to respect your elders.
3. Keep your blessings in mind and hold on to them when you are faced with **a solution / a problem**.
4. Make certain that the decisions you make about your **studies / work** are actually ideal for your family.

8. Match the halves of the sentences.

- | | |
|----------------------------------|---|
| 1. I wish I could change some | a. how you leave your mark! |
| 2. I can not change the past and | b. focus on your blessings. |
| 3. I expect you to respect | c. of the harsh realities that have already happened. |
| 4. When you face a challenge, | d. I can not protect you from all the bad things. |
| 5. I can not wait to see | e. your teachers and your friends. |

9. Find in the letter synonyms for:

beloved	fatality	lead	kind-hearted
polite	extremely	deliver	fated

Grammar

10. Fill in with the following prepositions: **about, at, by, for, from, in, of, on, to, with**. Use the phrases in your own sentences.

- _____ a trip
- _____ advance
- advantage _____
- anxious _____
- excited _____
- apologise _____
- astonished _____
- _____ chance
- concentrate _____
- deal _____

- delighted _____
- disappointed _____
- fed up _____
- _____ fire
- free _____
- grateful _____
- indifferent _____
- inspired _____
- _____ mistake
- prepared _____

- provide _____
- reason _____
- recover _____
- refer _____
- rely _____
- safe _____
- skilled _____
- _____ strike
- succeed _____
- talented _____

11. Complete the sentences with suitable prepositions.

1. English cheese is very different _____ French cheese.
2. He married _____ the age of 28.
3. Your NGO might be eligible _____ a grant.
4. Do you care _____ your health?
5. His parents were amazed _____ his performance.
6. Mum sat _____ the back of the car.
7. She doesn't believe _____ coincidences.
8. Can I introduce you _____ my grandfather?

Listening

12.  Work in pairs. How much time do you use your phone or tablet a day? Listen and find out why face-to-face communication is more efficient. Write down all the arguments.

13. Listen again and find synonyms for:

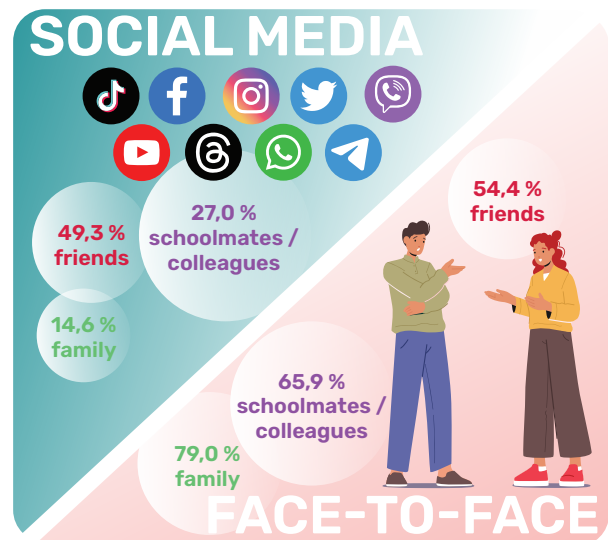
join	discussion	folks	gadgets
bother	benefit	significant	by



15. As a class, discuss the following:

- › How can we make sure we do not lose the art of conversation?
- › When was the last time you unplugged?
- › Can you put away your electronic devices and spend time with the people around you?
- › How often do you take time to go for a walk or play outside?

14. Analyse the infographic. What are your conclusions? Justify your answers.



Writing

16. Write a 110-120-word reply to the letter in exercise 5 using the structure recommended on page 156.



Lesson 3

INTERGENERATIONAL CONNECTIONS

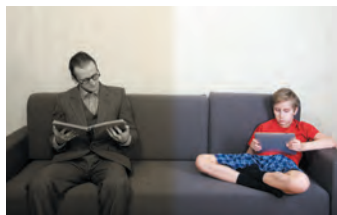
"Each generation imagines itself to be more intelligent than the one that went before it, and wiser than the one that comes after it."

George Orwell

Speaking

1. **Think – Pair – Share.** Read these facts about generational conflict. Do you agree or disagree with them? Give reasons for your answers. Which of these facts are the most surprising for you? Why?
 - a. Technology has played a profound role in increasing generational conflicts.
 - b. About 75.8% of elderly claim that generational conflicts have increased more rapidly due to COVID-19.
 - c. Only 7% of boys and 4% of girls aged 15-24 discuss growing up issues with their parents.

2. **Describe the pictures.** Explain the term "generation gap".



3. **Listen to the dialogue.** What do the following words refer to?

- ▶ movie theatre
- ▶ old-fashioned
- ▶ Instagram
- ▶ advice
- ▶ busy
- ▶ homework
- ▶ wise
- ▶ role model

4. **Work with a partner.** Make up a dialogue using the following expressions. After that, role-play it.

FOCUS ON SPEAKING

- ▶ Really?
- ▶ That is strange.
- ▶ In a way...
- ▶ Like what?
- ▶ Nice!
- ▶ You could say that.
- ▶ I am happy to hear that.
- ▶ Good for you!

Reading

5. **Read the text.** Explain what children can teach their parents.

WHAT CAN CHILDREN TEACH THEIR PARENTS?

The family can make their lives more fulfilling if they choose to learn together. A great start is to spend time together as a family. They can get cosy on the couch and read a favourite book together. They can also take a hike through nature and see what can be learned along the way. Even homework is more fun when it is done with the people they love.

Family literacy is about families learning together. Of course, this often means that parents teach the children. However, most adults can tell that they have learned some important lessons from children. It is this shared learning between parents and children that makes family literacy so powerful.



So what can adults learn from children? It could be as simple as a lesson an adult learned in the past but has forgotten. It could be the details in a story or a picture that children notice but are overlooked by their adult family members. It could be a child's thrill or amazement at a part of the world that adults take for granted. Of course, children can also enlighten adults about new things. They can help adult family members learn how to use the latest smartphone. These are all skills that most children can help their parents with. Parents often find that their children are at least one step ahead of them when it comes to technology. Children can even help adults understand modern fashion trends. From cyberbullying to teenage substance abuse, it is important for parents to know what is going on in their children's world. This way, they can build an open and trusting relationship with their children. Sometimes children simply know more than adults about these issues.

What else can children teach the adults in their lives? From current trends to life lessons, children have both knowledge and wisdom to share. Parents can learn a lot if they pay attention to their children's advice.

6. Work in pairs and match the halves of the sentences. There is one extra.

- | | |
|--|--|
| 1. The family can make their lives more fulfilling | a. and read a favourite book together. |
| 2. They can get cosy on the couch | b. some important lessons from children. |
| 3. Family literacy is | c. about new things. |
| 4. Most adults can tell that they have learned | d. if they choose to learn together. |
| 5. Children can also enlighten adults | e. about families learning together. |
| | f. about these issues. |

7. Find in the text synonyms for:

snug	recent	before	innocent
maltreatment	intelligence	keep on	ability

8. Match the words with their definitions.

- | | |
|----------------------------|--|
| 1. cyberbullying | a. tendency |
| 2. fulfilling | b. a subject or problem that people are thinking and talking about |
| 3. take for granted | c. watch, listen to, or think about something or someone carefully or with interest |
| 4. issue | d. take as true or as a fact without actual proof |
| 5. pay attention | e. the activity of using the internet to harm or frighten another person, especially by sending them unpleasant messages |
| 6. trend | f. making someone feel happy and satisfied |

Grammar

9. Read the following sentences and explain what tense is used after **when** and **if**.

- When the president arrives, they will start the meeting.
- Joe will buy a new TV set if the prices go down.

► We do not repeat the future tense in clauses with adverbs of time.

10. Fill in the blanks with the correct form of the verbs.

1. As soon as you _____ (push) this button the door _____ (open).
2. I _____ (not buy) anything new until I _____ (pay) all my debts.
3. We _____ (send) payment as soon as you _____ (fax) the signed contract.
4. They _____ (launch) the new product after they _____ (test) the market.
5. If Jack _____ (reach) the sales target this year, the boss _____ (award) him.
6. I _____ (have to) finish the reports before the school principal _____ (call).
7. We _____ (start) the construction of a new school as soon as the mayor _____ (allow) us to begin.
8. After Susan _____ (find) a good job, she _____ (be able to) buy a house.

11. Combine each of the following pairs of sentences according to the example below. Use: *when, after, before, unless, until, as soon as*.

1. I go to work late. I get up late.
2. We meet the team. The team arrives at the station.
3. They go on holiday. They finish their exams.
4. He gets wet. He goes swimming.
5. The police catch the criminal. The criminal makes a mistake.

*I read this book. I eat dinner.
I will read this book after I eat dinner.*



Listening

- 12. 🎧 Do any of your grandparents have a Facebook account? Listen to the text and find out how many old people in the UK use social media and how they do it.**

13. Work in pairs. Listen again and choose the best answers to complete the sentences.

1. Today's grandparents are joining their _____ on social media.
a. neighbours b. spouses c. grandchildren
2. In the UK, the over-55s are joining _____ in ever-increasing numbers.
a. Facebook b. Instagram c. Telegram
3. There are 2.9 _____ users on Facebook over-65s in the UK.
a. hundred b. million c. thousand
4. Sheila signed up to see what her grandchildren do because her daughter posts _____ of them.
a. videos and photos b. texts and emojis c. likes and dislikes
5. The old use Facebook _____ all over the country.
a. to meet up b. to speak up c. to visit

14. Work in small groups. Study the list of six great activities for seniors and kids to bridge the generation gap and choose three you believe are the most fun. Explain your choice.

1. have fun in the kitchen
2. spend time outdoors
3. play a board game together
4. get crafty
5. go through a family album together
6. watch a family movie together

Writing

15. Work in teams of three.

Research on Generation X, Generation Y or the Millennials, and Generation Z. What are their strengths and weaknesses? Create a compare and contrast chart.

16. Agree or disagree with the following statement:

"Development and technological changes are the major causes of the generation gap." **Write a 110-120-word essay on the given topic using specific reasons and examples to support your answer. Use the recommended structure on page 157.**

Lesson 4

INCLUSION IS INTEGRATION

"The rights of every man are diminished when the rights of one man are threatened."

John F. Kennedy

Speaking

1. Work in groups. Create a mind map to explain the term "human rights". What documents refer to them? Do you know of any organisations which fight for the protection of human rights?

2. Who do you think said the following quotes: a president, a philosopher, or a teacher? Justify your answer.

We have chosen hope over fear, unity of purpose over conflict and discord.

We reject as false the choice between our safety and our ideals.

A nation cannot prosper long when it favours only the prosperous.

3.  Listen to the dialogue. What do the following words refer to?

- ▶ Rajid
- ▶ warm welcome
- ▶ Muslim
- ▶ travel
- ▶ globally-educated
- ▶ pyramids

4. Make up a dialogue using the provided expressions. Afterwards, act it out.



FOCUS ON SPEAKING

- ▶ Did you hear the news?
- ▶ What's happened?
- ▶ What can I say ...
- ▶ Why do you say that?
- ▶ That's an interesting way to look at it.
- ▶ I could use ...



VOCABULARY FOCUS

- extent** – area or length; amount
- alongside** – next to; together with
- enhance** – improve
- thrive** – grow, develop
- healing** – improving bad situation
- path** – a way or track

5. The right to inclusive education gained prominence in international human rights law in 2006. The following picture is an example of diversity and inclusion. Explain why.





6. Read one of Yilda Banchón's blog posts. How does she explain inclusion? How has she contributed to the personal growth of other people?

CONTRIBUTION TO PERSONAL GROWTH

For some reason, I have always been interested in making others feel included. At school, when we received exchange students or new students arrived, I always felt comfortable approaching them and starting conversations. I tried to help them out or introduced them to the school activities. In this way, I was able to contribute at least to a small extent to their personal growth and help them get used to their environment. This has always made me happy.

My family comes from a rural community where I learnt the core values that guide me through my life and career. That is why, I like to use my blog and music to inspire others. I believe in the power of connecting with people through songs. Music has a healing power – it can make people feel included.

For me, inclusion is equal to the integration of people, regardless of their social, economic, cultural status, the colour of their skin or their country of origin. Inclusion is simply a way of adapting and enabling someone to adjust to a new environment without discriminating against the person based on their way of thinking or understanding things, but rather respecting their ideas, ideologies and the views they have based on their personal experiences.

I have always been inspired to move forward as a collective so that all people can thrive with their talents. Since 2020, I have been part of a campaign to make young people's voices heard, enhance their skills, and empower them as agents of change. I have also been able to sing alongside other artists to raise awareness of the importance of putting children as a priority in society. This opportunity has allowed me to keep growing, helping others, opening new paths and bringing new ideas to children and young people.

7. Match the words with their synonyms.

- | | |
|------------------|------------------|
| 1. adjust | a. consciousness |
| 2. enable | b. curious |
| 3. heal | c. adapt |
| 4. inspire | d. empower |
| 5. personal | e. kind-hearted |
| 6. understanding | f. cure |
| 7. awareness | g. encourage |
| 8. interested | h. individual |



8. Choose the correct answer.

- I have always been interested in making others feel **excluded** / **included**.
- I was able to contribute to the children's **personal** / **professional** growth.
- My family comes from **a rural** / **an urban** community.
- I learnt the **elementary** / **core** values that guide me through my life and career.
- I believe in the power of **splitting** / **connecting** with people through songs.
- Inclusion is equal to the integration of people, **regardless** / **nevertheless** of their social, economic, cultural status.
- I have also been able to sing **alongside** / **apart from** other artists.

9. Work in groups and make a poster with words and concepts related to inclusion and integration. You may use words, symbols, and images. Give a title to the poster and present it to your classmates.

10. Read the examples. What is the difference between **few** and **little**, **a few** and **a little**?

- All she wanted was **a few** moments on her own.
- At that time **few** people travelled who didn't have to.
- She saves **a little** money every month.
- It's great that there's been very **little** bad weather this month.

▶ _____ and _____ are used for **countable nouns**.

▶ _____ and _____ are used for **uncountable nouns**.

11. Choose the correct options.

1. You have **a few / few** ideas left, so let's hear them.
2. I have got very **a few / few** friends, so I'm alone most of the time.
3. Would you like **a little / little** water?
4. What you need is **little / a little** more self-confidence.
5. Very **few / little** people went to see the movie.
6. Mary managed to get **a little / a few** piece of cake.
7. There are **a few / few** good books that I would recommend reading.
8. A: "Have you got any money left in your bank account?"
B: "Yes, I have **little / a little**, but not very much."

12. Use **few**, **a few**, **little**, **a little** in the sentences below.

1. Listen carefully! She is going to give you _____ advice.
2. This is a very boring place to live. There's _____ to do here.
3. Do you mind if he asks you _____ questions?
4. "Do you sometimes go to the cinema?" – "Yes, I go there _____ times every year."
5. I don't think Jane would be a good teacher. She's got _____ patience.
6. This place is not very interesting to visit, very _____ tourists come here.
7. You must be quick. You have _____ time.
8. "Would you like sugar in your coffee?" – "Yes, please _____."

Listening

13. 🎧 Listen and name three responsibilities of a child. Describe each of them in one sentence.

14. Work with your partner and write three more responsibilities you both have at home. Explain what your duties are.



Writing

15. Work in small teams. Create a school magazine dedicated entirely to the theme of "Inclusion and Integration" using the structure recommended on page 159. Feel free to cover the following:

1. Everyone is a person with or without special needs.
2. Every person has their own strengths and weaknesses.
3. Healthy societies promote tolerance and exclude stereotypes.
4. An inclusive society has no differences in race, gender, class, generation, and geography.
5. Communication and mutual support are the keys to inclusion and acceptance.

Lesson 5

THE INSIGHTS FAMILY

"When you become famous, being famous becomes your profession."

James Carville



VOCABULARY FOCUS

sitcom – a television series

swamp – very wet, soft land

weird – very strange and unusual

whether – if, or not

grab – attract

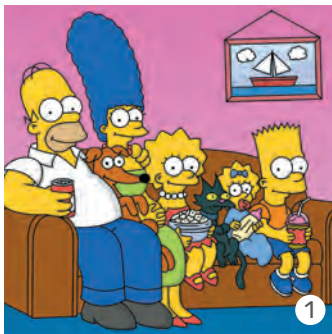
Speaking

1. **Think – Pair – Share. Discuss as a class. Which of these facts are most surprising for you? Why?**
 - a. Intermarriage among people of different races, cultures and religions is constantly increasing around the world.
 - b. Today, the average age at first marriage is 29 for men and 27 for women, compared to 25 and 18 fifty years ago.
 - c. More than two million fathers are the primary caregivers of children under 18, a 62% increase since 1990.
 - d. Nearly half of all marriages end in divorce.
2. **Which of these families do you recognise? What are they famous for?**
3. **What does it mean to create a great family? Name three famous families in your country. Why are they examples for other families?**



Reading

4. **Read the following descriptions and match them with the family photographs.**



The Beckhams are undoubtedly among the most **prominent** families in the UK. As the most **renowned** families in the world, they have been grabbing people's attention for more than 20 years. David and former *Spice Girl* Victoria began dating in 1997 after she attended a Manchester United game. They got engaged on January 25, 1998, and the pair got married in 1999. They have four children: Brooklyn, Romeo, Cruz and Harper Seven.

The Musk family is home to amazing chefs, talented filmmakers, and **brilliant** inventors. Everyone is familiar with Elon Musk, the mind behind Tesla and SpaceX. Elon is not the only celebrity in the family, though. Errol Musk, his father, founded the Musk business. Tosca, his sister, is a talented filmmaker, and Kimbal, their brother, is a well-known chef. In fact, Maye, their mother, was a well-known model who appeared on covers of *Vogue* and *Time*.

The Addams Family is one of the oldest cinematic families from 1998, first appearing in The New Yorker newspaper. This family is a particularly weird bunch, which makes them a joy to watch. The father Gomez is a multibillionaire who bought a swamp for "scenic value", whilst his wife, Morticia, is a witch who uses baking powder as make-up to clean up her face. Their daughter, Wednesday is a stranger still, having been known to draw pictures of trees with human heads, and Wednesday's brother Pugsley has displayed his own crazy tendencies, with his **irrational** love for bombs and destruction.



The Simpsons has been airing since 1989, making it America's longest-running sitcom. Due to its massive success, it is hard to believe that TV's beloved odd cartoon family began as a simple series of animated shorts, but **humble** beginnings are admirable. The characters and their relationships with each other are surprisingly **consistent** and even sometimes touching.



5. Which highlighted words from the text mean the following?

- _____ – poor or of a low social rank
- _____ – famous for something
- _____ – not reasonable
- _____ – behaving in a positive way
- _____ – splendid, magnificent, exceptional
- _____ – very well known and important



6. Match the halves of the sentences. There is one extra option.

1 The characters and their relationships

2 The Beckhams have been attracting people's attention

3 The Musk family is

4 As the most renowned families in the world,

5 This family is a particularly weird bunch,

a they have been grabbing peoples' attention for more than 20 years.

b which makes them a joy to watch.

c home to amazing people.

d with his irrational love for bombs.

e are surprisingly consistent.

f for more than twenty years.

7. Ask questions to the given answers.

- How many _____? – Four children.
- Who _____? – Tosca.
- Where _____? – In The New Yorker newspaper.
- What _____? – A swamp.
- What kind of _____? – Touching.

8. Write an imaginary interview with one of the most famous families in your community / country.

TENSE	ACTIVE VOICE	PASSIVE VOICE
Present Simple	• She teaches them the rules.	• The rules are taught by her. • They are taught the rules.
Past Simple	• She taught them the rules.	• The rules were taught by her. • They were taught the rules.
Future Simple	• She will teach them the rules.	• The rules will be taught by her. • They will be taught the rules.
Present Continuous	• She is teaching them the rules.	• The rules are being taught by her. • They are being taught the rules.
Past Continuous	• She was teaching them the rules.	• The rules were being taught by her. • They were being taught the rules.

9. Work with a partner. Choose the correct answer.

1. She **is baking** / **is being baked** a cake in the kitchen now.
2. The students **are teaching** / **are being taught** by a new teacher today.
3. When he came, some pancakes **were making** / **were being made** by his wife.
4. The letter **was typing** / **was being typed** by the secretary when the phone rang.
5. We **are learning** / **are being learned** a new topic during this lesson.
6. Kelly **was ironing** / **was being ironed** dresses in the room at this time yesterday.
7. The students **are testing** / **are being tested** right now.
8. Their team **were wearing** / **were being worn** red T-shirts during the last match.

10. Use Present or Past Continuous Passive.

1. The car _____ (repair) at the moment.
2. When they travelled, the pictures _____ (take) by Jane.
3. Look! The dishes _____ (wash) by my brother.
4. When the bell rang, the tests _____ (not check) by the teacher.
5. The cartoon _____ (watch) by my little brother when I entered the room.
6. The incident _____ (investigate) by the police?
7. Look! The wall _____ (paint) properly by him.
8. The room _____ (clean) when I arrived.

Listening

11.  Work with a partner. Listen to the audio and identify at least three ways in which families use YouTube to earn money. Compare your list with the lists created by your classmates.

12. Listen again and answer the questions.

- a. What do families vlog about on YouTube?
- b. Do family vloggers make money from their channels?
- c. Why do people like to watch family channels?
- d. How many subscribers does The ACE family have on YouTube?



13. Nowadays celebrities are more famous for their glamour and wealth than for their achievements, and this sets a bad example to young people. To what extent do you agree or disagree with this statement? Express your opinion in a 110-120-word article. Follow the essay structure on page 161.

Lesson 6

FRIENDS WILL BE FRIENDS

"Many people will walk in and out of your life, but only true friends will leave footprints in your heart."

Eleanor Roosevelt

Speaking

1. Who are your best friends?
What do you like doing together?
What qualities do you value in your friends?



VOCABULARY FOCUS

fulfilment – a feeling of pleasure and satisfaction because you are happy with your life

loneliness – the state of being lonely

increasingly – more and more

supported – encouraged, helped

correlated – associated, linked

2.  Listen to the dialogue. What do the following words refer to?

- ▶ diplomats
- ▶ different countries
- ▶ really hard
- ▶ new friends
- ▶ lonely
- ▶ real connections

3. Work with a partner. Make up a dialogue using the expressions below, then role-play it.

FOCUS ON SPEAKING

- ▶ What's up?
- ▶ Thanks for asking.
- ▶ Why do you say that?
- ▶ To be honest with you ...
- ▶ I am sorry to hear that.
- ▶ You know what, ...
- ▶ Let's stay in touch!
- ▶ It was very nice of you to ...

Reading

4. Read the paragraphs and match them with a suitable title.

- a. Friendships Make You Live Longer
- b. Good Friends Improve Your Physical Health
- c. Friendships Make You Happier

SCIENCE-BACKED REASONS WHY FRIENDS ARE IMPORTANT

Friendships improve our lives on every level, improving our happiness, feeling of purpose, and personality. Friends are important. Friendships are so essential that their quality may influence your physical health, economic stability, and even how long you live. It is a popular misunderstanding that having a lot of close friends will make you happy, but studies have shown that real happiness is actually more strongly linked with friend quality than friend number. A group of casual friends has a far lower chance of achieving true social fulfilment than close friends and "best" friends.

(1)_____ Your health benefits from friendships almost everywhere. In fact, research shows that they are just as important as diet and exercise. Throughout all age groups, social connection is linked physically with lower blood pressure, less inflammation, and a reduced risk of diabetes. But it is important to remember that this only applies to quality friendships with people who inspire you to become a better version of yourself.

(2)_____ Fame and fortune do not necessarily buy happiness, but studies demonstrate that friendships do. Relationships are the most important factor in predicting pleasure and joy, according to one of the longest-running research on people's happiness. Researchers have been collecting data including physical examinations, medical histories, interviews, and questionnaires for the last eighty years. Their objective? "What social characteristics and biological processes from earlier in life influence health and well-being in late life", according to the study's goal. By the age of 80, the persons who had the healthiest and happiest friendships at the age of 50 still maintained the same qualities. Moreover, smoking and alcohol were just as strongly associated with early death as loneliness. Encouraging just a handful of close friendships today could lead to more happiness as you age.



(3)_____ Without a doubt, humans are social beings. Modern society is increasingly socially disconnected. Social connections are a form of protection. To feel safe, loved, and supported, we need friends. Perhaps this explains why feeling loneliness starts the same neural connections in our brains as experiencing pain. In other words, weak social relationships or lack of friends is correlated with a greater risk of death, regardless of age, sex, or health condition.

5. **Work with a partner. Create a detailed mind map to explain the benefits of friendship. Present it to your colleagues.**

6. **In the text, find the words that have the following meaning.**

- _____ – less than before or less than usual
- _____ – a small number of people or things
- _____ – a condition of not having any or enough of something
- _____ – also and more importantly
- _____ – necessary or needed

7. **Choose the most suitable word according to the text.**

- Friendships **decrease** / **improve** / **involve** our lives on every level.
- Friendships are so essential that their **quantity** / **value** / **effect** may influence your physical health.
- Your health **profits from** / **loses** / **gains** friendships almost everywhere.
- Doctors** / **Investigators** / **Old** people have been collecting scientific data.
- Promising** / **Aiding** / **Supporting** could lead to more happiness as you age.

8. **Work with a partner. Read the sentences and try to guess what the expressions in bold mean. Use a dictionary if you need help. Create sentences of your own.**

- My friend prefers the same clothes as me. Well, **birds of a feather flock together**.
- A local youth NGO is working **to build bridges between** young people of different nationalities living in the city.
- Jim is very rude to other classmates just because his father **has friends in high places**.
- In the movie "Batman vs Superman" the two major characters **were always at odds with each other**, but in the end, they became friends.
- Mike and Richard do not get along. They have been in conflict for a very long time. I think it's time for them **to bury the hatchet**.
- It's been lovely meeting you, I hope we **cross paths again** someday.

TENSE	ACTIVE VOICE	PASSIVE VOICE
Present Perfect	• She has taught them the rule.	• The rule has been taught by her. • They have been taught the rule.
Past Perfect	• She had taught them the rules.	• The rules had been taught by her. • They had been taught the rules.

9. Work with a partner. Turn the sentences into Passive Voice.

1. The man has already repaired the clock.
2. They have built a new concert-hall on our street.
3. Before going out, the boys had done their homework.
4. We haven't met you at the bus station.
5. By 2021, they had built a bridge over the river.
6. The students haven't translated the article yet.
7. Tom had eaten ice cream before Mary came.

10. Paraphrase the given sentences in Perfect Tenses.

1. These plants are watered twice a week.
2. My luggage was brought to my room by the porter.
3. Beautiful postcards were brought to her from different countries.
4. The lecturer is listened to with great attention.
5. That new dictionary was sold everywhere.
6. The room is cleaned and aired.

Listening

11. Can you recognize these famous BFFs? What things do they have in common? Why do you think they became friends?



12. 🎧 Listen and find out what friendship bracelets are. Ask and answer four questions based on the audio.

13. Work with a partner. Analyse the nine qualities of a good friend. Choose three which you believe to be the most important ones. Give reasons for your answers.

- › You can trust them.
- › They are good listeners.
- › Spending time with them makes you feel good.
- › They do not judge you.
- › They are loyal to you.
- › You have many things in common.
- › They always keep their promises.
- › They are fun to be around.
- › They can put themselves in your shoes.

Writing

- 14. Choose famous people who have been friends for a long time. Research and write about their friendship. Create a detailed infographic using the structure recommended on page 162.**

1. Match the halves of the sentences.

- | | |
|------------------------------------|--|
| 1. Ann and Mary are excited | a. at chemistry. She got 100 % in her last test. |
| 2. Danny is absent | b. of me because I just received a good mark. |
| 3. Emily's really good | c. about their trip to Spain. |
| 4. My mom got angry | d. in web design, but he hates programming. |
| 5. Willy's jealous | e. from school today because he's sick. |
| 6. I'm not very keen | f. on fishing. I think it's so boring. |
| 7. Manchester in England is famous | g. with me because I came home late. |
| 8. He's interested | h. for its outstanding football team. |

2. Open the brackets using verbs in Passive Voice.

- All the documents _____ (type) by the secretary yesterday.
- A new metro line _____ (build) in our district for two years.
- Some milk _____ (bring) to the kitchen by Ann in 5 minutes.
- This work _____ (finish) already by all the students.
- Her dress _____ (wash) right now.
- This article _____ (translate) tomorrow.
- The letter _____ (deliver) next Thursday.
- London _____ (visit) by millions of tourists each year.

3. Fill in: a little / little or a few / few.

- Would you like _____ milk in your coffee?
- We have been to England _____ times.
- Oh no! There's so _____ coffee, we'll have to make more.
- He has _____ patience for clumsy customers.
- I'd like to spend _____ more time in the park today.
- Spending _____ hours in the sun every day is pleasant.
- Let's see if there's _____ juice left in the pot.
- There were very _____ people in the library last night.

4. Complete the story using somewhere, anywhere, nowhere, everywhere.

Claire likes to go running for exercise. She runs to the store and to work and _____ else to stay in good shape. She goes for a run _____ in the woods near her house and finds a dog. He does not look like he has a home _____, so she takes him home with her. She thinks he is probably _____ around four years old, but could be _____ from three to six years old. Claire names the dog Cooper and takes him for a run. _____ on their street they hear a cat meowing. They look around _____ but it seems to be coming from _____.

Claire and Cooper look up and see a cat in a tree. Claire asks all of the neighbours if it belongs to them, but its owner is _____ to be found, and could be _____ by now, so Claire decides to keep the cat as well. She wants to name it Fluffy, but there are cats named Fluffy _____, so she calls it Lucky instead. _____ Claire goes, she takes Cooper and Lucky with her.

1. Read and choose the correct form of the verbs.

Fiat **started** / **was started** by a group of Italian businessmen in 1899. In 1903, Fiat, **produced** / **was produced** 132 cars. Some of these cars **exported** / **were exported** by the company to the United States and Britain. In 1920, Fiat **started** / **was started** making cars at a new factory at Lingotto, near Turin. There was a track on the roof where the cars tested/were tested by technicians. In 1936, Fiat launched the Fiat 500. This car was called the Topolino – the Italian name for Mickey Mouse. The company grew, and in 1963 Fiat **exported** / **was exported** more than 300,000 vehicles. Today, Fiat is based in Turin, and its cars **sold** / **are sold** all over the world.

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2. Fill in: **a little** / **little** or **a few** / **few**.

1. They have watched that film _____ times; they said it's good.
2. Our art teacher is disappointed: very _____ parents came to see our exhibition.
3. Although I am a new student, I have got _____ friends who I can rely on.
4. I have _____ money, at least enough to buy you an ice cream.
5. Betty knows _____ French; it is not enough to get around Paris.
6. She is always on her own; she has very _____ friends.

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3. Turn from Active into Passive.

1. Jenny hasn't told me the news.
2. When I came home, the kids had eaten the sweets.
3. Has anybody explained the rules of the game to you?
4. The wind is blowing the sail of the boat.
5. An elephant is scaring the tourists.
6. Betsy was planning a surprise party.

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4. Choose the right preposition.

1. What's the first thing you usually ask **for** / **at** / **to** when you get to a restaurant?
2. Is this the celebrity couple who have recently broken **with** / **up** / **in**?
3. Name two places where you have to check **in** / **with** / **for**?
4. Can you think of two things you do when you wake **down** / **up** / **forward**?
5. How can you find **for** / **at** / **out** what movies are playing at the cinema?
6. There are several things you should give **up** / **to** / **off** if you're on a diet.

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5. Friendships can be very meaningful and special, but also very complicated. What are the qualities of a great friend? What are some things that can weaken a close relationship over time? Express your opinion in an extended paragraph. Use the structure recommended on page 160.

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Lesson 1

A NEW VISION FOR ELECTRONICS

"Everyday it gets easier to connect with an electronic device that it is to connect with real people."

Unknown



VOCABULARY FOCUS

device / gadget – an object or machine that has been invented for a particular purpose

plug in – become connected to a piece of electrical equipment or to the main electricity supply

pattern – a particular way in which something is done, is organised, or happens

belonging – a feeling of being happy or comfortable as part of a particular group

app – abbreviation for application: a computer program that is designed for a particular purpose

Speaking

1. Work in small groups. Create an extended word cloud to include electronic devices you have in your homes. Explain how often you use them and how important they are for your family.
2. Can you name these electronic devices? Match the words with the pictures.

mp3 player, ceiling fan, clothes dryer,
dishwasher, curling iron, doorbell camera,
robotic vacuum cleaner, copier



3.  Work in pairs. Try to guess the electronic devices described below. Listen and check your answers.

- ▶ an electrical device that fits over or in your ears, allowing you to listen to the radio or another device that plays music;
- ▶ a type of camera that records images that can be looked at on a computer;
- ▶ a device for showing films or images on a screen or other surface;
- ▶ a large box-shaped device that is used to cook and heat food, either by putting the food inside or by putting it on;
- ▶ a machine that makes coffee;
- ▶ a machine that is used for playing music CDs or watching movies saved on DVDs;
- ▶ a small device that you move across a surface in order to move a cursor on your computer screen;
- ▶ a tool or machine that makes holes.

4. Fill in the missing spots using the following words: **catch**, **Apple**, **panda**, **mouse**, **month**. Which of these facts seem the most unbelievable to you? Explain why.

1. Over 6,000 new computer viruses are created and released every _____.
2. The Firefox logo isn't a fox. It's a red _____!
3. Samsung is 38 years and 1 month older than this world known brand _____.
4. The first computer _____ was made in 1960 by Doug Engelbart. It was rectangular and made from wood!
5. In 1971, the first ever computer virus was developed and it was made as an experiment just to see how it spread between computers, simply displaying the message: "_____ me if you can!"

Reading

5.  Read the text and insert the sentences in the most suitable places. Listen and check your answers.

- a. Most importantly, it could help us **realise** that we do not need all these devices to stay connected as a family.
- b. Unfortunately, 43 % of teens 13-17 years old reported being a victim of "cyberbullying" and 33 % of teens feel more accepted online than in real life.
- c. He proposes to give a try to the Electronic-Free Day.
- d. We can **barely** imagine our lives without them.

AN ELECTRONIC FREE-DAY

Electronic devices such as laptops, air conditioning, Bluetooth speakers, mp3 players, cell phones, blenders, tablets, electronic watches are everywhere. According to Pew Research, the typical American family contains approximately 5 connected devices.

(1)_____ According to Kids Paediatrics, in the USA, the average age a child receives their first mobile device is 12. Over 78 % of teenagers have a cell phone, while 33 % of teenagers prefer texting as favourite form of communicating with friends. On the other hand, 41 % of parents use a tablet to **entertain** kids at a restaurant or while travelling and 61-93 % of them talk to their teens about online safety.

(2)_____ Dr. Lucas Godinez, a kids paediatrician, insists that it is extremely important for children and teenagers to be kept safe, and to have limitations with these **devices**. (3)_____ For one whole day parents and children alike try not to use any electronic devices, such as mobile phones, tablets, computers, gaming stations, TVs, and headphones. The goals of these electronic-free days are **to foster** physical activity and play, **strengthen** face-to-face communication, and develop "non-electrical" talents. Other benefits of not using electronics: general happiness with relationships, **relief** of the stress of trying to know what's going on everywhere in the world, imagination, breakfast, lunch and dinner conversations.

(4)_____ Other similar initiatives around the world include One Tech-Free Day a Week and the National Day of Unplugging, celebrated in the USA every year the first Friday in March. The concept of taking time to disconnect from technology emerged early in the development of the Internet. Secretary of State George Shultz, for example, spent an hour each week in quiet reflection with only a pen and paper.



6. Work with a partner. Answer the questions.

- What is the average age a child from the USA receives their first mobile device according to Kids Paediatrics?
- How many American teenagers prefer texting as their favourite form of communicating with friends?
- How many parents use a tablet to entertain kids at a restaurant or while travelling?
- How many teens reported being a victim of "cyberbullying"?
- What does Dr. Lucas Godinez insist on?
- What is an electronic-free day?
- What is the goal of this day?
- What are other similar initiatives around the world?

7. Which of the highlighted words from the text mean the following?

- _____ – encourage the development or growth of something
- _____ – make something stronger or more effective
- _____ – a feeling of happiness that something unpleasant has not happened or has ended
- _____ – a piece of electronic equipment
- _____ – by the smallest amount
- _____ – understand a situation
- _____ – the activity of using the Internet to harm or frighten another person, especially by sending them unpleasant messages
- _____ – keep a group of people interested or enjoying themselves

8. Debate in teams: Pros and Cons of the *Electronic-Free Day*. Imagine that your parents decided not to use any electronic devices for a whole day. Bring arguments in favour of this decision and against this decision. The winning team is the team which brings more arguments and convincing information.

9. Work in pairs. Can you guess the meaning of the following technology-related idioms? Match the examples with the corresponding explanations. Use them in your own sentences.

1 The Internet cafe was not doing very well in the last 3 months, and the business owners decided to pull the plug .	a misunderstand somebody; become confused
2 I'm sorry, Dad, I had a slight accident with the car, but please don't blow a fuse .	b the finest practical details of something rather than theories or ideas about it
3 I think we've got our wires crossed here. What I'm talking about is next week's homework. What you seem to be talking about was last week's homework.	c stop something in its tracks, stop it immediately
4 Adam has studied maths since he was a kid – he knows the nuts and bolts of this subject.	d have the same thoughts or the same intentions
5 After the first few minutes with our new classmate, we were all on the same wavelength . He will be a great addition to our class.	e be right there in the lead, at the front
6 Apple is always at the cutting edge of technology. The company has become a leader in the industry.	f get angry or agitated very quickly, ready to explode

Listening

10. 🎧 Digital devices play an important role in the daily lives of teens. While they do offer many benefits, they can also expose teens to cyberbullying and other harmful effects that can be detrimental to a teen's health and overall development. Listen to two teenagers discussing the benefits and the disadvantages of using digital devices. Answer the questions.

- What kind of report is Robert writing?
- What is Janet's opinion regarding digital devices on adolescent development?
- How can digital devices help us connect with friends and feel a sense of belonging?
- What do scientists warn us regarding the ability of the brain to retain information?
- What does social media decrease?
- What effect can electronic devices have on sleeping patterns and social interactions in families?
- What are parental Control apps? What can we do with the help of FamiSafe, Find My Friends and WebWatcher?
- Why is cyberbullying harmful to teenagers' health?



11. Listen again. Do you rather agree with Robert or with Janet? Explain your position on this subject. Provide as many arguments as possible.

Grammar

12. Work in pairs. Match the sentences with the way the genitive is used.

- Today's newspaper.
- Come to next Saturday's party.
- Yesterday I went to Susan's (Susan's house).
- I went to the baker's (=the baker's shop).
- I went to the doctor's.
- I always buy at Linella's.
- My dog's leg is broken.
- The elephant's baby is very cute.
- Italy's first president was De Nicola.
- Manchester United's players are in Egypt.
- – Whose car is this? – It's mine.
- – Is that Peter's car? – No, that's Kevin's.

- ▶ 's is used to express possession when talking about people
- ▶ it is very common to see the firm, shop or work place used with 's
- ▶ the possessive form of **who** is **whose** (not who's)
- ▶ 's is used with time words and expressions
- ▶ 's is used when talking about things referring to people (countries, organisations, etc.)
- ▶ when the context is clear we don't mention the *thing* possessed when we are talking about some places
- ▶ 's is used as a pronoun when the noun has been mentioned or it is understood

Writing

13. Revise the grammar explained in the previous exercise. Choose the correct variant.

- a. Bill Gates revealed Microsoft's plans for the future.

b. Bill Gates revealed Microsofts' plans for the future.
- a. I must go to the doctor's.

b. I must go to the doctors'.
- a. This is my book and this is Mikes'.

b. This is my book and this is Mike's.
- a. Whose telephone number is this? It's Bobs'.

b. Whose telephone number is this? It's Bob's.
- a. It was a three weeks' journey.

b. It was a three week's journey.

14. You have been invited to deliver an inspirational speech at your school Annual Ted Talk Event entitled "The Pros and Cons of Using Digital Devices by Teenagers". Write a 110-120-word long extended paragraph using the structure recommended on page 160. Include arguments in favour and against the use of digital devices.

**BANNED
BLOCKED
DELETED
CENSORED**

Lesson 2

TO SHARE OR NOT TO SHARE

"Everyone has the right to freedom of expression. This right shall include freedom to hold opinions and to receive and impart information and ideas without interference by public authority and regardless of frontiers."

Article 10 of the European Convention on Human Rights

Speaking

1. **Work in small teams. Create a graphic organiser to explain what freedom of expression refers to. Do children have the same freedom of expression rights as adults? Are there laws regarding freedom of expression for online communication?**
2. **Work with a partner. Do you agree or disagree with the statements below? What are your arguments for or against?**

① Freedom of expression is fundamental to diverse cultural expression, creativity, and innovation, as well as the development of one's personality through self-expression.

② "We have freedom of speech, but you got to watch what you say." Tracy Morgan

③ Freedom of expression enables dialogue, builds understanding, and increases public knowledge. When we can freely exchange ideas and information, our knowledge improves, which benefits our communities and societies.

④ "Freedom of speech should be wide open as long as it doesn't incite violence." Mike Leach



VOCABULARY FOCUS

watchdog – a person or organisation responsible for making certain that companies obey particular standards and do not act illegally

breach – an act of breaking a law, promise, agreement, or relationship

fine – an amount of money that has to be paid as a punishment for not obeying a rule or law

investigation – examining a crime, problem, statement, etc. carefully to discover the truth

suspend – stop something from being active, either temporarily or permanently

hate speech – public speech that expresses hate or encourages violence towards a person or group based on something such as race, etc.

⑤ It is legal for schools to have the right to ban cursing, censor school newspapers, and monitor books and publications brought on the premises.

⑥ Public authorities may restrict this right if they can show that their action is lawful, necessary and proportionate in order to: protect national security, territorial integrity (the borders of the state) or public safety, prevent disorder or crime, protect health or morals.

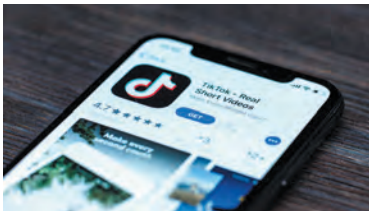
3. Read the sentences and match the idioms with their meaning. Use them in your own sentences.

1 Word of mouth and personal recommendation is the best advertising.	a This is a more formal way of saying "I promise".
2 He told me what his teacher said word for word . He has a really good memory.	b It means you have broken your promise.
3 A: Will the team complete the project by the end of this week? B: Yes. My word is my bond .	c This is used to talk about information being spread informally by people talking to each other rather than reading about it.
4 Can I take your word for it that you will help me prepare for the exam?	d This idiom is used when a person is claiming someone else said something that they did not actually say.
5 The school was really counting on your support for the upcoming project. It's disappointing that you have gone back on your word .	e This means to believe what someone says and be assured that it is true.
6 A: You said you were going to do this at the meeting. B: No, I definitely did not say that. Don't put words in my mouth!	f This idiom is used when someone repeats exactly what another person has said.

Reading

4. Read the text and insert the words in the right place. Listen and check.

suspended, harm, limits, fined, investigation, express, posting, private



FREEDOM OF EXPRESSION

Everyone, regardless of their religion or culture, has the human right to (1)_____ themselves, including children and young people. In 1948, the UN recognised free speech as a human right in the International Declaration of Human Rights. Part of this right of **freedom of expression** involves being able to find out information for yourself, so you are able to share it in the way you want. People can express themselves in all kinds of different ways: talking out loud, (2)_____ things on the Internet, and writing things for a book or newspaper.

There are some (3)_____ to freedom of expression. People cannot express themselves in a way that would (4)_____ the rights or **reputation** of others. For example, they do not have the right to **reveal** (5)_____ information about someone, or to say things about a person that are not true. People cannot express themselves in a way that would **threaten** the safety of others. For example, they cannot tell people there is a fire in a crowded building when there is not. People cannot express themselves in a way that would hurt members of their community.

For example, the US President Donald Trump's Twitter account was suspended because some of his posts encouraged violence. Mr. Trump was **locked out** of his account after he called the people who stormed the US Capitol "patriots". In US, an (6)_____ conducted by the Information Commissioner's Office found that TikTok video-sharing app may have **breached** data protection law by **processing** the data of children under the age of 13 without

parental consent, and the company might be forced to a £27m fine for failing to protect the privacy of children. Facebook has been (7) _____ €265m by the Irish data **watchdog** after a breach that resulted in the details of more than 500 million users being published online.

Sometimes governments can limit this freedom of expression. For example, in 2019, in Bangladesh, Internet access was (8) _____ during elections. In Ethiopia, the Internet was cut off as a measure to prevent cheating during national secondary school final exams.

5. Which of the highlighted words from the text mean the following?

- a. _____ – organisation responsible for making certain that companies obey particular standards and do not act illegally
- b. _____ – tell someone that you will kill or hurt them or cause problems if they do not do what you want
- c. _____ – the right of being able or allowed to do, say, think, etc. whatever you want to, without being controlled or limited
- d. _____ – the opinion that people have about someone or something, based on past behaviour or character
- e. _____ – make known or show something that is surprising or that was previously secret
- f. _____ – prevented from having or being able to take part in something
- g. _____ – broke a law, promise or agreement
- h. _____ – recording and analysing information to achieve a specific result

6. Work in pairs. Answer the questions.

- a. Do children have the right to express themselves?
- b. How can people express themselves?
- c. What are some limits to freedom of expression?
- d. Why was the US President Donald Trump's Twitter account suspended?
- e. Why could TikTok be forced to pay a £27m fine?
- f. Why has Facebook been fined €265m?
- g. Why was Internet access suspended in Bangladesh in 2019?
- h. Why was the Internet cut off in Ethiopia the same year?



Listening

7. 🎧 Listen to two classmates discussing an article. What do they say about the following?

- | | |
|------------|---------------------|
| › report | › Galileo Galilei |
| › 11 facts | › 70 % of Americans |
| › Socrates | › 1969 |



8. Listen again. Answer the questions.

- a. When was Freedom of speech law established in the First Amendment of the United States Constitution?
- b. What was Galileo Galilei punishment for insisting that the Sun does not revolve around the Earth?
- c. How is "hate speech" defined?
- d. Why was it against the law to shout "fire" in a crowded theatre if there is no fire?
- e. When do music lyrics, photography and clothing logos count as free speech?
- f. How does Susan feel about the fact that many Americans agree that people should have the right to free speech, even if their words are highly offensive?

9. Study the examples. Which words refer to a group of people or things? Which words refer to individual members of the group? Are they used with countable nouns and uncountable nouns? How is **of** used? What does **both** refer to? What is the difference between **both** and **either**?

- All of us were present at the party.
- Both my parents speak French.
- Half of my friends live in the suburb.
- – Who can use the bike: my sister or me?
– Both of you.
- Either Sue or her sister has been here.
- You can fish on either side of the river.

- ▶ **Of** is always used when preceding plural pronouns.
- ▶ **Both** refers to the whole pair and is equivalent to “one and the other”.
- ▶ We don’t use **both** with a negative verb; we use **either** instead.

10. Choose the correct variant. Explain your choice.

- a. I bought half a kilo of apples yesterday.
I bought half a kilos of apples yesterday.
- b. I’ve already given you half of my moneys.
I’ve already given you half of my money.
- c. Half of these snakes is harmless.
Half of these snakes are harmless.
- d. Both children were born in Italy.
Both children was born in Italy.
- e. Who’s left all this paper on my desk?
Who’s left all this papers on my desk?
- f. I’ve been waiting all my life for this opportunity.
I’ve been waiting all my lives for this opportunity.
- g. All the people in the room was silent.
All the people in the room were silent.
- h. All children need affection.
All children needs affection.

11. Use the correct word (**both**, **half**, **all**) – sometimes more than one option is possible.

1. _____ her brothers live in Canada.
2. _____ of the birds flew away.
3. _____ children were born in Italy.
4. Why is _____ of that sugar on the floor?
5. I will be back in _____ a minute.
6. I’ve used up _____ of our apples for this cake.
7. I’ve invited _____ my friends to the party.
8. We _____ prefer hip hop music.



Writing

12. Work in teams. Create a detailed infographic on freedom of expression using the structure recommended on page 162. Include the most important facts and interesting data and various curiosities. Insert relevant images. Present it to your classmates.



Lesson 3

THE VOLUNTEERING PHILOSOPHY OF PEACE CORPS

"A man may die, nations may rise
and fall, but an idea lives on."

John F. Kennedy

Speaking

1. **Think - Pair - Share.** What do you know about Peace Corps? Have you ever met a Peace Corps volunteer? Why do you think American volunteers join this organisation and visit various countries in order to help local people?
2. What are the reasons for volunteering? Work in teams and choose three of the most important reasons from the list below. Explain your choice.



- › Volunteers gain professional experience.
 - › It brings people together.
 - › It promotes personal growth and self-esteem.
 - › Volunteering strengthens communities.
 - › You get a chance to give back.
 - › It helps build camaraderie and teamwork.
 - › Volunteering encourages civic responsibility.
 - › You can make a difference and get personal satisfaction.
3. What qualities make a good volunteer? Work in teams. Arrange these qualities in order, from the most to the least important. Compare your rating with the ones created by other teams in your class. Bring arguments.



VOCABULARY FOCUS

strengthen – make something stronger so that it will take more weight or force without breaking

camaraderie – friendship and trust between people in a group

compassionate – feeling sympathy for someone who is in a bad situation because you understand and care about them

get assigned to – send someone to a particular place, especially in order for them to work there

standing – the status or reputation that someone or something has

reliable
willing to help
compassionate
creative, patient
passionate
organised team player
communicative
inspired positive
energetic

4. Match the expressions with their explanations. Use them in your own sentences.

1 She **had good cause** to shout like that, she was in real danger.

2 As his son grew, Benjamin understood that **it takes a village to raise a child**.

3 When I was sick with the flu, my classmates helped me keep up with my homework. **Actions speak louder than words.**

4 We are so thankful for their kindness and generosity and we promise **to pay it forward**.

5 I like **to give back to my community** by working with other volunteers to clean up our local parks.

6 He **issued a call to arms** on behalf of the environment.

a A child will become a healthy adult if the entire community takes an active role in his or her education.

b Something that makes people want to take action in an attempt to deal with a bad situation.

c have grounds for action, motive, justification

d act in a charitable manner by donating money or volunteering

e What we do is more important than what we say.

f do something kind for someone because someone else has done something kind for you

Reading

5. Read the text. Arrange the four paragraphs in a logical order. Explain your choice. Give the text a title. Listen and check.

1. Kennedy first publicly proposed the Peace Corps during his 1960 presidential campaign as a means to improve America's global image and leadership in the **Cold War**. He argued the US must advance values such as democracy and liberty. The official goal of the Peace Corps is to assist developing countries by providing skilled workers in fields such as education, health, entrepreneurship, women's **empowerment**, and community development. Volunteers are American citizens, typically with a college degree, who are assigned to specific projects in certain countries based on their qualifications and experience; they often work with other stakeholders, governments, schools, non-profit organisations, non-governmental organisations, and entrepreneurs.

2. Peace Corps was officially established on March 1, 1961 by an executive order of President John F. Kennedy, authorised by the US Congress. It is an independent agency and programme of the United States government that trains and **deploys** volunteers to provide international development **assistance**. So far, more than 240,000 Americans have served in 142 countries around the world. The oldest volunteer is Ralph H. Bernstein, aged 84, currently teaching science in Ghana.

3. Volunteers are also often there in order to teach community members about modern agricultural techniques in order for them to more effectively produce food for themselves and each other. Peace Corps is also a **proponent** of equal education opportunities for girls in countries like Liberia and Ethiopia. In 2015, the organisation partnered with United States Agency for International Development (USAID) to implement First Lady Michelle Obama's *Let Girls Learn* initiative.



4. Following three months of technical training, Peace Corps members are expected to serve at least two years in the host country, after which they may **request** an extension of service. Peace Corps is intended to promote mutual understanding between Americans and foreign peoples, and by extension improve the international standing of the US Peace Corps aims to educate community members on the different illnesses that are present in developing countries as well as what treatments there exist in order to prevent these illnesses from spreading.

6. Comprehension check: true or false? Correct the false sentences.

1. Peace Corps was officially created on March 1, 1971 by an executive order of President John F. Kennedy. (T) (F)
2. The organisation trains volunteers to offer international development assistance. (T) (F)
3. More than 24,000 Americans have served in 142 countries around the world. (T) (F)
4. Ralph H. Bernstein is the oldest volunteer, currently teaching science in Ethiopia. (T) (F)
5. The First Lady Michelle Obama's *Let Girls Learn* initiative was implemented in 2015 by Peace Corps and USAID. (T) (F)
6. Peace Corps members are expected to work at least three years in the host country, after which they may request an extension of service. (T) (F)

7. Which of the highlighted words from the text mean the following?

- a. _____ – giving someone more control over their life or more power to do something
- b. _____ – someone who publicly supports an idea or a plan
- c. _____ – the unfriendly relations that existed between the Soviet Union and the West from the end of the Second World War to the 1980s
- d. _____ – use soldiers or volunteers for a purpose
- e. _____ – ask someone in a polite or formal way
- f. _____ – help given to someone or help that allows something to be done

Listening

8. Listen to a discussion between two classmates. Fill out the missing words.

1. Mark Spencer is a Peace Corps volunteer from _____.
2. Peace Corps volunteers are expected to serve for _____ years in the foreign countries.
3. Applicants must be at least 18 years old and must go through an _____.
4. Applicants can apply to _____ placement every year.
5. Peace Corps volunteers can get involved in six project sectors: agriculture, _____, community economic development, health, education, and youth in development.
6. Arthur Goodfriend was _____ when he completed his second Peace Corps tour, while Jim Burkett was _____ years old at the time and received special permission from President Kennedy.

9. Listen again and answer the questions.

- a. Do Peace Corps volunteers travel to all corners of the world?
- b. What is the country farthest north and farthest south Peace Corps volunteers have been placed in?
- c. What country has received the most volunteers over time, with 4,810 cumulative?
- d. What is the most common assignment for a Peace Corps Volunteer?
- e. Where do most volunteers come from?



10. Read the sentences and analyse the adverbs of time in bold.

- Later**, Brian ate some porridge.
- I have been going to this school **since** 2016.
- He **never** drinks milk.
- They are **always** late for school.
- Have you finished your homework **yet**?

Which example shows us:

- ☐ an adverb placed at the beginning of the sentence to emphasise the time element?
- ☐ an adverb that expresses the frequency of an action and is placed before the main verb?
- ☐ an adverb that is used in questions and in negative sentences?
- ☐ an adverb that expresses the frequency of an action and is placed after auxiliary verbs?
- ☐ an adverb that tells us for how long something is happening?

12. Study the grammar explanations and correct the mistakes.

- I was abroad last year for two months.
- She still is waiting for you.
- They yet haven't met him.
- He once a week visits his mother.
- The magazine was published last year weekly.
- I am late seldom.
- You must fasten always your seat belt.
- For three days I stayed in Switzerland.

14. Read the paragraph and insert the adverbs in the correct place.

often, in recent years, since, while, often

Peace Corps volunteers _____ face extreme conditions while working in remote and undeveloped parts of the world. The organisation suffered its first casualties in 1962, when volunteers Larry Radley and David Crozier were killed in a plane crash in Colombia. _____ then, around 300 other volunteers have died on duty from car crashes, accidents, sickness, drowning, animal attacks and violent crime. _____ certain hazards are unavoidable, the Peace Corps _____ evacuates volunteers from unstable or potentially dangerous parts of the world. _____, security concerns have seen it suspend operations in Kazakhstan, Niger, Honduras, Jordan and El Salvador.

11. What is the correct order when more than one adverb of time is used in a sentence?

- how often, when, how long
 - when, how often, how long
 - how long, how often, when
- She worked in a hospital **for two days every week last year**.

13. Choose the correct answer.

- I _____ late on Saturdays.
 - get up usually
 - get usually up
 - usually get up
- Jared _____ late for work.
 - never is
 - is never
- _____ on weekends?
 - Often do you travel
 - Do you often travel
 - Often you do travel
- Susan _____ early for class.
 - often is
 - is often
- When do you _____ go on vacation each year?
 - always
 - never
 - usually
 - ever
- My father worked in a hospital _____.
 - every week for seven days last month
 - for seven days every week last month
 - last month for seven days every week
 - for seven days last month every week

Writing

15. Research about The Peace Corps. Write an article for your school newspaper using the structure recommended on page 161. Read the article to your classmates.

Lesson 4

THE INSTAGRAM GENERATION

"Social media is a dialogue, not a monologue. It is more like a telephone than like a television."

Amy Jo Martin

Speaking

1. **Think – Pair – Share.** Are you active on social media? What are your favourite social media platforms? Why? Name three advantages and three disadvantages of teens using social media.

VOCABULARY FOCUS

trending – extremely popular and widely discussed on the Internet

SEO – search engine optimization which increases the visibility of your website

income – money that is earned from doing work or received from investments

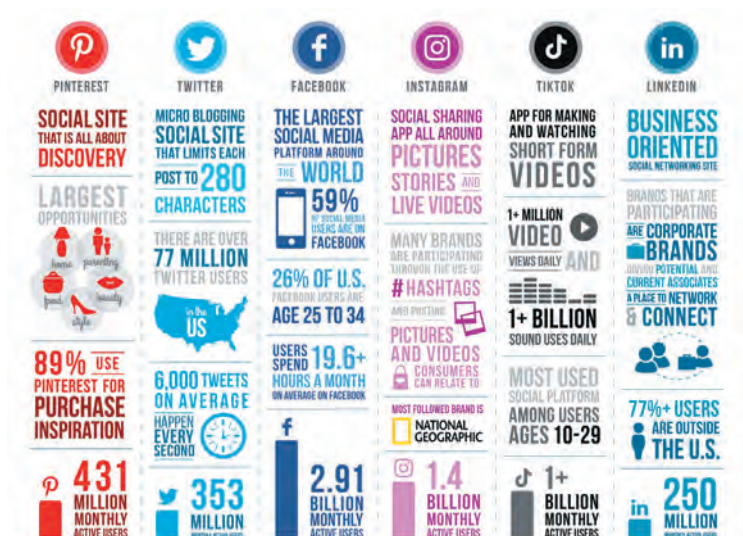
podcasting – digital audio content

GIF – animations which are shown for a few seconds

2. **Work with a partner.** Decide if the following statements are true or false. Listen and check your answers. Justify your choice.

1. Nearly half of the world's population uses social media. (T) (F)
2. An average user spends more than 2 minutes per day on social media. (T) (F)
3. Almost 40 % of small businesses use social media ads to generate income. (T) (F)
4. Visual content is 40 times more likely to be shared by users on social media. (T) (F)
5. Almost 9 out of 10 brands use more than one social media channel. (T) (F)
6. In the US, more than 5 % of brands offer customer service on Twitter. (T) (F)
7. Instagram advertisement engagement is 10 times higher than Facebook. (T) (F)
8. YouTube is the second largest search engine behind Yahoo. (T) (F)

3. Which of these words do you associate with social media?
intrusive, annoying, exciting, challenging, fun, captivating, informative, fashionable, time-consuming, addictive
4. Study the 2022 Social Media Comparison Infographic created by Leverage. Write down the five most interesting facts you have learned from it. Explain them to your classmates. Which facts or figures are the most fascinating for you? Why?

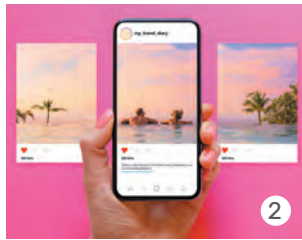


5. Match the words with the pictures. Use them in your own sentences.

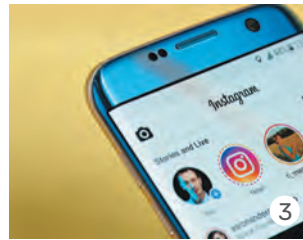
post, tag, story, share, poll, like, live, profile



1



2



3



4



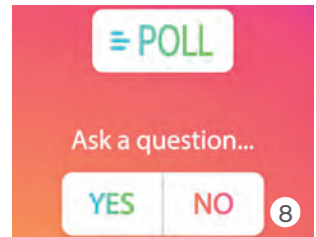
5



6



7



8

6. Choose the correct word related to social media vocabulary.

1. When something is popular and spreads quickly, we can say it has: **gone viral** / **gone wild** / **gone posted**.
2. A person who leaves an intentionally annoying or offensive message on the internet, in order to upset someone, to get attention or cause trouble is a **fan** / **vlogger** / **troll**.
3. A person who says or writes unpleasant things about someone or criticizes their achievements, especially on the internet is a **blogger** / **hater** / **follower**.
4. A feature within social media apps where users can capture and post related images and video content in a slideshow format is a **story** / **vlog** / **channel**.
5. Someone who makes short films that record thoughts, ideas, or opinions on a subject and posts them on the internet is a **blogger** / **vlogger** / **troll**.
6. A type of recorded music or video that consists of parts of different songs or images that have been combined is a **mashup** / **blog** / **vlog**.

Reading

7. Read the text. Insert the sentences below in the correct place. Listen and check your answers. Create a timeline to reflect the rise and growth of Instagram.

- a. This is why many people argue that Instagram is doing more harm than good.
- b. Images uploaded to a user's story expire after 24 hours.
- c. The name Instagram comes from combining "instant camera" and "telegram".
- d. In April 2012, Facebook Inc. acquired the service for approximately US \$1 billion.

INSTAGRAM - THE SOCIAL MEDIA PLATFORM OF THE YOUNG

Global internet users aged 16 to 24 prefer Instagram to other social media platforms. (1)_____ This online photo and video sharing social networking service owned by the American company Meta Platforms allows users to take pictures and videos, add digital **filters** to them and share them to their followers on a variety of social networking services, such as Facebook, Twitter, Tumblr, and Flickr. Instagram was created by Kevin Systrom and Mike Krieger, being inspired to make an **app** just for photography. It was **released** on October 6, 2010 and rapidly gained popularity, with one million registered users in two months, 10 million in a year, and 1 billion by June 2018.

(2)_____ In August 2016, Instagram launched Instagram Stories, a **feature** that allows users to take photos, add effects and layers, and add them to their Instagram story. (3)_____ The most Instagrammed food is pizza, taking the lead in front of sushi and steak. As of December 2021, Cristiano Ronaldo is the most followed celebrity on Instagram, with over 490 million followers. The top five countries that use Instagram in order of popularity are the United States, Russia, Turkey, Brazil, and the United Kingdom.

Although often admired for its success and influence, Instagram has also been criticised for negatively affecting teens' mental health and for its illegal and **inappropriate** content uploaded by users. A study has discovered that 8% of all Instagram accounts are **fake**. (4)_____ Teenagers are obsessed with increasing their engagement – likes, comments and shares – because the more they receive, the more they feel they are positively perceived by their peers. They could develop an overwhelming fear of rejection and uneasiness, staring at her screen for hours after uploading one picture, anxious about the reaction they would receive and whether people would approve it.

8. Which highlighted words from the text mean the following? Create your own sentences.

- _____ – not real, but made to look or seem real
- _____ – unsuitable and unacceptable
- _____ – abbreviation for application: a computer program that is designed for a particular purpose
- _____ – make a product available for the public to buy, often with a celebration
- _____ – a noticeable or important characteristic or part
- _____ – a tool for creating special effects on an image

9. Answer the questions.

- What does the word "Instagram" mean?
- How much did Facebook Inc. pay to acquire Instagram?
- What does this online photo and video sharing social networking service allow users to do?
- What did Kevin Systrom and Mike Krieger intend to create initially?
- Can you name one fun fact about Instagram?
- Why do many people argue that Instagram is doing more harm than good?

10. Find at least two synonyms for the following words which have been used in the text.

anxious	variety	popularity	admired	fake
rejection	overwhelming	influence	inappropriate	release

Listening

11. 🎧 Listen to two classmates discussing fun facts about Instagram. Fill out the sentences with the missing information. Express your opinion on these facts.

- Instagram has taken the world by storm and is the leading _____ – sharing app around.
- Instagram is the second most engaged network, just behind _____, which takes the lead.
- On a normal day, there are _____ million photos shared on Instagram and 3.5 billion likes.
- When Instagram launched the video function in 2013, _____ million videos were uploaded in the first 24 hours.
- The majority of Instagram users are between _____ and _____ years old.
- _____ are one of the top uploaded pictures on Instagram. There are over 290 million _____ on Instagram.

12. Listen again and correct the mistakes in the following sentences.

1. The most used emoji on Instagram is the friendship emoji.
2. The first photo ever posted was a picture of a cat by one of the co-founders on July 16, 2010.
3. Washington City was the most Instagrammed city in 2017.
4. The most Instagrammed location is Golden Gate Bridge in California.
5. The top five most followed brands on Instagram, in order of popularity, are CNN, Nike, Victoria's Secret and Nike Football.
6. In 2017, Instagram was the most used network for fashion vlogging.

13. Debate time! Divide into two teams. The first team will gather arguments in favour of teenagers using social media as a means of communicating with each other. The second team will formulate arguments against teenagers using too much social media. Present your arguments one at a time. Formulate counter-arguments. The winning team is going to be the one with the strongest arguments.

Team # 1: in favour of teenagers using social media	Team # 2: against teenagers using social media

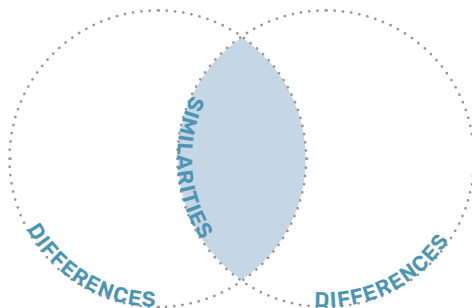
Grammar

GRAMMAR FOCUS

- ▶ The ellipsis is a type of punctuation that represents a pause or that something has been intentionally left out. It shows that words have been cut from a direct quote, so the reader knows the original passage has been modified. In form, the ellipsis is three dots or periods. Different style guides have different regulations for ellipses, for example (...) or [...].
- I could never write "Jaws" today. Sharks [...] don't hold grudges. (Author Peter Benchley)
- ▶ It can act as a subject placeholder at the beginning of the sentence to emphasise an idea.
- That he is very funny is obvious. → It is obvious that he is very funny.

14. Match the halves of the sentences where it is used as a subject placeholder. More than one variant is possible.

- | | |
|----------------------------|--|
| 1. It is obvious to all | a. that they are twins and look alike. |
| 2. It is clear to everyone | b. that we could not watch the movie together. |
| 3. It surprises everyone | c. what he said during the comedy show. |
| 4. It is a pity | d. how the Pyramids were built. |
| 5. It was really funny | e. that he is a funny comedian. |
| 6. It is still a mystery | f. that he can imitate Barack Obama. |



Writing

- 15. Choose two of the most popular social networks you are familiar with, such as Facebook, Twitter, Viber, Telegram, YouTube, WhatsApp, Snapchat, LinkedIn, Pinterest, Quora. Create a Compare and Contrast graphic organiser. Present your organiser to the rest of the class. Describe it in detail.**

Lesson 5

DIGITAL LIBRARIES

"I have always imagined that Paradise will be a kind of a Library."

Jorge Luis Borges

Speaking

1. Interview three of your classmates. Find out how often they go to the library and if they prefer reading printed books or digital books. Do they ever use the Google Books service to find scanned books online?
2. Analyse the list of advantages of going to the library. Choose three that are the most important ones. Explain your choice.
 - It is a safe space for self study.
 - It is a great place for socialising and finding new friends.
 - You can find books that are not available in book stores or are very expensive to buy.
 - You can discover and develop new hobbies.
 - No other places offer so much information about the world.
3.  Work with a partner. Decide if the following statements are true or false. Listen and check your answers. Correct the false ones.
 1. One of the oldest public libraries in the country opened in 1790 in Franklin, Massachusetts, where residents circulated books donated by president George Washington. (T) (F)
 2. The wealthy industrialist Andrew Carnegie donated \$55 million to open 2509 libraries worldwide, including 1679 in the United States. (T) (F)
 3. The world's biggest library in terms of catalogue depth is the Library of Congress, which has 168 thousand items. (T) (F)
 4. The Joanina Library at the University of Coimbra in France has a number of bats in residency, but no one is calling for an exterminator as the bats eat the insects that could damage book pages. (T) (F)
 5. Not all libraries require silence. The Tikkurila Library in Italy has a karaoke room with thousands of songs for guests to perform. (T) (F)
 6. The New York Public Library offers up more than just books. Members can borrow accessories like neckties and briefcases for people looking to complete their outfit for a job interview. (T) (F)



VOCABULARY FOCUS

optical character recognition (OCR) – uses a scanner to process the physical form of a document and convert it into a digital variant.

unprecedented – never having happened or existed in the past

archive – a computer file used to store electronic information or documents that you no longer need to use regularly

interface – the way in which information is made available to the user on the screen of a computer, mobile phone, etc.

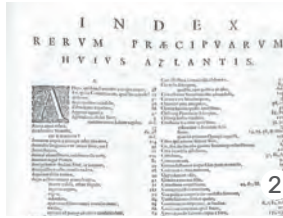
user-friendly – simple for people to use

4. Match the words with the pictures. Use them in your own sentences.

atlas, barcode, catalogue, due date, index, publisher, reference desk, non fiction



1



2



3



4



5



6



7



8

Reading

5. Read the text and insert the words in the correct place. Listen and check.

user-friendly
physical space
computer networks
knowledge
Google Books
collections

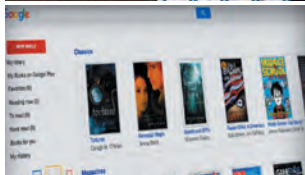
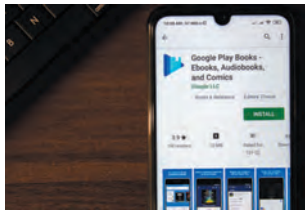
DIGITAL LIBRARIES – FROM SHELVES TO FOLDERS

In 2019 Google celebrated 15 years of (1)_____ and **provided** over 40 million titles of books and magazines that Google has scanned, converted to text using optical character recognition (OCR), and stored in its digital database. Google estimated that there are about 130 million distinct titles in the world, and stated that it intends to scan all of them. The Google Books initiative has been **hailed** for its potential to offer unprecedented access to what may become the largest online body of human (2)_____.

In the 21st century, digital libraries, which are online databases of digital objects that can include text, still images, audio, video, or other digital media formats accessible through the internet, have become a reality. In addition to storing content, digital libraries provide means for organising, searching, and **retrieving** the content stored in their (3)_____. Digital libraries can vary immensely in size and scope, and their digital content may be stored locally, or accessed remotely via (4)_____. The advantages of digital libraries include easy and rapid access of books, archives and images of various types.

Traditional libraries are limited by storage space; digital libraries have the potential **to store** much more information, simply because digital information requires very little physical space to contain it. As such, the cost of maintaining a digital library can be much lower than that of a traditional library. A physical library must spend large sums of money paying for staff, book maintenance, rent and additional books.

Digital libraries may reduce or **do away with** these fees. Digital libraries can provide very (5)_____ interfaces, giving clickable access to its resources. Also, digitization provides access copies for materials that would otherwise fall to degradation from repeated use. Whereas traditional libraries are limited by storage space, digital libraries have the potential to store much more information, simply because digital information requires very little (6)_____ to contain them and media storage technologies are more **affordable** than ever before.



6. Which of the highlighted words from the text mean the following? Make your own sentences.

- a. _____ – offered something that was needed or wanted
- b. _____ – not expensive, for a reasonable price
- c. _____ – put or keep things in a special place for use in the future
- d. _____ – publicly praised for an achievement
- e. _____ – getting stored information from a computer
- f. _____ – get rid of something or stop using something

7. Listen to the text again and correct the mistakes.

1. In 2019 Google celebrated 5 years of Google Books and provided over 40 million titles of books and magazines that Google has stored in its digital database.
2. Google estimated that there are about 30 million distinct titles in the world, and stated that it intends to scan all of them.
3. The Google Books initiative has been criticised for its potential to offer unprecedented access to what may become the largest online body of human knowledge.
4. Digital libraries are buildings of digital objects that can include texts, still images, audio, video, or other digital media formats accessible through the Internet.
5. Digital libraries provide means for organising, searching, and selling the content stored in their collections.
6. Digital libraries can vary immensely in size and scope, and their digital content may be stored locally, or accessed remotely via printers.

8. Answer the questions.

- a. What are the advantages of using digital libraries?
- b. Traditional libraries are limited by storage space. How do digital libraries solve this problem?
- c. The cost of maintaining a traditional library is rather high. What about digital libraries?
- d. A physical library must spend large sums of money paying for staff, book maintenance, rent, and additional books. How do digital libraries reduce these costs?
- e. In traditional libraries reading materials could fall to degradation from repeated use. What happens when they are stored in digital libraries?
- f. Why can digital libraries store much more information than traditional libraries?

Listening

9. Listen to a podcast about Hunt Library bookBot. Fill out the missing words. What is your opinion about this invention?

- a. The Hunt Library bookBot is a robotic book delivery system which can store up to _____ million items in a climate-controlled environment.
- b. The bookBot can deliver any of the requested items within _____ minutes of a click in the online catalogue.
- c. It requires _____ the space of conventional shelving.
- d. This technology has been used in large-scale industries such as automotive manufacturing and _____ for many years.
- e. Books and other items are barcoded, sorted by size, and stored in over _____ bins.
- f. Each item is _____ when it is removed from or returned to the system.



10. Listen to the podcast again and answer the questions.

- How can the Libraries' online catalogue track the location of all library materials at all times?
- How does the Virtual Browse system work?
- Where can this virtual shelf be expanded?
- How much time do the bookBot's robotic cranes need to retrieve the requested material and deliver it to an operator?
- How are materials sent to the "Ask Us" center or other library locations on campus?

Grammar

11. Revise all the tenses included in the grammar chart on page 163. Choose the most suitable variant and explain your choice.

- David never _____ on holiday abroad.
a. is going b. goes
- _____ you your dictionary back, I promise.
a. I'm giving b. I'll give
- _____ TV at the moment?
a. Is she watching b. Does she watch
- I _____ a new language next year.
a. will learn b. learn
- I _____ to school this morning.
a. wasn't going b. have gone
- _____ heavy rain tomorrow.
a. There will be b. There is
- I _____ anything about the night of the accident.
a. don't remember b. 'm not remembering
- After we broke up, she gave away the bike that I _____ her on her birthday.
a. was giving b. had given



12. Work in pairs. Use the correct form of the verbs. Check your variant with the one proposed by your partner.

- A: "What _____ you _____?" (do)
B: "I'm a teacher, but I _____ at the moment." (not work)
- A: "How many people _____ to the party last Saturday?" (go)
B: "I don't know. I _____ at home." (stay)
- A: "What _____ you _____ tonight?" (cook)
B: "I don't know yet. I _____ what's in the fridge." (check)
- A: "John _____ very strangely these days." (behave)
B: "I know. I _____ him later to see if he's alright." (call)
- A: "_____ you _____ that cake?" (eat)
B: "No, I'm full."
A: "I _____ it then." (eat)
- A: "_____ in bed when I called you yesterday?" (be)
B: "No, I _____ on the computer." (work)
- A: "Who _____ the next presidential election in your opinion?" (win)
B: "I have no idea, but what I know is that I _____ this time." (vote)
- A: "_____ you _____ the report for our history class yet?" (write)
B: "Yes, I _____ it last night." (do)

Writing

- 13. Choose one of the following digital libraries. Write a 110-120-word letter to its administration to request a summer internship. Use the structure recommended on page 156.**

- Open Library
- Project Gutenberg
- Questia
- California Digital Library
- World Digital Library



Lesson 6

INTRODUCTION TO MEDIA LITERACY

"There's too much talking in Social Media and too little listening and learning."

Brian Solis

Speaking

- Which websites do you read when you are interested in various news? How often do you watch the news on TV? Is all the information published on social media or shown on TV true and accurate? Do you ever check the accuracy of the same news in various sources of mass media?



- Match the words with the pictures. Give examples from your own experience.

propaganda, fake news, troll, critical thinking, manipulation, censorship



1



2



3



4



5



6



VOCABULARY FOCUS

media literacy – the ability to identify different types of media and understand the types of messages they are sending

bias – the action of supporting or opposing a particular person or thing in an unfair way, because of allowing personal opinions to influence your judgement

disinformation – false information spread in order to deceive people

fake news – false stories that appear to be news, spread on the Internet or using other media, usually created to influence political views

censorship – the action of preventing a book, film, work of art or document from being made available to the public, because it is considered to be harmful, or because it contains information that someone wishes to keep secret

critical viewing – the ability to use critical thinking skills to question, analyse and understand issues presented in movies, videos, television and other visual media

3. Work in pairs. Study these examples. All of these stories were published online, but only some of them are real – the rest of them are made up! Can you use your fake news detective skills to identify which stories are real and which ones are fake?

1. Nasa is installing Internet on the moon.
2. Couple in California name baby with emoji.
3. Eight-year-old girl pulls medieval sword from lake.
4. German street covered in chocolate after leak from chocolate factory.
5. School bans parents from sports day for bad behaviour.
6. Gorilla learns to knit.

1. Real 2. Fake 3. Fake 4. Real 5. Real 6. Fake

Reading

4. Read the text and choose the best title.
Explain your choice.

- a. The Importance of Media Literacy
- b. Guidance for Critical Consumers of Media
- c. How to Avoid Misinformation
- d. Why Teenagers Should Study Media Literacy

Misinformation has been around in many different forms since the invention of print news 500 years ago. Pamphlets about witchcraft in the 16th and 17th centuries led to witch-hunts. War **propaganda** was created to encourage anger and fear toward the opponent, the American Revolution and the World Wars. In 1835, The New York Sun

published a series of articles about the discovery of life on the moon, falsely attributed to a well-known astronomer of the time named Sir John Herschel. In 1897, reports out of New York were that Mark Twain was “dying in poverty in London”, that that was fake news Mark Twain himself confirmed.

Teenagers are bombarded with advertising, fake news, and misinformation every day. Even small children are **exposed** to different types of media through the shows, videos, and advertising they see on iPads and smartphones. According to Common Sense Media, media literacy is the ability to identify different types of media and understand the types of messages they are sending. Most people are heavily influenced by all sorts of media, which impacts what they think and how they make decisions. But by learning how to be critical consumers of media, teenagers can develop the ability to analyse and evaluate media objectively. It also helps us learn to differentiate between fact and fiction, as well as identify **credible** sources of information.

The goal of media literacy is to help us become wise consumers of media, develop critical thinking skills, find **trustworthy** sources of information, and express our ideas respectfully. Media literacy also helps develop citizenship skills. We can learn how to get involved in healthy and respectful debate with others. Thinking **critically** means evaluating the things we are reading and viewing, stopping and thinking about the messages we are consuming. We need to learn to determine whether the information makes sense or requires a little more research. Critical consumers of information recognize that some sources of information are less reliable than others and can determine what things are credible and trustworthy and what things are not.



5. Answer the questions.

- a. How long has misinformation been around?
- b. What effect did the pamphlets about witchcraft in the 16th and 17th centuries have?
- c. What was the purpose of war propaganda?
- d. What fake news did The New York Sun publish in 1835?
- e. What fake news about Mark Twain was published in New York in 1897?
- f. What are teenagers bombarded with every day?

6. Comprehension check: true or false? Correct the false sentences.

- Only adults are exposed to different types of media through the shows, videos, and advertising they see on iPads and smartphones. (T) (F)
- According to Common Sense Media, media literacy is the ability to publish fake news so that people would believe they are real news. (T) (F)
- Most people are heavily influenced by all sorts of media, which ultimately impacts what they think and how they make decisions. (T) (F)
- By learning how to be critical consumers of media, teenagers can develop the ability to analyse and evaluate media objectively. (T) (F)
- Misinformation is so strong that we can not differentiate between fact and fiction. (T) (F)
- The goal of media literacy is to help us become wise consumers of media, develop critical thinking skills, find trustworthy sources of information, and express our ideas respectfully. (T) (F)

7. Which highlighted words from the text mean the following? Use them in your own sentences.

- _____ – reliable, able to be trusted
- _____ – seriously considering what is good and what is bad about something
- _____ – having no protection
- _____ – wrong information
- _____ – able to be believed or trusted
- _____ – information, ideas, opinions, or images that are broadcast or published with the intention of influencing people's opinions

Grammar

8. Revise the grammar chart on page 163 and fill in the missing spaces.

9 VERBS TENSES IN ENGLISH			
	Past	Present	Future
Simple	I _____ English yesterday.	I study English.	I _____ English.
Continuous	I _____ English.	I _____ English.	I will be studying English.
Perfect	I had studied English.	I _____ English.	I _____ English.

9. Choose the correct variant to complete the text about Suzie McGuire. Justify your answers.

Thirty years ago, Suzy McGuire was the greatest film star in the world. She used to live in a big house in Hollywood where she **had / has had** twelve servants. When we asked people about her, many thought that she **was already died / had already died**. That's because Ms McGuire **hasn't given / doesn't give** any interviews to the press since 1976. So where is she now?

Ms McGuire is still a very rich woman but she **doesn't live / wasn't living** in Hollywood any more. Twenty years ago, she **has moved / moved** to a small village in the south of France where the sun always **shines / had shined**.

These days, she **is having / does have** a wonderful time with her husband on a cruise in the Aegean islands. Last month one of our reporters **asked / had asked** permission to publish Ms McGuire's biography. At the moment she **is thinking / has thought** about whether it is a good idea to have her life story published or not. She is a bit worried about having her pictures taken and printed in the newspapers because she believes that she **has changed / changed** a lot.

10. Use the verbs in brackets to fill out the sentences. Pay attention to all tenses studied so far.

1. Do you realise that you _____ (stand) on my toe right now?
2. When we _____ (go) to see them last night they _____ (play) cards.
3. Robots _____ (be) part of all our lives in the near future.
4. The boys _____ (play) cards when they _____ (hear) their father's steps. They quickly _____ (hide) the cards and _____ (take) out their textbooks.
5. The train just started when the door suddenly _____ (open) and two passengers _____ (leap) in.
6. These students are never satisfied. They always _____ (complain).
7. This book is about a man who _____ (leave) his family during the war and _____ (go) to live on a Pacific island.
8. At 12 o'clock tomorrow, I _____ (take) my technology exam.

Listening

11.  Have you ever read a piece of news which turned out to be fake? Listen to a podcast about fake news. Write if the sentences below are true or false.

1. Fake News means "news" stories that are supposed to be real, but are really not true. (T) (F)
2. Fake news appeared in 2020. (T) (F)
3. Fake news can only be shared on TV and on the radio. (T) (F)
4. Sometimes people make fake news to get money. (T) (F)
5. During an election, bad fake news about a person running for president might change the way some people vote. (T) (F)
6. Fake news do not look very real, it is easy to see that they had been fabricated. (T) (F)

HOW TO STOP FAKE NEWS



CONSIDER THE SOURCE

Click away from the story to investigate the site, its mission and its contact info.



READ BEYOND

Headlines can be spectacular in an effort to get clicks. What is the whole story?



CHECK THE AUTHOR

Do a quick search on the authors. Are they credible? Are they real?



SUPPORTING SOURCES

Click on those links. Determine if the info given actually supports the story.



CHECK THE DATE

Reposting old news stories doesn't mean they are relevant to current events.



IS IT A JOKE?

If it is too unbelievable, it might be satire. Research the site and author to be sure.



CHECK YOUR BIASES

Consider if your own beliefs could affect your judgement.



ASK THE EXPERT

Ask a librarian, or consult a fact-checking site.

12. Listen to the podcast again. Fill out the missing words.

- a. Fake news can look very _____.
- b. People can change _____ to make it look like someone has done something that they did not do.
- c. _____ can also be changed or put together in a way that makes it easy to believe something that is not true.
- d. Remember – always stop, _____, and check before believing or sharing a story you read online.

Writing

13. Work in teams. Create a school magazine entitled "FIVE STEPS TO UNMASK FAKE NEWS - PRACTICAL TIPS FOR SCHOOL STUDENTS". Use the structure recommended on page 159. Include relevant images, pictures, numbers, facts and expert quotes.

1. Complete the sentences with the correct form of the verb in brackets.

1. Helen _____ (find) life in Madrid difficult at the moment. Probably because she _____ (not speak) Spanish.
2. Martha _____ (be) in hospital for over three weeks. They _____ (not let) her go home before the weekend.
3. Joe was out of breath because he _____ (run) for an hour.
4. At this time tomorrow we _____ (ski) in the Rockies.
5. You _____ (not eat) very much. Aren't you hungry?
6. I _____ (not see) my schoolmates for ages.
7. Rachel and Jack _____ (spend) a few weeks in Central America this summer.
8. I felt tired because I _____ (be) to a party the night before.

2. Complete the text with the correct form of the verbs in brackets.

Two years ago Janet's school _____ (make) the mistake of sending her to Germany on a student exchange programme. Although she _____ (study) German at school, she soon _____ (discover) that she _____ (can not) remember very much. She _____ (miss) an important class because she _____ (forget) that "halb neun" in German _____ (mean) half past eight in English. So while she _____ (have) breakfast her colleagues _____ (be) already at the meeting. When she arrived "on time", the class _____ (already finish). When she got back to England, Janet _____ (join) a German course at a local language centre. While she _____ (ride) her bike to school every day she _____ (listen) to language CDs. In the past few weeks her German _____ (improve) a lot and now she _____ (know) how to tell the time! Right now she _____ (study) hard for an examination. Next year Janet _____ (plan) to spend her summer holiday in a language school near Munich. After that, she hopes that her school _____ (send) her to Germany again.

3. Andrew is talking to a police officer. Help them figure out the correct form of the verb in brackets.

- Officer* – _____ you _____ (see) these people before?
- Andrew* – Yes, they're my neighbours. They _____ (live) upstairs.
- Officer* – How long _____ they _____ (live) there?
- Andrew* – I guess I _____ (know) them for six months. They _____ (move) here last August.
- Officer* – When _____ you _____ (see) them last?
- Andrew* – About a week ago. I think it was last Thursday.
- Officer* – What _____ they _____ (do) when you _____ (see) them?
- Andrew* – Well, when I _____ (come) home they _____ (carry) a big suitcase to the car.
- Officer* – _____ you _____ (speak) to them?
- Andrew* – I said _____ (say), "Hey, where _____ (you go)?". And they _____ (reply), "On vacation".
- Officer* – What time _____ they _____ (leave)?
- Andrew* – It was pretty late – around 11 at night I think.
- Officer* – Can you remember what they _____ (wear)?
- Andrew* – Let me think...

1. Read the text and choose the most suitable words.

A fake news website can spread fake news faster than real news. The internet and social media have allowed **disinformation** / **propaganda** / **misinformation** to evolve and reach the masses faster than ever before. In a six-week period around the time of the 2016 presidential election research suggests that as many as 25% of Americans visited a fake news website, which generated more **involvement** / **engagement** / **activity** than the top 20 credible news stories. Social media proficiency does not equal with **digital literacy** / **critical thinking** / **objective evaluation**. Digital natives may be able to navigate around Facebook and Twitter easily, but when it comes to evaluating information that flows through social media and fake news channels, they are easily fooled. This is why schools are incorporating digital literacy into curricula. Students should be taught how to **differentiate** / **disseminate** / **distinguish** reliable sources, data, and photos from falsities, **bias** / **propaganda** / **trolls**, and satire.

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2. Match the words from the unit with their definitions.

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|-------------------------|---|--------------------------------------|
| 1. censorship | a. the way in which information is made available to the user on the screen of a computer or mobile phone | A
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| 2. interface | b. gentle, charitable, warm-hearted | |
| 3. compassionate | c. public speech that encourages violence towards a person or group based on something such as race, religion | |
| 4. device | d. preventing a book, film or document from being made available to the public because someone wishes to keep it a secret | |
| 5. hate speech | e. digital audio content that may be listened through computers or mp3 players | |
| 6. podcasting | f. an object or machine that has been invented for a particular purpose | |

3. Comprehension check: true or false?

- Churchill proposed to create the Peace Corps organisation in 1960. (T) (F)
- Global Internet users aged 16 to 24 prefer Instagram to other social media platforms. (T) (F)
- Yahoo Library is a digital library which includes millions of books and magazines converted to digital format. (T) (F)
- Media literacy is the ability to critically analyse and evaluate the messages conveyed through media. (T) (F)
- According to Pew Research, the typical American family contains approximately 2 connected devices. (T) (F)
- In 1948, Peace Corps recognized free speech as a human right in the International Declaration of Human Rights. (T) (F)

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4. Write the correct form of the verbs in brackets.

Dear Jane! As you know I _____ (arrive) in Washington a week ago, but there was a problem with my luggage. Unfortunately, it had been sent to Seattle instead of Washington. Yesterday someone _____ (call) me from the airport to go there and pick it up. That's why I _____ (not be) at home when you _____ (phone). At the time I _____ (try) to find my suitcases among those which had arrived from Portugal. It _____ (take) me the whole afternoon to do that.

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5. Write a short essay on one of the suggested topics.

- Freedom of expression should be wide open until it incites violence or negatively affects other people.
- Celebrating the Nation Day of Unplugging is a great way to strengthen family bonds.
- Media Literacy should be taught in every school as obligatory subject.

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Lesson 1

GLOBAL CLIMATE CHANGE

"Climate change is the greatest threat to our existence in our short history on this planet. Nobody's going to buy their way out of its effects."

Abraham Lincoln

Speaking

1. What recent global climate changes do you know? What causes the Earth's climate to change? Work in pairs. Create a word cloud to explain how people can put a stop to these changes.
2. Describe what you see in each picture. Give as many details as possible.



Reading

3. Read the text and complete the missing words and word combinations from the list.

to adapt to
temperatures
cannot be kept
burnt
season of failed rains
million people
rely on
marine species

GLOBAL CLIMATE CHANGE

Extreme weather events are already more intense across the globe, threatening lives and livelihoods.

With further warming, some regions could become uninhabitable, as farmland turns into desert. East Africa is currently facing its fifth (1)____, which the UN's World Food Programme says has put up to 22 (2)____ at risk of severe hunger.

Extreme (3)____ can also increase the risk of wildfires – as seen in Europe this summer. France and Germany recorded about seven times more land (4)____ between January and the middle of July 2022, compared with the average. In other regions, extreme rainfall is causing historic flooding – as seen recently in China, Pakistan and Nigeria. People living in developing countries are expected to suffer the most as they have fewer resources (5)____ climate change.

The planet's oceans and its habitats are also under threat. Research published in April 2022, funded by the US National Oceanic and Atmospheric Administration, suggests that between 10 % and 15 % of (6)____ are already at risk of extinction.

In a warmer world, land animals will also find it harder to find the food and water they need to live. For example, polar bears could die out as the ice they (7)_____ melts away, and elephants will struggle to find the 150–300 litres of water a day they need.

Scientists believe at least 550 species could be lost this century if action is not taken. Climate change will have different effects across the world. According to the UN climate body, if global temperature rise (8)_____ within 1.5 °C:

- the UK and Europe will be vulnerable to flooding caused by extreme rainfall,
- countries in the Middle East will experience extreme heatwaves and widespread drought,
- island nations in the Pacific region could disappear under rising seas,
- many African nations are likely to suffer droughts and food shortages,
- Australia is likely to suffer extremes of heat and increases in deaths from wildfires.

4. Work in teams. Create a detailed graphic organiser to summarise the text. Present it to your colleagues.

5. Work in pairs. Answer the questions according to the text.

- a. What has threatened our lives in the last period?
- b. What can happen to the Earth with further warming?
- c. What is East Africa dealing with?
- d. What can extreme temperatures cause?
- e. What is extreme rainfall causing?
- f. What does the Research published in April 2022 say?
- g. Why can polar bears die out?
- h. How many species can be lost this century?

6. Match the words with their definitions.

- | | |
|-------------------------|--|
| 1. livelihood | a. a very big fire that spreads quickly and burns natural areas like woods |
| 2. uninhabitable | b. weak and easily hurt physically or emotionally |
| 3. hunger | c. raise something, or to fix something in a raised position |
| 4. wildfire | d. become less common and finally stop existing |
| 5. extinction | e. not fit to live in; impossible to live in |
| 6. die out | f. a situation in which something or somebody no longer exists |
| 7. put up | g. a place to live |
| 8. vulnerable | h. the feeling you have when you need to eat |

Listening

7. 🎧 Listen to the song “In This Together” by Ellie Goulding and Steven Price. What is the main idea of the song?

8. Match the halves of the lines from the song. Listen and check.

- | | |
|--------------------------------|---------------------------------|
| 1. There was so | a. the dots to our problems |
| 2. I can't watch this | b. world singing together |
| 3. 'Cause it's not too late if | c. we'd learned by now |
| 4. I listen out for | d. much love in us |
| 5. And connect | e. but this time it's so bright |
| 6. I can hear the whole | f. burn to the ground |
| 7. You'd have thought | g. beating hearts |
| 8. The sun will rise, | h. we change our ways |



9. A warmer climate could affect our planet in a number of ways:

- › more rainfall
- › shrinking sea ice
- › changing seasons
- › rising sea levels.

Work with a partner. Decide which of these changes could be the most dangerous both for people and animals. Create a mind map to explain its effects. Present it to your colleagues. Use the following expressions:

- In my opinion...
- If you ask me...
- As far as I am concerned...

Grammar

10. Work with a partner. Analyse the nouns listed below. What kind of groups or collectives do they refer to? Are these nouns used in singular or plural form?

• for bees – swarm • for fish – school • for sheep – herd, flock • for ships – fleet • for birds – flock • for lions – pride • for wolves – pack • for ants – colony	• for actors – troupe company cast • for soldiers – army • for musicians – band • for warriors – troop • for directors – board • for singers – choir • for dancers – group • for thieves – pack • for players – team	• for cards – deck / pack • for cigarettes – packet • for mountains – range • for apples – bushel • for bananas – comb • for grapes – bunch • for flowers – bunch bouquet • for trees – grove forest
---	--	---

11. Work with a partner. Fill in the blanks with the appropriate collective nouns.

- | | |
|-----------------------|-----------------------|
| 1. a _____ of cows | 5. a _____ of cattle |
| 2. a _____ of robbers | 6. a _____ of rumours |
| 3. a _____ of kittens | 7. a _____ of clams |
| 4. a _____ of puppies | 8. a _____ of sharks |

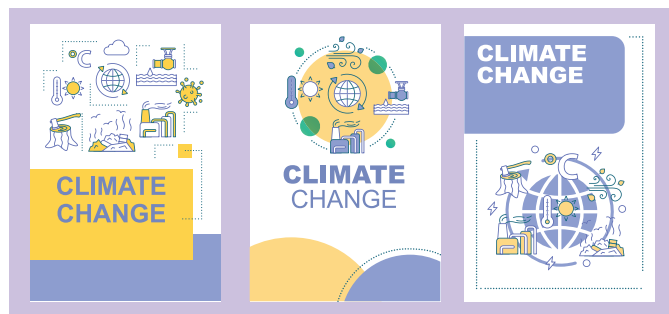
12. Complete the following sentences with: **flock, army, range, team, band, bench, pack, herd.**

- Tommy was excited to see a _____ of elephants on the way to his native place.
- The _____ of judges gave the verdict on the case.
- The kid enjoyed seeing the _____ of pigeons take off all at once.
- The football _____ was congratulated by the principal.
- The two countries are separated by a _____ of mountains.
- The event started with the _____ playing the school anthem.
- The children learnt how to perform a magic trick with a _____ of cards pretty soon.
- The British _____ was defeated in World War II.

Writing

13. Design a three-page leaflet about the recent global climate changes. Include paragraphs according to the structure on page 160. Remember to:

- › create eye-catching headlines
- › focus on scientific information
- › include key details
- › finish with a call to action





Lesson 2

WHAT DO YOU KNOW ABOUT POLLUTION?

"Sooner or later, we will have to recognise that the Earth has rights, too, to live without pollution. What mankind must know is that human beings cannot live without Mother Earth, but the planet can live without humans."

Evo Morales

Speaking

1. What types of pollution do you know?

Who is responsible for them?

What will you do if you:

- find an empty bottle on the street?
- see someone throwing the garbage in the park?



VOCABULARY FOCUS

disperse – spread across or move away over a large area

dilute – make a liquid weaker by mixing in something else

decompose – destroy something by breaking it into smaller parts

airborne – in the air, or carried by air or wind or by an aircraft

seep – flow slowly through something

trapped – unable to move

2. Look at the pictures and comment on the types of pollution. Work with a partner. Give as many details as possible. What are the consequences of such human activities?



3. Read the text and complete the missing words.

reaching
harmless
ingestion
fluids
environmental
exhaust
landscape
substance
pollution

MAJOR TYPES OF POLLUTION

Pollution can be described as a nutrient, or a substance, or a chemical compound that is out of place. More specifically, it is the adding of any (1)_____, a solid, a liquid, or a gas, and any form of energy, such as heat, or sound, or radioactivity to an environment at a rate faster than it can be dispersed, diluted, decomposed, recycled, or stored in a (2)_____ form.

Air pollution results when the by-product of human activity, such as car production or burning coal for electricity, makes those chemicals airborne. Some of the common chemicals that make up air (3)_____ come from industrial activity, as well as from vehicle (4)_____.

The second major type of pollution is land pollution. It often works together with water pollution as nutrients and substances from polluted sites seep into the groundwater or runoff into lakes and rivers before (5)_____ the oceans.

There are other types of pollution that go beyond air, land, and water. Plastic pollution is the addition of plastic waste to the (6)_____ and waterways. They flow downstream into rivers and oceans where sea life, such as sea turtles, fishes, birds, and other types of animals can bring that into their bodies by (7)_____.

Another type of pollution to be aware of is noise pollution, and this can be defined as unwanted or excessive sound that affects the health and (8)_____ quality of an area. It is caused by machines and engines pretty much associated with the industry, as well as the noise that comes from airports and other transportation systems.

Heat pollution is the addition of heat to a cool environment, and it is caused by water or air used as cooling (9)_____ and power plants and other types of industry that become heated in the process.

4. Answer the questions.

- How can pollution be described?
- How many types of pollution are mentioned in the article?
- When does air pollution result?
- What are the common chemicals that make up air pollution?
- How do land and water pollution work together?
- How can plastic get into animals' bodies?
- What is noise pollution?
- What does the addition of heat to a cool environment cause?



5. Work with a partner. Complete the chart below, using the information from the text.

Type of pollution	Characteristics	Source / Cause

Listening

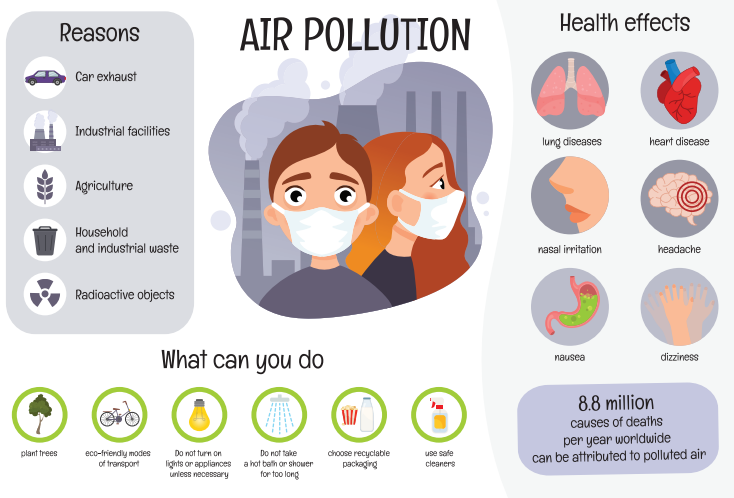
6. Listen to the text and entitle it. Justify your choice. Draw a mind map to present its major points.
7. Complete the sentences with the missing words. Listen again and check.
1. Researchers in the Canary Islands have _____ a term for a new type of pollution.
 2. According to the scientists, _____ is washing up around the shores of islands.
 3. Scientists first noticed the tar balls coated in plastic fragments _____ years ago.
 4. They shared their finding in the journal Science of the Total _____.
 5. The plastic fragments studied were _____ polyethylene.
 6. Polyethylene is used for everything from wraps and plastic bags to _____ bottles and milk jugs.
 7. It's also found in _____, toys, and other objects.
 8. The study authors stress that more _____ is needed on the environmental _____.

Grammar

8. Work with a partner. Identify the indefinite adjectives in the following sentences. Is an indefinite adjective used to describe a noun or a verb?
1. All the trees are budding.
 2. Some food would be great, thanks!
 3. Few people know about the secret garden.
 4. Either friends or family are welcome to come.
 5. Everybody is invited to the party.
 6. Both Jack and Jon were there, so it was fun.
 7. Some flowers are starting to bloom.
 8. Neither of them wanted to go.
9. Complete the sentences with the correct indefinite adjective.
1. We should drink _____ water every day for good health.
 2. _____ mice have chewed the cables.
 3. _____ team will receive a 2-minute warning before the start.
 4. There are only _____ deer left.
 5. _____ participant got an award in the competition.
 6. _____ person needs a little love.
 7. Thank you for _____ your words of encouragement.
 8. Can I ask for _____ favour?
10. Work in three groups. Study the infographic below. Group one will explain the causes of air pollution, the second team will explain how the air pollution affects our health, and group three will explain what we can do about it. Give examples from your own experience.

Writing

11. Work in small teams. Create a student magazine entitled "YOUTH IN ACTION – WAYS TO STOP POLLUTION AND SAVE OUR PLANET". Use the structure recommended on page 159. Include 3-4 short articles on what young people could do to solve the problem on the local level.





Lesson 3

SAVE THE ENDANGERED SPECIES!

"We all have a responsibility to protect endangered species, both for their sake and for the sake of our own future generations."

Loretta Lynch

Speaking

1. Brainstorm in pairs. What endangered species do you know? What is the difference between the terms **threatened**, **endangered**, and **extinct**? Why do we need to study endangered species? How are endangered and threatened species determined? What are the consequences of species loss?
2. Match the fact with the endangered animal it represents. Match them with the pictures.
 1. **Sunda Island tiger**
 2. **Amur leopard**
 3. **Sumatran orangutan**
 4. **Javan rhino**
 5. **Hawksbill turtle**
 6. **Mountain gorilla**
 - a. It leads a very solitary live, during the day moving slowly in search of food through the trees.
 - b. It is a fundamental link in marine ecosystems and helps maintain the health of coral reefs and seagrass beds.
 - c. In Indonesia anyone caught hunting it could face jail time and fines.
 - d. The fur helps it to survive in a habitat where temperatures often drop below freezing.
 - e. It has unique spot patterns which means that we can identify them individually.
 - f. This species is a dusky grey colour and has a single horn of up to about 10 inches.



3. Read the text and answer the questions.

- What is IUCN?
- When was the IUCN established?
- What does the IUCN Red List mean?
- What information does it provide?
- Who is the IUCN Red List used by?
- What is the bad news?
- What is the IUCN Red List crucial for?
- What does the IUCN Red List help us to do?



THE IUCN RED LIST

Established in 1964, the International Union for Conservation of Nature's Red List of Threatened Species has become the world's largest information source on the global extinction risk status of animals, **fungus** and plant species.

The IUCN Red List is a **critical** indicator of the health of the world's biodiversity. It is a powerful tool to inform us and encourage action for biodiversity conservation, critical to protecting the natural resources we need **to survive**. It provides information about the range, population size, habitat and **ecology**, threats, and conservation actions.

The IUCN Red List is used by government agencies, wildlife departments, non-governmental organisations (NGOs), educational organisations, and the business community. Many species groups including **mammals**, amphibians, birds, reef-building corals and conifers have been analysed.

Sometimes, there are positive stories to tell, when certain species are no longer on the IUCN Red List categories scale due to **conservation** efforts. The bad news, however, is that biodiversity is declining. Currently, there are more than 150,300 species on The IUCN Red List, with more than 42,100 species **threatened** with extinction, including 41% of **amphibians**, 37% of sharks, 36% of reef-building corals, 34% of conifers, 27% of mammals and 13% of birds.

The IUCN Red List is important not only for helping to identify those species in need of recovery efforts, but also for identifying the key regions and habitats that need to be protected. Finally, The IUCN Red List helps to establish projects for future conservation.

4. Which of the highlighted words in the text mean the following?

- _____ – animals that live both on land and in water but must produce their eggs in water
- _____ – any animal of which the female feeds her young on milk from her own body
- _____ – the protection of plants and animals, natural areas, and interesting and important structures and buildings, especially from the damaging effects of human activity
- _____ – any of various types of organisms that get their food from decaying material or other living things
- _____ – in danger, or likely to stop existing
- _____ – the relationships between the air, land, water, animals, plants, etc., usually of a particular area
- _____ – continue to live or exist, especially after coming close to dying or being destroyed or after being in a difficult or threatening situation
- _____ – saying that someone or something is bad or wrong

- Listen to the podcast and find out when the last big extinction event happened. What information was new for you? Write a list of key facts. Share it with your classmates.

6. Match the halves of the sentences. Listen again and check.

- | | |
|--|---|
| 1 The last big extinction event happened | a with extinction due to human activity. |
| 2 Gradual extinction of individual species | b recovery because of their protections. |
| 3 The accelerated mass extinction on the planet | c 65 million years ago and caused the disappearance of the dinosaurs. |
| 4 One out of five of the world's animals is threatened | d has been triggered by humans. |
| 5 Each species plays a valuable and distinct | e under Global Endangered Species organisations. |
| 6 One-third of food is pollinated by | f role in the ecosystem in which it lives. |
| 7 Threatened and endangered species are protected | g is a natural occurrence. |
| 8 Many species are on the road | h bird, bat, and insect species. |

Grammar

7. Complete the following sentences with: once, before, as soon as, when, since, whenever, while. There are more possibilities.

- Romeo fell in love _____ he saw Juliet.
- _____ Steve was cutting the onions, Jean was peeling the potatoes.
- _____ your grandpa gets here, we're leaving for dinner.
- She had made her bed _____ she left the house.
- _____ I lived in Norway, I lived with a local family.
- We've been friends _____ the second grade.
- _____ she leaves, ask her to say good bye.
- _____ I see her, I smile.

8. Circle the correct answer.

- _____ the basement flooded, we spent all day cleaning up.
a. After b. Before c. Although d. Even if
- I don't want to go to the movies _____ I hate the smell of popcorn.
a. although b. whenever c. because d. so that
- I paid Larry, _____ garden design work is top-notch.
a. whenever b. after c. whose d. if
- _____ spring arrives, we have to be prepared for more snow.
a. Because b. Although c. Until d. Now that
- _____ the alarm goes off, I hit the snooze button.
a. As soon as b. Before c. Because d. Now that
- _____ the doorbell rang, my dog Skeeter barked loudly.
a. Once b. When c. While d. Whenever

Writing

- 9. Go to the library and find The Red Book of the Republic of Moldova. Choose one of the endangered species listed in the book. Write an extended paragraph to explain why it is going extinct and what can be done to protect it. Use the recommended structure on page 160.**

Lesson 4

BE MORE ECO-FRIENDLY!

"A journey of a thousand miles
begins with a single step."
Tao Te Ching



VOCABULARY FOCUS

sustainable – involving the use of natural products and energy in a way that does not harm the environment

conservation – the protection of the natural environment

standby – a person or thing that can always be used if needed

renewables – types of energy that can be replaced naturally such as energy produced from wind or water

tackle – make an effort to deal with a difficult problem or situation

Speaking

1. Think – Pair – Share. What impact does our lifestyle have on the planet? Is our way of life sustainable? How can we start to live more sustainably?
2. In 2022, five most sustainable cities in the world were **Wellington** New Zealand, **Zurich** Switzerland, **Copenhagen** Denmark, **Madrid** Spain and **Canberra** Australia.
Work in small groups and decide in which city:

- a. 87% of transport infrastructure is green
- b. 29% of households own a car
- c. there is a biker's haven
- d. polluting vehicles are banned in the city centre
- e. the pollution index is only 13.66

a. Canberra, b. Copenhagen, c. Zurich, d. Madrid, e. Wellington

Reading

3. Read the text and circle the most suitable words.

YOUR GUIDE TO ECO-FRIENDLY LIVING

Regardless / According of why you have decided to go green, every step you take towards eco-friendly living is one that helps the world. If you are just starting out and want some sustainable / healthy living ideas then here are a couple to get you started:

STEP
1

TURN IT OFF

Energy **conservation** / **ignorance** is one of the most important things you can do to reduce your carbon footprint. Leaving your electricals on standby uses unnecessary energy – turn them off and you could see **huge** / **high** improvements.

STEP
2

INVEST IN ECO-FRIENDLY TECHNOLOGY

If you need to get new appliances, check their energy-efficiency **rate** / **rating** to ensure they are as efficient as possible. This way, you are using much less energy for the time that the product is on and reducing your energy output.

STEP
3

SWITCH TO RENEWABLES

Choosing 100 % renewable **energy** / **electricity** is a great eco-friendly **tip** / **type** for any home – and is one of the biggest things you can do to help tackle the climate crisis.

STEP
4

RECYCLE EVERYTHING

You can recycle almost everything, from batteries to paper, from crisp packets to cars. Before you throw it away, take a minute to find out if you could recycle it **instead** / **instantly**.

STEP
5

TRY TO CUT OUT PLASTIC

Plastic seems to have found its way into every single aspect of our lives. However, giving it up is not as difficult as you might think – bring a canvas bag with you when you go shopping, buy your fruit and vegetables loose and stop buying **fizzy** / **bottled** water.

STEP
6

CONSIDER YOUR TRANSPORT

If you can make the journey on foot, by bike or public transport, then do it. Driving, **moreover** / **unless** you are in an electric vehicle, is not very eco-friendly and can really add to your carbon footprint.

4. Match the words with the definitions. Use them in your own sentences.

- | | |
|----------------------------|--|
| 1. start out | a. a measurement of the amount of carbon dioxide produced by the activities of a person, company, organisation |
| 2. reduce | b. a measurement of how good or popular someone or something is |
| 3. improvement | c. begin to do something, especially in business or work |
| 4. output | d. give attention to a particular subject or fact when judging something else |
| 5. rating | e. serious problems that are being caused or likely to be caused by changes in the world's weather |
| 6. carbon footprint | f. make something less or smaller in size or quantity |
| 7. climate change | g. an amount of something produced by a person, machine, factory, country |
| 8. consider | h. the process of making something better |

5. Work in pairs. Complete the sentences with the information from the text.

- | | |
|--|---|
| 1. Every step you take... | 5. If you want to buy new appliances, you need... |
| 2. Energy conservation... | 6. You can... |
| 3. If you leave your electricals on standby... | 7. Plastic seems to have found... |
| 4. People need to invest... | 8. Instead of driving a regular car you... |

6. Read the quiz. How often do you and your family do the following? Tick **always** VVV, **sometimes** VV, **never** V. Compare the results with your classmates.

- ☐ ☐ ☐ I go to school on foot or by bike.
- ☐ ☐ ☐ When I leave the empty room, I turn off the lights.
- ☐ ☐ ☐ While I am cleaning my teeth, I turn the tap off.
- ☐ ☐ ☐ In the morning I have a quick shower, not longer than five minutes.
- ☐ ☐ ☐ When I don't want my clothes anymore, I give them to charity.
- ☐ ☐ ☐ I never use plastic bags for my shopping.
- ☐ ☐ ☐ My family goes shopping by bus or by bike.

8. ☐ ☐ ☐ When my mobile phone breaks, I find a place to recycle it.
9. ☐ ☐ ☐ When I am not using my computer, I turn it off.
10. ☐ ☐ ☐ I put on a jumper when I feel cold at home, I don't just turn the heating on.
11. ☐ ☐ ☐ After the winter holidays we recycle all the cards and wrapping paper.
12. ☐ ☐ ☐ In my home we recycle most paper, metal and plastic.

Listening

7. Listen to the text **Clean Up the Rubbish**. Work with a partner. What do the following words / word combinations refer to?

- | | |
|-------------------------|-------------------|
| › Clean up the World | › 6 million |
| › 1986 | › 20 years ago |
| › September | › Texas, USA |
| › 45 million | › The Big Tidy Up |
| › the Ocean Conservancy | › 50,000 |

Grammar

8. Report the following sentences. Make all the necessary changes.

1. "What are they doing in the classroom now?", Mary asked.
2. "Who has been to the meeting?", her sister asked.
3. "Does she work with children?", I asked.
4. "What dress will you wear at the party?", Jack asked.
5. "How are you going to extend your business?", she asked.
6. "Did you see this job advert, Tom?", I asked.
7. "When did you write your CV?", Linda asked.
8. "Have you been studying biology?", Ed asked.

9. Change these direct questions into reported speech.

- | | |
|--|--|
| 1. "Where is he?"
She asked me ... | 6. "How often do you go to the cinema?"
She asked me ... |
| 2. "What are you doing?"
She asked me ... | 7. "Have you been to Paris?"
She asked me ... |
| 3. "Why did you go out last night?"
She asked me ... | 8. "Can you help me?"
She asked me ... |
| 4. "Where will you live after graduation?"
She asked me ... | 9. "Did you do your homework?"
She asked me ... |
| 5. "When did you receive the letter?"
She asked me ... | 10. "Have you studied reported speech before?"
She asked me ... |



GRAMMAR FOCUS

► When we report questions, changes in tense, pronouns, possessive adjectives, time and place are the same as in reported statements. In reported questions, the verb follows the subject as in positive / affirmative statements and we do not use question marks. When a direct question has a question word (when, where, why, what, who, etc.), we use this word in the reported question.

- He asked: "When did you start making music?"
- He asked when I had started making music.

► When a direct question does not have a question word, we use **if** or **whether** in the reported question.

- He asked: "Do you like classical music?"
- He asked if / whether I liked classical music.

Writing

10. Write a 110-120-word motivational speech entitled "Six Tips How to Have an Eco-friendlier Lifestyle" and deliver it to your classmates. Bring arguments to support your ideas. Make use of the information that you have learned during this lesson or surf the Internet for more suggestions.

Lesson 5

START DOING IT TODAY!

"Look after the land and the land will look after you, destroy the land and it will destroy you."

Aboriginal proverb

Speaking

1. Match the two halves of the quotes. Choose one that you like the best and comment on it.

1 "Humans have not woven the web of life. We are but one thread within it."

a "we borrow it from our children."
David Brower

2 "The world has enough for every man's need,

b Whatever we do to the web, we do to ourselves." Chief Seattle

3 "We don't inherit the world from our ancestors,

c but not enough for every man's greed." Mahatma Gandhi

2. Which quotes are the best to convince to:

- do more recycling
- consume less
- stop global warming



3. Walk around the class. Find someone who.... Report your findings to your classmates.

1. has an electric car
2. never buys plastic bags
3. has given money to an environmental charity
4. has been a volunteer in cleaning up actions
5. chooses toiletries that are not tested on animals
6. recycles regularly
7. travels to school by public transport
8. takes less than four minutes in the shower

4. Match the word combinations linked to the environment. Define each word combination in your own words.

- | | |
|-------------------------|----------------------|
| 1. organic | a. change |
| 2. sustainable | b. food |
| 3. global | c. footprint |
| 4. greenhouse | d. energy |
| 5. climate | e. warming |
| 6. genetically modified | f. development |
| 7. acid | g. species / animals |
| 8. endangered | h. rain |
| 9. carbon | i. organisms |
| 10. renewal | j. gas |

5. Read the text and fill in the missing headlines.

a. Recycling is cheaper than waste disposal and collection

b. Recycling protects wildlife and the ecosystem

c. Recycling saves energy

d. Recycling conserves natural energy

e. Recycling creates jobs



FIVE REASONS WHY WE SHOULD RECYCLE

You can think of recycling, like exercising. We all know we should do it and the benefits that follow. In the past couple of years, the UK government has started taking recycling seriously and we believe we should save our planet.

Recycling is ranked at 45% in the UK, unlike the 90% in Sweden and Germany. Because of this, it is important to be reminded of the benefits we gain as a country from our recycling efforts.

1. _____ Natural resources are finite. And some are in less supply than others. At the basic level:

- Recycling wood and paper will help save the forests.
- Recycling plastic means we will create less plastic, which is excellent.
- Recycling metals will mean we will cut down on the expensive and risky mining and metal extraction processes.
- Recycling glass helps in reducing the use of raw materials, including sand.

2. _____ Recycling reduces the need to harvest and grow new raw materials. It puts less pressure on the earth to produce raw materials.

3. _____ Making new items from recycled materials uses lesser energy than making new materials. This makes a huge difference in energy consumption.

4. _____ Recycling is thought to be six times cheaper than garbage collection. The more you recycle, the more money you free up for important projects around the house.

5. _____ By 2025, it is believed that more than 50,000 jobs will be created if the Brits can achieve the 70% recycling goal. Yes, it is an ambitious goal but still achievable.

Many people think their efforts alone will not make a difference. With recycling, even a single person can affect some change. More than 90% of waste can be recycled. A family of four can recycle more than two tons of waste yearly. You do not have to be an environmental activist to make a difference. Recycle waste at home and teach your kids to do it too.

6. Work in pairs. Choose the best word to complete the sentences below.

1. People know that they should _____.
a. exercise b. recycle c. waste
2. The UK Government has started _____ recycling seriously.
a. looking at b. acting c. taking
3. It is very important to remind people about the _____ of recycling.
a. benefits b. drawbacks c. disadvantages

4. We will save the _____ if we recycle wood and paper.
a. ponds b. springs c. forests
5. Recycling puts less _____ on the earth to produce raw materials.
a. pressure b. press c. persuasion
6. Making new items from recycled materials _____ in energy consumption.
a. make differences b. making a difference c. makes a huge difference
7. It is said that recycling is _____ than garbage collection.
a. six times cheaper b. six hours longer c. six times more expensive
8. You _____ an environmental activist to make a difference.
a. have to be b. do not have to be c. should be

7. Answer the questions.

- a. What has the UK Government done in the past couple of years?
- b. What is ranked at 45% in the UK?
- c. How is recycling ranked in Sweden and Germany?
- d. What does the text mention about natural resources?
- e. In what way will recycling metal help the environment? What about plastic and glass?
- f. What process uses less energy?
- g. How much can a family of four recycle?
- h. What should we teach our children and relatives?

Listening

8. Listen to the interview about recycling and choose the correct answer.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. The A68 is a road that ...
a. looks very similar to other roads.
b. has a lot of construction problems.
c. is made with traditional asphalt. 2. The plastic material used to make the road...
a. can't be easily recycled.
b. is very easy to recycle.
c. comes entirely from bottles. 3. In this region,...
a. there are many roads made using plastic waste.
b. there are a few places that make plastic for roads.
c. there is only one place that makes plastic for roads. 4. The workers are confident that...
a. the new material will be worse than the traditional asphalt.
b. the new material will be better than the traditional asphalt.
c. the new material will be at least as good as the traditional asphalt. | <ol style="list-style-type: none"> 5. For a part of the A68 road, they used...
a. 6 tons of plastic.
b. 6.5 tons of plastic.
c. 60,000 tons of plastic. 6. In the UK, people...
a. recycle less plastic than in other countries.
b. recycle about 50% of the plastic.
c. bring recycled plastic from other countries. 7. The resources that waste plastic...
a. are not so massive.
b. are absolutely massive.
c. are not felt at all. 8. The workers hope they are now paving the way...
a. putting plastic rubbish into miles of new roads.
b. putting all the rubbish into miles of new roads.
c. putting plastic rubbish into ten new roads. |
|---|--|

9. Work with a partner and analyse the examples. How do we report an order or a request? Which verbs do we use?

- The doctor said to me, "Stop smoking!".
The doctor told me to stop smoking.
- "Could you please be quiet", she said.
She asked me to be quiet.

How are suggestions reported in the following examples?

- "Why don't you go to another university?", he said.
He suggested I should go to another university.
- Nick said, "I think you should ask for help".
Nick recommended asking for help.

10. Translate the sentences.

1. She asked me to be quiet.
2. The man with the gun warned us not to move.
3. The man ordered him to get out of the shop.
4. The teacher told me to stop talking.
5. He asked for three kilos of onions.
6. He asked for a glass of water.
7. She suggested that I should get a mechanic to look at the car.
8. She suggested that I sleep overnight at her house.

11. Work in pairs. Report the sentences below.

1. "Do your homework!", my parents said.
2. "You should get a lawyer as soon as possible!", my friend said.
3. "Put your hands up!", the police officer said.
4. "Please have mercy on me. This was my first offence", the defendant said.
5. "There is a big storm coming!", the weatherman said.
6. My manager said, "I think we should examine the budget carefully at this meeting."
7. "It would be a good idea to see the dentist", said my mother.
8. "May I have a cup of coffee, please?", I said.

GRAMMAR FOCUS

Reporting orders and requests

- When we want to report an order or request, we can use a verb like **tell** with a **to-clause**:

- He told me to go away.

- The pattern is **verb + indirect object + to-clause**. The indirect object is the person spoken to. Other verbs used to report orders and requests in this way are: **command, order, warn, ask, advise, invite, beg, teach, and forbid**.

- "Please don't leave your things on the floor."
She asked us not to leave our things on the floor.
- "Be quiet," he ordered me.
He ordered me to be quiet.

Requests for objects

- Requests for objects are reported using the pattern **asked for + object**.

- "May I have a glass of water?" he said.
He asked for a glass of water.

Suggestions

- Suggestions are most often reported using the verbs **suggest, insist, recommend, demand, request, and propose** followed by a **that** clause. **That** and **should** are optional in these clauses, as shown in the first two examples below. Note that **suggest, recommend, and propose** may also be followed by a gerund in order to eliminate the indirect object (the receiver of the suggestion) and thus make the suggestion more polite.

- "Why don't you go to another university?", he said.
He suggested I should go to another university.
- Nick said, "I think you should ask the help".
Nick recommended asking for help.

Writing

12. Work in teams. Choose one of these types of recycling: glass recycling, paper recycling or plastic recycling. Create an infographic to show all the steps of the process. Use the structure recommended on page 162. Present the infographic to your classmates.



Lesson 6

DISCOVERING THE BEAUTY OF OUR PLANET

"The world is not to be put in order.
The world is order. It is for us to put
ourselves in unison with this order."

Henry Miller

Speaking

1. Brainstorm in small groups. What does "a natural wonder" mean? How many natural wonders can you name? How were natural wonders created?
2. Name the natural wonders you see in these pictures: **Jeju Island, the Dead Sea, the Harbour of Rio de Janeiro, the Amazon River**. What do you know about them?

Reading

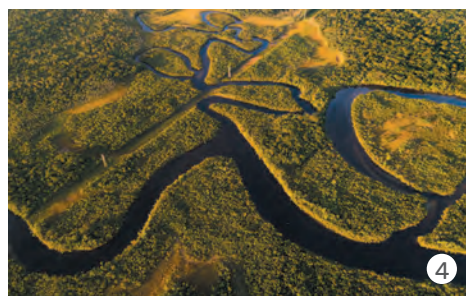
3.  Read the text and underline the correct word. Listen and check.

FIVE AMAZING NATURAL WONDERS OF THE WORLD

Our wonderful planet is home to some extraordinary natural wonders, which have formed over millions and millions of years **due / as a result / thanks** to volcanic action, water and wind erosion, and other forces.

Glencoe, Scotland. It is a very scenic valley in Argyllshire and is named for the River Coe which runs **threw / through / thou** it. It is an idyllic region for mountaineering and hiking and you can enjoy a **widely / wide / vary** selection of water sports on the River Etive. If you are not up to hiking, you can visit the Glencoe Mountain Ski Resort and take a chair lift up to one of the **views / opinions / viewpoints**.

Perito Moreno Glacier, Patagonia. In a world of global heating and shrinking glaciers, the Perito Moreno Glacier in Patagonia is unique and continues to get larger. Located in Patagonia's Los Glaciares National Park, the **stunning / brilliant / stunningly** beautiful Perito Moreno Glacier is currently 19 miles long, **towers / towels / tours**



up to 240 feet above the water. It covers a total area of 120 square miles, making it the third largest freshwater reserve on our planet.

Cano Cristales - The River of Five Colours, Colombia. Located in the Serrania de la Macarena mountain range in Colombia, Cano Cristales is without doubt the most interesting river you will ever **sea / see / seen**. The amazing River of Five Colours fascinates visitors with an unbelievable display of bright colours resulting from a unique combination of natural forces.

Zhangjiajie, China. Being a famous inspiration for the amazing landscape in the movie Avatar, Zhangjiajie National Park is home to one of the most unique landscapes in the world and is a must-see **direction / way / destination** for all visitors to China.

Mammoth Cave, KY. One of the most popular attractions in Kentucky, Mammoth Cave National Park was established to preserve the cave system, including Mammoth Cave, the **scenario / scene / scenic** river valleys of the Green and Nolin rivers, and a portion of the hilly country of south-central Kentucky. This is the longest recorded cave system in the world with more than 400 miles explored and **mapped / marked / wanted**.



4. Find in the text antonyms for:

- common, average, general
- neglect, overlook, ignore
- usual, ordinary, normal
- trust, faith, belief
- separate, exclude, withdraw
- harm, destroy, abandon
- separation, division, disconnection
- fraction, part, disorder

5. Work in pairs. Create a graphic organiser to summarise the most important information from the text. Compare the graphic organisers created by other teams.

6. Match the halves of the sentences. There is one extra.

- Our wonderful planet is home
- Glencoe is a very scenic valley
- If you don't like hiking,
- Perito Moreno Glacier is
- The Perito Moreno Glacier in Patagonia continues
- If you want to visit the River of Five Colours
- Zhangjiajie National Park served
- Mammoth Cave National Park

- the third largest freshwater reserve on our planet.
- is one of the most popular attractions in Kentucky.
- as an inspiration for the movie Avatar.
- to volcanic action, water and wind erosion, and other forces.
- you will have to go to Columbia.
- to some extraordinary natural wonders.
- you can go to the Glencoe Mountain Ski Resort.
- in Argyllshire and is named for the River Coe.
- to get larger.

7. Work in small groups. Decide if the sentences are true or false. Correct the false ones.

1. Natural wonders were created over millions and millions of years as a result of volcanic action, water and wind erosion, and other forces. (T) (F)
2. Glencoe Mountain Ski Resort is situated in England. (T) (F)
3. Perito Moreno Glacier is currently 90 miles long. (T) (F)
4. Cano Cristales is without doubt the most amazing river you will ever see. (T) (F)
5. The River of Four Colors impresses visitors with an amazing display of bright colours. (T) (F)
6. Zhangjiajie National Park is home to one of the most unusual landscapes in the world. (T) (F)
7. Mammoth Cave National Park was created to save the cave system. (T) (F)
8. It is the longest recorded cave system in the country. (T) (F)

Listening

8. Listen to the text and fill in the missing words. Listen again and check your answers.

1. In an abandoned silver mine in Pulpí, lies a _____ that is not made from any precious metal.
2. Here is the world's largest _____.
3. A geode is a _____ inside a rock that is covered with crystals.
4. The Pulpí Geode is _____ metres wide, _____ metres high and two metres _____.
5. Scientists believe the whole area was once _____.
6. The mine was opened to the public in _____.
7. Mila's team is carefully monitoring _____, carbon dioxide and _____ to ensure the crystals' safety.
8. Mila couldn't _____ words what she felt when she saw it.

9. With a partner, ask and answer the questions below.

- a. Who is Mila?
- b. Where is the Pulpí Geode situated?
- c. When was the geode originally spotted by miners?
- d. When did the crystals start forming?
- e. How long is the emergency staircase?
- f. How many people have visited the geode so far?
- g. What remains remarkably transparent?
- h. What are people amazed by?

Writing

10. Write a 110-120-word essay about the most popular and beautiful natural place in the world you would like to visit one day. Use the recommended structure on page 157. Explain why people should preserve it.

Project work

11. Group work. Design a campaign to clear the rubbish in your local area. Create a poster to advertise your campaign. Convince your classmates to join it. Mention the following:

- › Where are rubbish or pollution related problems in your local area?
- › What can people do to solve these problems?
- › How can you make the campaign exciting to join?
- › Where will you advertise your campaign?



1. Fill in **a, an, the, no article (-)**.

- I'd rather live in _____ country than in _____ town.
- He didn't sleep well _____ last night.
- They delivered _____ new flat screen TV I ordered last week.
- Frank went to _____ beach early in _____ morning.
- We arrived in _____ USA last Friday.
- _____ Mallorca is my favourite island.

2. Circle the correct variant. More than one option is possible.

- Judging by the clouds it **may / might / shall** rain today.
- She **may / might / shall** become the youngest pro soccer player ever.
- May / Might / Shall** I leave early today?
- May / Shall / Might** I get a pizza for dinner tonight?
- If you get ready in five minutes, you **may / might / shall** be able to catch your plane.
- That bag looks heavy. **May / Shall / Might** I carry it for you?

3. Complete the sentences with **when, where, how, why**.

- My sister doesn't know _____ to go tonight.
- _____ are you so rude? They are foreigners.
- I am so grateful to you. I even don't know _____ to thank you.
- _____ are you going to come home?
- They don't know _____ you refused their proposal.
- She is not sure _____ she put her glasses. She remembers taking them from her handbag.

4. Underline the correct word.

- She came here **to / for** read an interesting book.
- We rewarded the children **to / for** studying hard.
- The children came to the kitchen **to / for** biscuits.
- He promised **to / for** help.
- They went to Paris **to / for** learn French.
- I went to the library **to / for** the book about London.

5. Use the right form of the verbs in brackets.

- The jury _____ (have) not reached a conclusion because they _____ (be) still arguing among themselves.
- A group of girls _____ (be) waiting by the school yesterday morning.
- Which basketball team _____ (be) your favourite?
- A pod of dolphins _____ (follow) our boat now.
- A chain of islands _____ (be) destroyed by the tsunami.
- A new family _____ (move) into our street.

6. Report the sentences below. Make all the necessary changes.

- He said, "I am going home now."
- He wanted to know, "Which picture is the most famous one?"
- They asked me, "Did Paul lose the match?"
- Mother said to me, "I will buy that book for you next Sunday."
- They wanted to know, "When is your birthday?"
- Cathy asked me, "Is the movie interesting or boring?"

1. Read the text "Six Habits of Successful Students" and choose the best variant.

1. **Get Organised.** Making a plan for what you're going to **do / make / invent** and when you're going to do it will make sure you're always ahead.
2. **Divide it up.** Studying isn't **fun / funny / bored** to begin with, and forcing yourself through a study marathon will only make it worse. Dividing your work into manageable chunks and rewarding yourself when you finish each chunk will make studying more fun.
3. **Sleep.** Don't underestimate the **importance / existing / goal** of those eight hours of zzz's every night! Getting a good night's rest will sharpen your focus and improve your working memory.
4. **Set a schedule.** Do you work better right after school or after you've eaten dinner? Are you more productive in the morning or in the evening? Find a **schedule / table / scheme** that works for you, and stick to it.
5. **Take notes.** Taking notes will not only keep you more engaged during class, but will also help you narrow down what you need to **study / discuss / sleep** when exam time rolls around. It's much easier to reread your notes than to reread your entire textbook!
6. **Study.** This one might be obvious, but did you know that there's a right and a wrong way to study? Review your material **several / one / none** days ahead of time, in small chunks, and in different manners (for example, write flashcards one day and take practice tests the next). In other words, don't cram.

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2. Match the words from the text with their definitions.

- | | |
|-------------------------|---|
| 1. focus | a. thick, solid piece that has been cut or broken off something |
| 2. marathon | b. a card with a word or picture on it, used by teachers during lessons |
| 3. chunk | c. learn a lot of things in a short time, in preparation for an exam |
| 4. underestimate | d. give attention, effort, etc. to one particular subject |
| 5. flashcard | e. lasting a long time and requiring a lot of effort or concentration |
| 6. cram | f. not realise how good, strong, determined, or difficult something is |

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3. Complete the following sentences with **to** or **for** to introduce purpose.

1. We went to the park _____ relax.
2. This knife is _____ cutting grapefruit.
3. We stopped at the shop _____ bread.
4. The speakers are _____ playing music.
5. I want _____ go out tonight.
6. He thanked everyone _____ coming.

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4. Choose the correct word.

1. I visited China **when / while / after** I was eight.
2. She graduated **when / after / as soon as** she was nominated for the best actress of the year.
3. **When / While / Before** she got married, she had worked in a bank.
4. I was watching TV **since / before / when** you entered.
5. **After / As soon as / While** I was talking to you, she stole my keys.
6. They will wait for you **when / while / until** you come.

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5. Report the following sentences. Make all the necessary changes.

1. "She works in an office", Tim said.
2. "I am going to clean the room", Jessica said.
3. "We need new shoes", Ian and Marvin said.
4. "Rachel has never been to Philadelphia", the teacher said.
5. "The train didn't arrive on time", Lucy said.
6. "Will Abby and Nathan travel to Alaska next year?", Holly said.

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UNIT 1

FIVE REASONS WHY SCHOOL IS IMPORTANT

In many places, people take school for granted. Going to school may be a source of annoyance or frustration. At some point in their lives, many kids wish they didn't have to go at all. Dropping out and starting their "real lives" might sound appealing. Why does school matter so much? There are ten reasons why:

1. School teaches social skills. For most kids, school is the first setting where they learn to socialize with others. They learn to make friends, listen to teachers, and work through problems. Learning these social skills early on gives kids an important foundation for their interactions in society.

2. School helps young people build confidence. Being self-assured and confident in one's abilities is crucial to healthy self-esteem. People who don't have much confidence are more likely to be taken advantage of and struggle with anxiety. In a school setting, kids get the opportunity to build their confidence early on. As they learn to read, write, solve maths problems, and more, their confidence in their abilities increases.

3. School encourages critical thinking. Critical thinking is an essential part of any subject in school. Whether it's literature, science, or history, students develop critical thinking techniques. They use these to absorb the material, form their own ideas, and express themselves in writing and speaking. These skills translate to every area of life, whether it's in academia, the work setting, or relationships.

4. School teaches the importance of the learning process. It's not unusual for students to question the point of any given topic at school. "When am I going to use this?" they might ask. While you might not use a specific maths formula in your daily life, the process of learning is what matters. Memorizing formulas, analysing a piece of literature, and engaging in civil discussions train the brain.

5. School is good for gender equality. In addition to reducing poverty, education combats gender inequality. In many places, girls receive less education than boys. This affects the jobs they can get and makes them more vulnerable to violence and human trafficking. When they go to school, girls increase their income potential and safety.

UNIT 2

FOUR UNUSUAL JOBS (THAT PAY WELL) IN THE UK

Believe it or not, it is possible to switch to a more fun job in the UK. In Great Britain, there are lots of unusual jobs and people who are able to do them. For these kinds of jobs, you won't need special skills or qualifications like the ones you need to be eligible for other positions. Some of these strange positions are professional queuer and pet food taster, which means that the UK is full of weird occupations that don't exist elsewhere.

1. Professional queuer. Some people do this type of job that consists basically of waiting in line for somebody else. It is one of the best-paid jobs for doing nothing as the worker receives around 12 thousand pounds only for standing in line.

2. Professional tea taster. This job is as glamorous as it sounds. Tea tasters travel all the time, tasting over 300 cups of the beverage daily in different restaurants and companies. No special training is needed except for a good knowledge of tea and the willingness to travel around the world to taste hundreds of different tea beverages. You also have to be a bit of an experienced critic.

3. Bed warmer. Being a professional queuer is not the strangest job in the UK. Bed warmer is weirder and better paid. Some hotel owners are so concerned about comfort that they hire people to warm the beds before a room is booked. The bed warmers services are one of the latest trends in the hotel business. Human bed warmers act as if they were hot water bottles.

4. Waterslide tester. This is one of the jobs that are not only strange but extremely easy to perform as it doesn't require special skills. The only thing you need to know is how to swim because you will be sliding in water all the time. If everything turns out well, the waterslide tester rates the slide according to how much adrenaline he/she felt.

UNIT 3

MARGARET THATCHER

Margaret Thatcher was a British politician. She became the first woman prime minister not only in the United Kingdom but in all of Europe. She was the only British prime minister to win three consecutive elections in the 1900s. Thatcher served in the office from 1979 to 1990. That made her the longest continuously serving prime minister since 1827.

Margaret Hilda Roberts was born on October 13, 1925, in Grantham, Lincolnshire, England. Her father was a grocer and very active in the politics of Grantham, where he eventually served as mayor. Margaret excelled in school and gained entrance to the University of Oxford. She studied chemistry and was the first woman president of the Oxford University Conservative Association. Margaret worked as a research chemist while studying to become a lawyer.

Thatcher first ran for a seat in the Parliament in 1950 but was unsuccessful. She succeeded in winning a seat in 1959. During the next two decades, Thatcher steadily rose within the Conservative Party. She became the second woman ever to hold a cabinet position when she was appointed secretary of state for education in 1970. Thatcher was elected leader of the party in 1975 and became prime minister in 1979. She was reelected in 1983 and in 1987. As prime minister, Thatcher wanted the government to stop being so involved in businesses. This made a large impact on the economy and resulted in an increase in unemployment. Unemployment rose from 1.3 million in 1979 to over 3 million in 1986.

However, Thatcher's popularity was boosted by the Falkland Islands War in 1982. During her term, she passed laws that restricted the power of labour unions. Thatcher was also opposed to Britain being deeply involved in the European Community (later the European Union). After she resigned as party leader in 1990, Thatcher continued to be involved in the Conservative Party. She established a foundation and was made Baroness Thatcher of Kesteven in 1992. Three years later she became a member of the Order of the Garter, the highest British honour. Thatcher retired from public speaking in 2002. She died on April 8, 2013, in London, England.

UNIT 4

STEVE JOB'S STORY ABOUT LOVE AND LOSS

I was lucky – I found what I loved to do early in life. Woz and I started Apple in my parents' garage when I was 20. We worked hard, and in 10 years Apple had grown from just the two of us in a garage into a \$2 billion company with over 4,000 employees. We had just released our finest creation – the Macintosh – a year earlier, and I had just turned 30. And then I got fired. How can you get fired from a company you started? Well, as Apple grew we hired someone who I thought was very talented to run the company with me, and for the first year or so things went well. But then our visions of the future began to diverge and eventually we had a falling out. When we did, our Board of Directors sided with him. So at 30 I was out. And very publicly out. What had been the focus of my entire adult life was gone, and it was devastating.

I didn't see it then, but it turned out that getting fired from Apple was the best thing that could have ever happened to me. The heaviness of being successful was replaced by the lightness of being a beginner again, less sure about everything. It freed me to enter one of the most creative periods of my life.

During the next five years, I started a company named NeXT, another company named Pixar, and fell in love with an amazing woman who would become my wife. Pixar went on to create the world's first computer animated feature film, Toy Story, and is now the most successful animation studio in the world. In a remarkable turn of events, Apple bought NeXT, I returned to Apple, and the technology we developed at NeXT is at the heart of Apple's current renaissance. And Laurene and I have a wonderful family together.

UNIT 5

CELEBRATING THE BENEFITS OF THE NATIONAL DAY OF UNPLUGGING

On the first Friday of March every year, the National Day of Unplugging is celebrated in the USA, encouraging people to unplug themselves from all devices for 24 hours. Digital platforms sustain 21st-century life, and we are highly dependent on them. From watching the morning news on TV to scrolling social media posts before going to bed, we have become addicted to it. According to Pew Research, an average American family has 5 connected devices. Today the Internet, news, distant family, entertainment, education, work, etc are at our fingertips. According to a study by Discout, smartphone users average tap or swipe their phones about 2,617 times a day. A Pew Research Center study found that 70% of adults sleep by their phones. And 77% of people own a smartphone, and they carry them wherever they go. Around 3.5 billion people use social media worldwide, averaging 3 hours per day viewing posts and messaging. Throughout a lifetime, time spent on social media sites averages about five years and three months for the typical user.

So how does it work? Unplug from Facebook, Instagram, Twitter, etc., to unwind. Go offline and engage in some real-time activities. Plan for a team lunch at work or a family dinner at home. Try to take up a self-care routine and focus on your health and well-being. Indulge your time in some self-pampering and relax. Find some time to exercise not just on this particular day but every day. If you haven't started, make resolutions to dedicate 30-45 minutes in a day to your physical wellness. Why not visit a garden or park and spend quality time with nature? Develop positive emotions by taking a mindful walk and revive your spiritual energy. Laughter is the best medicine to soothe tensions. Therefore, find time to enjoy and share jokes and laugh with your friends and family. It enhances mood and helps build better connections with colleagues, family, and friends. Reading has a lot of benefits, and cultivating the habit of reading 2-3 pages a day contributes to one's overall well-being. It improves your skills, intellectual wellness, critical thinking abilities, and vocabulary.

UNIT 6

CALIFORNIA'S SWEEPING NEW PLASTICS LAW COULD BE A GAME CHANGER

The United States creates more plastic trash than any other country and ranks third among coastal nations for contributing litter, illegally dumped trash, and other mismanaged waste to its beaches. Yet, even with such an abundance of disposable plastic – scientists measured 46 million tons in 2016 – the US manages to recycle just under 9 percent every year.

So, when California's sweeping legislation on plastic waste was signed by Governor Gavin Newsom, the moment was heralded as a transformative shift that may redefine how the nation at large deals with the growing amount of plastic waste.

The new law is expected to prompt change in the plastics industry far beyond California's borders. As the most populous state and the world's fifth largest economy, California influences markets in ways that other states can't. Auto manufacturers, for example, agreed to follow California's fuel emissions standards, which are stricter than federal standards. In plastics, experts predict that product packaging lines, for example, will be adapted to California's standards no matter where the products are sold.

The EU remains the world leader in regulating plastic products, packaging, and waste. It has banned 10 types of single-use plastic products, including food and beverage containers made of expanded polystyrene or foam, straws and beverage stirrers, and certain biodegradable plastics. The EU also is in the process of revising regulations in order to reduce all packaging. And, to support the use of recycled plastic, it is considering setting mandatory targets for recycled content required in packaging, vehicles, and construction products.

In the US, efforts to curb plastic waste have been scattershot. Eight states have banned plastic shopping bags. Five states have banned expanded food containers made of expanded polystyrene, or foam. The plastics industry has succeeded in persuading lawmakers in more than a dozen states to pass laws preventing such product bans.

California already leads the nation in regulating plastics, having banned bags statewide and expanded polystyrene in 128 cities. Last year it outlawed the use of the common circular recycling symbol, found on the bottom of packaging, in cases where the packaging is not actually recyclable.



UNIT 1 Lesson 1

Ex. 3 p. 6

- **Good morning**, Mathew!
- **Hi**, Emma!
- **Listen**, are you coming to this event posted on our Facebook school page? It is this afternoon.
- **Not sure. What is it about?**
- It is a job fair for high school students. Different companies from our city are presenting some great jobs we could choose after graduating from a professional school or a university.
- **That sounds great!** I am into IT, **so do you know** if there are any technology-related jobs?
- Yes, I saw something about programming, coding and web design.
- **How about you?**
- **Well**, I love foreign languages like English and German, so I am interested in jobs like interpreters or communication officers.
- **Wow! That sounds cool!** You convinced me. **Let's check** the job fair out!

Ex. 12 p. 9

Ashley and Mary-Kate Olsen were only nine months old when they began to take turns in the role of Michelle Tanner in the television series *Full House*. After they left the show, they went on to star in a series of adorable coming-of-age films like *Passport to Paris* and *Our Lips Are Sealed*. While many child stars stay linked to Hollywood, the Olsen twins abandoned their acting careers, officially retiring in March 2012, and created their own paths as formidable fashion designers, building their empire in fashion industry. The twins originally founded their production company *Dualstar Entertainment* when they were only six years old, but as they got older the company went from selling Olsen-branded books, movies, and clothes to focus on more mature products like furniture design and fragrance. They started out in the fashion world early on with a junior clothing and a beauty line for Wal-Mart. When they were only 23 years old, Ashley

and Mary-Kate Olsen were asked to join the Council of Fashion Designers of America (CFDA), making them the youngest-ever members to the council. In addition to being wildly successful fashion designers and business women, the Olsen twins are also the authors of the luxury coffee table book *Influence*, in which they interviewed famous and successful people.

UNIT 1 Lesson 2

Ex. 7 p. 12

STEAM education develops children's critical thinking skills. Because STEAM projects are in their core interdisciplinary, they allow children to look at them from different perspectives. This, in turn, improves their ability to see a problem they are trying to solve. Such an approach makes collaboration and the applicability of the learned skills much easier. Children get to practise their soft skills. While working with STEAM projects, children get to practise a whole range of soft skills. The tools used to teach STEAM skills are usually collaborative, adaptable, while the work itself requires a large portion of creativity, listening skills, task management, problem-solving skills, and empathy towards an effective solution and the multiple variations it could take on. Students involved in STEAM projects have an easier access to colleges. It's no secret that students proficient in STEAM disciplines are in high demand for both degrees and jobs. STEAM education prepares children for the future job market. The future job market, whose precise characteristics we can only begin to guess, will be focused more on skills rather than disciplines, and the more interdisciplinary these skills will be, the better. These skills will include: tech proficiency (being more than mere tech consumers), coding, basic knowledge of engineering, deeper scientific knowledge, as well as the ability to tailor all the mentioned tech solutions to difficult human needs – such as via understanding human psychology, sociology or the functioning of economic markets.

Ex. 2 p. 13

- Hello, Robert! **What are you up to?**
- Hi, Julie! I am checking out this website about the best universities in the world.
- **Really? Why?**
- **Well**, I am in the 9th grade, so I need to start thinking about my future. **I would like to know** what options I have.
- Great, me too! Let's check it out together.
- **Did you know that** most universities have scholarships for international students?
- **Wonderful! I would like to see** how I can get one.
- The website mentions taking an English language exam, like TOEFL or Cambridge, having good grades and of course writing a good application essay.
- **That does not sound very difficult.** I am going to do my homework for our next English language class.
- **Good idea, let's** go to the school library together, we need to check an encyclopedia for some science facts.

Ex. 10 p. 15

Every three years in the worldwide education systems, OECD (The Organisation for Economic Cooperation and Development) conducts PISA to test the critical thinking of 15-year-olds in maths, science, and reading in over 65 countries that make up 90% of the world's economies.

Programme for International Student Assessment (PISA) is a global programme. Around 600,000 15-year-old students from different countries are put under a two-hour test to check their skills and knowledge, mainly in science, reading, and mathematics. PISA is one of the indicators of whether school systems are preparing students for the 21st-century global knowledge economy.

US critics of PISA say that the state has a high percentage of disadvantaged children and therefore cannot score as well as other OECD countries on the test.

Typically, PISA is on a three-yearly cycle, but due to the COVID-19 pandemic, PISA 2021 was postponed to 2022. 85 countries took part in PISA 2022, from 26 July to 16 September. Three key learning subject areas were tested: reading literacy, mathematics, and science. Mathematics was the key focus, while creative thinking was the innovative domain.

Around 6,300 students aged between 15-years-3-months and 16-years-2-months at the time of assessment participated in the PISA 2022 Main Survey.

The latest PISA results information is PISA 2018 results. With a mean score of 1,736, China topped the list ahead of Singapore in the second spot and Estonia in the third spot. The United States only made it into 22nd place with a total average score of 1,485, just slightly above the 1,465 average scores for all tested countries.

Ex. 2 p. 16

- **Hey**, William, **how was your weekend?**
- **Hello**, Susan! It was great! My elder brother and sister came back from school and we had lots of fun together.
- **That sounds awesome!** I didn't know your brother and sister are away from home.
- Not exactly away. My brother is studying engineering in a vocational school in Romania and my sister is in the UK, studying biology at a university.
- **Wow**, so you have great examples to follow!
- **Well, to tell you the truth I am not sure if** I want to go to university or study in a vocational school.
- Vocational schools help you study a practical skill in order to get a job. Universities, **on the other hand**, are more academic and theoretical.
- Yes, this is what my brother and sister have explained. **The problem is** I am still thinking about what job to choose.
- **You should** go to a career counselling session offered at the Youth Center to find that out.
- **What a great idea! Thank you for the tip.**
- **See you!**

Ex. 9 p. 18

Hello everyone. My name is Kalyn and I'm an American who's lived in the UK for almost 10 years. And today we are going over the differences between UK universities and USA universities.

I have attended university in the UK and in the USA. Let me tell you, going to university in the UK and working on the British system was one of the biggest culture shocks for me. When I first moved here, I had lots of moments of panic and really had no clue what was going on.

A bachelor's degree in the UK is three years. In the US, a bachelor's degree is typically four years.

The next difference has to do with attitude. So, in the UK the attitude towards higher education is - you have chosen to be here and you get to basically direct your studies. It's more independent led here. You decide when and how much time you want to research a topic. In the US you are given quizzes or given like read pages 50 to 100 and we'll talk about it.

In the UK they do have social clubs, clubs for different interests. But in terms of sports, that is a huge social difference between UK and US universities. The UK does not have some sort of college sports system like the US does. In the US people are obsessed with college football.

I had a great experience in both countries. Wish you the same.

UNIT 1 Lesson 5

Ex. 6 p. 20

3 FAMOUS PEOPLE WHO WON SCHOLARSHIPS FOR THEIR SPECIAL ACADEMIC ACHIEVEMENTS

Former US President **Barack Obama** has won several scholarships during his lifetime. After graduating from high school in 1979, Obama moved to Los Angeles to attend Occidental College on a full scholarship. Before that, in 1971, Obama attended a private college preparatory school with the aid of another scholarship from fifth grade until he graduated. Interestingly, Obama's parents met in 1960 in a Russian language class at the University of Hawaii at Manoa, where his father was a foreign student on a scholarship. Barack's father completed his undergraduate degree in economics in Hawaii and left to attend graduate school on a scholarship at Harvard University, where he earned a master's degree in economics.

Bill Gates, the former chairman of Microsoft, won the National Merit Scholarship in 1973. He is one of the world's wealthiest individuals but consistently gives his money away through the "Bill and Melinda Gates Foundation", which has offered hundreds of millions of dollars to philanthropic projects. Besides all that, Gates is the author of several books, an investor, and a software guru. By the way, the "Novateca Libraries" Project implemented in the Republic of Moldova was also financed by "Bill and Melinda Gates Foundation". With a cumulative investment of 3 million USD in equipment, libraries from all 35 regions in Moldova are now members of the global library network supported by Bill Gates.

Jeff Bezos, the founder, Chairman, and CEO of Amazon.com, the world's largest online marketplace won the National Merit Scholarship in 1982. Bezos was named Time magazine's Person of the Year in 1999, has been selected as one of America's Best Leaders according to US News and World Report, and has received an honorary doctorate from Carnegie Mellon.

UNIT 1 Lesson 6

Ex. 5 p. 23

Good afternoon, students and staff members! My name is Stephanie, and I'm running for student body president.

You might be saying to yourself, "Should Stephanie really be the student body president? After all, she's only been at our school for two years."

It's true that I am fairly new to Jefferson Anderson High School. At first glance, this may seem like a disadvantage. I didn't attend this school for my freshman and sophomore years, and I've only known most of you for a couple of years.

When you think about it though, there is actually a benefit in choosing someone who is coming into the

school from somewhere else. I have new ideas that I can bring in from the school I was at before.

Are you tired of doing the same old things year after year? Are you ready to do something different?

One thing I noticed about this school when I came last year is that most of the students didn't really get to make any of the decisions here at the school.

Did anyone ever ask you what you wanted to do for a fundraiser? Did anyone ever ask you what you wanted to buy with the money we raised? Who makes these decisions?

Those types of decisions are left up to the student council. The person you choose to represent you as president will speak for the entire senior class. Do you want to choose someone who will make those decisions for you without knowing what you want?

If you vote for me as student council president, I promise to always get your opinions before making any decisions.

I may not be the most well-known person running for student council president, but I promise to listen to each and every one of you.

You matter. Your opinion matters. Don't choose someone who will make all of the decisions for you. Don't vote for the person who will pick whatever their friends want them to choose.

Choose someone who wants to be your spokesperson. Choose someone who cares about what you want.

Choose me, Stephanie, for your student council president.

UNIT 2 Lesson 1

Ex. 12 p. 29

Ann: Coding has recently spread like wildfire among parenting groups and educational institutions. I wonder why children should learn to code?

John: Well, in our increasingly digital world, we want all children to be computer-literate. Learning to code prepares them not only for future career opportunities. In a digital world, this demonstrates how after-school coding clubs can help young people develop skills and expand their interest in coding.

Ann: Yes, you are right. In the last few decades, after-school clubs have become an essential part of learning. Schools tend to improve learning in the classroom and help students build and improve other personal and study skills. John, what is the benefit of the Coding Club?

John: There is no doubt, the Coding Club helps students develop programming skills and inspires them to pursue future programming and other digital careers. It teaches not only how the programming language works, but also how to use it for a specific purpose based on the field the student wishes to pursue.

UNIT 2 Lesson 2

Ex. 10 p. 32

Which soft skills are really important, and which ones are less so?

In 2023, there are several most in-demand soft skills. First of all, time management involves the ability to use your time wisely to work as efficiently as possible. Communication is the ability to convey or share ideas and feelings effectively and it's among the top soft skills employers require across all fields. The most common communication skills are: verbal and written communication, constructive feedback, and active listening. Being able to analytically and creatively solve problems will come in handy no matter your job. The skills associated with problem-solving are: analysis, logical reasoning, observation, brainstorming, and decision making. More than that, teamwork will never cease to be a must-have soft skill. It helps you work effectively in a group and accomplish tasks. Also, leadership refers to the ability to mentor, train, or guide. No matter the industry, employers prefer to hire applicants who show they have leadership potential. Skills related to leadership include: management skills, generosity, and cultural intelligence. Interpersonal skills are all about how well you interact with others, tend after relationships, and make a positive impression on those around you. Attention to detail is another skill no employer will reject – the ability to be thorough and accurate in your work. Paying attention even to minor details is what sets apart dedicated employees from those who just want to get the job done and go home.

UNIT 2 Lesson 4

Ex. 12 p. 39

Choosing a career might be challenging because the person you are at twenty will not be the same person you are at forty. Most high-school students haven't experienced a lot of reality, but there can be a lot of pressure on them to pick a career. Think of Theodore Roosevelt, who accomplished a variety of things. He was a writer, rancher and sheriff in the Dakota Badlands, soldier, Assistant Secretary of the Navy, politician, US president, governor of New York, and a few other things. There are people who choose something that they love and stick with it all their lives, but not wanting to do that does not make you a loser, or even unusual.

If you enjoy helping others, you might enjoy working as a social worker, nurse, police officer, teacher, or in any number of other occupations or professions.

So think of it this way: What do you enjoy doing so much that you would perform it for free? Do you have any hobbies or interests that come to mind? Some examples include repairing things, singing, playing an instrument, bending pipes or laying bricks, gardening and watching things grow, writing, computer

programming, or taking things apart and putting them back together. What activity do you enjoy most in your life? You shouldn't feel awful if you haven't thought of that yet, but until you do, try a few different things. There are various aspects of many different jobs in many industries. If you can get paid for doing what you love to do, you will never work another day in your life. Don't be afraid to try things, and remember, success teaches nothing, only failure teaches.

UNIT 2 Lesson 6

Ex. 8 p. 45

When I imagine my future, I see myself as a college graduate and successful person. I have many aspirations as to what I want to achieve. I hope to leave an impact on this world for future generations. My first goal, which is shared by my parents, is to go to college. I aim to get good grades in high school so that I can attend a good college. My parents really want me to be educated, because they feel that is what it takes to succeed in life. I also share that view. Another reason I hope to attend college is that I imagine that when I am finished and graduated, I will feel a great sense of accomplishment. Also, my older brothers are in college, and I would like to continue the tradition. Another plan I have for my future is my occupation. I think that I would like to be either an engineer, the occupation my dad has, or a scientist. I do not know what specific field I would like to take, but I know that I want one of these two jobs. I think that they are the right job for me because they are interesting. I want to work at a job that I don't mind doing. But above all, I want to be successful. My hope is that I will be able to work in a place that I like and make a living, enough to be considered successful. My last goal concerns my mark on this world. In my life, I hope to accomplish something memorable. I do not wish to be famous, for fame comes at the price. I just want to do something beneficial to someone or something and be recognized for it, if only briefly.



UNIT 3 Lesson 1

Ex. 10 p. 51

HOW TO BECOME A US PRESIDENT VERSUS A UK PRIME MINISTER?

It's a long road to becoming the American President or the British Prime Minister. So how do you become the next US President? The US Constitution sets out all the laws in America. According to the Constitution, there are three requirements to becoming the President: you must have been born in the US or one of your parents must have been a US citizen, you must still be a US

citizen and have lived in America for at least fourteen years and you must be at least 35 years old.

Lots of people think they can be the President – getting people to actually vote for you is not as easy. First of all, most people wanting to be President join a political party, full of people with similar ideas about how government should work. The party has to decide which person to support as President. So, it's a case of convincing the party to pick you as the Presidential nominee.

The road to becoming the next UK Prime Minister is a little different. You've got to be 18 years old if you want to be an MP – a Member of Parliament. You also need to be a citizen of either Britain, Ireland or one of the Commonwealth countries. But you don't need to have been born here. Many MPs throughout history were born in other countries and came to Britain later on, including from the USA. The Prime Minister is appointed by the Head of State – that's the ruling monarch. As Head of State, the monarch can pick whoever they like. However, it needs to be someone who has the support of the House of Commons. At a general election, it's usually the leader of the party which has the most MPs who is asked to be the Prime Minister.

Ex. 4 p. 52

Margaret Thatcher was known as the Iron Lady because of her tough leadership style and inflexible political views. Angela Merkel has a doctorate in chemistry and a degree in computer science, and some say her amazing success as a politician comes from her scientific, analytic approach to different situations. Barack Obama used to be a professor. After his 1991 graduation from Harvard Law School, he taught constitutional law at the University of Chicago Law School from 1992 to 2004. Donald Trump has his own star on the Hollywood Walk of Fame that he received for the reality TV show "The Apprentice". Julius Caesar was once kidnapped by pirates while still a young man. He told them that he would have them executed once he was free. The pirates laughed. However, he later captured them and had them killed. Abraham Lincoln was self-educated. He never attended college but retained a lifelong interest in learning. Winston Churchill was born to an aristocratic family and as a student, he performed poorly in every matter except English and history composition. After World War II, Mikhail Gorbachev studied law and won the Nobel Prize for Peace in 1990, before becoming the 1st president of the Soviet Union.

UNIT 3 Lesson 2

Ex. 15 p. 55

JOHN F. KENNEDY

John F. Kennedy was the 35th president of the United States. He was an immensely popular leader. His assassination in 1963 shocked the nation and the world. John Fitzgerald Kennedy was born on May 29, 1917, in Brookline, Massachusetts. He was the second

of nine children. Both his father and grandfathers had been in politics. In 1940 Kennedy graduated from Harvard University. During World War II he joined the US Navy. He earned a medal for heroism. Kennedy ran for president in the 1960 election. He defeated his Republican opponent, Richard M. Nixon. In his speech on the day he took office Kennedy asked citizens to help make the United States a better place. He said, "Ask not what your country can do for you – ask what you can do for your country". Kennedy proposed programmes to help people both at home and in other countries. He sought to lower unemployment, provide medical care for the aged, reduce taxes, and protect civil rights. Congress approved several of his projects, including the Peace Corps, a volunteer service to help other countries in their development efforts. Other plans did not pass until after Kennedy's death. During his campaign for reelection, Kennedy visited Dallas, Texas, on November 22, 1963. He and his wife were riding through the city in an open car when shots rang out. Bullets hit the president in the neck and the head. He died shortly after he was brought to the hospital.

UNIT 3 Lesson 3

Ex. 12 p. 59

- Hi, George! How was the Super Bowl halftime show last night?
- It was amazing – both Jennifer and Shakira are my favourite singers, so I really enjoyed their performance. It was the biggest musical event of the year.
- How did JLo feel about sharing one of the biggest performances of her life with Shakira?
- Well, she said it was "a beautiful thing" because they're "both moms and both Latinas".
- I heard rumours that Shakira and Lopez were very unhappy with the producers because they were only given six minutes each to perform their respective biggest hits.
- No surprise. Past headliners of the Super Bowl halftime show, including celebrities like Lady Gaga and Gwen Stefani, were given a full 13 to 14 minutes.
- During the Pepsi Super Bowl LIV Halftime show press conference on January 30, Lopez said that putting the show together caused her "a lot of stress". But, she was passionate about it because she wanted to celebrate herself and her Latin culture on one of the biggest stages in the world.
- It was a real cultural statement, because she said she wanted to show people she was proud of her Puerto Rican community.
- Yes, I read somewhere that Lopez and Shakira felt a "huge responsibility" to "show people what Latinos are".
- I am really curious which celebrities will be invited next year for the Super Bowl halftime show!
- Me too – whoever that would be, I am sure it is going to be breathtaking.

UNIT 3 Lesson 4

Ex. 2 p. 60

Her Majesty's fondness of horses began when she was just four after her grandfather, King George V, gave her a Shetland pony. By the age of six she had fallen in love with riding and quickly became an accomplished equestrian in her teenage years. Her Majesty owned 100 plus horses and had won over 1600 races. It is believed she has earned around £7m from prize money over the years, in 2016 alone her horses earned a combined £560,000! The Queen wasn't the only horse enthusiast in her family. Princess Anne was the first Royal to compete in the Olympic Games. Her late husband Phillip, and her grandsons Prince William and Prince Harry love a game of polo.

Ex. 13 p. 63

- Hello, William! How are you doing today?
- I am great, thank you for asking. I am actually planning to attend the Royal Ascot race next month.
- Wow! You must be really excited about that!
- Yes, I have heard so many things about this exciting sporting event I am eager to experience myself.
- Is the entry ticket expensive?
- Well, daily admission for adults into the Silver Ring and the Grandstand ranges from £15 to £69 over the five days.
- How old is the event? Who started the tradition?
- I read somewhere that it was Queen Anne who first saw the potential for a racecourse at Ascot three centuries ago and the first race meeting ever held on took place around 1711.
- Yes, it is a truly amazing event. It was mentioned on the news that over 300,000 racegoers visit Royal Ascot every year over the five days.
- That is true! This year I am going to be one of them. By the way, the racecourse has 13,398 car parking spaces. Typically, 400 helicopters and 1,000 limos arrive at Royal Ascot.
- What are you going to wear? Judging by the pictures, Royal Ascot is famous for its dress code!
- Yes, indeed! For ladies, only formal day dresses with a hat or substantial fascinator are acceptable. Miniskirts are considered unsuitable, while midriff must be covered and trouser suits must be full length. Gentlemen must wear either a black or grey morning dress, including a waistcoat, with a top hat.
- It seems that Royal Ascot is a truly food focused event. It is written on this webpage that on average 35,000 strawberry scones, 35,000 rounds of sandwiches, 30,000 eclairs, 1,400 lobsters and 1,400 kilos of smoked salmon are washed down by 50,000 bottles of Champagne.
- Sure! This is why a team of 2,400 cleaners work around the clock for five days to keep the racecourse shipshape.
- By the way, if you bet and win, you should be careful. In the 18th and early 19th centuries, the

routes from London to Ascot were notorious haunts for highwaymen who targeted wealthy racehorse owners who had had a good day at the royal meeting.

– Well, that is not the case anymore, but thank you for the warning. I will let you know all about it after the event.

UNIT 3 Lesson 5

Ex. 2 p. 64

Don Quixote is the best-selling novel of all time, with over 500 million copies sold. The most expensive book ever purchased – billionaire Bill Gates bought Codex Leicester, one of Leonardo Di Vinci's scientific journals for \$30.8 million. In Victor Hugo's novel, *Les Misérables*, you can find a sentence that is 823 words long. Charles Dickens believed in the supernatural, and he belonged to something called The Ghost Club. J.K. Rowling is not actually her name – our favourite author who goes by initials, actually doesn't have a middle name. After a suggestion from her publisher, she chose her grandmother's name, Kathleen. Tolstoy owes *War and Peace* to his wife's efforts – the 1400 page novel was copied around 7 times by Leo Tolstoy's wife, Sophia, by hand – that's love.

Ex. 9 p. 66

- Hi, Jane! I saw you coming out of the library.
- Yes, I took back a great book I had finished reading.
- Really? Which one?
- *The Book Thief*, a historical fiction novel by the Australian author Markus Zusak, and it is his most popular book.
- Guess what, I have also read it recently and I was very impressed by it.
- No wonder. Published in 2005, *The Book Thief* became an international bestseller and was translated into 63 languages and sold 16 million copies.
- Did you know it was adapted into the 2013 feature film, *The Book Thief*?
- Yes, I know that and I will do my best to watch the movie as well.
- No movie can be as good as the book. What did you like the most about this novel, which is about the adventures of Liesel Meminger in Nazi Germany during World War II?
- I was amazed how the author personified "Death" as a real thing and narrated a unique perspective into the world of the victims of the war.
- Yes, that is an unusual thing for Death to be a narrator. I found the story following Liesel Meminger, a young girl living with foster parents, Hans and Rosa Hubermann, in Nazi Germany during World War II, very deep and touching. Liesel is exposed to the horrors of the war and politics and we can feel it through the pages of the book.
- I really liked the part where Hans, who has developed a close relationship with Liesel, teaches her

to read. Recognizing the power of writing and sharing the written word, Liesel not only begins to steal books that the politicians are seeking to destroy, but also writes her own story.

– The ending is so unexpected! Liesel dies as an old woman in the suburbs of Sydney, Australia, with a family and many friends, though she has never forgotten Hans and Rosa. When Death collects Liesel's soul, he gives her the manuscript she lost in the bombing. She asks him if he read it and Death says, "Yes."

– Yes, a great book – I strongly recommend it to anyone!

UNIT 3 Lesson 6

Ex. 3 p. 67

Agatha Christie was an English writer known for her 66 detective novels and 14 short story collections. J.K. Rowling attended Exeter University to study French, Greek and German. According to Guinness World Records as of 1995, the Bible is the best-selling book of all time with an estimated 5 billion copies sold and distributed. According to Official Guinness Records, John Q. Benham of Avoca, Indiana, USA has a private collection of over 1.5 million books. In *Search of Lost Time*, translated into English as *Remembrance of Things Past* is a novel in seven volumes by French author Marcel Proust.

Ex. 11 p. 70

– Dear students, today's topic is related to the world-famous Harry Potter series and the fun facts associated with the books and its characters. Now, I know that you are all familiar with J.K. Rowling and her masterpiece. John, would you please tell us a fun fact about Harry Potter?

– It was interesting for me to find out that J.K. Rowling and Harry Potter have the same birthday – they are both born on 31st July. Rowling put parts of herself into all the main characters saying that Hermione is a bit like her when she was younger and that her favourite animal is an otter, the same animal as Hermione's patronus.

– Yes, that is amazing! What else?

– Well, I read somewhere that J.K. Rowling nearly played Harry's mum Lily. She was offered the part of Lily in *Harry Potter and the Philosopher's Stone* but turned it down saying she was not cut out to be an actor.

– Too bad, who wouldn't want to appear in a Harry Potter movie?

– One more interesting thing. Nobody wants to learn a dead language, such as Latin, but the spells in *Harry Potter* are made up from Latin words. For example "Lumos" which turns a wand into a torch comes from the Latin word "lumen" which means light and "Obliviate" comes from the Latin word "obliviscor" which means "I forget". The Hogwarts motto is also

Latin and says "Draco dormiens nunquam titillandus" which means "Never tickle a sleeping dragon".

– You are right, Latin doesn't sound so difficult if you read *Harry Potter*.

– Let me add one more interesting fun fact – the owls were trained to carry letters! It took the *Harry Potter* production team months to get the owls trained to carry and deliver letters. Plus, every Hogwarts acceptance letter the owls brought to Harry in the first film was handwritten.

– This is a great collection of trivia, John! Thank you for sharing this information with us!

UNIT 4 Lesson 1

Ex. 2 p. 73

– Good morning, Liz! How was your weekend?

– **It was great**, I spent it with my parents. We visited a lake not far away from our place.

– **Nice!** Do you like being around your parents?

– **I surely do!** My dad is so funny and my mom is the best cook in the world. I love her cakes!

– **This is great!** Unfortunately, my parents are always busy and we do not spend too much time together.

– **That's too bad.** There is nothing better than quality family time. I read in our school magazine that children who are spending more quality time with their families are less likely to participate in risky behaviours such as drug and alcohol usage and that showing your children that you love and care for them helps to keep them mentally and emotionally strong.

– **I couldn't agree more!**

Ex. 13 p. 75

"*An Englishman's home is his castle*" – so goes the old saying. The "home" is perhaps the most important thing in a person's life – "*home sweet home*", as they say. But in British teenage culture, home has long been seen as a place to leave rather than a place to live. And while the age of independence is coming later and later for many young people, the desire for independence is developing at an increasingly younger age. Leaving home for the first time has always been a difficult turning point in life; today the difficulties are perhaps greater than ever. Almost every 16-year-old has thought about moving out of home at some point. Many teenagers dream of leaving home: but the reality can often be much harder than they imagine.

But the teenagers' dream seems to be at odds with the experience of real life. They know how difficult it can be. Nevertheless, leaving home is part of growing up. Many teenagers move out to study, train or look for a job in another city and return home when the money runs out.

UNIT 4 Lesson 2

Ex. 12 p. 78

Modern technology has changed the way people communicate. We can text, email, tweet and post videos all day long. In many ways, we are more connected than ever.

Have these new ways of communicating come at the expense of real, face-to-face conversations? Some experts think so. They say that electronic communication is not as profound as face-to-face conversation. You can not read body language in a text. You can not see facial expressions or hear the tone of voice in an email. That leaves much more room for misunderstanding.

Do we really spend that much time on electronic devices? Most teenagers spend more than seven hours a day using electronic devices for entertainment and communication. So what's so bad about that? Many people worry that too much screen time can affect social and writing skills. It causes people to make less eye contact and get distracted when communicating with others. This can make it harder to maintain healthy relationships at home, school and work.

Are there also advantages to digital communication? Yes, of course! It teaches important skills and habits. After all, many people nowadays communicate at work via email or chat software. But face-to-face conversations also teach other skills that are important for overall well-being. They make people feel connected to others. If you keep a healthy balance between on-screen and off-screen conversations, people become better communicators.

UNIT 4 Lesson 3

Ex. 3 p. 79

- Hello, June! How are you doing?
- Hi, Steve! I am great, thanks. I am actually going to the movie theatre with my grandfather.
- **Really? That's strange**, don't you and your grandfather have different tastes in movies? Isn't your grandfather old-fashioned?
- **In a way**, yes, but he is so cool in many other ways.
- **Like what?**
- Well, he does not have an Instagram account and doesn't know what TikTok is, but when I need advice regarding an important issue, I always go to him for help.
- **Nice!** Are you closer to him than to your parents.
- **You could say that.** Usually my parents are super busy and never have time for me, but my grandfather is always ready to talk to me about anything!
- So, what do you guys talk about?
- Anything: boys, homework, friendships. He is so wise and has so much experience in anything related to life! Plus, I trust his advice – he is a real role model for me.
- **I am happy to hear that. Good for you!**

Ex. 12 p. 81

Today's grandparents are joining their grandchildren on social media, but the online habits of different generations could not be more different. In the UK, the over-55s are joining Facebook in ever-increasing numbers, meaning they will soon be the site's second largest user group, with 3.5 million users aged 55-64 and 2.9 million over-65s.

Sheila, a woman of 59, says: "I signed up to see what my grandchildren are up to because my daughter posts videos and photos of them. It's a much better way to see what they are doing than waiting for letters and photos in the post. That's how we did it when I was a kid, but I think I am lucky that I get to see so much more of their lives than my grandparents do".

Sheila, on the other hand, has made contact with old school friends she has not heard from in forty years. "We use Facebook to meet up all over the country", she says. "It has completely changed my social life".

UNIT 4 Lesson 4

Ex. 3 p. 82

- Good morning, Rebeca! **Did you hear the news?**
- No, **what's happened?**
- Well, we have a new student – Rajid – and he is from Egypt! His family has just moved to our city.
- Interesting! I hope everyone will give him a warm welcome!
- Everyone is curious – he probably doesn't speak our language and is probably a Muslim.
- **What can I say**, this is a good thing for us.
- **Why do you say that?**
- Well, everybody loves to travel, and so getting to know other people from other countries, continents, with different cultures and nationalities will help us prepare to become more globally educated.
- **That's an interesting way to look at it.** I agree with you, we should welcome our new student and get to know him better. I have always dreamed about visiting the Pyramids and riding a camel. **I could use** a friend from Egypt.

Ex. 13 p. 84

There is no doubt that children want to take responsibility at home. More than anything, children want to feel that they can make a difference in their family and in the world. And responsibility at home can help make that happen.

One thing a child can do is to make sure their bedroom is tidy. A child's bedroom is the only room in the house that belongs to them. A tidy bedroom is an opportunity for children to show responsibility. As children get older and more independent, they can make a point of keeping a clean bedroom on certain days and at certain times of the week.

Children can also prepare their own meals. Cooking and preparing meals can be a fun activity for children. And over time, as children become more independent,

they can take on these activities themselves. Teenagers can use real knives and cook on the cooker with guidance. As they progress in their skills, they can be given the responsibility of preparing one dinner a week, schedule permitting. Or they can simply cook or bake independently if they feel like it.

Pets can bring so much joy and excitement to a family home and also provide a great opportunity for children to show real responsibility. After all, a child's contribution to a pet's care has a direct impact on their well-being. School-age children can assist parents with pet care by providing a bowl of food for the animal, for example. When they are a little older, they can be expected to make a bigger contribution by feeding a pet on their own or cleaning a cage.

UNIT 4 Lesson 5

Ex. 11 p. 87

Do you believe that YouTube is primarily used for jokes and tutorials? As families all over the world start to vlog about their favourite events, milestones, and daily life, you have to learn that family channels are on the rise. The Time Magazine reports that in 2019, the amount of time spent watching family channel videos increased by 80%. Many family vloggers make money from their channels, relying mostly on their YouTube profits, sponsorships, and social media partnerships. Family channels are watched by viewers from all around the world who want to see how each family lives their daily lives. So, if you believed that YouTube was just for DIY projects and ridiculous films, think again!

With over 17.7 million followers, The ACE Family is without a doubt the most watched family channel on YouTube. They began vlogging in 2016 and gradually increased the number of subscribers they have. Given that they obtain more than 5 million views every day on their YouTube channel, the ACE Family generates millions of dollars from it. They are thought to earn at least \$17,500 a day and upwards of \$6 million annually.

UNIT 4 Lesson 6

Ex. 2 p. 88

- Kate, **what's up?** I haven't seen you for a long time.
- Hi, Mark! I missed you too! How are you?
- I am great, **thanks for asking.** You know my parents are diplomats, so they get jobs in different countries and so I need to travel a lot. I have just moved to a new school and I am very excited about the new semester.
- This is because we don't see each other very often. So how is school?
- I hope it is better than the last one.
- **Why do you say that?**
- **To be honest with you,** this is really hard for me. Every time I have to move to a different city, I say good

bye to my friends and need to make new ones. This takes time. I feel lonely sometimes.

- **I am sorry to hear that.** Yes, it is very important to have friends in school and it takes time to create real connections.

- **You know what, let's stay in touch!** We have video conferencing and social networks to help us chat even when you are in another country.

- Thank you, Kate! **It was very nice of you** to suggest that.

Ex. 12 p. 90

Macramé is regarded as a style that includes friendship bracelets. Instead of weaving or knitting, macramé is a sort of cloth craft that makes use of knots. As a symbol of friendship, friendship bracelets were traditionally presented as gifts from one person to another. The majority of friendship bracelets are crafted by hand, making them a unique homemade gift with sentimental value. They assist people in expressing how important others are to them.

Young kids all across the world like making friendship bracelets as a hobby. You may create countless variations of friendship bracelets by using different colours of thread.

Many well-known patterns can be modified to create unique wearable works of art that you can give to people you care about.

UNIT 5 Lesson 1

Ex. 3 p. 93

Headphones – an electrical device that fits over or in your ears, allowing you to listen to a radio or a device that plays music;

Web camera – a type of camera that records images that can be looked at on a computer;

Projector – a device for showing films or images on a screen or other surface;

Oven – a large box-shaped device that is used to cook and heat food, either by putting the food inside or by putting it on;

Coffee machine – a machine that makes coffee;

CD/DVD player – a machine that is used for playing music CDs or watching movies saved on DVDs;

Mouse – a small device that you move across a surface in order to move a cursor on your computer screen;

Drill – a tool or machine that makes holes.

Ex. 10 p. 96

- Hi, Robert! How are you today?
- Great, thank you for asking, Janet. I am writing a report on the benefits of digital devices on adolescent development.
- Really? I believe they have a rather harmful effect and should be restricted.
- I disagree with you. Digital devices help us connect with friends and feel a sense of belonging.

When we communicate on Instagram, for instance, we can build friendships with peers from all around the world!

– Well, if you ask me, the list of harmful effects of digital devices on adolescent development is much longer than that of benefits. Scientists warn us that they can reduce the ability for the brain to retain information and increase mental exhaustion because the brain receives large streams of information during social media use. Also, social media decreases face-to-face communication and, as a result, social communication skills.

– Are you sure it is so serious?

– Yes, there are studies which show that electronic devices may increase irregular sleeping patterns and reduce social interactions in families.

– Fortunately, there are parental Control apps which can solve these problems. Nowadays, parents can track their teenagers' location by using GPS trackers such as FamiSafe or Find My Friends. It is possible to monitor teenager's use of digital devices via social networks by using WebWatcher.

– Still, many teenagers have reported that they have experienced cyberbullying through social media via their digital devices. Cyberbullying is harmful to teenagers' health because it leads to depression, isolation and aggression.

– I agree with you on that, which is why parents can block websites or filter inappropriate content by using the most updated versions built into the device's operating system, such as Microsoft or Google. Most importantly, teenagers need to take breaks from their cell phones by limiting cell phone use during study time or at the dinner table.

– To sum up, taking into account all these facts, providing information support to teenagers would greatly reduce the harmful effects related to using digital devices.

UNIT 5 Lesson 2

Ex. 7 p. 99

– Hello, Susan, how are you doing?

– Hi, Mathew! I am fine, thanks for asking. You?

– I am writing a report on a very interesting article I have just read?

– Really? What is it called?

– 11 FACTS ABOUT FREE SPEECH. It is based on the Freedom of speech law which was established in the First Amendment of the United States Constitution in 1791 along with freedom of religion and the freedom of the press.

– That sounds interesting! Any fun facts you can share with me?

– Oh, yes! The topic is not new – the Greek philosopher Socrates was persecuted in 399 BC for an early argument promoting free speech.

– I know more examples like this one. In 1633, Galileo Galilei was brought before the Inquisition for insisting that the Sun does not revolve around the Earth. His

punishment was a lifetime of house arrest – a crime that would have been protected by free speech a century later.

– Well, the times have changed. The article says that 70 % of Americans agreed that people should have the right to free speech, even if their words are highly offensive.

– I am not sure this is a good thing.

– I have learned the exact definition for “hate speech”, which is a speech that offends, threatens, or insults groups, based on race, colour, religion, national origin, sexual orientation, disability, or other traits.

– I strongly agree that there should be limitations to the freedom of speech. For example, the United States Supreme Court said that it was against the law to shout “fire” in a crowded theatre if there is no fire, because this might cause people to panic.

– Check this one out – my teacher once told us that it was only in 1969 that students gained the right to free speech during school hours.

– Unbelievable! The good thing is that music lyrics, photography and clothing logos count as free speech unless they are extremely offensive or threaten someone.

– Good to know!

– Thanks for sharing this interesting article with me! Good luck with your report!

UNIT 5 Lesson 3

Ex. 8 p. 103

– Hello, Benjamin! How are you doing?

– Hi, Betty! I am great. How about you?

– Same here. I have just seen you with an American. Who is that?

– That is Mark Spencer, a Peace Corps volunteer from California. He is helping our school teach English to students. I love his classes!

– This is so great to be able to study English with a native speaker!

– Peace Corps is a great organisation! Did you know that Peace Corps volunteers are expected to serve for 2 years in the foreign country, with 3 months of training before swearing in to service?

– I didn't know that! But I know that applicants must be at least 18 years old and a US citizen.

– That is correct! Plus, they must go through an interview.

– Can they travel to several countries during their service?

– No, applicants can apply to only one placement every year.

– What areas of interest can Peace Corps volunteers get involved in?

– Well, six project sectors: agriculture, environment, community economic development, health, education, and youth in development.

– Are Peace Corps volunteers young or older people?

– A few fun facts for you – Arthur Goodfriend was 87 when he completed his second Peace Corps tour, serving in the Philippines from 1977 to 1979, while Jim Burkett was 17 years old at the time and received special permission from President Kennedy.

– So, Peace Corps volunteers travel to all corners of the world?

– Yes, they do! The country farthest north is Kazakhstan and the countries farthest south are Argentina and Paraguay!

– Where are most volunteers?

– Kenya has received most volunteers over time, with 4,810 cumulative.

– What is their favourite area of interest?

– Most common assignment for a Peace Corps Volunteer – secondary education English teaching while forestry is the least common.

– Very interesting! Do you know where most volunteers come from?

– Yes, the state that sends most volunteers is California.

– Wow, you do know a lot about Peace Corps!

UNIT 5 Lesson 4

Ex. 2 p. 105

More than half of the world's population uses social media. An average user spends more than 2 hours per day on social media. Almost 40% of small businesses use social media ads to generate income. Visual content is 40 times more likely to be shared by users on social media. Almost 9 out of 10 brands use more than one social media channel. In the US, more than 50% of brands offer customer service on Twitter. Instagram advertisement engagement is 10 times higher than Facebook. YouTube is the second largest search engine behind Google.

Ex. 11 p. 107

– Hi, Mike!

– Hello, Jane! How are you doing today?

– Great, thank you! I have just received a great home assignment.

– Really? What is it?

– We have to research on a famous social media platform and I chose Instagram!

– I can see why. Instagram has taken the world by storm and is the leading photo-sharing app around. It's difficult to imagine a world without this app now. Imagine now having your daily dose of stories to slide through.

– That's true! Instagram is the second most engaged network, just behind Facebook, which takes the lead. On a normal day, there are 80 million photos shared on Instagram and 3.5 billion likes. When Instagram launched the video function in 2013, 5 million videos were uploaded in the first 24 hours.

– And you probably like it because it is the app of the young! I think the majority of Instagram users are between 18 and 29 years old.

– You are right. Unsurprisingly, selfies are one of the top uploaded pictures on Instagram. There are over 290 million selfies on Instagram. Also, every day, one hundred million accounts upload a Story on a daily basis.

– Let me guess – the most used emoji on Instagram is the heart emoji.

– Yes, good guess! Did you know that the first photo ever posted was a picture of a dog by one of the co-founders on July 16, 2010?

– This is so cute! I know that the most liked photo on Instagram is a post by Kylie Jenner of her newborn daughter – this photo clocks in at over 17.9 million likes.

– Speaking of popular people and places – it seems that New York City was the most Instagrammed city in 2017. However, the most Instagrammed location was Disneyland in California.

– Look, this article right here says that the top five most followed brands on Instagram, in order of popularity, are National Geographic, Nike, Victoria's Secret and Nike Football.

– But it also says that in 2017, Instagram was the most used network for cyberbullying.

– Yes, we need to be careful with any social media platforms, including Instagram.

UNIT 5 Lesson 5

Ex. 9 p. 111

The Hunt Library bookBot is a robotic book delivery system which can store up to two million items in a climate-controlled environment and deliver any of them within five minutes of a click in the online catalogue. Requiring one-ninth the space of conventional shelving, the bookBot helps transform a 21st-century library from a storage facility into a rich environment of learning and collaborative space. This technology has been used in large-scale industries such as automotive manufacturing and textiles for many years, and now it is becoming a transformational tool for the pioneering research libraries that are deploying it. Books and other items are barcoded, sorted by size, and stored in over 18,000 bins. Each item is scanned when it is removed from or returned to the system, allowing the Libraries' online catalogue to track the location of all materials at all times. An accompanying Virtual Browse system allows users to see a virtual shelf of all items related to the subject area, including the growing number of electronic books in the collection. This view can be expanded beyond the Libraries' collection to encompass other collections available for request and delivery. The system is both fascinating to watch and easy to use. Within minutes of receiving a request, one of the bookBot's robotic cranes retrieves the requested material and delivers it to an operator, who sends it on to the "Ask Us" centre or to other library locations on campus via a rapid delivery service.

UNIT 5 Lesson 6

Ex. 11 p. 116

Fake News means “news” stories that are supposed to be real, but are really not true. Fake news stories have been around for many years, but they have become more common as more people depend on the Internet and social media for news. Fake news on the Internet is usually not just untrue. It’s also often unexpected and surprising. When people read “news” like this, they often want to share it. The people who share the stories may not know that the stories are lies. Fake news can be shared through a website or through social media. There can be many reasons why a person or a group might create a fake news story. Sometimes people make fake news to get money. One person who runs fake news websites says he earns over \$10,000 a month from selling ads on his sites. More often, fake news is meant to change people’s minds about something or someone. For example, during an election, bad fake news about a person running for president might change the way some people vote. Fake news can look very real. People can change pictures to make it look like someone has done something that they did not do. Videos can also be changed or put together in a way that makes it easy to believe something that is not true. Remember – always stop, question, and check before believing or sharing a story you read online.

UNIT 6 Lesson 1

Ex. 7 p. 120

OUR PLANET

Ellie Goulding & Steven Price – In This Together

Is it really over?
The echoes just seem to get longer
How did we get here?
There was so much love in us
And all I have left is my faith
That I can change
I can’t watch this burn
I can’t watch this burn to the ground
You’d have thought we’d learned
You’d have thought we’d learned by now
I can hear the whole world singing together
I can hear the whole world sing, “It’s now or never”
‘Cause it’s not too late if we change our ways
And connect the dots to our problems
I can hear the whole world sing, “We’re in this together”
“We’re in this together”
Pickin’ up the pieces
I listen out for beating hearts
And now it’s time for healing
The sun will rise, but this time it’s so bright
And all I have left is my faith that we could change
‘Cause I can’t watch us lose
Like I watch us lose what we found

You’d have thought we’d learned
You’d have thought we’d learned by now
I can hear the whole world singing together
I can hear the whole world sing, “It’s now or never”
‘Cause it’s not too late if we change our ways
And connect the dots to our problems
I can hear the whole world sing, “We’re in this together”
“We’re in this together”
Oh, I can hear the whole world singing together
And I can hear the whole world sing, “It’s now or never”
‘Cause it’s not too late if we change our ways
And connect the dots to our problems
I can hear the whole world sing, “We’re in this together”
“We’re in this together”.

UNIT 6 Lesson 2

Ex. 6 p. 124

Plastic pollution in the oceans. Microplastics. Oil spills. Each of these items is already a distinct crisis. But researchers in the Canary Islands have created a term for a new type of pollution they are finding in their studies: plastitar. According to the scientists, plastitar is washing up around the shores of islands.

It consists of tar balls, or pieces of sticky, hardening tar from oil spills, that collects plastic fragments in the water.

Scientists first noticed the tar balls coated in plastic fragments two years ago and have now shared this alarming finding in the journal *Science of the Total Environment*.

The plastic fragments studied were widespread polyethylene, the most common type of plastic globally. Polyethylene is used for everything from wrap and plastic bags to detergent bottles and milk jugs. It’s also found in housewares, toys, and other objects.

The study authors stress that more research is needed on the environmental threats. This newly defined type of pollution called plastitar could damage marine life.

UNIT 6 Lesson 3

Ex. 5 p. 126

Did you know the Earth is currently experiencing its sixth mass extinction of animals and plants? The last big extinction event happened 65 million years ago and caused the disappearance of the dinosaurs. It’s important to understand what’s happening in the world.

Although the gradual extinction of individual species is a natural occurrence, the accelerated mass extinction the planet is now experiencing has been triggered by humans. One out of five of the world’s animals is threatened with extinction due to human activity, including the destruction of animal habitats.

Each species plays a valuable and distinct role in the ecosystem in which it lives. One-third of food is pollinated by bird, bat, and insect species – many of which are endangered. Threatened and endangered

species are protected under Global Endangered Species organisations. Many species – such as the bald eagle, peregrine falcon, grey whale, and grizzly bear – are on the road to recovery because of their protection.

With these thoughts in mind; it's never too late to start making a difference! Everyday actions can help endangered species.

UNIT 6 Lesson 4

Ex. 7 p. 130

CLEAN UP THE RUBBISH!

Have you ever noticed plastic bottles on the beach, plastic bags in the local park, tins and cans in the countryside? Well, you don't have to wait for the government to set up a group – you can do it yourself!

Community action can really make a difference and there are many schemes to help local people fight pollution.

Clean Up the World is a global organisation that works with the United Nations Environment Programme. It has organised environmental clean-up projects around the world. It was started in Australia in 1986 by a sailor called Ian Kieman, and is now one of the biggest community-based projects in the world. Every third weekend in September it arranges an annual Clean Up the World weekend where people go out and collect rubbish from their local areas. There are more than 35 million volunteers working on activities in 120 countries around the world.

The Ocean Conservancy is an American organisation dedicated to protecting the rivers, lakes, seas, oceans and coasts of the world. Every year over a weekend in September people around the world clean up their coastal areas. Since 1986, more than 6 million volunteers have removed about 50 million kilos of debris across 340,000 km of shoreline in 127 nations. It all started 20 years ago with one woman who took action and organised a beach clean-up on her local beach in Texas, USA.

Rubbish and litter is not just a problem in the countryside – our cities and towns also suffer. The Big Tidy Up was started in the UK in 2008 and volunteers have already collected 50,000 bags of litter in streets and parks.

The project aims to get bigger each year and get people to take responsibility for their communities.

UNIT 6 Lesson 5

Ex. 8 p. 133

On the surface road A68 at Toft Hill near Bishop Auckland looks like any other road. But it is not like that. The workers use a new type of asphalt that contains plastic waste. The base is made of plastic that is quite tricky to recycle. It could be a plastic bottle or the type of plastic you find on a ready meal. It could be the kind of packaging that comes around

a piece of meat and it could also be the bag that you use from the supermarket to carry all home. All these broken down into pieces are used as parts of the road surface. There are special places where plastic is added to other ingredients. It is mixed and heated and then loaded onto lorries. The lorries end up on resurfacing projects like the one near Bishop Auckland, an area where the new plastic mix is being used. The workers are confident about its quality. They think that it should perform at least as good as traditional asphalt surfaces and last for quite a long period of time. This bit of road took six and a half tons of plastic, the same as 60 000 plastic shopping bags. In the UK, people recycle somewhere about 50 % of that worldwide. The workers hope they are now paving the way putting plastic rubbish into miles of new roads.

UNIT 6 Lesson 6

Ex. 8 p. 137

In an abandoned silver mine in Pulpí, in Spain's south-eastern Almería Province, lies a treasure that's not made from any precious metal at all. Instead, what's hidden here is the world's largest geode – a natural crystal phenomenon that has stunned scientists. Mila, a local geologist, explains that a geode is a cavity inside a rock that is covered with crystals. The Pulpí Geode is eight metres wide, two metres high and two metres deep. The geode here in Spain was originally observed by miners in the Mina Rica, a silver mine which was opened from 1873 to 1969. But it wasn't until 1999, that geologists found it again and brought it to the world's attention. Though scientists are still researching it, they believe the whole area was once underwater. At a certain point, volcanic activity fractured sedimentary rocks and filled them with hot fluids. When the fluids cooled, the crystals started forming. The slower the crystal grows, the larger its size. And the more perfect the crystal is. The mine was opened to the public in 2019. A 42m emergency staircase was installed for safety measures. More than 100,000 people have visited the geode so far. Mila's team is carefully monitoring temperature, carbon dioxide and humidity to ensure the crystals' safety. Pulpí's crystals, however, remain remarkably transparent, and visitors and scientists alike continue to be amazed by the natural phenomenon.

INFORMAL LETTER

101 Marylan Avenue
Washington DC, USA

24 October

Dear Laura,

This is Jennifer White from Washington DC, USA. Do you remember me? We used to be penfriends in the 6th grade, when your school and my school were partners in an international educational exchange.

I have great news to share with you! I have just won a travel grant to visit the Republic of Moldova as a volunteer for a local summer project. I was very excited to hear the news, as I remembered how wonderful Moldovan people were when I was involved in the school exchange.

I was wondering if you have time to help me settle once I arrive in Chişinău. Do you think you could help me find an apartment for rent? I will very much appreciate any support on your part, if that is not too much trouble.

Thank you for your time! I am looking forward to visiting you and sharing quality time together.

All the best,
Jennifer, your former penfriend

P.S. Is there anything you would like me to bring to you from Washington DC?

Purpose:

- ▶ communicating between two people who are usually familiar with each other
- ▶ discussing various topics on a personal level (inviting, congratulating, asking for help, invitation, etc.)

Address

- ▶ street
- ▶ city
- ▶ country
- ▶ postal code

Date

- ▶ always necessary
- ▶ free format:
e.g. 24 October 2023, 24th October, Monday, 24 October

Salutation

- ▶ always necessary
- Dear..., Hi..., Hello...

Signature

- ▶ always necessary
- ▶ examples (Lots of love, Love, Yours, All the best, Take care, Best regards,...)

Post Script

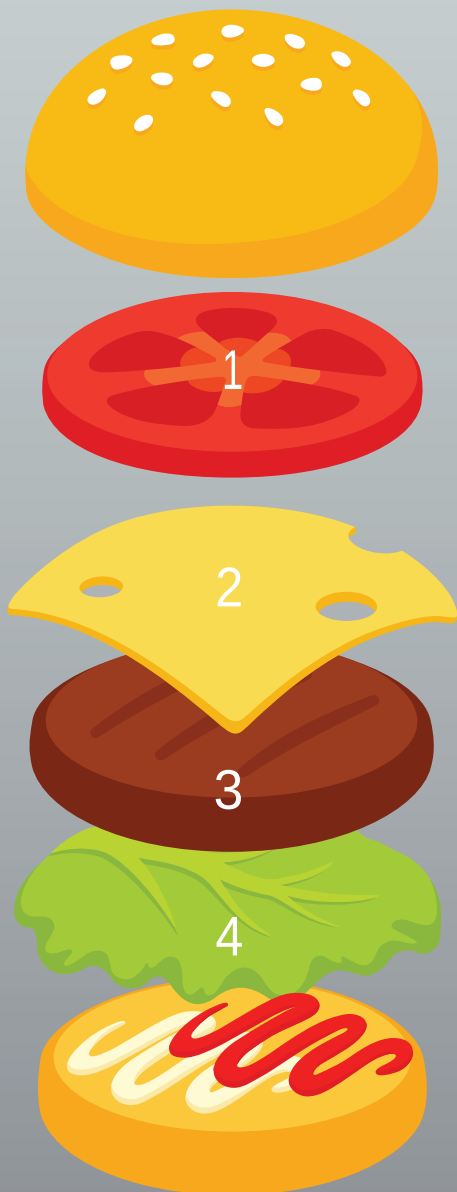
- ▶ optional

Body

- ▶ has to be divided into paragraphs
- ▶ the first paragraph should lead in the topic
 - Thank you for your letter.
 - I've just received your letter and I'm writing it because...
 - I'm sorry I haven't written for a while but I've been very busy.
 - It was great to hear from you again.
 - Thank you very much for answering my last letter so quickly.
- ▶ use short form like I'm, don't, etc.
- ▶ include exclamation marks to give emphasis
- ▶ ask questions to motivate an answer
- ▶ the last paragraph should close the topic
 - I'm looking forward to hearing from you.
 - I've got no more news at the moment.
 - I hope to have a letter from you soon.
 - Write to me and let me know how you are getting on.
 - I must end now but I'll write a longer letter next time.
 - Bye for now. Take care and write to me soon.

RECIPE FOR A FOUR-PARAGRAPH ESSAY

English language learners should study not just from books, but also from newspapers, magazines, movies, songs, social media, TV and radio programmes. Do you agree or disagree? Why?



1

Introduction

- Grabber
- Thesis

In order to speak English well, students need to learn from various resources, not just their textbooks. In my opinion, they need to explore newspapers, read magazines, watch movies and TV programmes and also listen to songs and radio programmes created by and for native speakers.

2

First paragraph

- Topic sentence
- Support
- Concluding sentence

First, English language is complex. It requires students to pay attention to pronunciation and fluency specific to native speakers. This is why they need to use authentic materials, such as newspapers and magazines, TV and radio programmes available in English speaking countries.

3

Second paragraph

- Transition / topic sentence
- Support
- Concluding sentence

Second, there are many new words which appear in English language every year, such as neologisms or words related to technology: *influencer*, *blog* or *widget*. The best way to keep up with the latest linguistic news is to be connected to up-to-date real life resources, such as news articles and social networks.

4

Conclusion

- Reinforce / Restate
- Connect

To conclude, the best way to study English is from real-life examples. Reading news, listening to podcasts, watching movies and writing on social networks can help students learn the language the way native English speakers use it.

HOW TO CREATE A PROFESSIONAL RESUME

A resume summarises your skills, experiences, and accomplishments, and it is not just for adults applying for jobs. High school students need a resume to apply to college, scholarships, employment, and internships.

Your resume is an important marketing tool. A well-written high school resume represents your character, your skills and accomplishments, and how you spend your time. Someone reading your resume should get an idea of who you are, both personally and professionally.

The resume template is a vertical strip with a central column of icons. To the left of the icons are sections for CONTACT, SKILLS, EDUCATION, and AWARDS, HONOURS, ACCOMPLISHMENTS, AND LEADERSHIP ROLES. To the right are sections for LANGUAGES, ABOUT ME, EXTRACURRICULAR ACTIVITIES, COMMUNITY SERVICE OR VOLUNTEER ROLES, and HOBBIES. At the bottom is a row of icons representing various hobbies.

Name Surname _____

CONTACT

✉ _____

☎ _____

🌐 _____

🏠 _____

SKILLS

_____ ●●●●●●●●

_____ ●●●●●●●●

_____ ●●●●●●●●

EDUCATION

AWARDS, HONOURS, ACCOMPLISHMENTS, AND LEADERSHIP ROLES

LANGUAGES

_____ ●●●●●●●●

_____ ●●●●●●●●

_____ ●●●●●●●●

ABOUT ME

EXTRACURRICULAR ACTIVITIES, COMMUNITY SERVICE OR VOLUNTEER ROLES

HOBBIES

🎧 📺 📷 🏋️ 📖 🎸 🎮 🎨

About me

Your personal introduction. It should be a few sentences describing your unique skills, high-level accomplishments, and what you hope to achieve. For example: Self-motivated, responsible high school student interested in a scholarship for a university.

Skills

Think about the things that set you apart from others. For example, strong maths or communication skills, musical instruments, foreign languages, digital skills, etc.

Education

- Name of your high school
- Your expected graduation date
- Your GPA (Grade Point Average)
- Specific courses or classes you attended

Extracurricular activities, community service or volunteer roles

Your resume is the place to brag! List the organisation, your role (volunteer), and your responsibilities.

Awards, honours, accomplishments, and leadership role

Add all the diplomas, certificates, honours, prizes and titles you have ever received.

HOW TO CREATE A SCHOOL MAGAZINE

A school magazine could include the most important activities which happen in school: announcements and events, extracurricular activities and projects, achievements and student quotes. Mention subjects that are important for teachers and students: school uniforms, school rules, student results. Include interviews with teachers, librarians, school psychologists, students and parents. Do not forget about the fun part – a magazine could include trivia, student jokes, crosswords, puzzles and word games.

Step 1

Choose a professionally designed magazine template.

Step 2

Brainstorm with your colleagues on the information which you plan to include in the magazine. Write titles for each page.

Step 3

Design the cover page. It should be colourful and attractive, it should include a catchy title, such as **Student Life**, **Back to School**, **School is In Again**, **Student Zone** or **EduLife**. Display 1, maximum 2 relevant pictures.

Step 4

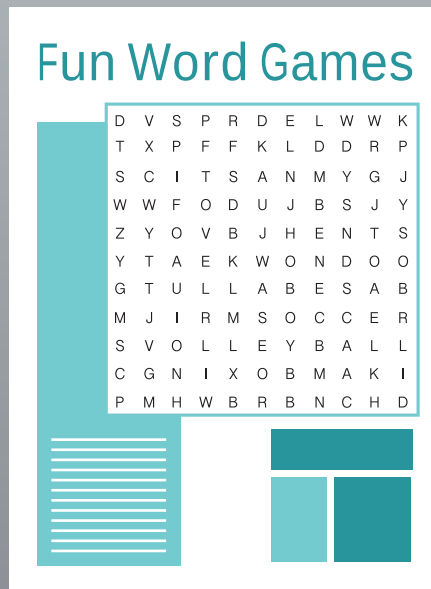
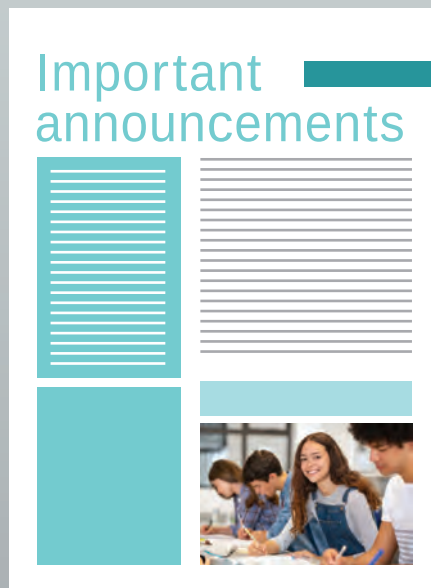
Include the magazine contents on one page. This is the list with the titles you have chosen. You could also include the list of members of the editorial team.

Step 5

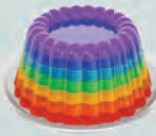
Write 3-4 important short articles on separate pages. Include relevant pictures or student drawings.

Step 6

Back of magazine page is the concluding part. It could include quizzes, puzzles, riddles, student quotes and school contact information.



RECIPE FOR A WELL-WRITTEN EXTENDED PARAGRAPH



Apollo 11 was the first mission to land humans on the Moon. On July 16, 1969, the Apollo 11 spacecraft launched from the Kennedy Space Center in Florida. Its mission was to go where no human being had gone before – the moon! The spacecraft landed on the moon on July 20, 1969. On July 21, 1969, at precisely 10:56 EDT, Commander Neil Armstrong emerged from the Lunar Module and took his famous first step onto the moon's surface. He declared, "That's one small step for a man, one giant leap for mankind." It was a monumental moment in human history!



Topic Sentence

- Generates interest.
- States the main idea.



Supporting Detail #1

- Elaborates on the main idea.
- Provides details and examples.



Supporting Detail #2

- Elaborates further on the main idea and supporting detail #1.
- Brings in more details and examples.



Supporting Detail #3

- Continues to explain the main idea and supporting detail #1 and supporting detail #2.
- Offers more information.



Conclusion Sentence

- Summarises the information that has been presented.
- Similar to the topic sentence.



ARTICLE STRUCTURE

Tips for writing

- Use a catchy title to get people interested.
- Ask direct questions to get the reader's attention.
- Use opinion adverbs to introduce your points.
- Give a real-life example or talk about personal experience.
- Choose a neutral or informal style, depending on the audience.
- Divide your ideas into clear paragraphs.

UK King Charles III Co-writes Children's Book on Climate Change



Many people know that King Charles III of the United Kingdom is an environmentalist. This is why His Majesty decided to be one of the writers of a book for children called "Climate Change". He hopes his book will teach 7–11-year-olds about the problems our planet has.

The other co-writer of the book is Tony Juniper from Natural England. He said he wants to "bring facts to the fingertips" of children. Last Friday, Mr Juniper went to an event hosted by King Charles. Many business leaders were there. Charles asked them to help protect nature. At the event, Juniper said Charles was excited to know children wanted to help the Earth.

King Charles III wrote that ever since he was a young teenager, he has been deeply worried about the way humans have shaped Planet Earth. He is pleased to see that children across the world are now raising the alarm and calling for big changes.

Title

A title must be catchy. The purpose of the headline is to capture the reader's attention and let them know what the article is about. All of this in usually no more than 4 or 5 words!

Introduction

Your introduction is the second most read part of your article. The best introductions are brief, highlight the purpose of the article and how it will benefit the reader.

Body

It's important you also structure the body of your article. The body paragraph provides the key information right up front. It should answer these 6 questions: *What? Who? Where? When? Why? How?* Bring in arguments. Include examples. Offer as many relevant details as possible.

Conclusion

Include a brief summary of the article's major points. Give your opinion or point of view. Restate the main idea and explain why it is important.

HOW TO CREATE AN INFOGRAPHIC

- ▶ Outline your goals for creating your infographic.
- ▶ Collect data.
- ▶ Make data visualizations.
- ▶ Create your layout using an infographic template.
- ▶ Add detailed text where necessary.

FUN WAYS TO LEARN ENGLISH

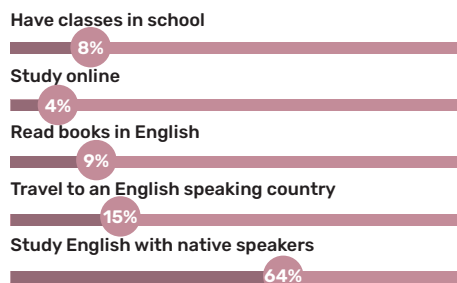
Short introduction

Trying to improve your English can sometimes be tough. You have to learn new vocabulary, new phrases, grammar, and maybe even a whole new alphabet! However, it is also one of the best things you can do to further your education and your career, and it can be lots of fun too.

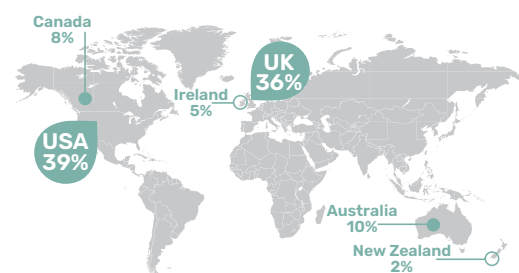
Group the information



What, in your opinion, is the best way to learn English?



If you could travel to an English speaking country, where would you go?



Details regarding the most important information

If you haven't got any friends who are learning English, or you just want to practise more with a native speaker, try signing up to an online language exchange. On these websites you can meet an online pen pal who will chat with you in English, in exchange for your help improving their skills in your language too. Everybody wins!

Nothing beats speaking English in an English-speaking country. If you can arrange a trip to a country where English is the main language, or even if you already live in one, take advantage of every opportunity to practise your conversational skills. Try to talk to friendly sales staff when you go to the shops, and if you go to a café or restaurant, make sure to always order in English.



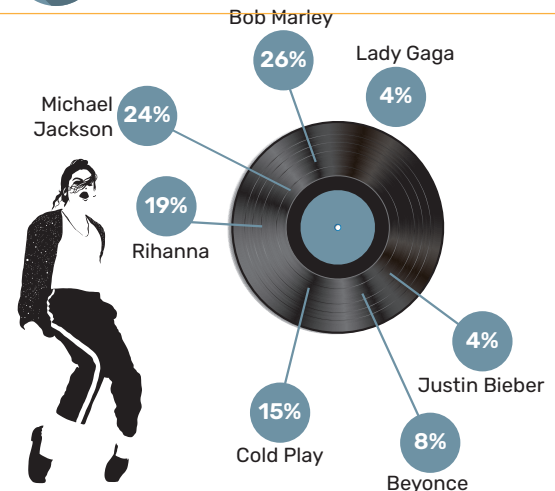
Which films have helped you improve your English?



Learning English doesn't have to mean sitting around staring at text books all day. TV and films can be great resources too, so sign up to Netflix and watch a few episodes of your favourite English-language show, or go and watch a movie. You might be amazed by how much you pick up without even trying.



Which singer has helped you improve your English?



VERB TENSES IN ENGLISH

PAST	PRESENT	FUTURE
Simple Past	Simple Present	Simple Future
► The action that takes place once, never or several times		
<i>He played a game every Sunday.</i>	<i>He plays a game every Sunday.</i>	<i>He will / is going to play the game every Sunday.</i>
► Actions that happen one after another		
<i>He played a game and then he took a bath.</i>	<i>He plays football and then he takes a bath.</i>	<i>He will play football and then he will take a bath.</i>
► State		
<i>He loved yoga.</i>	<i>He loves yoga.</i>	<i>He will love yoga.</i>
Past Continuous / Progressive	Present Continuous / Progressive	Future Continuous / Progressive
► Actions going on at an exact moment		
<i>He was playing the game.</i>	<i>He is playing a game.</i>	<i>He will be playing a game.</i>
► Actions that are taking place at the same time		
<i>He was playing a game while she was watching TV.</i>	<i>He is playing a game and she is watching.</i>	<i>He will be playing a game and she will be watching TV.</i>
Past Perfect Simple	Present Perfect Simple	Future Perfect Simple
► Actions taking place before a certain moment in time		
<i>He had won two matches until that day.</i>	<i>He has won two matches so far.</i>	<i>He will have won two matches by then.</i>
Past Perfect Continuous	Present Perfect Continuous	Future Perfect Continuous
► Actions taking place before a certain moment in time and beyond that time, with an emphasis on the duration		
<i>He had been playing a game for ten years.</i>	<i>He has been playing a game for ten years.</i>	<i>He will have been playing a game for ten years.</i>

COMMON COLLOCATIONS

Have

Have a bath
Have a drink
Have a good time
Have a haircut
Have a holiday
Have a problem
Have a relationship
Have a rest
Have lunch
Have sympathy

Break

Break a leg
Break a habit
Break a record
Break a promise
Break a window
Break someone's heart
Break the ice
Break the law
Break the news to someone
Break the rules

Pay

Pay a fine
Pay attention
Pay by credit card
Pay cash
Pay interest
Pay someone a compliment
Pay someone a visit
Pay the bill
Pay the price
Pay your respects

Make

Make a difference
Make a mess
Make a mistake
Make a noise
Make an effort
Make furniture
Make money
Make progress
Make room
Make trouble

Save

Save electricity
Save energy
Save money
Save one's strength
Save someone a seta
Save someone's life
Save something
Save space
Save time
Save yourself the trouble

Do

Do business
Do nothing
Do someone a favour
Do the cooking
Do the washing up
Do your best
Do your hair
Do your homework

Take

Take a break
Take a chance
Take a look
Take a rest
Take a seat
Take a taxi
Take an exam
Take notes
Take someone's place

Catch

Catch a ball
Catch a bus
Catch a chill
Catch a cold
Catch a thief
Catch fire
Catch sight of
Catch someone's attention
Catch someone's eye
Catch the flu

Come

Come close
Come complete with
Come first
Come into view
Come last
Come prepared
Come right back
Come second
Come to a compromise
Come to a decision
Come to an agreement
Come to an end
Come to a standstill
Come to terms with
Come to a total of
Come under attack

Go

Go astray
Go bad
Go bald
Go bankrupt
Go blind
Go crazy
Go dark
Go deaf
Go mad
Go missing
Go online
Go out of business
Go overseas
Go quiet
Go sailing
Go to war

Get

Get a job
Get angry
Get a shock
Get married / divorced
Get drunk
Get frightened
Get lost
Get permission
Get pregnant
Get started
Get the impression
Get the message
Get the sack
Get upset
Get wet
Get worried

Keep

Keep a diary
Keep a promise
Keep a secret
Keep an appointment
Keep calm
Keep control
Keep in touch
Keep quiet
Keep someone's place
Keep the change
Keep in mind
Keep away
Keep your distance
Keep up with
Keep someone safe
Keep up to date

MOST COMMON MISTAKES IN ENGLISH



The house is **enough** spacious for me.
 Every student **like** the teacher.
 I **have** visited London last weekend.
 He was **boring** in the class.
 The woman **which** works here is from France.
 George told the story in **details**.
 I like **very much** pizza.
 She's married **with** a dentist.
How does it look like?
How do you call...?
 I am **much** happy to see you.
 You felt **so** lonely.
 We came by the 6:15 **o'clock** bus.



The house is **spacious** enough for me.
 Every student **likes** the teacher.
 I **visited** London last weekend.
 He was **bored** in the class.
 The woman **who** works here is from France.
 George told the story in **detail**.
 I like pizza **very much**.
 She's married **to** a dentist.
What does it look like?
What do you call...?
 I am **very** happy to see you.
 You felt **very** lonely.
 We came by the 6:15 bus.



People **is**
 I'm **agree**
 I **know** him good
 I **have** 26 years
 I **have** others books
 I **lost** the bus
 You **are** happy?
 Everyone **are** happy
 I **like** very much books
 How **we** can call this word?
 He **speak** English good
 I'm **waiting** you



People **are**
 I **agree**
 I **know** him well
 I **am** 26 / I **am** 26 year old
 I **have** other books
 I **missed** my bus
 Are you **happy**?
 Everyone **is** happy
 I **like** books very much
 What **do** we call this word?
 He **speaks** English well
 I'm **waiting** for you

BRITISH vs AMERICAN VOCABULARY

British

autumn
 bill (restaurant)
 biscuit
 block of flats
 car park
 chemist's shop
 chips
 cinema, the
 crisps
 crossroads
 dummy (for baby)
 dustbin
 film
 flat
 flyover
 handbag
 high street
 holiday
 lift
 lorry
 mad
 main road
 maize
 maths

American

autumn, fall
 bill, check
 cookie
 apartment building
 parking lot
 drugstore, pharmacy
 fries, French fries
 movies, the
 potato chips
 intersection
 pacifier
 garbage can, trash can
 film, movie
 apartment, flat, studio
 overpass
 handbag, purse, shoulder bag
 main street
 vacation
 elevator
 truck
 crazy, insane
 highway
 corn
 math

British

motorbike
 nappy
 naughts and crosses
 pavement
 pocket money
 post
 postbox
 postcode
 pub
 railway
 return (ticket)
 rubber
 rubbish
 rubbish-bin
 shop
 single (ticket)
 sweets
 timetable
 tin
 tube (train)
 vest
 waistcoat
 wallet
 wellington boots
 zip

American

motorcycle
 diaper
 tic-tac-toe
 sidewalk
 allowance
 mail
 mailbox
 zip code
 bar
 railroad
 round-trip
 eraser
 garbage, trash
 garbage can, trashcan
 shop, store
 one-way
 candy
 schedule
 can
 subway
 undershirt
 vest
 wallet, billfold
 rubber boot, rain boots
 zipper



VOCABULARY

abandon *v.* – a abandona, покидать
acquire *v.* – a dobândi, приобретать
adhere *v.* – a urma, придерживаться
airborne *adj.* – în aer, перевозимый по воздуху
alongside *prep.* – alături, рядом
amazement *n.* – uluire, удивление
app *n.* – aplicație, приложение
average *n.* – în medie, в среднем
befall *v.* – a se întâmpla, происходить
belonging *n.* – apartenență, принадлежность
bias *n.* – prejudecată, предвзятость
boast *v.* – a se lăuda, хвастаться
book release *n.* – lansare de carte, выход книги из печати
breach *n.* – încălcare, нарушение
camaraderie *n.* – camaraderie, товарищество
campfire *n.* – foc de tabără, костер
campus *n.* – campus, кампус
ceiling fan *n.* – ventilator pe tavan, потолочный вентилятор
censorship *n.* – cenzură, цензура
changing of the guard *idiom* – schimbarea conducerii, смена руководства
chunk *n.* – halcă, кусок
compassionate *adj.* – milos, сострадательный
core *n.* – nucleu, сердцевина
correlated *adj.* – corelat, коррелированный
conservation *n.* – conservare, сохранение
couch *n.* – canapea, диван
crisp *adj.* – crocant, хрустящий

cross all your T's and dot all your I's *idiom* – a se ocupa de fiecare detaliu, заботиться о каждой детали
cryptocurrency *n.* – criptomonedă, криптовалюта
curling iron *n.* – ondulator, щипцы для завивки
decade *n.* – deceniu, десятилетие
decompose *v.* – a se descompune, разлагаться
de facto *adv.* – de fapt, фактически
delighted *adj.* – încântat, восхищенный
deserve *v.* – a merita, заслуживать
device *n.* – dispozitiv, устройство
dilute *v.* – a dilua, разбавить
disperse *v.* – a dispersa, рассеивать
dole *n.* – romană, милостыня
dominate *v.* – a domina, доминировать
doorbell *n.* – sonerie, дверной звонок
dude *n.* – snob, пижон
due date *n.* – termen-limită, срок
elaborate *adj.* – detaliat, детально разработанный
elections *n.* – alegeri, выборы
elector *n.* – alegător, выборщик
encounter *n.* – întâlnire neprevăzută, столкновение
enhance *v.* – a spori, усиливать
enlighten *v.* – a lămuri, просвещать
entourage *n.* – anturaj, свита
errands *n.* – însărcinări, поручения
evoke *v.* – a evoca, вызывать
evolve *v.* – a evolua, эволюционировать
expectation *n.* – așteptare, ожидание

expenditure *n.* – cheltuieli, расходы
extent *n.* – măsură, размер
fake *n., adj.* – fals, подделка
final say *n.* – ultimul cuvânt, последнее слово
fine *n.* – amendă, штраф
follower *n.* – urmăritor, последователь
folk tale *n.* – poveste, народная сказка
forbidden *adj.* – interzis, запрещенный
foster *v.* – a susține, поддерживать
fraternity *n.* – frăție, братство
fulfilment *n.* – împlinire, реализация
get assigned *v.* – a fi repartizat, получить назначение
go through *v.* – a trece, проходить
government *n.* – guvern, правительство
grab *v.* – a aruca, схватить
grooming *n.* – aranjare, уход за собой
halftime show *n.* – spectacol organizat în pauză, шоу в перерыве
harsh *adj.* – aspru, жесткий
hassle *n.* – bătaie de cap, хлопоты
healing *adj.* – vindecător, целительный
heartbroken *adj.* – cu inima zdrobită, убитый горем
herd *n.* – turmă, стадо
hike *n.* – excursie, поход
hold on *v.* – a se ține, держаться
house *v.* – a găzdui, предоставить жилье
hub *n.* – partea centrală, центральная часть
increasingly *adv.* – în creștere, всё более
injured *adj.* – rănit, пострадавший

inappropriate *adj.* – nepotrivit, неуместный
income *n.* – venit, доход
innocent *adj.* – inocent, невинный
insight *adj.* – perspicace, проницательный
interconnect *v.* – a interconecta, соединять
kayaking *n.* – caiac, каякинг
labourer *n.* – muncitor
 necalificat, черноработчий
leisure *n.* – agrement, досуг
literacy *n.* – alfabetizare, грамотность
loneliness *n.* – singurătate, одиночество
look up to *v.* – a trata cu respect, уважать
mile *n.* – milă, миля
mishap *n.* – accident, неporocire, неудача
misinformation *n.* – dezinformare, дезинформация
monarch *n.* – monarh, монарх
nevertheless *adv.* – cu toate acestea, тем не менее
novel *n.* – roman, роман
occasional *adj.* – ocazional, редкий
outcome *n.* – rezultat, исход
outgoing *adj.* – comunicabil, общительный
overlook *v.* – a omite, игнорировать
oversee *v.* – a supraveghea, наблюдать
path *n.* – cale, путь
pattern *n.* – șablon, шаблон
peer *n.* – coleg, сверстник
perseverance *n.* – perseverență, упорство
PhD *n.* – doctor (titlu științific), доктор наук
plot *n.* – subiect, сюжет
plug in *v.* – a conecta la priză, подключить
political party *n.* – partid politic, политическая партия

prairie *n.* – prerie, прерия
praise system *n.* – sistem de laude, система поощрения
preparedness *n.* – pregătire, готовность
private box *n.* – lojă particulară, частная ложа
promote *v.* – a promova, продвигать
proponent *n.* – susținător, сторонник
provide *v.* – a oferi, предоставить
recruiter *n.* – recrutor, рекрутер
request *n.* – solicitare, запрос
reach *v.* – a ajunge (la), достигать
regardless *adj.* – indiferent, безразличный
release *v.* – a elibera, освободить
renewable *adj.* – regenerabil, возобновляемый
retail job *n.* – vânzare cu amănuntul, розничная торговля
retrieve *v.* – a prelua, получить
reveal *v.* – a dezvălui, раскрыть
review *n.* – recenzie, рецензия
ruling *adj.* – la conducere, правящий
run for *v.* – a candida, баллотироваться
scholar *n.* – savant, ученый
seep *v.* – a se infiltra, просачиваться
set up *v.* – a înființa, организовать
shortage *n.* – deficit, нехватка
sitcom *n.* – sitcom, ситком
sorority *n.* – club universitar feminin, университетский женский клуб
spectacle *n.* – spectacol, представление
standby *n.* – rezervă, запасной
standing *n.* – reputație, репутация

steady *adj.* – stabil, устойчивый
strengthen *v.* – a fortifica, укреплять
struggling *adj.* – răzbătător, борющийся
supported *adj.* – susținut, с поддержкой
supporter *n.* – suporter, сторонник
suspend *v.* – a suspenda, приостановить
sustainable *adj.* – durabil, стабильный
swamp *n.* – mlaștină, болото
tackle *v.* – a aborda, взяться
The Scouts *n.* – cercetași, разведчики
thrive *v.* – a prospera, преуспевать
trapped *adj.* – prins în capcană, в ловушке
treat *v.* – a trata, обработать
trending *adj.* – în vogă, в тренде
trustworthy *adj.* – de încredere, заслуживающий доверия
unprecedented *adj.* – fără precedent, беспрецедентный
uphold *v.* – a susține, поддерживать
watchdog *n.* – observator, наблюдатель
weird *adj.* – ciudat, странный
whether *conj.* – dacă, если
win by a hair *idiom* – a câștiga cu o diferență foarte mică, победить с очень небольшим отрывом
win in a breeze *idiom* – a câștiga foarte ușor, выиграть на одном дыхании
win the day *idiom* – a repurta o victorie, одержать победу
worldwide *adj.* – mondial, всемирный
worth *n.* – valoare, ценность

LIST OF IRREGULAR VERBS

Infinitive	Past Simple	Past Participle	Infinitive	Past Simple	Past Participle	Infinitive	Past Simple	Past Participle
be	was/were	been	go	went	gone	send	sent	sent
beat	beat	beaten	grow	grew	grown	set	set	set
begin	began	begun	hang	hung	hung	sew	sewed	sewn
bite	bit	bitten	have	had	had	shake	shook	shaken
blow	blew	blown	hear	heard	heard	shine	shone	shone
break	broke	broken	hide	hid	hidden	shoot	shot	shot
bring	brought	brought	hit	hit	hit	show	showed	shown
build	built	built	hold	held	held	sing	sang	sung
buy	bought	bought	hurt	hurt	hurt	sink	sank	sunk
catch	caught	caught	keep	kept	kept	sit	sat	sat
choose	chose	chosen	know	knew	known	sleep	slept	slept
come	came	come	lay	laid	laid	slide	slid	slid
cost	cost	cost	lead	led	led	speak	spoke	spoken
cut	cut	cut	leave	left	left	spend	spent	spent
do	did	done	lend	lent	lent	spread	spread	spread
deal	dealt	dealt	let	let	let	stand	stood	stood
dig	dug	dug	lie	lay	lain	steal	stole	stolen
dream	dreamt	dreamt	lose	lost	lost	stick	stuck	stuck
draw	drew	drawn	make	made	made	strike	struck	stricken
drink	drank	drunk	mean	meant	meant	swear	swore	sworn
drive	drove	driven	meet	met	met	sweep	swept	swept
eat	ate	eaten	pay	paid	paid	swell	swelled	swollen
fall	fell	fallen	put	put	put	swim	swam	swum
feed	fed	fed	quit	quit	quit	swing	swung	swung
feel	felt	felt	read	read	read	take	took	taken
fight	fought	fought	ride	rode	ridden	teach	taught	taught
find	found	found	ring	rang	rung	tear	tore	torn
fly	flew	flown	rise	rose	risen	tell	told	told
forget	forgot	forgotten	run	ran	run	think	thought	thought
forgive	forgave	forgiven	say	said	said	wear	wore	worn
freeze	froze	frozen	see	saw	seen	weep	wept	wept
get	got	gotten	seek	sought	sought	win	won	won
give	gave	given	sell	sold	sold	write	wrote	written