



MINISTERUL EDUCAȚIEI ȘI CERCETĂRII AL REPUBLICII MOLDOVA

Lucia Șchiopu • Svetlana Lungu

# English

## Student's Book

Level **A2+**  
12th Form

Editura ARC



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(Denumirea instituției de învățământ)

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

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- Aspectul manualului (la primire și la returnare) se va aprecia de către dirigințe cu unul dintre următoarele calificative: *nou*, *bun*, *satisfăcător*, *nesatisfăcător*.

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## *Dear Students,*

Welcome to your English textbook! This book has been designed for learners like you, who have already laid a solid foundation in English and are now ready to advance to a higher level of fluency and accuracy.

At this stage, you are stepping into a new realm of learning—one where you can tackle complex language tasks, participate in meaningful discussions, and express your ideas with greater clarity and confidence. This textbook aims to guide and support you through this exciting phase of your English-learning journey.

Each unit of this book focuses on the core skills of reading, writing, listening, and speaking. You will also find an emphasis on vocabulary building, grammatical accuracy, and critical thinking, all woven into engaging topics relevant to today's world. Through these topics, we invite you to explore contemporary issues, cultural perspectives, and real-life situations that demand advanced English communication.

The activities and exercises have been thoughtfully crafted to help you practice and absorb what you learn. Expect to encounter authentic texts, stimulating discussions, and tasks that mirror real-world challenges. Along the way, you'll be encouraged to develop your unique voice in English, empowering you to communicate effectively in various settings.

Learning at this level is both demanding and rewarding. It calls for curiosity, perseverance, and the courage to step beyond your comfort zone. Some tasks may feel challenging, but they are valuable opportunities for growth. Every effort you make brings you closer to mastering the language.

We hope this textbook will be more than a learning tool—it is also an invitation to explore the rich possibilities of the English language and the diverse cultures it connects. May it inspire you to think critically, communicate confidently, and engage meaningfully with the world around you.

Thank you for choosing this book to accompany you on your journey toward English mastery. We wish you success, growth, and joy as you achieve your language goals.

**Happy learning!**

Warm regards,  
*The Authors*

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# Unit 1

## YOUNG AND RESTLESS



# Lesson

# 1

## Aptitude Avenue

### LEAD-IN

- 1 Look at these pictures. Think about what interests you, sparks your curiosity or brings you happiness. Explain your choice.



- 2 Make a list of your hobbies. Fill in the table according to the given categories. Emphasise the areas of interest that are most important to you.

| Sports | Nature | Fine Arts | Music | Literature | Technology |
|--------|--------|-----------|-------|------------|------------|
| Soccer | Bugs   | Drawing   | Opera | Drama      | Editing    |
| ...    | ...    | ...       | ...   | ...        | ...        |

- 3 Write down your favourite hobbies, activities you enjoy in your free time and things you are naturally good at (aptitudes). Think about how these might connect to a potential career. As a class, discuss the question: How do hobbies, interests and aptitudes influence the jobs people choose?

Example: Hobby: Painting

Aptitude: Attention to detail

Interest: Learning about art history

### LISTENING

- 1 Listen to the dialogue between Maria and Alex and answer the questions.

- What are Alex and Maria talking about?
- What is Maria's dream?
- What is Alex dreaming about?
- What is the difference between civil *engineering* and mechanical engineering?
- Why did Maria consider a career in engineering?
- Why did Alex consider a career as a software developer?

- 2 Listen to the conversation again. Complete the sentences below.

Maria

- I'm interested in becoming...
- I'm really interested in...
- I enjoy watching...
- I'm currently...



Alex

- I want to become...
- I've always enjoyed...
- I love...
- I'm actually working on...

## READING

### 1 Read the text. Do you think Walter made the right decisions after the incident? Why or why not?

A long time ago, there was a boy. His name was Walter Elias. He lived in Chicago, in America. When he was seven, his family moved to a farm in the country. He was happy, because he loved animals. Every day, he went for walks and looked for animals.

One day, he saw an **unusual** bird. It was an owl. It was sleeping in a tree. Walter remembered what his father said, "Owls fly at night, so they sleep in the daytime." The owl was sleeping on a low branch, and Walter thought, "Maybe I can catch it. That owl would make a great pet." So, very slowly, very quietly, he walked under the tree. Quietly, slowly. Then, he reached up and **grabbed** the owl's legs.

The owl woke up and tried to **escape**. It flapped its wings. It tried to bite Walter. It tried to **scratch** Walter with its feet. Walter was so scared. He did not know what to do. Instead of letting it go, he threw the bird to the ground, and killed it with his foot.

Then, he looked down at the poor bird. "Oh. How could I do such a terrible thing to this beautiful bird?" He began to cry. He went back to the house and got a **shovel**. He came back, made a hole, and put the bird in it. He was crying the whole time.



Walter did not tell anyone about the bird until many years later, but he thought about it every day. So, he decided two things. First, he would never kill another animal, and he never did. Second, he decided it was wrong for people to keep animals and use them. He didn't even like zoos. And yet, Walter loved animals. He wanted to teach children about them. That was his dream. But how could he do that unless he kept animals? Well, his dream came true. He became an artist and drew pictures of animals. In fact, you know this boy. His whole name is "Walter Elias Disney," Walt Disney.

*(Adapted from Elias' own comments)*

### 2 Read the story again. Answer the questions.

- What was the boy's name, and where did he come from?
- What did he use to do during the day?
- How did he try to catch the owl?
- How did he kill the beautiful bird?
- What did Walter decide after the bird had died?
- Why did he not like zoos?
- What was Walter's dream?

### 3 Match the words in bold from the text with their meanings.

- to take something quickly and firmly;
- not common, different from usual;
- a tool used for digging;
- to run away from something;
- to cut or damage with something sharp.

### 4 In groups, discuss the message of the text.

## SPEAKING

### 1 Take a look at the picture and list the jobs of the 21<sup>st</sup> century. Arrange them into categories to better understand the various fields in which people may find passion and engagement.



- 2** Consider the list of jobs that are popular in the 21<sup>st</sup> century. Choose one that best fits you. Think about the skills, interests and qualities needed for this job. Explain the job responsibilities, using the following model:

**Job Title:** E-commerce Manager

**Skills, Interests, and Preferences Needed:**

**Tech Savvy:** You should be comfortable using computers and navigating the internet. Knowing how to use social media, online ads, and websites like Shopify is a must.

**Math Whiz:** You should be comfortable working with numbers and statistics. Being able to analyse and use data to make informed decisions is important.

**Multitasker:** You should handle lots of tasks at once, such as checking emails while updating the website. Think of it like texting while watching a show.

**Customer Friendly:** You should be excellent at communicating with people online and helping them solve problems. It's like being the helpful friend everyone goes to for advice.

**Creative Mind:** Create engaging product descriptions and social media posts that capture people's attention. If you love crafting catchy captions, this is the perfect job for you!

**Gadget Lover:** You should be passionate about exploring new tech and gadgets and be familiar with different e-commerce platforms while enjoying the process of learning about new tools.

**Trend Spotter:** Monitor the current online trends. If you can guess the next big trend, that's awesome!

**Interested in Fashion (Optional):** It's helpful if you're interested in the latest trends. You don't have to be a fashion expert, but you should know what's popular right now.

**Patient:** Stay calm when things go wrong, like lost packages or late deliveries. If you can remain relaxed under pressure, you'll do great.

**Funny:** Having a good sense of humour is a plus. If you can laugh things off and keep the team happy, you'll fit right in.

#### DATA SCIENTIST

- Software Developer/Engineer
- Artificial Intelligence/Machine Learning Specialist
- Cybersecurity Analyst
- Digital Marketing Specialist
- Content Creator/Influencer, Sustainability Consultant, Healthcare Technology Specialist
- Virtual Reality/Augmented Reality Developer
- Renewable Energy Engineer
- User Experience (UX) Designer
- Robotics Engineer
- Telemedicine Specialist
- Data Privacy Officer
- E-commerce Manager
- Genetic Counselor
- Remote Learning Facilitator
- Urban Planner/Sustainability Planner

## GRAMMAR

### Indefinite Adjectives

We use **each** when we think of things separately, one by one.

We use **every** when we think of things as a group. The meaning is similar to all.

**Either (of)** - refers to one or the other of two things.

**Certain** is used to refer to a particular person or thing, but without specifying exactly who or what.

**e.g.** Study *each* sentence carefully.

**e.g.** *Every* house on the street was decorated for the holidays.

**e.g.** You can take *either* bus to get to the city center.

**e.g.** I saw a *certain* person at the store yesterday.

### Quantifiers

**Few** indicates a small number or amount of something.

**A few** = some, a small number.

**Few/ a few** is used with countable nouns.

**e.g.** She's lucky. She has *few* problems. (not many)

**e.g.** Things are not going so well. She has *a few* problems. (= some problems)

**Little** indicates a small amount or quantity of something. It is used with uncountable nouns.

**A little** = some, a small amount.

**Several** is used to refer to an indefinite number of things or people, more than two. (but not too many)

**e.g.** There is *little* time left to complete the project. Hurry up!

**e.g.** I have a *little* money in my pocket.

**e.g.** I've read *several* books on the subject, but I still feel like there's more to learn.

## Noun Determiners

**Both (of)** is used to refer to two things.

**Half (of)** refers to one of two equal parts.

**All (of)** is used to refer to the whole quantity.

**e.g.** *Both of* my parents attended the graduation ceremony.

**e.g.** *Half of* the pizza had been eaten by the time I arrived.

**e.g.** *All of* the students participated in the science fair.

### 1 Fill in the blanks with *few/a few, little/a little*.

- We have ... classmates who live nearby.
- There is ... sugar left in the kitchen.
- You have ... time to finish the report before the deadline.
- She has ... knowledge about the mental health, but she wants to learn more.
- There are ... people in the surgery.

### 2 Choose the correct quantifier to complete the sentences: *few/a few, little/a little*.

- There is ... time before the play starts, so we should hurry.
- He has ... knowledge of French and Spanish, so she can understand basic conversations.
- They need to buy ... more ingredients for dinner.
- There is ... milk left in the fridge.
- ... men and women attended the event, but it was still entertaining.

### 3 Fill in the blanks with *each, every, certain*.

- The students read 20 minutes ... day.
- ... problems were obvious from the start.
- ... of the students is expected to complete three projects this year.
- There are two boxes. ... has a reference number.
- ... individual holds ... expectations about the teacher's role.
- Not ... good idea can become a success.

### 4 Fill in the blanks with *both (of), half (of), all (of)*.

- ... my friends like skiing.
- I earned ... that money last summer.
- ... children need affection.
- ... children were born in England.
- ... an apple isn't very much lunch.
- ... the birds flew away.

## WRITING

### 1 Imagine you are hiring someone for a job. Write a 100-word paragraph describing the perfect person for that job. Use adjectives from the list below to explain the qualities that would make this person successful in the role.

|                 |               |               |               |            |
|-----------------|---------------|---------------|---------------|------------|
| Reliable        | Innovative    | Communicative | Energetic     | Ambitious  |
| Organised       | Responsible   | Adaptable     | Experienced   | Passionate |
| Creative        | Professional  | Skilled       | Strategic     | Efficient  |
| Detail-oriented | Motivated     | Patient       | Positive      | Confident  |
| Efficient       | Dedicated     | Hardworking   | Supportive    | Empathetic |
| Flexible        | Collaborative | Resourceful   | Knowledgeable | Persuasive |

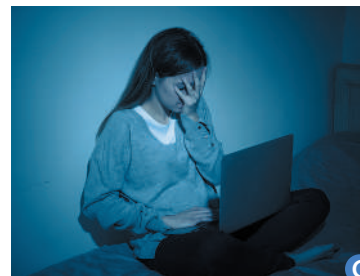
# Lesson

# 2

## Growing Up Strong

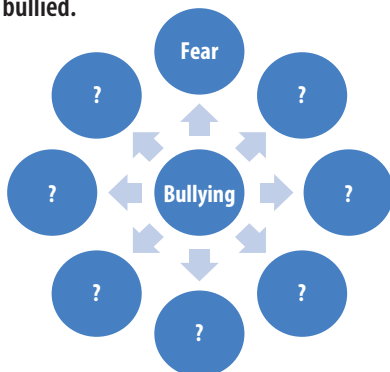
### LEAD-IN

1 Look at the following pictures. Discuss the challenges that today's teenagers face.



2 Work in groups. Discuss the situations listed in the table. Think of possible immediate and long-term consequences.

3 Brainstorm a list of emotions that someone might feel when he or she is bullied.



| Scenarios                                                             | Immediate consequences | Long-term consequences |
|-----------------------------------------------------------------------|------------------------|------------------------|
| Being offered a cigarette at a party                                  |                        |                        |
| Choosing to skip studying for a test to hang out with friends         |                        |                        |
| Witnessing a friend being bullied and deciding whether to take action |                        |                        |
| Considering posting a personal photo on social media                  |                        |                        |

4 In groups, analyse each scenario from the table below and discuss the following questions:

- What type of bullying is presented in each scenario?
- What emotions might the victim experience in this situation?
- Can you think of other bullying situations not listed in the table?

| Scenario                                                                                              |
|-------------------------------------------------------------------------------------------------------|
| Imagine you are being laughed at by your peers because of your appearance.                            |
| Imagine receiving hurtful messages on social media.                                                   |
| Imagine you are being ignored by your schoolmates.                                                    |
| Imagine you are interrupted by your classmates whispering and giggling while you are giving a speech. |

5 In groups, discuss different types of bullying and their impact on individuals.

#### Types of bullying

- ✓ Verbal bullying: teasing, name-calling, inappropriate comments, threatening to cause harm.
- ✓ Social bullying: leaving someone out on purpose, telling others not to be friends with someone, spreading rumours about someone, embarrassing someone in public.
- ✓ Physical bullying: hitting/kicking/pinching, spitting, tripping/pushing, taking or breaking someone's things, making mean or rude hand gestures.
- ✓ Cyber bullying: social media comments, posts, texting, gaming, etc.

## LISTENING

### 1 Listen to the conversation between a father and his son.

Answer the questions.

- What subject are they discussing?
- What kinds of issues does Mark face these days?
- What causes teens to smoke or fit in with certain groups?
- Does Mark know how to cope with bullying?
- What is the father's opinion about smoking?

### 2 Listen to the recording again. Circle the correct answer.

- The father wants to know about ...
  - the impact on economic development.
  - the school issues like homework, tests and his son's thinking about the future.
  - the social relationships and personalities that define humanity as a new generation.
- Smoking can cause ...
  - learning and adapting to different environments.
  - getting involved in different activities.
  - lung cancer, heart disease, and respiratory issues.
- Better ways to handle stress are ...
  - playing sports.
  - listening to music.
  - hanging out with friends.
  - all of the above.

## READING

### 1 In groups, discuss the questions.

- Why do young people sometimes make bad choices?
- Is it hard to say "no" to your friends? Why?
- What does peer pressure mean?
- Have you ever felt pressure from others? What did you do?
- What advice would you give to someone who feels peer pressure?

### 2 Read some real stories. Discuss the challenges these teenagers have to face.

"I like cars a lot. My friends and I started stealing cars over a year ago. I didn't want to do it, but we all believed we could have some fun and get away with it. The police have caught me twice and threatened to put me in jail if I do this again. I regret the impact this behaviour has had on my parents. They don't want me to hang out with these guys anymore, but they're my friends. I wouldn't do this on my own; however, when I am in their company, I feel that I am capable of accomplishing tasks."

(Ryan, 15)

"I smoked my first cigarette when I was 11. I didn't want to, but all my friends smoked and I didn't want to be left out of the group. Once I had started, I couldn't stop. I became addicted. I wish I hadn't started. I knew it was wrong, and I didn't want to."

(Mike, 16)

"I started doing drugs when I was 15. All my friends were into it and I honestly felt it was OK to do the stuff with them. I now know that I shouldn't have done that and it has taken me over a year to get back to where I'm today. I've got drugs out of my body. I still don't feel good about it and some days can be better than others, but I'm looking forwards, not backwards. I think that's important. I know it was peer pressure that got me into that stuff. We all got screwed up. My advice to anyone is, if you know that you shouldn't do stuff, don't do it – even if your friends think it's cool. It's not worth it and your life gets messed up. I still have some of my friends but they've changed. They're still trying to get their lives together. Don't do drugs. You only get one body and only you can look after it."

(Alison, 18)

Remember that you are important. Your life counts, and you can make a difference in this world.

(Source: <http://yourlifecounts.org>)

### 3 Read the excerpts carefully again and answer the questions.

- What makes young people more likely to make poor decisions?
- What is “peer pressure”?
- What is Alyson’s advice to anyone?
- What friendly advice would you give these teenagers?

#### Vocabulary Corner

to hang out  
to be addicted  
to threaten  
to get messed up  
peer pressure  
to get screwed up

### 4 In the text, find the words that mean the following:

- People who are close to you and you spend time with them.
- When you can’t stop doing something harmful.
- The feeling of being sorry for something you did.
- To do something because others are doing it.
- To take something that is not yours.

### 5 In pairs, discuss the following:

- A time I said yes, but wanted to say no ...
- What I would say to someone offering me ...
- The best choice I ever made was ...
- People I can rely on are ...

### 6 Complete the sentences using the words in the Vocabulary Corner box.

- The project ... .. when the team leader quits before it's finished.
- It's better to ... .. with people who push you to grow.
- Teenagers may find it difficult to resist ... ..
- Some teenagers may ... .. to net surfing.
- They ... to drop him from the team if he didn't come to practice.
- John was so stressed out that he totally ... .. and forgot his part during the presentation.

## GRAMMAR

### Articles

### 1 Fill in the blanks with the appropriate article (a/an, the, or no article).

- He wants to buy ... new bike.
- Can you pass me ... salt, please?
- They visited ... museum yesterday.
- He is ... engineer.
- She is ... expert in her field of study that is medicine.
- They live in ... block of flats.
- My brother is ... farmer.
- Have you seen ... movie “The Lion King”?
- She has ... pet cat.
- There is ... apple on the table.

### 2 Rewrite the sentences, correcting any errors in the use of articles.

- She is professor.
- They went to beach last month.
- I am looking for job.
- He is expert in designing houses.
- I have recently watched movie “Titanic”?

### 3 Circle the correct variant and complete the sentences.

- I need to buy ... laptop for my new academic year.  
A. a                      B. an                      C. the                      D. no article
- She wants to become ... doctor when she grows up.  
A. a                      B. an                      C. the                      D. no article
- They live in ... cottage by the lake.  
A. a                      B. an                      C. the                      D. no article
- Can you pass me ... pen on the desk?  
A. a                      B. an                      C. the                      D. no article
- ... dog in the neighborhood is very friendly.  
A. a                      B. an                      C. the                      D. no article

## SPEAKING

**1** In groups, read each imaginary situation below. Then discuss the questions that follow. Explain your answers.

### Situations:

- Some friends invite you to skip your last class to go to the mall. "It's just one class," they say. "No one will notice."
- You're invited to a birthday party. Someone brings alcohol and says, "Come on, have a drink—it's your first time, just one glass."
- Your friend posts a mean comment about a classmate. Then they ask you to "like" the post or share it.
- A classmate offers you a vape in the school bathroom and says, "This isn't like cigarettes. It's safe."
- A friend says, "I have the test answers. Don't be naive—take a photo before class."
- A group in your class always laughs at another student. They invite you to join and say, "It's just a joke."

### Discussion questions:

- What risky behaviour does this situation describe?
- If you were in this situation, what would you say or do? Why?
- What is a strong and positive choice the person could make?
- What kind of support (from parents, teachers or others) could help this person make a better choice?

**2** In groups, draw *The Decision Tree*. Consider the following:

- The trunk** represents a situation (e.g., "You're offered a cigarette by a friend").
- The branches** represent possible actions (e.g., "Accept it," "Refuse politely," or "Walk away").
- The leaves** represent potential outcomes (e.g., "Harm your health," "Feel proud of your decision").
- Discuss the impact of choices and how small decisions shape long-term consequences.
- Share your trees with other classmates.

**3** Create a shield with four sections. Fill each section with the information below. Share your shields with your classmates.

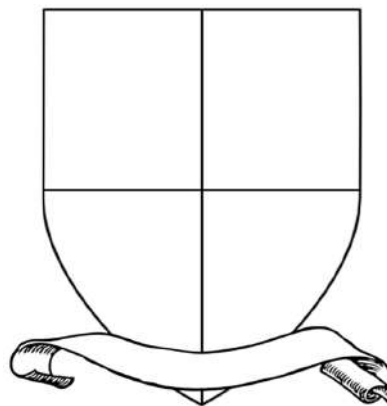
**Top left:** Draw or write one of your personal strengths.

**Top right:** Draw a person or resource you can rely on for support.

**Bottom left:** Write a strategy to stay strong against peer pressure.

**Bottom right:** Draw or write a positive goal for the future.

### My Shield of Strength



## WRITING

**1** Reflect on what it means to "grow up strong." In about 80-100 words, write a letter to your future self, imagining you are 5-10 years older.

**Your letter should include:**

- Personal goals:** What kind of person do you want to be?
- Challenges:** What challenges might you face, and how will you overcome them?
- Strengths:** What qualities or skills do you want to build to stay strong?
- Support:** Who or what will help you stay on track?
- Advice:** What advice would you give your future self about handling vices, bullying or peer pressure?

**2** In about 100 words, write about a decision you made recently. Answer the following questions in your writing:

- What was the decision you had to make?
- What were some things you thought about before making your decision?
- How did you choose the best option?
- Was it easy or hard to make the decision? Why?
- How did your decision turn out? What did you learn from it?

# 3

## Mastering Time

## LEAD-IN

- 1** List all the activities you do in your free time and prioritise them. Discuss why it is important to organise your free time.

**2** Answer the following questions:

  - How do you prioritise your tasks and activities during the day?
  - What strategies do you use to plan and organise your time effectively?
  - Are you satisfied with how you distribute your time between school, extracurricular activities and personal interests?
  - Do you often find yourself rushing to finish tasks or assignments just before the deadline?
  - Are there any specific time-wasting habits or distractions that you struggle to overcome?
  - How do you deal with unexpected events or changes to your schedule?
  - Are there times of the day when you feel most productive and focused? Why?
  - Do you set realistic goals and deadlines for yourself? How do you track your progress towards these goals?

|                          |   |  |
|--------------------------|---|--|
| Playing soccer           | 2 |  |
| Practicing music         |   |  |
| Reading books            |   |  |
| Hanging out with friends | 1 |  |
| Watching TV              |   |  |
| Playing video games      |   |  |
| Homework                 |   |  |
| ...                      |   |  |

| Activities               | Place (in terms of priority) | Time spent |
|--------------------------|------------------------------|------------|
| Playing soccer           | 2                            |            |
| Practicing music         |                              |            |
| Reading books            |                              |            |
| Hanging out with friends | 1                            |            |
| Watching TV              |                              |            |
| Playing video games      |                              |            |
| Homework                 |                              |            |
| ...                      |                              |            |

## Things To Do This Week

[illegible]

- 3** Make your weekly planner. Prioritise your regular responsibilities (such as school hours, homework time and meals).
- 4** In groups, choose one or two areas where you can manage your time more efficiently. Think about strategies that could improve them.

- ✓ Set clear goals
- ✓ Create a schedule
- ✓ Break tasks in manageable steps
- ✓ Practice time blocking
- ✓ Manage distractions
- ✓ Learn to say no
- ✓ Seek support
- ✓ Review and adjust
- ✓ Celebrate progress

## LISTENING

- 1 Listen to the conversation between Ann and her friend. Answer the questions.**
- What sparked Ann's curiosity about the amount of time doctors spend working each day?
  - How did Ann characterise the demanding nature of a doctor's job?
  - What is the cause of a doctor's long hours at work?
  - What kinds of tasks do doctors usually deal with during the course of a workday?
  - What qualities are necessary for doctors to effectively manage their responsibilities?

## 2 Circle the correct answer.

1. What do the doctors have to review?  
A. taxes;  
B. the latest research and treatments;  
C. medical records, communicate with other healthcare professionals, and stay up-to-date on the latest research and treatments.
2. Time management skills are essential for doctors to ...  
A. examine the patients.  
B. juggle their clinical duties, administrative tasks, and personal life.  
C. plan free time activities.
3. Being a doctor is a ... job.  
A. energizing      B. accurate      C. rewarding

### Vocabulary Corner

well-being  
to juggle  
to mount up  
procrastination  
needless  
to map out  
overcommitting  
overwhelming

## READING

### 1 Read the text. What is the main idea of the text?

## *The Importance of Time Management for Students*

We all have the same amount of time, which makes it a valuable resource. There are twenty-four hours in a day, and how we choose to use these hours can have a big impact on our success, productivity and general well-being. For students, juggling extracurricular activities, personal interests, and academic obligations requires good time management skills.

Realising the importance of time is one of the first steps towards efficient time management. Every minute matters, and time lost may mount up rapidly. When we take the time to reflect on our routines, we may identify unhealthy patterns and habits. For example, procrastination and excessive social media use can take time away from important duties and lead to needless stress.

Setting clear goals is a fundamental aspect of time management. By clearly stating our goals, we are able to prioritise tasks and manage our time. For example, if a student aims to improve their grades in math, they might dedicate extra study sessions to practice problem-solving skills. Similarly, setting aside specific times for hobbies and relaxation ensures a balanced and fulfilling routine.

Creating a structured schedule is another effective strategy. Using a planner or digital calendar to map out daily and weekly tasks simplifies the process of understanding time allocation. This saves us from overcommitting, keeps us structured, and guarantees that we set aside time for work and play. By breaking down



difficult jobs into smaller, more manageable pieces, we can make them less overwhelming.

Even with our best intentions, unexpected events might cause schedule problems. Therefore, we must incorporate flexibility into our strategies. Saying no to unimportant tasks can also help us avoid overloading our calendars and free up time for activities that are more rewarding.

For students, controlling distractions is a regular difficulty. Allocating time for concentrated work, reducing distractions, and establishing a comfortable study space can all improve. Celebrating small victories and progress towards our goals can also increase motivation and promote positive habits.

(Adapted from Stephen R. Covey,  
“The 7 Habits of Highly Effective People”)

### 2 Read the text again and answer the following questions:

- a. What is the first step in managing time effectively?
- b. How does setting clear goals help manage time?
- c. Why is creating a structured schedule important?
- d. What are some common distractions that students might face?
- e. Why is it important to build flexibility into your schedule?
- f. How can regularly reviewing and adjusting time management strategies help students?

### 3 Read again. Based on the text, apply it to your lifecycle.

- How would you break down a large project into smaller, manageable steps?
- What techniques from the text can you use to reduce distractions while studying?
- Create a daily planner for yourself that includes time for study, extracurricular activities and relaxation. How will you make sure you stick to this planner?
- For the upcoming month, make a clear plan for how you want to improve your time management. What actions will you take to achieve this goal?

### 4 Match the words with their meanings.

- |                    |                                                                 |
|--------------------|-----------------------------------------------------------------|
| 1. to juggle       | A. to increase gradually in size and quantity                   |
| 2. well-being      | B. to plan something in detail                                  |
| 3. procrastination | C. very great in amount                                         |
| 4. overwhelming    | D. the state of feeling healthy and happy                       |
| 5. to mount up     | E. doing more than someone is capable of                        |
| 6. needless        | F. to try to do two or more jobs or activities at the same time |
| 7. to map out      | G. completely unnecessary                                       |
| 8. overcommitting  | H. the action of delaying or postponing something               |

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

- |               |                |           |                 |            |
|---------------|----------------|-----------|-----------------|------------|
| a. accessible | c. guarantee   | e. agenda | g. to encourage | i. to give |
| b. plan       | d. to increase | f. aim    | h. important    | j. ability |

## SPEAKING

### 1 My Time Capsule

- Think about the items that best represent you and your life right now. These could be photos, small souvenirs or objects that hold personal meaning.
- Explain the significance of the items you have chosen.
- Imagine yourself in the coming years. How do you see your life evolving? What actions are you planning to take to shape your future and achieve your goals?

### 2 Work in groups. Practice and apply time management skills when working on the following specific environmental issues: climate change, deforestation, and ocean pollution. Follow this plan:

#### Weekly Overview:

- ✓ Describe your weekly schedule, highlighting key activities.
- ✓ Present your planner and explain the time slots for each task.

#### Time Management Strategies:

- ✓ Discuss how you prioritised tasks.
- ✓ Explain any tools or methods you used, such as to-do lists or the Pomodoro Technique.
- ✓ Talk about the extra time you included in case of unexpected events.

#### Challenges and Solutions:

- ✓ Identify possible challenges (e.g., procrastination, distractions).
- ✓ Share your strategies for overcoming these challenges.

## The POMODORO Technique



**1. Write a to-do list of specific tasks**



**2. Set a timer for 25 minutes**



**3. Work until timer rings  
<Ignore distractions>**



**4. Take a 5 minute break**

**REPEAT STEPS 2-4**



**5. After 4 work periods, take a longer 20-30 minute break**

MoneyFitMoms.com

## The Plural of Nouns

| Method                       | Examples                                                                                                                               | Method                   | Examples                                                                                                                                                        |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| + s                          | a cat — cats                                                                                                                           | Irregular nouns          | a man — men<br>a woman — women<br>a child — children<br>a foot — feet<br>a tooth — teeth<br>a goose — geese<br>a mouse — mice<br>a louse — lice<br>an ox — oxen |
| - s, -ss, -sh, -ch, -x + -es | a bus — buses<br>a glass — glasses<br>a brush — brushes<br>a torch — torches<br>a box — boxes                                          |                          |                                                                                                                                                                 |
| -(Consonant)+y → y → i+es    | a lady — ladies                                                                                                                        | Nouns that do not change | a fish — fish<br>a deer — deer<br>a sheep — sheep<br>a trout — trout<br>a swine — swine<br>an aircraft — aircraft<br>a means — means                            |
| -o + -es                     | a potato — potatoes<br><b>but:</b><br>a piano — pianos<br>a kilo — kilos<br>a photo — photos<br>a video — videos<br>a studio — studios |                          |                                                                                                                                                                 |
| -ay, -ey, -oy + s            | a day — days<br>a key — keys<br>a boy — boys                                                                                           |                          |                                                                                                                                                                 |
| -f, -fe → v + es             | a wife — wives<br>a knife — knives<br>a life — lives<br>a leaf — leaves                                                                |                          |                                                                                                                                                                 |

## 1 Rewrite the following singular nouns using their plural forms:

- |         |          |         |          |          |          |
|---------|----------|---------|----------|----------|----------|
| ✓ Cat   | ✓ Tree   | ✓ Child | ✓ Woman  | ✓ City   | ✓ Hero   |
| ✓ Dog   | ✓ Flower | ✓ Foot  | ✓ Goose  | ✓ Leaf   | ✓ Tomato |
| ✓ Book  | ✓ Apple  | ✓ Tooth | ✓ Person | ✓ Life   | ✓ Shelf  |
| ✓ Car   | ✓ Bottle | ✓ Mouse | ✓ Knife  | ✓ Wolf   | ✓ Loaf   |
| ✓ House | ✓ Chair  | ✓ Man   | ✓ Baby   | ✓ Potato |          |

## 2 Rewrite the sentences and change the singular nouns in parentheses to their plural forms.

- |                                                           |                                                     |
|-----------------------------------------------------------|-----------------------------------------------------|
| a. The (student) attended the conference.                 | h. The museum has bought several ancient (statue).  |
| b. They collected many (butterfly) during their vacation. | i. All the (child) enjoyed the performance.         |
| c. The (ox) pulled the heavy carriage.                    | j. The (animal) in the zoo need special care.       |
| d. The chef used raw (tomato) in the menu.                | k. The (goose) float on the pond.                   |
| e. The (insect) were examined under the microscope.       | l. The (louse) infested the old mattress.           |
| f. The (leaf) are falling from the trees.                 | m. The (project) were submitted after the deadline. |
| g. The cooks put all the (knife) in the kitchen.          | n. The scholars were puzzled by the (situation).    |
|                                                           | o. The (tooth) were affected by the sweets.         |

## WRITING

## 1 Write a journal entry about a typical day in your life. Include the following:

- Describe what you do from the moment you wake up until you go to bed.
- Reflect on whether your time is being used effectively.
- Which activities are productive or meaningful? Which are not?
- Suggest 2–3 changes you could make to better manage your time and achieve a better balance between work, rest, and fun.

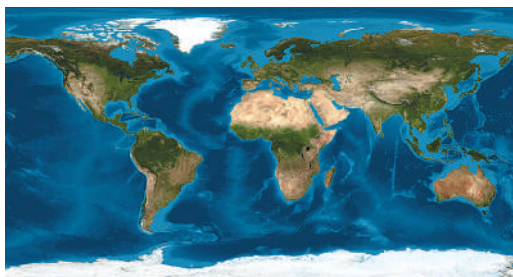
# Lesson

# 4

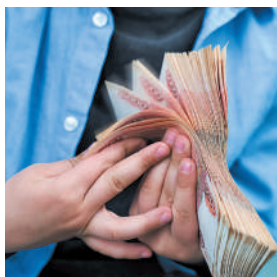
## Dream It, Plan It!

### LEAD-IN

- 1 Look at the pictures. Make up sentences about other people's dreams.



He wants ...



He dreams of ...



Her biggest dream ...



Her current dream in life ...

- 2 In pairs, discuss the following concepts: goals, aspirations, ambitions, objectives, and intentions. Match the words with their definitions.

- |               |                                                                            |
|---------------|----------------------------------------------------------------------------|
| 1. goal       | A. long-term desire or ambition reflecting hopes and dreams                |
| 2. aspiration | B. specific steps or actions to achieve a particular goal                  |
| 3. ambition   | C. plans or purposes indicating commitment to a course of action           |
| 4. objective  | D. strong desires to achieve significant accomplishments, requiring effort |
| 5. intention  | E. specific, measurable, time-bound targets to achieve something           |

- 3 Read the sentences below. Clarify the differences between these related but distinct concepts. Use them to create your own sentences.

- |                                                                     |                                                                               |
|---------------------------------------------------------------------|-------------------------------------------------------------------------------|
| a. My <i>goal</i> is to graduate from high school by next year.     | d. One of our <i>objectives</i> this quarter is to increase sales by 10%.     |
| b. Her <i>aspiration</i> is to become a successful writer.          | e. My <i>intention</i> is to start exercising regularly to improve my health. |
| c. His <i>ambition</i> is to become the CEO of a major corporation. |                                                                               |

### LISTENING

- 1 Listen to the conversation and answer the questions.

- |                                                                   |                                                                                                  |
|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| a. What are the boys talking about?                               | e. When does Jeff plan to start his travels?                                                     |
| b. What is one of Jeff's biggest dreams?                          | f. How can Jeff and Alex support each other in achieving their dreams?                           |
| c. What is Alex's dream?                                          | g. What skills and qualities do you think Alex needs in order to become a successful researcher? |
| d. Which country does Jeff want to visit first on his world tour? |                                                                                                  |

- 2 Listen again and complete the sentences.

Jeff

- I'm just busy with ... and ... for the future.
- China is an ... country.
- I want to make sure I have a ... before I go.
- I really admire your scientific ...

Alex

- The life of an ... is ...
- I love reading ...
- I hope to finish it ...
- ... keep life exciting and ...

- 1 Read the text. What is the author's attitude towards the possibility of not succeeding in his future plans?

## Live the Life that Made You Proud

When I was younger, I had many goals for the future, just like most children do. I was expecting to become some combination of professional wrestler, policeman, and Spiderman. Like most other children, these dreams faded away in the harsh glare of reality.

A professional wrestler? Not strong enough. Policeman? Not strict enough. Spiderman? Too many radioactive spider bites. At one point, around the age of seventeen, I decided to become a veterinarian but dropped the idea after comparing my desire to that of a friend. She was working very hard as an intern at a local clinic. "There's no way I can compete with that," I thought. And so, I went to university without knowing what I wanted to do with my life. As a result of constantly comparing myself to other people, I gradually lost confidence in myself.

After moving to Japan, I spent the next couple of years watching motivational TED talks, listening to podcasts, and reading. For a long time, nothing happened, but one day, I had the most incredible surreal vision. I saw myself



as an old man, surrounded by my family. In this vision, I was proudly looking back on my life and all the amazing, meaningful things that I had accomplished. That vision of old Scott lying there, reflecting on his life, has given me the motivation and clarity of vision I've been lacking for a while. I know what I need to do now to give that old man the memories he deserves. I also know that he doesn't care if I fail; he's just pleased that he gave it his best.

(Source: <https://www.mindbrained.org>)

- 2 Answer the questions.

- What was the author's childhood dream career?
- Why did the author's childhood dreams fade away?
- How old was the author when he thought about becoming a veterinarian?
- Why did the author give up on the idea of becoming a veterinarian?
- What activities did the author engage in after moving to Japan?
- What was the author's vision?

- 3 Identify the meaning of the words.

- In the text, the word "compete" means:
  - to be bewildered or perplexed
  - to be wild
  - to be angry
  - to take part in a contest
- In the text, the word "surreal" means:
  - foolish
  - unreasonable
  - strange
  - senseless
- In the text, the word "vision" means:
  - observation
  - inspiration
  - dream
  - idea

- 4 Complete the sentences below with the words in the Vocabulary Corner box.

- Her enthusiasm will soon ...
- The strong ... tripped up his opponent.
- The life created by the television network is ...
- Sara Ball is the new ... at the local hospital.
- Few athletes can ... at international level.

Vocabulary Corner

to compete  
surreal  
wrestler  
to fade away  
intern

## SPEAKING

- 1 In groups, discuss the following questions:

- How does focusing on our dreams and goals help us realise our plans faster?
- Should we have both goals and dreams?
- What could prevent us from achieving our goals or dreams?



- 2** Read through the examples below. Add your own dreams and goals to the list. Share your ideas with your classmates and discuss them together.

| DREAMS<br>Think as big as you like!                                                                                                                                                                  | GOALS<br>Keep them realistic!                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>✓ Become a successful author and write a bestselling novel;</li> <li>✓ Learn to play the piano and perform in front of an audience;</li> <li>✓ ...</li> </ul> | <ul style="list-style-type: none"> <li>✓ Learn a new language and become fluent;</li> <li>✓ Exercise at least three times a week;</li> <li>✓ ...</li> </ul> |

- 3** Think about your plans for the future and share them with the class. Include specific details about short-term (next weekend), mid-term (next year), or long-term (five years from now) goals. The questions below will help you.

| Travel plans                                                                                                                                                                                                       | Career goals                                                                                                                                                                                                    | Personal development                                                                                                                                                                                                                 | Hobbies                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>a. Where do you want to travel the next year?</li> <li>b. Why do you want to visit these places?</li> <li>c. What activities do you plan to do while travelling?</li> </ul> | <ul style="list-style-type: none"> <li>a. What job do you want to have in the future?</li> <li>b. How do you plan to achieve your career goals?</li> <li>c. Where do you see yourself in five years?</li> </ul> | <ul style="list-style-type: none"> <li>a. What skills do you want to develop?</li> <li>b. How do you plan to improve yourself the next year?</li> <li>c. How do you plan to balance family life with your personal goals?</li> </ul> | <ul style="list-style-type: none"> <li>a. What hobbies or activities do you want to take up?</li> <li>b. How will your hobbies help you achieve your future goals?</li> </ul> |

## GRAMMAR

### Present Continuous (temporary situations)

Present Continuous Tense highlights the temporary nature of the following situations:

- Short-term employment or study
- Living arrangements
- Current projects or activities
- Weather conditions
- Temporary health conditions

- e.g.** I *am taking* a Spanish course this month.  
**e.g.** They *are staying* at a hotel while their house is being renovated.  
**e.g.** He *is working* on a new novel these days.  
**e.g.** It *is raining* a lot this season.  
**e.g.** She *is feeling* better after taking the medicine.

The following **time phrases** are common with this use of the present continuous tense:

- for the time being
- temporarily
- currently
- this (week, month, year, etc.)

- 1** Complete the sentences using the Present Continuous tense.

- a. Right now, she ... (study) for her final exams.
- b. She ... (live) with her uncle while her apartment is being painted.
- c. This week, we ... (work) on a special project at the office.
- d. Currently, he ... (recover) from surgery.
- e. They ... (renovate) their bedroom, so they ... (sleep) in the garage.
- f. These days, the institution ... (hire) more workers for the project.
- g. He ... (learn) to play the guitar during his winter break.
- h. This semester, her sister ... (train) for a marathon.
- i. They ... (prepare) for their annual trip to the seaside.
- j. He ... (take) a break from social media this week.

**2** Rewrite the sentences using the Present Continuous tense to highlight the temporary nature of the actions below. Use the time phrases in brackets.

- Mark is usually a doctor. He works as a camp counselor. (this summer)
- We normally live in Rome. We stay in Paris for a few months. (right now)
- She typically drives to work. She takes the bus because her car is in the garage. (this week)
- He usually plays soccer on weekends. He trains for a football tournament. (this month)
- They often eat at home. They eat out because their kitchen is being repainted. (this week)

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



(John/ work/ bar/ temporarily)

e.g. John is temporarily working at a bar.



(weather/ get/ September/ now)



(Angela/ visit/ her parents/ currently)



(Lucy/ take/ piano lessons/ these days)



(More people/ work/ from home/ these days)



(Dave/ look at/ job adverts newspapers/ now)

### USEFUL LANGUAGE

- ✓ Firstly, secondly, thirdly
- ✓ Last but not least
- ✓ In addition
- ✓ Furthermore
- ✓ Besides
- ✓ It is essential
- ✓ As a result
- ✓ Consequently
- ✓ On the other hand
- ✓ On the contrary
- ✓ In conclusion

### WRITING

**1** Match the halves of the proverbs below. Choose one and reflect on its meaning. Write a 120- to 150-word essay to explain the proverb.

- |                             |                                 |
|-----------------------------|---------------------------------|
| a. Plan your work,          | A. you are preparing to fail.   |
| b. Plans are the foundation | B. is the key to success.       |
| c. By failing to prepare,   | C. upon which success is built. |
| d. Good planning            | D. work your plan.              |

# Lesson

# 5

## Beyond the Pages

### LEAD-IN

- 1 Interview your classmate and report to the class.
  - a. What is your favourite book genre? Why?
  - b. How do you choose what book to read next?
  - c. Do you prefer physical books, e-books or audiobooks? Why?
  - d. How much time do you typically spend reading each day or week?
  - e. Where is your favourite place to read?
  - f. Do you have a favourite author? Who is it and why?
  - g. How do you keep track of the books you've read or want to read?



- 2 In the table, note your feelings, thoughts, impressions and other information required about the books you have recently read.

| Title of the books | Characters | Main ideas | Feelings | Impressions |
|--------------------|------------|------------|----------|-------------|
|                    |            |            |          |             |

- 3 Match the type of books with the definitions.

- |                    |                                                                                                  |
|--------------------|--------------------------------------------------------------------------------------------------|
| 1. Science Fiction | A. Stories centered around solving a crime or uncovering secrets.                                |
| 2. Romance         | B. Explores futuristic concepts, advanced technology, often set in space or alternate realities. |
| 3. Horror          | C. Contains magical or supernatural elements, often set in imaginary worlds.                     |
| 4. Thriller        | D. Focuses on romantic relationships between characters.                                         |
| 5. Fantasy         | E. Storylines that move quickly, are stressful, have big goals, and feature lots of action.      |
| 6. Mystery         | F. A genre of fiction that is intended to disturb, frighten or scare.                            |

### LISTENING

- 1 Listen to a conversation between a mother and her children. Answer the following questions:

- a. What books are mentioned in the dialogue?
- b. Who wrote the book "Wonder"?
- c. What is "The Adventures of Huckleberry Finn" about?
- d. What is "The Old Man and the Sea" by Ernest Hemingway about?
- e. What is Mark Twain's real name?
- f. Why is it important for a child to read books?

- 2 Listen again and circle the correct answer.

- |                                                                           |                                                  |
|---------------------------------------------------------------------------|--------------------------------------------------|
| a. Who seeks revenge for his uncle Claudius' murder of his father?        | c. The "Book Thief" by Markus Zusak is about ... |
| 1. Ion                                                                    | 1. the prince of Denmark                         |
| 2. Hamlet                                                                 | 2. a young man                                   |
| 3. Auggie                                                                 | 3. a young girl who finds solace in books        |
| b. "The Old Man and the Sea" sets out on a dangerous journey to catch ... | d. Books have this incredible ability to ...     |
| 1. a giant fish                                                           | 1. open our minds and hearts                     |
| 2. a goose                                                                | 2. entertain                                     |
| 3. a monster                                                              | 3. relieve the pain                              |

1 Read the text. Reflect on the message of the author.

*Ten year-old August Pullman was born with a facial **deformity**. Because of this facial deformity, August has had a number of surgeries, which have kept him from attending school with other kids. In this excerpt, August is attending school for the first time.*

Next week, I start the fifth grade. Since I've never been to a real school before, I am completely petrified. People think I haven't gone to school because of the way I look, but it's not that. It's because of all the **surgeries** I've had. Twenty-seven since I was born. The bigger ones happened before I was four years old, so I don't remember those. But I've had two or three surgeries every year since then, and because I'm little for my age and I have some other medical mysteries that doctors never really **figured out**, I used to get sick a lot. That's why my parents decided it was better if I didn't go to school. I'm much stronger now, though. The last surgery I had was eight months ago, and I probably won't have to have any more for another couple of years. Mom homeschools me. She used to be a children's book illustrator. She draws really great fairies and mermaids. Her boy stuff isn't so hot, though. She once tried to draw me a Darth Vader, but it ended up looking like some **weird** mushroom-shaped robot. I haven't seen her draw anything in a long time. I think she's too busy taking care of me and Via. I can't say I always wanted to go to school, because that wouldn't be exactly true. What I wanted was to go to school, but only if I could be like every other kid. Have lots of friends and hang out after school and stuff like that...



... Kids from all the fifth-grade classes **poured into** the cafeteria at the same time, talking loudly and bumping into each other as they ran to tables. I tried to sit down at one table, but the kid in the next chair said, "Oh, sorry, but somebody else is sitting here." So, I moved to an empty table, waiting for everyone to finish stampeding and for the lunchroom teacher to tell us what to do next.

Without even looking up, I could feel people staring at me. I knew that people were nudging each other, watching me out of the corners of their eyes. I thought I was used to those kinds of stares by now, but I guess I wasn't. There was a table full of girls who, as far as I could tell, were **whispering** about me behind their hands. Their eyes and whispers kept bouncing over me.

(Adapted from "Wonder" by R.J. Palacio)

2 Answer the questions.

- Who is August Pullman?
- What problem does he have?
- Did he like the school? Explain what he liked and didn't like about it.
- How many surgeries has he had?
- What kind of relationship does he have with his mother?
- Does August have friends?
- Would you like him to be your friend? Why?

3 In the text, find words for the following definitions:

- to find the solution to a problem after a lot of thought;
- to flow or stream into some place or thing;
- the treatment of injuries or diseases by cutting open the body to remove or repair damaged parts;
- to speak very quietly, using breath instead of voice;
- the situation in which a part of the body has not developed in the normal way or with the normal shape;
- very strange and unusual, unexpected, or not natural.

Vocabulary Corner

deformity  
surgery  
to figure out  
weird  
to pour into  
to whisper

**4** Complete the sentences with the words in the Vocabulary Corner Box.

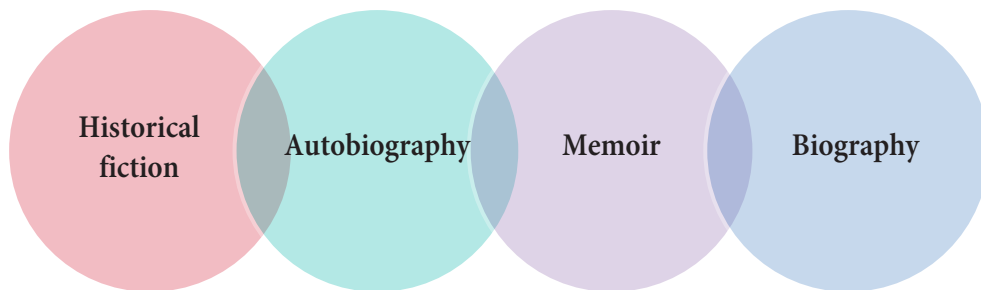
- It took me the longest time to ... how to open the windows.
- You don't have to ... , no one can hear us.
- My chest is still sore from the ...
- I had a really ... dream last night.
- He was born with a slight ... of the foot which made him limp.
- Crowds of faceless people ... the city each day.

**5** Identify the meaning of the words.

- In the text, the word **nudging** means:  
A. to get dirty B. to push slightly C. to fall down
- In the text, the word **stampeding** means:  
A. to panic B. to laugh C. to cry
- In the text, the word **bump** means:  
A. crash B. smash C. all of the above
- In the text, the word **bouncing** means:  
A. to spring B. to rest C. to jump.

**SPEAKING**

- These days, children are more interested in watching TV shows and movies than reading books. Why does this happen? How can we motivate them to read more?
- Create a Venn diagram to illustrate the similarities and differences between historical fiction, autobiography, memoir and biography.



- Discuss your favourite fairy tales with a partner. Talk about what is similar and what is different in the stories you like.
- In groups, create your own main character for a fairy tale. Include the following details:
  - the character's name;
  - physical appearance;
  - personality traits;
  - special abilities or magical powers.

Draw your character. Share it with other classmates.

**GRAMMAR**

**Future Simple, Future Continuous and Present Simple with Time Clauses**

The **main clause** uses the **future tense** to describe what will happen, and the **time clause** uses the **present simple** tense to indicate when the action in the main clause will take place.

Main Clause (Future Simple/ Future Continuous) + Time Clause (Present Simple)

**Adverbs of Time/Adverb Phrases:**

words or phrases like *when, while, as soon as, before, after, until, by the time, and once*.

**e.g** I **will call** you **when** I **arrive**.

**e.g.** I **will be waiting** for you **when** you **arrive**.

## 1 Complete the following sentences by filling in the blanks with the correct forms of the verbs in parentheses.

- He ... (call) you when he ... (arrive) at the station.
- He ... (finish) his project before his parents ... (get) home.
- We ... (start) the meeting as soon as everyone ... (be) there.
- The employees ... (go) out to dinner after the play ... (end).
- He ... (not go) to France until he ... (complete) his job.
- By the time you ... (wake) up, I ... (leave) for work.
- She ... (meet) us at the circus once she ... (finish) her reconstructions.
- They ... (wait) here until the carriage ... (stop).
- You ... (understand) the topic better when you ... (read) the script.
- The trainees ... (start) their exam after the trainer ... (give) instructions.

## 2 Rewrite the following sentences using the appropriate time conjunction: *when, while, as soon as, before, after, until, by the time, once*.

e.g I will start cooking. I will get home. → I will start cooking as soon as I get home.

- She will graduate. She will find a job.
- They will leave the house. The sun will rise.
- We will clean up the room. The guests will leave.
- He will call you. He will finish his meeting.
- I will not rest. I will finish this report.
- She will travel to Europe. She will save enough money.
- You will understand everything. The teacher will explain it.
- They will not start the game. Everyone will be ready.
- I will finish my homework. You will come over.

## 3 Choose the correct option.

- I (will wait / wait) here until the train (arrives / will arrive).
- They (will be having / have) dinner at 8 p.m. tomorrow.
- By the time we (get / will get) to the station, the train (will leave / will have left).
- If you (don't study / won't study) hard, you (won't pass / don't pass) the exam.
- Next year, I (am working / will be working) in a new city.

## WRITING

### 1 Below there is a list with clichés. Match them with their meanings. Write sentences using them.

- |                            |                                                                        |
|----------------------------|------------------------------------------------------------------------|
| 1. Easier said than done   | A. something you do not want to experience because it is so unpleasant |
| 2. Fate worse than death   | B. not knowing something can make you feel happier                     |
| 3. Goes without saying     | C. a young person full of dreams and ambition                          |
| 4. Ignorance is bliss      | D. not easy to do                                                      |
| 5. Last but not least      | E. more than what is visible, more than what appears on the surface    |
| 6. More than meets the eye | F. the final person or thing is just as important as the others        |
| 7. Young hopeful           | G. something is obvious                                                |

### 2 Imagine you are a character from your favorite book. Reflect on a significant event from the story and write a diary entry about it (150-180 words). Use the following phrases to guide your writing:

- ✓ Looking back on today, I realise...
- ✓ I couldn't help but wonder...
- ✓ This experience has made me think about...
- ✓ I never imagined that...
- ✓ It's amazing to think that...
- ✓ I've learned that...
- ✓ This has taught me...
- ✓ I now understand that...

#### Tips for writing a diary entry

- ✓ Write in the First Person. A diary is a reflection of your own thoughts, feelings, and experiences.
- ✓ Start by describing the context: What happened? Where were you? Who were you with?
- ✓ Express your feelings.
- ✓ Reflect on the day's events.
- ✓ Use descriptive language.
- ✓ Include questions that reflect your thoughts or uncertainties.
- ✓ Conclude with a summary, a lesson learned, or something you're looking forward to.
- ✓ Write as if you're talking to a friend. There's no need to be formal.
- ✓ Keep it short and meaningful.
- ✓ Date Your Entries.

# Lesson

# 6

## Check Up Your Progress

### READING COMPREHENSION

#### 1 Read the text and accomplish the tasks that follow.

John Reed was a fourteen-year-old schoolboy, four years older than me, because I was only ten. He was large and stout for his age, with dirty and unhealthy skin, thick lineaments on a huge face, heavy limbs, and large extremities. He usually gorged himself at the table, which made him overweight and gave him a dim, bleared eye and fatty cheeks. He should have been at school by now, but his mother had taken him home for a month or two “on account of his delicate health.” Mr. Miles, the master, affirmed that he would do very well if he had fewer cakes and sweets from home. However, the mother’s harsh opinion changed to a more refined one, suggesting that John’s sallowness could be due to excessive nostalgia for his home.

John had little affection for his mother and sisters, as well as an antipathy towards me. He bullied and punished me—not two or three times a week, nor once or twice a day, but continuously. Every nerve I had feared him, and every morsel of flesh in my bones shrank when he came near. There



were moments when I was confused by the terror he inspired, because I had no option at all; the servants did not like to offend their young master by taking my part against him, and Mrs. Reed was blind and deaf on the subject. She never saw him strike me, nor did she hear him verbally abuse me, even though he did so in her presence—more frequently, however, behind her back.

(Adapted from “Jane Eyre” by Charlotte Brontë)

#### 2 Answer the questions.

- How old was John Reed?
- How does the narrator describe John Reed’s physical appearance?
- Why was John Reed taken home from school?
- What was Mr. Miles’s opinion about John Reed’s health?
- How did John Reed treat the narrator?
- Why didn’t the servants take the narrator’s side against John Reed?

#### 3 In the text, find synonyms for the following words:

- |           |              |
|-----------|--------------|
| a. fat    | d. fragile   |
| b. strong | e. to insult |
| c. to hit | f. unwell    |

#### 4 Make up sentences using the words below.

schoolboy, huge, to gorge, homesickness, to punish

### GRAMMAR

#### 1 Write the plural form of the following

nouns: colony, fairy, similarity, fish, essay, party, raspberry, city, monkey, month, class, shoe, delay, bridge, song, knife.

#### 2 Fill in the blanks using the present continuous tense.

- John Reed ... (bully) and ... (punish) me constantly.
- The servants ... (not take) my part against him.
- Mrs. Reed ... (ignore) John’s behaviour even when he ... (abuse) me.
- John ... (gorge) himself at the table right now.
- I ... (fear) him every moment he ... (come) near.

### 3 Transform the following sentences using the present continuous tense.

- The narrator shrinks in fear.  
The narrator ... (shrink) in fear.
- Mrs. Reed turns a blind eye.  
Mrs. Reed ... (turn) a blind eye.
- John's mother takes him home.  
John's mother ... (take) him home.

### 4 In the sentences below, use the subordinating time conjunctions: when, after, before, until, since, while, as soon as.

- John Reed started bullying me ... he came back from school.
- Mrs. Reed did not interfere ... she saw John strike me.
- I waited ... John left the room before I moved.
- John was at home for a month ... he recovered from his illness.
- ... John was eating, he ignored everyone around him.
- I was terrified ... John was near me.
- ... John returned, he began to bully me again.
- I felt a brief relief ... John was away at school.

### 5 Complete the following sentences with the correct articles where necessary.

- John was ... schoolboy of fourteen years old.
- He had ... dingy and unwholesome skin.
- John used to eat a lot at ... table.
- He was at home for ... month or two.
- ... Mr. Miles told John to eat fewer sweets.
- John had ... dim and bleared eyes.
- ... narrator was terrified of John.
- He was sent home because of ... delicate health.
- The narrator waited until John left ... room.
- The servants did not like to offend ... young master.

### 6 Complete the sentences with: few/ a few, little/ a little, each/ every, either of, both of, half of, all of/ all.

- I was invited to two parties last week but I didn't go to ... them.
- ... morning John goes jogging.
- ... these restaurants are very good.
- Joe is always angry. That's why he has ... friends.
- They were ... holding a copy of the book.
- The teacher was sad. ... my classmates read the book.
- ... people need affection.
- Let's go to the movies when we have ... free time.
- Greg is always busy: he has ... free time.
- ... my childhood friends moved to other cities.
- The party was fun. There were ... people I knew there.

### 7 Complete the sentences with the correct form of the verbs in brackets.

- I ... (work) when she arrives tonight.
- As soon as you push this button, the door ... (open).
- I ... (be) on the plane by the time you ... (wake) up.
- She ... (study) this afternoon, so she ... (not join) us for the trip.
- After I ... (finish) my homework we ... (go) for a walk.

## WRITING

### 1 As the new year begins, write a diary entry about three goals you want to achieve. Explain the steps you will take to accomplish them. Consider the following:

- Begin your diary entry with a date and a greeting (e.g., *Dear Diary*,).
- Clearly state your goals.
- For each goal, describe:
  - ✓ why it is important to you;
  - ✓ the steps you will take to achieve it;
  - ✓ possible challenges you think you might face and how you will overcome them.
- End your entry with a reflection or a hopeful statement about the year ahead.



# Bringing Ideas to Life

## Informational Brochure *Teenagers' Key Challenges*

1. Identify the key challenges faced by teenagers (mental health, peer pressure, academic stress, body image issues, social media impact etc.)

2. Structure of the Brochure

Front Cover

- ✓ **Title:** *"Navigating Teenage Life: Challenges and How to Face Them"*
- ✓ **Subtitle:** *"A practical guide to overcoming the struggles of growing up"*
- ✓ **Visual:** An image of diverse teens or symbolic imagery like a maze or stormy weather.

Inside Sections

- ✓ **Introduction.** Start with: *"Being a teenager can be exciting but also challenging. This brochure highlights the most common struggles and provides practical ways to overcome them."*
- ✓ **Main Content.** Select 3–5 challenges that resonate most with your audience. Raise awareness about these challenges and provide actionable solutions.
- ✓ **Resources Panel.** websites, books, magazines etc.

Back Cover

- ✓ **Inspirational Quote:** *"You are braver than you believe, stronger than you seem, and smarter than you think".*
- ✓ **Call to Action:** *"If you're struggling, reach out to someone. You're not alone."*

| Criteria          | What You Need to Do                                                                                                       | Points |
|-------------------|---------------------------------------------------------------------------------------------------------------------------|--------|
| Relevant Content  | Include real-life issues teenagers face such as stress, friendships or school pressure. Make it relatable and meaningful. | 4      |
| Clear Language    | Use simple and clear sentences. Avoid difficult words and check your grammar to ensure everything is easy to understand.  | 4      |
| Well-organised    | Arrange your brochure logically. Use headings, bullet points or numbered lists to make the information easy to follow.    | 4      |
| Good Design       | Add images, drawings or charts to make your brochure visually interesting and easier to understand.                       | 4      |
| Engaging Content  | Make your brochure fun to read. Include examples, short stories or questions that connect with the reader.                | 4      |
| Helpful Solutions | Provide simple tips or advice to help with these challenges such as managing time or dealing with stress.                 | 4      |
| Creativity        | Use original ideas and creative designs to make your brochure stand out. Show your personality and style.                 | 4      |
| Neatness          | Keep it clean and organised. Avoid spelling or grammar mistakes and make sure it looks polished.                          | 4      |

**"Turn Effort into Excellence!"**

# Unit 2

## UNBREAKABLE LINKS

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# Lesson

# 1

## Family First



**2** Work in groups to discuss your family relationships. Answer the following questions and share your opinions with each other:

- How would you describe your relationship with your parents?
- What memories of your siblings do you cherish the most?
- How has your family influenced your values and beliefs?
- Do you feel closer to your immediate family or your extended family? Why?
- How do you handle conflicts or disagreements within your family?
- In what ways do you feel supported by your family?

### LISTENING

**1** Listen to the dialogue. Answer the following questions:

- What has been bothering Jeff lately?
- What career path do Jeff's parents want him to follow?
- What is Jeff passionate about?
- Why do Jeff's parents think he should pursue a career in medicine?
- What problem does Ann have with her parents?
- What career is Ann passionate about?

### LEAD-IN

**1** Read the following statements. Do you agree or disagree with them? Justify.

|                                                                              | A | D |
|------------------------------------------------------------------------------|---|---|
| a. A family that eats together stays together.                               |   |   |
| b. Family vacations are important for maintaining close relationships.       |   |   |
| c. Children should take care of their parents in their old age.              |   |   |
| d. Forgiving and forgetting are important in family relationships.           |   |   |
| e. Families should have regular meetings to discuss and solve problems.      |   |   |
| f. The older generation always knows what's best for the younger generation. |   |   |
| g. Family members should respect each other's privacy and boundaries.        |   |   |

**2** In pairs, discuss the following questions to explore the conflicts between parents and children.

- What are some common reasons for conflicts between you and your parents?
- How do you usually feel after an argument with your parents?
- What steps have you taken to resolve conflicts with your parents?
- How do your parents typically react when you express your interests and goals?
- How important is it for you to get your parents' approval of your life choices?
- How do your parents view independence and personal space? How is their perspective different from yours?

**1** Read the text. What role does Toto play in Dorothy's life?

Dorothy lived in the midst of the great Kansas prairies with Uncle Henry, who was a farmer, and Aunt Em, who was his wife. Their house was small. To build it, they had to carry the wood for many miles by wagon. There were four walls, a floor, and a roof, which made one room. This room contained a rusty-looking cooking stove, a cupboard for the dishes, a table, three or four chairs, and the beds. Uncle Henry and Aunt Em had a big bed in one corner, and Dorothy had a little bed in another corner. There was no garret at all and no cellar, except a small hole dug in the ground called a cyclone cellar. The family could go there in case powerful whirlwinds arose. When Dorothy stood in the doorway and looked around, she could see nothing but the vast grey prairie on every side. Not a tree nor a house broke the broad sweep of flat country that reached the edge of the sky in all directions. The sun had baked the ploughed land into a grey mass, with little cracks running through it. Even the grass was not green because the sun had burned the tops of the long blades. The rain and sun blistered the paint, leaving the house as dull and grey as everything else around.

When Aunt Em came there to live, she was a young, attractive wife. She had also been changed by the sun and wind. Her eyes had lost their sparkle and turned a sombre grey; the red colour from her cheeks and lips had vanished, leaving them grey as well. She was thin and pale, and she never smiled now. When Dorothy, who was an orphan,



first came to her, Aunt Em had been so startled by the child's laughter that she would scream and press her hand upon her heart whenever Dorothy's merry voice reached her ears, and she still looked at the little girl with wonder that she could find anything to laugh at. Uncle Henry never laughed. He worked hard from morning until night and did not know what joy was. He was grey, too, from his long beard to his rough boots; he looked stern and solemn and rarely spoke.

It was Toto that made Dorothy laugh and saved her from growing as grey as her other surroundings. Toto was not grey; he was a little black dog with long, silky hair and small black eyes that twinkled merrily on either side of his funny, little nose. Toto played all day long, and Dorothy played with him, loving him dearly.

*(Adapted from "The Wonderful Wizard of Oz" by L. Frank Baum)*

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

- a wide area of flat land without trees in Canada and the northern US;
- to cover with round areas that are filled with air or liquid;
- to disappear;
- a long, narrow leaf of grass;
- a very small, uncomfortable room at the top of a house;
- severe, or showing disapproval;
- a storm with strong winds that move in a circle.

**3** Read the text again and answer the questions.

- Where did Dorothy live?
- Who did Dorothy live with?
- What was Uncle Henry's job?
- How was their house built? What materials did they use?
- How many rooms did the house have?
- How did the sun affect the land and the house?
- Who was Toto? How did he help Dorothy?

**4** What does this extract tell you about the following characters?

- Dorothy
- Aunt Em
- Uncle Henry
- Toto

**Vocabulary Corner**

prairie  
garret  
whirlwind  
blade  
to blister  
stern  
to vanish

- 5 Complete Dorothy's family tree. Where do you think her parents are?
- 6 How did the girl feel in her aunt and uncle's family? Why?
- 7 Explain the meaning of the proverb "There is no place like home". What does the word "home" mean?

## SPEAKING

- 1 In groups, talk about your families. Answer the following questions:
  - a. How has your family influenced your values, beliefs and personality?
  - b. What are some important family traditions or rituals in your household?
  - c. How do these traditions contribute to your family's unity and identity?
  - d. How do you imagine your future family?
  - e. What values or traditions would you like to carry forward or establish in your own family?
- 2 Work individually. Identify the core values that are important to your family. Discuss these in groups. Compare your values to those of your other classmates? Are they the same? Why do some values differ?
- 3 Read the abstract. Extract the core values it depicts.

Emma stood at the entrance of the community centre, her hands trembling with nervousness. Today was the day of the annual food drive, and she volunteered to lead the effort to collect donations for in-need families. As she watched people trickle in, carrying bags of canned goods and boxes of non-perishable items, she felt a surge of gratitude and pride.

Throughout the day, Emma worked tirelessly, coordinating volunteers, sorting donations, and ensuring that everything ran smoothly. Despite the occasional hiccup—a shortage of boxes, a mix-up with deliveries—Emma remained calm and focused, inspiring those around her with her unwavering determination.

As the sun began to set and the last of the donations were packed away, Emma couldn't help but feel a sense of fulfilment wash over her. The community centre was buzzing with activity, filled with the warmth and camaraderie of people coming together to support one another. And although Emma was exhausted, she knew that the impact of their collective efforts would be felt far beyond the walls of the centre.

- 4 Define and explain the values in the table below. Give examples of stories from your daily life that depict these values.

| Values        | Definition | Example |
|---------------|------------|---------|
| Compassion    |            |         |
| Generosity    |            |         |
| Community     |            |         |
| Determination |            |         |
| Gratitude     |            |         |
| Devotion      |            |         |
| Respect       |            |         |



## Subordinating Time Conjunctions

**When** introduces a subordinate clause that provides information about the timing of the action in relation to the main clause.

**e.g.** *She left the house **when** the sun rose.*

**After** introduces a subordinate clause that describes the action that happens later in time.

**e.g.** *He went to bed **after** he finished his homework.*

**Before** introduces a subordinate clause that describes the action that happens earlier in time.

**e.g.** *She always brushes her teeth **before** she goes to bed.*

**Until** introduces a subordinate clause that describes the action or state that continues until a specified time.

**e.g.** *He waited **until** the rain stopped before going outside.*

**Since** introduces a subordinate clause that describes the action or state that has been ongoing for a specified time in the past.

**e.g.** *They have been friends **since** they were children.*

**While** introduces a subordinate clause that describes an action or event that happens at the same time as another action or event.

**e.g.** *She read a book **while** she waited for the bus.*

**As soon as** introduces a subordinate clause that describes the action that happens without delay after a specified event.

**e.g.** *He called her **as soon as** he arrived home.*

### 1 Fill in with *when, after, before, until, since, while, as soon as*.

- He always waits for his classmates ... he leaves for school.
- Pete had lunch ... he went to the gym.
- The parents will wait here ... the rain stops.
- Mary and Alan have been living in the city ... they got married.
- I'll finish my work ... you arrive.
- Mark fell asleep ... he watched the film.
- Maggie studied hard ... she passed the exam.

### 2 Complete the sentences with the correct subordinating time conjunction.

- Mother left the house ... the sun rose.
- ... the girl finished her homework she went to bed.
- Grandpa always brushes his teeth ... he goes to the dentist.
- The brothers have been friends ... they were children.
- Her sister read a book ... she waited for the train.
- Her friend called her ... he arrived home.

### 3 Make up sentences using the clues.

- (before) meeting, to start → *The meeting started before we got there.*
- (before) to do yoga, work;
- (when) to feel, sad, to rain;
- (as soon as) the meeting, to end, to call;
- (since) to be busy, to start, job;
- (while) no one, cinema, to leave, movie;
- (until) I, to wait, bus, to come;
- (after) to play, loud music, to go, to bed;
- (as soon as) we, to have, always, ice cream, beach.

#### How to write an opinion essay

We write an opinion essay to say what we think about a subject.

##### Structure

- ✓ *Introduction*
- ✓ *Body*: include reasons for your opinion, simple facts and examples to support your ideas.
- ✓ *Conclusion*: summarize your opinions

## WRITING

### 1 Nowadays, families spend less time engaging in activities together. Why does it happen? Is it a positive or a negative development? Write a 150-180 word essay expressing your point of view.

#### USEFUL LANGUAGE

**Giving your opinion:** In my opinion, .../ I believe that, .../ I agree/ disagree with, .../ It seems to me that ...

**Giving facts:** It is widely known that, .../ It is true that ...

**Reasons and results:** This is because, .../ As a result, .../ My main reason is, .../ Another reason is ...

**To add something:** In addition, .../ Moreover, .../ Furthermore, ...

**To conclude:** To sum up, .../ To conclude, .../ In conclusion, ...

# Lesson

# 2

## Empowered and Responsible

### LEAD-IN

**1** In groups, discuss the statements below. Do you agree or disagree with them? Justify your point of view.

- It is the responsibility of children to follow rules and guidelines set by their parents.
- Children have the responsibility to treat others with kindness.
- It is important for children to take responsibility for their actions and behaviour.
- It is the responsibility of children to communicate openly and honestly with their parents.



- Children have the responsibility to participate in activities that promote their physical and emotional well-being.
- It is important for children to help with household chores.

**2** Work in groups. What can be done in the classroom and school to make sure that everyone is enjoying their right to:

Be safe

Be happy

Learn

### LISTENING

**1** Listen to the dialogue. Answer the following questions:

- What are the two students discussing?
- How do the students feel about the new student rights and responsibilities policy?
- Why does Steve believe it is important to know the students' rights?
- What point does Stan emphasise about students' responsibility regarding freedom of expression?
- What responsibilities are mentioned in the conversation?
- What strategies do the students suggest for maintaining a balance between rights and responsibilities?
- Who can offer support to the students if they have questions or concerns?

**2** Listen to the conversation again. How would the discussion be different if the students disagreed on the importance of the new policy? What actions could they take if they wanted to propose changes? Roleplay it.

**3** Match the rights with the responsibilities. Discuss them.

| I have the right ...                                             | I have the responsibility ...                                      |
|------------------------------------------------------------------|--------------------------------------------------------------------|
| 1. to be treated fairly.                                         | a. not to share information about others without their permission. |
| 2. to be heard and given the opportunity to express my opinions. | b. to take full advantage of my learning opportunities.            |
| 3. to be educated.                                               | c. to treat others fairly and respectfully.                        |
| 4. to share my thoughts and ideas without restrictions.          | d. to keep the school environment safe and clean.                  |
| 5. to keep my personal life private.                             | e. to listen to others and respect others' opinions.               |
| 6. to learn in a safe and clean environment.                     | f. not to hurt others by what I say.                               |

# 1 Read the text. Are these students' rights similar to those from your school?

The United States National Student Association (NSA) adopted the "Student Bill of Rights" in 1947. This document outlines various rights and freedoms that students should have within educational institutions. Here's an adapted version of the key points from the Student Bill of Rights:

**Freedom of Expression:** Students have the right to express their opinions, ideas, and beliefs freely, both in and out of the classroom, without fear of censorship or revenge.

**Freedom of Assembly:** Students have the right to peacefully gather, organize and participate in student-led groups, clubs and activities without interference or discrimination from school authorities.

**Freedom of Association:** Students have the right to associate with individuals and groups of their choosing without undue interference or restriction from school officials.

**Due Process:** Students have the right to fair and transparent disciplinary procedures, including notice of **charges**, the opportunity to present evidence and witnesses and the right to appeal disciplinary decisions.

**Privacy Rights:** Students have the right to privacy in their personal belongings, communications, and information, including protection from **unwarranted** searches and seizures by school authorities.

**Equal Protection:** Students have the right to equal treatment and protection under the law, regardless of race, colour, religion, sex, national origin, disability or other protected characteristics.

**Academic Freedom:** Students have the right to pursue their education and academic interests without undue



interference or censorship, including the right to access diverse perspectives and ideas.

**Access to Education:** Students have the right to access quality education and educational resources, regardless of socioeconomic status, background or individual differences. Students have the right to learn and participate in educational programmes and activities without discrimination, harassment or prejudice based on protected characteristics.

**Student Governance:** Students have the right to participate in the governance and decision-making processes of their educational institutions, including representation on relevant committees and boards.

These rights are designed to protect and uphold the dignity, autonomy, and well-being of students, ensuring that they have a voice and agency within their educational experiences.

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

- treating someone in a way that is right or reasonable;
- to formally request that a legal or official decision be changed;
- the action of interfering;
- to defend or maintain a principle;
- lacking a good reason; unnecessary;
- to give the main facts or ideas about something.

## Vocabulary Corner

to outline  
interference  
fair  
to appeal  
unwarranted  
uphold

### 3 Read the text again and answer the questions.

- How can schools ensure that students feel comfortable expressing diverse viewpoints in classroom discussions?
- What measures can schools implement to protect students' rights to join clubs or organisations without fear of discrimination or censorship?
- How can schools foster a culture of inclusivity and respect for diverse student groups?
- What policies should schools implement to protect students' personal information and privacy rights?
- What barriers do students face to accessing quality education? What steps should schools take to remove these barriers?
- How can schools empower students to participate in decision-making processes that affect their education and school environment?

### 4 Read the statements. Decide whether they are true or false.

- Students are allowed to express their opinions only inside the classroom.
- Freedom of Assembly allows students to organize student-led groups without interference.
- Privacy Rights ensure students are protected from unwarranted searches by school authorities.
- Access to Education applies only to students from wealthy families.
- Students have no role in the governance of their educational institutions.

## SPEAKING

### 1 In groups, discuss the students' rights and explain them. Think of different ways to express the rights listed below.

Example: **Freedom of Expression** → *Freedom of speech, liberty of speech, right to express oneself, etc.*

- Freedom of Assembly
- Freedom of Association
- Due Process
- Privacy Rights
- Equal Protection
- Academic Freedom
- Access to Education
- Non-Discrimination
- Student Governance

### 2 Imagine a world where people don't follow their responsibilities. What do you think could happen? Discuss in pairs, then share your ideas with the class. Example: *If someone doesn't take care of their books, they might lose the right to borrow them.*

### 3 Work in groups. Create a set of rights and responsibilities for the classroom based on the class or school rules. Discuss the following questions:

- How are rights and responsibilities similar or different?
- Why should you be aware of your rights and responsibilities?

### 4 In small groups, discuss how you can take responsibility for solving common school problems, such as the ones listed below. Present a practical solution and explain how it can help students take responsibility while improving the school community:

- Littering in school.
- Conflicts between classmates.
- Lack of participation in school events.

### 5 In pairs, make a list of challenges you usually face at school. Take turns giving advice to your "peer" (a classmate) who is facing a challenge, such as: struggling with time management, feeling excluded from a group, wanting to make a change in school policies, etc. Use the expressions in the box.

#### Giving Advice

- ✓ Have you thought about...?
- ✓ Maybe you could try...
- ✓ It might help if you...
- ✓ Why don't you...?
- ✓ One thing you could do is...
- ✓ If I were you, I would...
- ✓ You might want to consider...
- ✓ How about...?
- ✓ Focus on ...
- ✓ Start by ...

#### Encouraging Expressions

- ✓ I'm sure you can handle this with a bit of effort.
- ✓ It's great that you're trying to find a solution!
- ✓ Don't give up—it might take time, but you'll get there.
- ✓ I believe in you! You can do this.
- ✓ If you need more help, I'm here for you.

### 6 Create a poster, infographic, or comic strip illustrating one of the rights mentioned in the text. Include an example of how students can use this right responsibly. Display your work in the classroom and share it with your peers.

## The Saxon Genitive ('s) with collective nouns

Collective nouns, although singular in form, refer to multiple individuals or items as a single unit. They refer to: people, animals, and things.

### People

family  
team  
crew  
committee  
jury

### Animals

herd  
pack  
colony  
pod

### Things

collection  
fleet  
set

### Saxon Genitive ('s)

#### People

family's treasure  
team's money  
crew's fans  
committee's boss  
jury's sentence

#### Animals

herd's possession  
pack's worth  
colony's territory  
pod's limit

#### Things

collection's value  
fleet's boat  
set's height

### 1 Complete each sentence by adding the Saxon Genitive ('s) to the collective noun.

- The ... decision was unanimous. (committee)
- We visited the ... ranch during our vacation. (family)
- The ... victory was celebrated by fans everywhere. (team)
- She attended the ... dance class at the community centre. (group)
- Yesterday, a ... boat carried flowers to the yacht. (fleet)

### 2 Rewrite each sentence using the Saxon Genitive ('s) with the collective noun.

- A pack of wolves howled in the distance. → The ... could be heard in the distance.
- We attended a concert performed by the orchestra. → We attended the ... concert.
- A collection of books was donated to the library. → The library received a ...
- A team of researchers published an innovative study. → The ... innovative study was published by researchers.

## WRITING

### 1 Choose one of the rights from the "Student Bill of Rights" that you believe is the most important for students today. In about 150–200 words, write an essay explaining:

- Introduction:** Introduce the right you've chosen and briefly explain its relevance.
- Body Paragraphs:**
  - ✓ Discuss why this right is crucial for students.
  - ✓ Explain how this right can positively affect school life and student development.
  - ✓ Provide a real-life or hypothetical example to illustrate your point.
- Conclusion:** Summarise your ideas and suggest ways schools can ensure this right is upheld.

## USEFUL LANGUAGE

- ✓ One of the most important rights ...
- ✓ Among the various rights mentioned..., I believe that the right to ... is the most significant.
- ✓ This right is essential because it allows students to...
- ✓ By protecting this right, ...

### Providing Examples

- ✓ For instance, ...
- ✓ A clear example of this ... is when...
- ✓ On the other hand, ...

### Transitioning Between Ideas

- ✓ Furthermore, ...
- ✓ Another reason why ... is ...
- ✓ In addition to ...
- ✓ On the contrary, ...

### Concluding the Essay

- ✓ In conclusion, the right to ... is vital because it...
- ✓ To summarise, this right ensures that students can...
- ✓ Therefore, schools should ...

# Lesson

# 3

## Generation Link

### LEAD-IN

**1** Complete the following statements with the missing words. Agree or disagree with them.

Explain.

- Each generation imagines itself to be more ... than the one that went before it, and ... than the one that comes after it.
- Our ... have a wealth of knowledge about all aspects of life.
- Our generation has lost the ... of romance, the value of trust, the value of... . Sadly, small talk is the new deep.
- The ... occurs because society is constantly changing. It is the ... of both generations to fill this gap with love, affection, and ... .

trust  
conversation  
elders  
wiser  
value  
generation gap  
intelligent  
responsibility

**2** In groups, discuss and complete the table with qualities you like and dislike. Reflect on what they have in common. Try to explain why they are different.

**3** Share one thing you admire about your parents or grandparents.

| Qualities | Parents | Grandparents |
|-----------|---------|--------------|
| I like    |         |              |
| I dislike |         |              |

### LISTENING

**1** Listen to Ella and Jane. Answer the questions.

- What are the stages of life discussed in Shakespeare's "Seven Ages of Man"?
- How does Ella describe her infancy?
- What memory does Jane share about her first day of school?
- How do Ella and Jane describe their experiences in the lover stage?
- What stage do Ella and Jane feel they are currently in, and why?
- What does Jane admire about the justice stage?
- How do Ella and Jane view the pantaloons stage?

**2** Work in groups. Discuss the seven roles we all play in life according to Shakespeare. For each stage, identify the key characteristics, common emotions, behaviours and experiences people go through.

### The Seven Ages of Man

All the world's a stage,  
And all the men and women merely players;  
They have their exits and their entrances;  
And one man in his time plays many parts,  
His acts being seven ages. At first the infant,  
Mewling and puking in the nurse's arms.  
Then the whining schoolboy, with his satchel  
And shining morning face, creeping like snail  
Unwillingly to school. And then the lover,  
Sighing like furnace, with a woeful ballad  
Made to his mistress' eyebrow. Then a soldier,  
Full of strange oaths and bearded like the pard,  
Jealous in honor, sudden and quick in quarrel,  
Seeking the bubble reputation  
Even in the cannon's mouth. And then the justice,  
In fair round belly, with good capon lin'd,  
With eyes severe and beard of formal cut,  
Full of wise saws and modern instances;  
And so he plays his part. The sixth age shifts  
Into the lean and slipper'd pantaloons,  
With spectacles on nose and pouch on side,  
His youthful hose well saved, a world too wide  
For his shrunk shank; and his big manly voice,  
Turning again toward childish treble, pipes  
And whistles in his sound. Last scene of all,  
That ends this strange eventful history,  
Is second childishness and mere oblivion,  
Sans teeth, sans eyes, sans taste, sans everything.

## SPEAKING

**1** With a partner, define the word “generation.” Discuss what people in a generation might have in common. Share your ideas with the class.

**2** In groups, identify the basic features for each generation. Discuss how people born in different time periods might share common experiences or characteristics.



Silent Generation



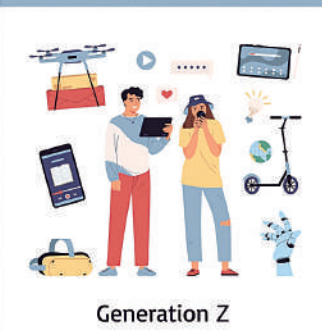
Baby boomers



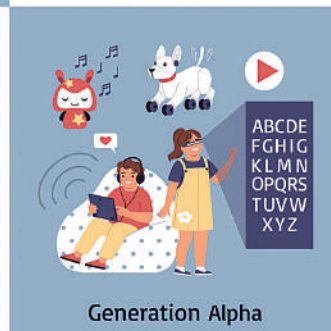
Generation X



Generation Y



Generation Z



Generation Alpha

| Type                        | Timeline    | Features |
|-----------------------------|-------------|----------|
| The Silent Generation       | 1928 - 1945 |          |
| Baby Boomers                | 1946 - 1964 |          |
| Generation X                | 1965 - 1980 |          |
| Millennials or Generation Y | 1981 - 1996 |          |
| Generation Z                | 1996 - 2010 |          |
| Generation Alpha            | 2011 - 2025 |          |

**3** Think about people you know from different generations. Describe them as in the example:  
e.g. *My mother is a baby boomer. She is really organized and she likes meeting new people.*

**4** Imagine a day out with your family. Choose two family members from different generations. The following questions will guide your discussion:

- Where would you go for a fun day out? Describe the places and activities.
- What topics would you discuss with each family member?
- What could you learn from each other during the day?

## READING

**1** Read the interview. What does it mean to be a Millennial? What does it mean to be a Gen Xer?

**What does it mean to be a millennial?**

Millennials believe that, at this moment, anything is possible. If you have dreams, go after them. If you want to change the world, change it. I don't believe you have to “pay your dues” by making copies and fetching coffee before you can be successful or make a difference. Don't just work harder; work smarter and make your goals a reality! My dream is to win Survivor and I'm going to make it happen! (Adam, 25)

Being a millennial means having an innovative and creative mind, as well as having the world at my fingertips. It's all there; I just have to make it happen. I work hard for where I want to go and everything I have. Millennials get things done and work hard while throwing a good snap in our Snapchat stories every now and again. (Jessica, 23)

### What does it mean to be a Gen Xer?

Gen Xers believe in hard work, earning their rewards, and eating breakfast. My parents were farmers and they worked harder than anyone I have ever known. There were no vacations, days off, or breaks. No matter the weather, their health, or their lack of money, they never gave up. They never stopped. That lesson has never left me. No one will live my life for me. No one is going to give me a break. If I want something, I have to get up and do it, regardless of how I may feel or how difficult it may be. No one but myself decided my life. I saw the struggle my parents endured and I made a promise to myself to never stop trying to achieve any goal I set out to achieve. I didn't inherit anything. I had to earn it and I continue to do so every day. (*David, 42*)

A Gen Xer is someone who has to work very hard for everything they have in life. They actually had to go to school (not just online), ride the bus and study hard to get good grades. Gen Xers take responsibility for their own actions and do not blame others for their mistakes. Gen Xers remember a time when Saturday morning brought the best cartoons; they know the difference between VHS (Video Home System) and Betamax (video tape) and they certainly know what it means to drop a dime. (*Bret, 42*)

## 2 Read the interview again. Match the halves of the sentences.

- |                            |                            |
|----------------------------|----------------------------|
| 1. Never stop trying       | A. for where I want to go. |
| 2. Take the responsibility | B. a reality.              |
| 3. Make your goals         | C. to achieve any goal.    |
| 4. I work hard             | D. for your own actions.   |

## 3 Match the words with their definitions. Make up sentences using them.

- |                                                                      |               |
|----------------------------------------------------------------------|---------------|
| 1. intelligent, or able to think quickly                             | A. reward     |
| 2. new and different                                                 | B. regardless |
| 3. something given in exchange for good behaviour or good work       | C. smart      |
| 4. to send something through the air with force                      | D. to throw   |
| 5. to receive money, a house, etc. from someone after they have died | E. innovative |
| 6. despite what has been said or done                                | F. to inherit |

## 4 Read the activities below. In pairs, discuss which generation would be the worst and the best to do them. Explain your opinion. You may continue the list with your own ideas.

- |                                    |                        |                           |
|------------------------------------|------------------------|---------------------------|
| ✓ starting a social media account; | ✓ gardening;           | ✓ eating out;             |
| ✓ organising a surprise party;     | ✓ playing board games; | ✓ cooking;                |
| ✓ reading a book;                  | ✓ watching TV;         | ✓ going out with friends. |
| ✓ volunteering;                    | ✓ travelling;          |                           |
| ✓ playing online games;            | ✓ shopping;            |                           |

## 5 Interview a family member or friend from a different generation (e.g., parent, grandparent, sibling). Ask them about their experiences, values and perspectives.

## 6 Consider Generation Alpha and predict how they will think and behave in different areas of life, such as family, work and technology. Focus on specific aspects of their behaviour, values and attitudes in these areas. Create a mind map to organise your ideas and present it to the class.

## The Saxon Genitive ('s) with places

Saxon Genitive ('s) is commonly used in English to indicate possession or association, and it can also be applied to places, especially when referring to people's houses, shops, churches etc. It refers to:

- ✓ **People's Houses** e.g. *We are having dinner at **John's** tonight.* (John's house)  
e.g. *Let's meet at **Sarah's** for the party.* (Sarah's house)
- ✓ **Shops** e.g. *I need to go to the **butcher's** to get some meat.* (the butcher's shop)  
e.g. *She bought some bread at the **baker's**.* (the baker's shop)
- ✓ **Churches and Other Institutions**  
e.g. *They are getting married at **St. Paul's**.* (St. Paul's Cathedral)  
e.g. *We attended a concert at **St. Mary's** last night.* (St. Mary's Church)

### 1 Write sentences using the Saxon Genitive with the following prompts:

Example: *A visit to my grandmother's house.* -

*I'm visiting my grandmother's house this weekend.*

- A visit to your friend's house.
- Buying fruits at the grocer's shop.
- Attending a service at St. Andrew's Church.
- Having dinner at Lucy's place.
- Picking up a prescription at the chemist's.

### 2 Fill in the blanks with the appropriate Saxon Genitive form.

- We're having lunch at ... (Susan).
- Helen bought a new dress at ... (the tailor).
- The children visited ... (St. Peter) on their trip.
- Shall we go to ... (Luigi) for lunch?

### 4 Choose the correct form of the Saxon Genitive for each sentence.

- Where are we meeting for dinner tonight?  
A. At John's B. At John C. At the John
- I need to get my shoes repaired at ...  
A. the cobbler B. the cobbler's C. the cobblers
- The concert will be held at ...  
A. St. Mary B. the St. Mary C. St. Mary's
- She bought a cake at ...  
A. the baker's B. the bakers C. the baker
- They are having their anniversary celebration at ...  
A. Smith B. Smith's C. the Smith's

## WRITING

### 1 Interview a parent, grandparent or older family friend who is a member of another generation. While interviewing, you may ask the following questions:

- What were your favourite activities? Who did you do them with?
- If you had free time, how would you spend it?
- What global events were the most memorable for you? How did these affect your attitudes towards the world?
- How did you communicate with your friends? What were the advantages and disadvantages of those methods?
- What kinds of technology did you use? What do you think of today's technology?

### 2 Write a paragraph comparing the interviewee's answers to your own life. How was their life different from yours, both then and now? How was it the same? How do you think their education shaped the attitudes they hold today?

#### INTERVIEW TIPS

- ✓ Set a specific time and place.
- ✓ Make your subject comfortable.
- ✓ Be positive and nonjudgmental.
- ✓ Have a list of questions ready.
- ✓ Questions should be open-ended.
- ✓ Listen closely and ask questions when possible.

# Lesson

# 4

## Family Legacies

### LEAD-IN

#### 1 Work in pairs. Interview your partner.

- What famous families do you know?
- What common traits do these families share?
- How have they influenced culture, politics, entertainment or other fields?
- Are there any other well-known families you can think of?
- Why do some families become so influential and widely recognised?

#### 2 Read the clues about the most famous families. Guess the names of famous families from all over the world.

A reality TV family known for their show and business ventures.

The British royal family, known for their reign over the United Kingdom.

A prominent American political family with ties to the presidency.

A musical family with a famous pop star who was part of the Jackson 5.

### LISTENING

#### 1 Read some facts about well-known families. Guess their names.

Match them with the pictures.

One of the few American families to have produced two presidents is the Bush family: George H. W. Bush (41<sup>st</sup> President) and his son George W. Bush (43<sup>rd</sup> President). The family has been involved in American politics for several generations, with members serving in various capacities, including governorships, ambassadorships and congressional seats.

The family rose to fame through their reality TV show *Keeping Up with the Kardashians*, which aired for 20 seasons. They have since leveraged their fame into successful business ventures, such as KKW Beauty and Kylie Cosmetics.

The famous family has a history dating back over a thousand years, with the current House of Windsor established in 1917. Members of the Royal Family, such as Prince William and Kate Middleton, the Duke and Duchess of Cambridge and Prince Harry and Meghan Markle, the Duke and Duchess of Sussex, have significant global influence and are involved in numerous charitable activities.

One of the most prominent political families in American history, the Kennedys have had members holding key positions in government, including the presidency, Senate seats, and ambassadorships. The family is often referred to as cursed due to numerous tragic deaths, including the assassinations of John F. Kennedy and Robert F. Kennedy, as well as the plane crash that killed John F. Kennedy Jr.



A



B



C



D

## LISTENING

### 1 Listen to Dan and Ann. Answer the questions.

- What are Ann and Dan discussing?
- According to Ann, what are some key aspects of a family?
- What happened to Dan? How does he describe the role of family in his life?
- How do Ann and Dan both agree on the importance of family support during tough times?
- According to Dan, what impact does family have on shaping individuals?

### 2 Listen to the conversation again. Choose the correct answer.

- It is really ... to have a family.  
A. interesting      B. difficult      C. important
- Family members offer us ...  
A. love and support      B. warmth      C. lots of problems
- My family has always been my ...  
A. first priority      B. fortress      C. castle
- Our ... might also be part of our family.  
A. friends      B. relatives      C. neighbours
- Our families shape our ...  
A. mind      B. personalities      C. emotions

## READING

### 1 Read the text. Why were all members of the family curious about the mysterious treasure?

## The Kennedy Heirloom

Once upon a time, in the busy city of Boston, there stood an elegant mansion overlooking the harbor. This mansion belonged to the prestigious Kennedy family, known far and wide for their wealth, influence and political power. At the heart of the Kennedy dynasty was the matriarch, Mrs. Eleanor Kennedy, a woman of unwavering strength and grace.

The story begins on a warm summer day when the Kennedy family gathers for their annual reunion. Generations of Kennedys come together, each carrying with them the weight of their family's legacy. Among the attendees are the elder statesmen, John and Robert Kennedy, both former senators who had left a profound mark on American history. Alongside them are their children, grandchildren, and great-grandchildren, each with their own aspirations and dreams.

As the family reunites, whispers of an old family legend come to life. It is said that deep within the land of the Kennedy mansion lies a mysterious heirloom, a treasure passed down through generations. While some consider it to be a myth, others consider it a priceless relic. Still, the Kennedy heirloom's charm has captured the family's imagination for ages.

Determined to uncover the truth, the youngest member of the Kennedy clan, Sarah, starts a quest to solve the mystery of the heirloom. Armed with nothing but her wit and determination, Sarah searches for clues by going through faded photos and old documents in the family archives.



As Sarah digs deeper, she discovers a trail of mystery leading her to a secret chamber beneath the mansion. She finds the long-lost Kennedy heirloom there, buried down among cobwebs and forgotten objects: a plain wooden chest with adorned carvings.

Feeling overwhelmed by the weight of her discovery, Sarah realises that the real value of the Kennedy heirloom lies not in material wealth but in the powerful bond of family.

*(Adapted from "The Kennedy Men: 1901-1963" by Laurence Leamer)*

## 2 Read the passage again and answer the questions.

- What is the Kennedy heirloom, and why is it significant to the family?
- Who is the main character of the story? What motivates her to uncover the mystery of the heirloom?
- What does Sarah discover in the hidden chamber beneath the Kennedy mansion?
- What is the symbolic meaning of the heirloom, as revealed by the contents of the wooden chest?
- What do we learn about our heritage and values?

### Vocabulary Corner

relic  
wit  
heirloom  
cobweb  
adorned  
far and wide  
overwhelmed

## 3 Read the passage. Circle the correct answer.

- Based on the text, what does “heirloom” mean?
  - a period of love
  - a valuable object
  - a period of hatred
- What is the main idea of the “cobwebs”?
  - old
  - a spider’s web
  - broken
- What does “adorned” mean?
  - decorated
  - disclosed
  - transformed
- What does “relics” mean?
  - artefact
  - item
  - fear

## 4 Match the words with the definitions.

1. relic

A. decorated or beautified, as by ornaments

2. wit

B. feeling sudden strong emotion

3. heirloom

C. an object surviving from an earlier time, especially one of historical interest

4. cobweb

D. over a large area; everywhere

5. adorned

E. a structure like a net of sticky silk threads made by a spider

6. far and wide

F. the ability to use words in a clever and humorous way

7. overwhelmed

G. a valuable object that has been given by older members of a family to younger members of the same family over many years

## 5 Complete the sentences with the words: relics, wit, heirloom, cobwebs, adorned, far and wide, overwhelmed.

- That old clock is a family ...
- The city is a veritable treasury of ... and medieval art.
- The furniture was covered in dust and ...
- David’s character is a combination of ... and kindness.
- Mark’s fame had spread ...
- I was quite ... by all the flowers and letters of support I received.
- Their house is ... with beautiful antique ornaments.

## 6 Work in groups. Imagine Sarah’s journey in search of the heirloom. Describe it. What obstacles does she face along the way? Draw her journey and then share it with your classmates.

## 7 Discuss the questions below with your classmates.

- What’s a key childhood memory of yours where you learned a lesson?
- What family heirloom do you want to pass on to future generations? Why?
- What’s a family story that you would want future generations to tell one another?

## SPEAKING

**1** Look at the images. What do you know about Michael Jackson's famous dance moves, like the moonwalk or the choreography from "Thriller"? Discuss what makes his music special and continues to inspire people even today.

**2** Read the statements below about Michael Jackson. Select those that best describe Michael Jackson's legacy.

- Michael Jackson was a musical genius whose innovative sound and style transformed the pop music landscape.
- Known for his electrifying stage presence, Michael Jackson's performances captivated audiences around the world.
- Michael Jackson introduced iconic dance moves such as the moonwalk, influencing generations of dancers and performers.
- He began his music career at a young age as part of the Jackson 5, showing his talent and charisma from the very beginning.
- His influence on music, dance, fashion and popular culture remains strong, continuing to inspire artists and fans worldwide.



## GRAMMAR

### Interrogative Pronouns

**Who** is used to ask about people.

**Whom** is used to ask about people, particularly when the pronoun is the object of a verb or preposition.

**What** is used to ask about things, actions, or concepts.

**Which** is used to ask about one or more options.

**Whose** is used to ask about possession or ownership.

**Who** is coming to the party?

**Whom** did you give the book to?

**What** time is the meeting?

**Which** book did you choose?

**Whose** bag is this?

**1** Fill in the blanks with the appropriate interrogative pronoun: **who, whom, what, which, or whose.**

- ... are you going to the movies with?
- ... did you lend your notebook?
- ... time does the boat arrive?
- ... colour do you prefer, white or black?
- ... book did you borrow from the library?
- ... purse is this?
- ... do you want for lunch?
- ... did you invite to the cinema?
- ... car is parked in front of the theatre?
- ... time does the circus start?

**2** Write questions using the prompts and the appropriate interrogative pronouns.

- (Prompt: the name of a person)  
\_\_\_\_\_ is your best friend?
- (Prompt: a specific thing or item)  
\_\_\_\_\_ did you buy at the market?
- (Prompt: two or more options)  
\_\_\_\_\_ do you prefer, coca cola or sprite?
- (Prompt: possession or ownership)  
\_\_\_\_\_ pen is on the bed?

## WRITING

**1** In the modern world, families are becoming less important in shaping young people's values. Do you agree or disagree? In about 160-180 words, write an opinion essay in which you will express your views on the role of family in shaping values. You should:

- ✓ Express your thoughts clearly.
- ✓ Give relevant examples: Use real-life examples to support your points of view.
- ✓ Discuss other influencing factors, such as education, peers and media.
- ✓ Develop a balanced argument.

# Lesson

# 5

## Trash to Treasure

### LEAD-IN

- 1** Every picture tells a story. Look at the pictures and identify the message they convey.



- 2** Answer the following questions. Justify your answers.
- How does recycling reduce environmental pollution?
  - What impact does recycling have on greenhouse gas emissions?
  - How does it contribute to the conservation of natural resources?
  - What ecological benefits does recycling offer?
  - In what ways does it support waste management and reduce landfill use?



### LISTENING

- 1** Listen to the conversation between a teacher and his students. Complete the sentences below.

- Air pollution is responsible for about ... annually, according to the World Health Organization.
- Greenhouse gases like ... and ... contribute significantly to global warming and climate change.
- In 2024, the world generated ... metric tonnes of e-waste, with only ... being recycled properly.
- Recycling aluminium cans saves ... of the energy required to make the same amount from raw materials.
- Recycling one tonne of paper can save ..., ... gallons of water, ... gallons of oil, and reduce landfill space by ... cubic yards.
- It takes ... years for a plastic bottle to decompose in a landfill.
- Glass is ... recyclable and can be reused endlessly without loss in quality or purity.
- Recycling glass reduces related air pollution by ... and related water pollution by ...

- 2** Listen again to the conversation and answer the questions.

- How much plastic waste is thrown into the oceans each year?
- According to the World Health Organisation, how many deaths annually result from air pollution?
- Which greenhouse gases play a significant role in global warming?
- How much energy does recycling aluminium cans save compared to producing new aluminium?
- What advantages does recycling one tonne of paper provide for the environment?
- Why is glass considered 100% recyclable?
- In what ways does pollution impact human health and the environment?
- How can individuals and communities reduce their contributions to pollution?

## READING

### 1 Read the text. Identify the type of pollution.

Since the mid-1940s, over 200 basic chemicals have been created for use in killing insects, weeds, rodents and other organisms known as pests, and they are sold under several thousand different brand names.

Even though the intended target may only be a few weeds or insects, these nonselective sprays, dusts and aerosols are now applied almost universally to farms, gardens, forests and homes. They have the ability to kill every insect, both “good” and “bad,” to stop birdsong and fish leaping in streams, to coat leaves with a lethal layer and to remain in soil.

Is it really possible to spread so many toxins throughout the planet’s surface without making it unfit for life? They should not be called “insecticides”, but “biocides”.

The entire spraying process seems to be caught up in an endless spiral. The primary issue of our time has become the contamination of man’s entire environment with dangerous substances that accumulate in the tissues of plants and animals and even reach germ cells.

Nowadays, from the time of conception until death, every human being is exposed to hazardous chemicals. We have been using synthetic pesticides for less than 20 years. During that time, they became part of both the animate and inanimate worlds, appearing almost everywhere.



Most of the world’s largest river systems and underground water streams contain them. Even twelve years after their administration, these pesticides continue to leave behind particles in soil. They have spread so widely across fish, birds, reptiles and other domestic and wild animals that it is nearly impossible for scientists conducting animal tests to find subjects free from such contamination.

(Adapted from “Silent Spring” by Rachel Carson)

### 2 Read the text again and answer the following questions:

- Why were the chemicals created?
- How are these chemicals applied, and where are they used?
- Why does the author propose the term “biocides”?
- How are humans exposed to chemicals?
- How long do the pesticide particles persist in the soil?

#### Vocabulary Corner

weed  
pest  
to coat  
layer  
tissue  
hazardous

### 3 Match the words with their definitions.

1. weed

2. pest

3. to coat

4. layer

5. tissue

6. hazardous

A. a thin sheet of a substance on top of a surface

B. dangerous and involving risk, especially to someone’s health

C. any wild plant that grows in an unwanted place, especially in a garden

D. a group of connected cells in an animal or plant that are similar to each other

E. an insect or small animal that is harmful or damages crops

F. to cover something with a layer of a particular substance

### 4 In the text, find synonyms for the following words:

- problem
- infinite

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

- fit
- narrowly

## SPEAKING

- 1 Work in groups. Arrange the recycling phases in the correct order. Analyse each phase involved in the recycling process. Explain them.



- 2 Work in pairs. Analyse the picture. Define the main types of recycling it represents. Answer the questions:
- Which organic materials can be recycled?
  - Which materials do construction and demolition sites frequently recycle?
  - What electronic devices are recycled most frequently?
  - What kinds of paper products are recyclable?

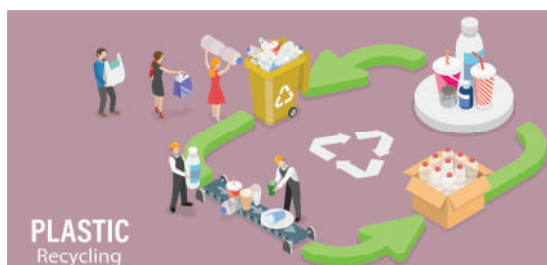


### Processing

### Manufacturing

### Collecting & Sorting

### Purchasing Recycled Products



| Synonyms                                                                         | Antonyms                                                      | Homonyms: homophones, homographs                                                                                    |                                                                                                                                                                                 | Hyponyms                                                                                                                |
|----------------------------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| Words that have the same or nearly the same meaning.<br><b>e.g. quick - fast</b> | Words that have opposite meanings.<br><b>e.g. happy - sad</b> | <b>Homophones</b> words that sound the same but have different meanings and spelling.<br><b>e.g. flour - flower</b> | <b>Homographs</b> words that are spelled the same but have different meanings and pronunciation.<br><b>e.g. lead</b> /li:d/ (to guide) - <b>e.g. lead</b> /lɛd/ (a heavy metal) | Words that represent a subset of a more general category.<br><b>e.g. vehicle: car, bicycle, motorcycle, truck, bus.</b> |

- 1 Find the groups of synonyms in the sentences below. Use a dictionary to explain the differences in meaning.
- The lost cat had filthy paws and a dirty body.
  - The tiger leaped into the air and jumped over the tree.
  - The gang of kids disappeared into the crowd.
  - The bleak clouds were reflected in a gloomy morning.
  - He had a tiny house with miniature furniture.
  - The object was placed above the bed in the overhead locker.
  - The brother was able to draw, but his sister was qualified to paint in the business centre.
  - The students achieved high results, but the teachers accomplished their goals.

## 2 Find synonyms from the list for the words in the table.

|       |  |
|-------|--|
| bad   |  |
| good  |  |
| hot   |  |
| cold  |  |
| easy  |  |
| hard  |  |
| big   |  |
| small |  |

frosty, awful, fine, challenging,  
huge, burning, terrible, chilly,  
horrible, simple, difficult, excellent,  
little, large, tiny, great, freezing,  
giant, effortless, straightforward,  
fiery, boiling, tough, mini

## 3 Find the homophones and make up sentences with each word.

sea, sail, eight, right, hair, waist, flew, write, see, pair, flu, ate, pear, sale, hare, waste

## 4 Write a synonym and an antonym for each word in the table.

|               | Synonym | Antonym |
|---------------|---------|---------|
| Toxic         |         |         |
| Degradation   |         |         |
| Litter        |         |         |
| Biodegradable |         |         |
| Renewable     |         |         |
| Extreme       |         |         |
| Decrease      |         |         |
| Save          |         |         |
| Growth        |         |         |
| Organic       |         |         |
| Protection    |         |         |
| Activism      |         |         |
| Eco-friendly  |         |         |

## 5 Fill in the blanks with the correct homonym.

**whole / hole**

- I have eaten the ... box of chocolate.
- This cake needs a ... in order to resemble a doughnut.

**principal / principle**

- Trust is a ... in life.
- Dr. Baker is the ... of our school.

**flee / flea**

- He found a ... on the cat.
- During the fire, the animals should ... the wood.

**sleigh / slay**

- The ... was hard to be dragged by the horse.
- The man will ... the evil warrior.

**throne / thrown**

- The chair was ... from the balcony.
- The king sat on the ...

**rain / reign**

- The princess, when she becomes a queen, will ... for the rest of her life.
- I like to watch the ...

## 6 Correct the mistakes in the following advertisement.

*Do you knead a better diet? Smart shoppers chose Magic Cheesecake! This Magic Cheesecake is maid of fresh chess and hole grains. At a low price it is a smart by. You will definitely love this desert. You can by it at the supper market every day accept Sunday!*

## WRITING

### 1 Choose a product or service and write an advertisement.

- ✓ Make it attention-grabbing and relevant.
- ✓ Highlight the benefits of your product or service, not just the features.
- ✓ Tell your audience exactly what you want them to do.
- ✓ Use strong action words.

### Example

#### Headline:

"Transform Your Skin with Our Revolutionary All-Natural Serum!"

#### Body:

"Are you exhausted of your dull, tired-looking skin? Our all-natural serum is designed to revitalise your skin from the inside out. Packed with essential vitamins and antioxidants, it nourishes your skin, reduces fine lines and wrinkles, and restores your natural radiance. Our customers are excited about their results – 98% saw visible improvements in just two weeks! But don't just take our word for it; try it yourself! Our serum is free from harmful chemicals and is suitable for all skin types. You have nothing to lose."

#### Call to Action:

"Order now and get 20% off your first purchase! Hurry! This limited-time offer won't last long!"

# Lesson

# 6

## Check Up Your Progress

### READING COMPREHENSION

- 1** Read the text. What problem does the boy in the text face?

I hate the way I eat. I know how weird it looks. I had a surgery to fix my cleft palate when I was a baby and then a second cleft surgery when I was four, but I still have a hole in the roof of my mouth. Even though I had a jaw-alignment surgery a few years ago, I still have to chew food in the front of my mouth.

I didn't even realise how this looked until I was at a birthday party once and one of the kids told the mom of the birthday boy that he didn't want to sit next to me because I was too messy with all the food crumbs shooting out of my mouth. I know the kid wasn't trying to be mean, but he got in big trouble later, and his mom called my mom that night to apologize.



When I got home from the party, I went to the bathroom mirror and started eating a saltine cracker to see what I looked like when I was chewing. The kid was right. I eat like a tortoise if you've ever seen a tortoise eating. Like some prehistoric swamp thing.

*(Adapted from "Wonder" by R.J. Palacio)*

- 2** Answer the questions below.

- How does the narrator feel about the boy's eating habits? How does the passage express this feeling?
- What medical treatment has the boy undergone for his cleft palate?
- What impact do these surgeries have on his eating?
- How does the boy react to the incident at the birthday party?
- Why did the boy decide to eat a saltine cracker in front of the mirror?
- How do you think the birthday party incident impacted the boy's self-image and self-confidence?

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

- very strange and unusual;
- divided into two or more parts;
- a very small piece of bread, cake, or biscuit;
- an area of very wet, soft land;
- the lower part of your face that moves when you open your mouth.

- 4** In the text, find synonyms for the underlined words. Replace them and read the sentences.

- She was so hungry she could hardly masticate the food.
- I can't find anything on this untidy desk.
- He gets disagreeable when he fails to get what he wants.
- Pete shared with them a few things he regretted afterward.
- Painting began in ancient times.

- 5** Read the text again. Match the parts of the sentences.

- After taking multiple surgeries,
- I didn't even realise how this looked until a boy
- I glanced in the mirror

- refused to sit next to me because I was too messy.
- to see what I looked like when I was chewing.
- the hole in the roof of my mouth remained.

## GRAMMAR

- 1** Complete the sentences with *when, after, before, until, since, while, as soon as or whenever*.
- I will visit you ... I finish my video conference.
  - The family waited patiently ... the ship arrived.
  - Irina has been studying English ... she was a child.
  - Pete always checks his emails ... he gets to work.
  - The kids couldn't leave ... the storm passed.
  - ... she was driving to work, she saw an accident.
  - The football team had breakfast ... they left for the airport.
  - Mike will go for a run ... it stops raining.
  - I'll help you with the cleaning ... I finish the report.
  - ... you need help, just ask me.

- 2** Identify the hyponyms for the following words: **fruit, sport, animal, tool**.

*Example:* vehicle → car, truck, motorcycle, bus, bicycle, train, etc.

- 3** Write sentences with the following homonyms: **reign/rain, sea/see, sell/cell, site/sight, too/two**.

- 4** Complete the questions with the missing interrogative pronouns.
- ... shall I give this to?
  - ... of these books will you take?
  - ... do you want to see?
  - ... do you think, is the correct answer to this question?
  - To ... do you pass on the notes?
  - ... is the boy with curly hair?
  - For ... did you risk your life?
  - ... of these cars would you want in your garage?

- 5** Correct the mistakes in the following questions.

- Whose you prefer to talk to during the break?
- Who is this book belong to?
- What time does the store open on Sundays?
- Which are your hobbies, reading or travelling?
- Where car is parked outside?
- Whom do you think is the best singer in the competition?

- 6** Answer the following questions using the correct interrogative pronoun.

- ... do you want to ask for help?
- ... was your favourite subject in school?
- ... of these shirts looks better on me?
- ... is that painting by?
- ... does this information belong to?
- ... are you waiting for?

- 7** Fill in the blanks with the appropriate Saxon Genitive form.

- ... scored the winning goal. (captain, team)
- After the party, they went to ... (the place where Jane lives)
- The ... appeared to be very angry. (voices, crowd)
- The ... was worth several hundred thousand. (collection, value)
- Let's meet tomorrow at ... . (St Paul, Cathedral)
- The ... woke up the whole farm. (herd, noise)

## WRITING

- 1** Based on the events in the text, write a letter of 120-150 words to the child who made the comment at the birthday party. In your letter, include the following:

- Explain why you are writing this letter to the child.
- Express your thoughts and feelings about the comment that was made. How did it affect you and others at the party?
- Offer advice on how they could handle similar situations better in the future to avoid making others feel uncomfortable or upset.

### USEFUL LANGUAGE

- ✓ I am writing to ...
- ✓ I feel/ I believe that ...
- ✓ I would suggest/ recommend ...
- ✓ You should ...
- ✓ I hope that you ...

# Bringing Ideas to Life

## Video Family Legacy

1. Define the purpose of the video
2. Interview Family Members
3. Gather old photographs, letters, heirlooms, or documents.
4. Identify the theme (e.g. “The entrepreneurial spirit in my family”, “How my family overcame challenges through generations”)
5. Create a Script Outline
  - ✓ Introduction (What is family legacy?)
  - ✓ Personal Connection (Why is this important to you?)
  - ✓ Family Stories (Highlight key moments or figures)
  - ✓ Closing (Lessons learned and their impact on your present life).
6. Production
  - ✓ Record interviews with family members.
7. Editing
  - ✓ Import video clips, photos, and audio into the editing software.
  - ✓ Add subtitles or captions (“This is my grandmother in 1965...”)
8. Presentation
  - ✓ Upload to a private platform for sharing.

| Criteria                              | What You Need to Do                                                                                                                                 | Points |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| <b>Content Relevance</b>              | Share important and meaningful details about your family’s legacy, such as traditions, stories, or values. Ensure everything connects to the topic. | 4      |
| <b>Depth of Information</b>           | Provide detailed and specific examples or stories from your family history. Avoid general statements or vague descriptions.                         | 4      |
| <b>Clarity of Presentation</b>        | Speak clearly and organize your ideas logically so the audience can follow your story easily.                                                       | 4      |
| <b>Organization</b>                   | Structure your video with a clear introduction, main points and conclusion. Use transitions to keep ideas connected.                                | 4      |
| <b>Engagement with the Topic</b>      | Make your content interesting by sharing personal reflections, unique traditions, or emotional moments that make your story stand out.              | 4      |
| <b>Cultural or Historical Context</b> | Present your family’s legacy in a unique and personal way. Use storytelling techniques to make it memorable.                                        | 4      |
| <b>Creativity in Content</b>          | Use original ideas and creative designs to make your brochure stand out. Show your personality and style.                                           | 4      |
| <b>Language Use</b>                   | Use clear, simple, and grammatically correct language. Make sure your word choice is appropriate for your level and topic.                          | 4      |

“Dare to Dream, Strive to Succeed!”

# Unit 3

## EMPOWERMENT STARTS HERE

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# Lesson

# 1

## Education Matters

### LEAD-IN

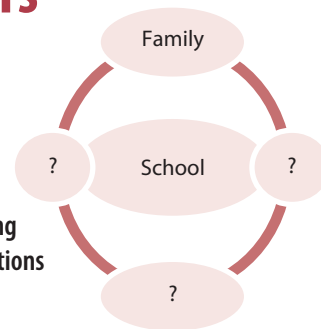
**1** In groups, discuss what society is and what it includes.

**2** Share your thoughts on the purpose of schools. Create a “Community Classroom Map” by placing the school at the centre. Arrange the community elements around the school, drawing connections between the school and each element. Think about questions like:

- How does the school interact with this part of the community?
- What role does the school play in supporting this community element?
- How does it influence the school?

**3** Read the statements below. Do you agree or disagree with them? Why?

- The learning process is wonderful, but, like any career, it can sometimes be frustrating.
- The purpose of education is to replace an empty mind with an open one.
- People need a good education to succeed in this competitive world.
- Education bridges the gap between the rich and the poor.
- Education boosts self-confidence and helps develop a person's personality.



### LISTENING

**1** Listen to two people talking about Asian education.

Answer the following questions:

- What is the Gaokao, and why is it significant in the Chinese education system?
- What are the primary languages taught in Chinese schools?
- How does the structure of Japan's school year differ from that of other countries?
- What is the importance of entrance exams in the Japanese education system?
- How do Japanese schools emphasise discipline and respect in their curriculum?



- What are some common extracurricular activities in Japanese schools?
- How has Singapore achieved such high performance in international educational assessments?

**2** Listen to the recording again. Complete the sentences.

- Asian countries place a strong emphasis on ... achievement.
- Japanese schools emphasise ..., ..., and group ...
- In Japan students are responsible for cleaning their ..., ..., and other ...
- In Japan uniforms promote ..., reduce ..., and foster a ...
- Students in Japan are taught to follow strict routines, such as ... and ... with respect, ... up when answering questions, and ... as a sign of respect.

### READING

**1** Read the text.  
Think of another title.  
Justify your choice.

## A Hilarious Day in School

School, as everyone knows, is an institution designed primarily to keep kids out of their parents' hair for several hours a day. But beyond that noble goal, it's also a place where kids can learn vital skills, such as how to make a volcano out of baking soda and vinegar and how to avoid the mysterious substance known as “school lunch.”

Take, for example, my son's school. Every morning, the students shuffle in like zombies from a horror movie, clutching their backpacks and trying to avoid eye contact with anything that might be mistaken for a teacher. The backpacks, by the way, are large

enough to contain several small countries, yet the kids never seem to have a pencil when they need one.

First period is always math, a subject that has evolved over the years from simple arithmetic into something that requires a PhD to understand. Next comes English, where students are taught to appreciate classic literature by dissecting every possible meaning from a single sentence until all the joy has been thoroughly extracted. They also learn important grammatical rules, such as the fact that a preposition is something you should never end a sentence with. This is useful information that they will forget approximately three minutes after the final exam.

Then it's time for Science, where they learn fascinating things like how a frog's intestines work, which, while intriguing, is probably not something they'll use in their future careers unless they become frog doctors. They also get to do fun experiments, like mixing random chemicals together to see if they can create an explosion big enough to get them out of gym class.

Speaking of gym, that's the next period. Gym class is where kids learn the valuable life lesson that not everyone is cut out to be an athlete. This is typically demonstrated by forcing them to run around the track until they either collapse or figure out how to fake an injury convincingly.

After gym, it's time for lunch, which is a daily adventure in culinary courage. The school cafeteria serves a variety of



dishes that all taste remarkably similar to cardboard. The highlight of the week is "Mystery Meat Monday," where the kids get to guess what kind of meat they're eating. The afternoon is filled with more classes, including Social Studies, where students learn about history and geography by memorising facts they will never use, and Art, where they get to express themselves creatively by drawing stick figures that their parents will proudly display on the refrigerator.

Finally, the school day ends and the kids shuffle out, exhausted but wiser. They've survived another day, learned a few things and probably forgotten most of them. But that's okay.

(By Dave Barry)

## 2 Answer the following questions.

- According to the author, what is the primary goal of the school?
- How does the author describe the students as they arrive at school in the morning?
- What humorous observation does the author make about the size of students' backpacks and their contents?
- What does the author imply about the complexity of modern math education?
- How does the author describe the teaching of classic literature in an English class?
- What joke does the author make about the purpose of learning frog anatomy in the science class?
- How does the author describe the gym class? What lesson does he think it teaches students?
- What is the author's opinion about the quality of the school cafeteria food?
- How does the author humorously describe "Mystery Meat Monday"?

## 3 Match the words with the definitions. Then, use them in sentences.

- |                         |                                                                                                                                                    |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. curriculum           | A. an approach to education that seeks to include all children, regardless of their physical, intellectual, social, emotional or other conditions. |
| 2. assessment           | B. relating to an occupation or employment.                                                                                                        |
| 3. literacy             | C. a form of academic instruction, either at an academic institution or offered by a commercial or professional organisation.                      |
| 4. syllabus             | D. an educational talk to an audience, especially one of students in a university.                                                                 |
| 5. scholarship          | E. a thing that is required as a prior condition for something else to happen or exist.                                                            |
| 6. prerequisite         | F. a grant or payment made to support a student's education, awarded on the basis of academic or other achievement.                                |
| 7. lecture              | G. an outline of the subjects in a course of study or teaching.                                                                                    |
| 8. seminar              | H. the ability to read and write.                                                                                                                  |
| 9. vocational           | I. the evaluation or estimation of the nature, quality, or ability of someone or something.                                                        |
| 10. inclusive education | J. the subjects comprising a course of study in a school or college.                                                                               |

#### 4 Complete the sentences using the words in the Vocabulary Corner box.

- The knight was known for his ... deeds and courage in battle.
- The new shopping mall is so ... that it takes hours to explore all the stores.
- The athletes ran around the ... during their practice session.
- We ate lunch in the school ..., where they served pizza and salad.
- She is very ... and always gets the highest grades in her class.
- The hikers had to work together ... the cold and stormy weather in the mountains.

#### Vocabulary Corner

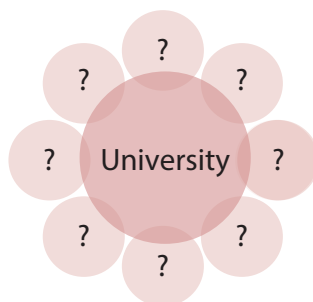
track  
cafeteria  
noble  
huge  
smart  
to survive

### SPEAKING

1 Brainstorm the key factors to consider when choosing a university. Describe the university of your dreams based on them.

2 Work in groups. Analyse the advantages and disadvantages of studying in your home country or abroad. Discuss these two options for education.

3 List the top three benefits of studying at home and abroad that are important to you. What are your main concerns about studying at home and studying abroad? Which option do you choose? Why?



| Study in My Home Country |               | Study abroad |               |
|--------------------------|---------------|--------------|---------------|
| Advantages               | Disadvantages | Advantages   | Disadvantages |
|                          |               |              |               |

### GRAMMAR

#### Reported Speech

**Direct Speech:** He said, "I am going to the store."

**Reported Speech:** He said that he was going to the store.

#### Time changes

now → then  
today → that day  
tomorrow → the next day / the following day  
yesterday → the previous day / the day before  
last week → the previous week / the week before  
next week → the following week

#### Pronouns:

I → he/she  
We → they  
You → I/he/she/they

#### Place Changes:

here → there  
this → that  
these → those

#### Verb Tense:

Present Simple → Past Simple  
Present Continuous → Past Continuous  
Present Perfect → Past Perfect  
Past Simple → Past Perfect  
Will → Would  
Can → Could  
Must → Had to

#### Orders:

Imperative → Infinitive

#### Direct Speech:

She said, "Close the door!"

#### Reported Speech:

She told me to close the door.

#### Yes/No Questions:

#### Direct Speech:

She asked, "Are you coming to the party?"

#### Reported Speech:

She asked if I was coming to the party.

#### Suggestions:

#### Direct Speech:

She said, "Why don't we go for a walk?"

#### Reported Speech:

She suggested going for a walk.

#### Wh-Questions:

#### Direct Speech:

He asked, "Where are you going?"

#### Reported Speech:

He asked where I was going.

**1** Turn the following sentences from direct speech into reported speech, making the necessary changes according to the rules.

- "I love watching sports," she said. She said that ...
- "We are going to the tennis court tomorrow," he said. He said that ...
- "I have finished my translations," Ann said. Ann said that ...
- "She is studying Spanish," Elena said. Elena said that ...
- "It's snowing outside," he said. He said that ...
- "Are you coming to the circus?" she asked. She asked ...
- "Where are you going?" he asked. He asked ...
- "Can I borrow your pen?" she asked. She asked ...
- "What time does the lesson start?" he asked. He asked ...
- "Why didn't you call me?" she asked. She asked ...

**2** Turn the following orders or requests from direct speech into reported speech, making the necessary changes according to the rules.

- "Close the door," the teacher said. The teacher ...
- "Please, help me with my homework," she said. She asked ...
- "Don't touch that," he said. He told ...
- "Can you pass me the sugar?" she said. She asked ...
- "Let's meet at the gym," he said. He suggested ...

## WRITING

**1** In about 100-120 words, write an article for a newspaper about the broader role of schools in society. Consider the following:

- ✓ What roles do schools play beyond academics?
- ✓ How do schools help prepare students for their future careers and lives?
- ✓ What impact do teachers and staff have on student development?
- ✓ How do schools contribute to building a sense of community?
- ✓ What changes would you suggest to improve schools in fulfilling these roles?

**2** Look at the pictures. Create a detailed design for the school of the future. Describe it. Include aspects such as:

- ✓ Building design and architecture.
- ✓ Classroom setups and learning spaces
- ✓ Use of technology (e.g., AI, virtual reality)
- ✓ Sustainable practices (e.g., renewable energy, recycling)
- ✓ Curriculum and subjects taught
- ✓ Teacher-student interactions



## PROJECT

Plan a community service project. Identify potential guest speakers from various sectors of your local community. They will share their perspectives on how their work impacts the role of school in society. Prepare a detailed plan, including a schedule, necessary materials, a description of activities and participants.

### List of activities:

- Cleaning up a local park or beach;
- Organising a food drive and distributing supplies at a local food bank;
- Visiting a senior centre to interact with and assist the elderly;
- Hosting a free tutoring session for elementary students.

### List of speakers:

- Local business owners;
- Healthcare professionals;
- Law enforcement officers;
- Non-profit leaders;
- Government officials;
- Alumni who are now active in the community.

# Lesson

## 2

## Student Spotlight

### LEAD-IN

- 1 Draw a symbol that represents who you are. Then, write down three interesting facts about yourself. Share your drawing and facts with the class.
- 2 Think about what inspires you in life. Write three things that motivate you to keep going. How do these things make you feel? Share your thoughts with the class and explain why they are important to you.

### LISTENING

- 1 Listen to two people talking about university. Answer the following questions:
  - a. What are Susan's thoughts on pursuing her career?
  - b. How does Susan feel about the idea of working directly with patients?
  - c. What steps can Susan take to start developing the necessary skills and knowledge?
  - d. What advice does her mentor give?



- 2 Based on the audio recording, reflect on the following questions:
  - a. What are the main factors influencing your career decisions right now?
  - b. Are there any challenges or concerns you have about pursuing a certain career?
  - c. How do you plan to further explore your career options?
  - d. What kind of support or resources do you think you need to help make your decision?

### READING

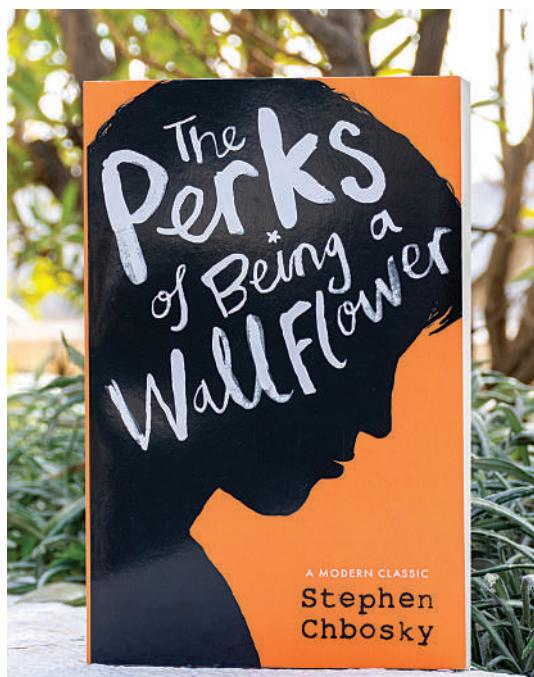
- 1 Read the text below and think of the best title. Justify your choice.

September 7, 1991

Dear friend,

I do not like high school. The cafeteria is called the "Nutrition Centre," which is strange. There is one girl in my advanced English class named Susan. In middle school, Susan was very fun to be around. She enjoyed watching movies, and her brother Frank would often make her tapes of great music, which she would then share with us. But over the summer, Susan had her braces removed and she got a little taller and prettier. She also started to act differently in the hallways, especially around boys. She doesn't seem as happy now. She doesn't like to say "Hi" to me in the hall anymore and doesn't want to talk about being in the advanced English class.

Susan told me that when she went to see the guidance counsellor about Michael, she said Michael once told her she was the prettiest girl in the world, even with her braces.



He asked her to “go with him,” which means they were dating. They kissed and talked about movies, and she missed him a lot because he was her best friend. It’s unusual because boys and girls weren’t usually best friends in our school, but Michael and Susan were, kind of like my Aunt Helen and me.

Sorry, I meant “My Aunt Helen and I.” That’s one thing I learnt this week, along with using punctuation correctly. I stay quiet most of the time, and only one kid

named Sean really noticed me. He waited for me after gym class and said childish things like he would give me a “swirlie,” which means sticking my head in a toilet and flushing it. He seemed unhappy too, so I told him. Then he got mad and started hitting me. I just did what my brother taught me. My brother is a good fighter.

(Adapted from “The Perks of Being a Wallflower”  
by Stephen Chbosky)

## 2 Read the text again. Answer the questions.

- How does the narrator feel about high school?
- What does the narrator’s description of Susan reveal about the impact of physical changes on peer relationships and self-perception in high school?
- How does the narrator’s relationship with Susan change from middle school to high school? What factors contribute to this change?
- What do you think the narrator means when he says Susan acts “a lot dumber in the hallways, especially when boys are around”? How could this behaviour reflect broader social pressures in high school?
- Discuss the significance of Michael and Susan’s relationship. How does their friendship challenge or conform to typical gender norms and expectations in high school?

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

- She got her ... taken off last week, and now she has a beautiful smile.
- We met in the school ... between classes.
- The teacher gave us ... on how to write a good essay.
- They decided ... after their first date.
- I will ... my friends when I move to a new city.
- They have been ... for three months and really enjoy each other’s company.
- Remember ... the toilet after you use it.

### Vocabulary Corner

guidance  
to kiss  
braces  
hallway  
to miss  
to date  
to flush

## SPEAKING

### 1 Choose at least three careers you are interested in. Discuss your ideas with others. Use the questions below to guide your discussion:

#### Career Interest

- Why does this career interest me?
- How does this career align with my passions and interests?

#### Job Duties

- What are the main tasks in this job?
- Do these tasks align with my skills and preferences?



### Educational Requirements

- What level of education is required for this career?
- What subjects or degrees are most helpful?

### Career Pathways

- What promotion or growth opportunities are available?
- Can I change roles or specialise in different areas?

### Work Environment

- Where do people in this job usually work (office, outdoors, remote)?
- How important is work-life balance in this field?

### Salary and Benefits

- What is the average salary for this job?
- Are there any benefits associated with this career?

## 2 Build your profile according to the model:

- ✓ Academic background;
- ✓ Interests and Hobbies;
- ✓ Strengths and Skills;
- ✓ Career Aspirations and Goals;
- ✓ Extracurricular Activities;
- ✓ Personal Traits and Characteristics;
- ✓ Educational Accommodations or Needs;
- ✓ Achievements and Improvements;
- ✓ Future Plans and Aspirations.



A **lexical family** refers to a group of words that are derived from the same root or base word.

**e.g.** *nation (noun); national (adjective); nationality (noun); nationalism (noun); international (adjective); internationalism (noun)*

## 1 Choose the correct word and fill in the blank.

### a. attracting, attractive, attraction

- The roller coaster is the most fantastic ... in Orhei land.
- The cakes are ... insects to our bedroom.
- The painted room makes the house more...

### b. unthinkable, rethink, thinking

- If I can't find a babysitter I'll have to ... my plan.
- Destroying the house is an ... thing to do.
- He is ... about moving out.

### c. invented, invention, inventor

- Bell is a famous...
- He... the telephone.
- What is this life without this ...

### d. refreshing, fresher, freshly

- What a wonderful smell of ... baked bread!
- This cake is ... than yours.
- After all day long, I would like to have a ... shower.

## 2 Fill in the blanks with the correct form of the word in parentheses.

- The teacher's main goal is to provide high-quality ... (educate)
- Her paintings show incredible ... (create)
- He was very ... in organising the charity event. (act)
- The ... regarding the problem requires careful thought. (decide)
- The garden looks so ... after planting all the flowers. (beauty)

**Lexical chunks** are fixed expressions or phrases that consist of multiple words that commonly occur together due to frequent usage in language.

**Strong collocations** are pairs or groups of words that frequently occur together and have become established in the language.

**Highly likely:** It's highly likely that he will attend the meeting.

**Bitterly disappointed:** She was bitterly disappointed with the election results.

**Make an effort:** He made a concerted effort to improve his grades.

**Conversational formulas** are phrases or expressions that are used in everyday spoken language.

**Greetings:** "Hello!", "How are you?"

**Requests:** "Could you pass me the salt?", "Would you mind helping me?"

**Expressing agreement:** "That's a good idea.", "I agree with you."

**2** Complete the following sentences with suitable lexical chunks: *information is at your fingertips, make an effort, bitterly disappointed, it's highly likely, I'll give it a shot.*

- She was ... when she found out she didn't get the job.
- Can you ... and see if you can find the missing keys?
- ... that he will arrive on time for the meeting.
- ... at finishing the project before the deadline.
- ... on your smart phone to access the latest news.

## WRITING

**1** Below is a list of British and American English words. Match each British term with its American equivalent.

Write a short humorous anecdote. Use the following structure:

- ✓ Choose a relevant incident.
- ✓ Set the scene
- ✓ Introduce the characters.
- ✓ Highlight the climax.
- ✓ Describe the outcome.

|                        |                        |
|------------------------|------------------------|
| 1. trash can           | A. silencer            |
| 2. elevator            | B. underground or tube |
| 3. truck               | C. chips               |
| 4. subway              | D. dust bin            |
| 5. car trunk           | E. lift                |
| 6. french fries        | F. boot                |
| 7. underground walkway | G. crisps              |
| 8. car hood            | H. lorry               |
| 9. car muffler         | I. subway              |
| 10. potato chips       | J. bonnet              |



**2** Create conversational formulas for the following situations:

- asking for someone's opinion.
  - expressing sympathy for someone's loss.
  - offering help or assistance.
  - expressing surprise or disbelief.
- e.g. Expressing sympathy for someone's loss: *I'm so sorry to hear about your grandfather's passing.*

# Lesson

# 3

## Culture Chronicles

### LEAD-IN

#### 1 Discuss your theatre experience by answering the questions.

- Have you had any theatre experience recently?
- How has acting helped you develop your communication skills?
- What have you learned about yourself from doing theatre?
- Has theatre made you more confident or better at speaking in front of others?
- Have you discovered any new interests or talents through your theatre experience?
- How can theatre be used in your school to address important issues or promote positive values?



#### 2 In groups, discuss the following:

- What is one tradition or event at your school that you think is important? Why?
- How would you describe the typical behaviours and attitudes of students at your school?
- What can students do to contribute to school culture?

#### 3 Work in groups. What aspect of your school culture could be improved? How? Think of specific actions that can make a positive change. Emphasise the role of each student in shaping and maintaining a positive school environment. Share your ideas with your classmates.

#### 4 Write a personal commitment on a sticky note about how you will contribute to the school culture.

*Example: "I will participate actively in school events," or "I will show respect and kindness to my peers."*

### LISTENING

#### 1 Listen to the two friends. Answer the questions.

- Do you agree with Ted's views on school culture?
- What are Ted's views about leadership style?
- What does he mean when he says "physical environment"?
- What are Ted's views about parent and community involvement?
- What are celebrations and milestones?
- What is your image of the ideal school culture?
- Is the "school culture" in different countries the same?

#### 2 Listen to the recording again. Complete the sentences.

- The school culture reflects ... and ... when it encourages students to participate in ... processes.
- A well-maintained and ... environment can promote ... and ... among students.
- Various events ... the values and ... within the school ...
- School ... shape the daily experiences and ... of students and staff, reflecting the school's ... and ...

## READING

### 1 Read the excerpt and reflect on your school culture.

The play is taking up most of my time as we get closer to the opening night. I have many lines to remember and long speeches where it's just me talking. Olivia had a great idea that is helping me. I have my fiddle on stage and play it a little while I talk. It's not written in the script, but Mr. Davenport thinks it adds something special to the play. It's great for me because when I need a moment to remember my next line, I just play a little song on my fiddle and it gives me some extra time.

I've gotten to know the other kids in the play better, especially the girl with pink hair who plays Emily. She is not as stuck-up as I first thought. Her boyfriend is a popular athlete at school, but I'm surprised that Miranda is actually nice.

A few days after the spring break, Mom found out that Via hadn't told her about a school play happening the next week. Mom was very upset. Mom doesn't get mad often (though Dad might say otherwise), but she was really mad at Via. They had a big argument. I could hear them yelling from Via's room. Mom said, "What is going on with you, Via? You're moody and secretive." Via yelled back, "What's wrong with not telling you about a small play?"



I don't even have a speaking part!" Mom replied, "But your boyfriend does! Don't you want us to see him?" Via shouted, "No! I don't!" Mom told her to stop screaming, and Via said, "You screamed first! Just leave me alone! You've always left me alone, so why do you care now?" After that, it got very quiet....

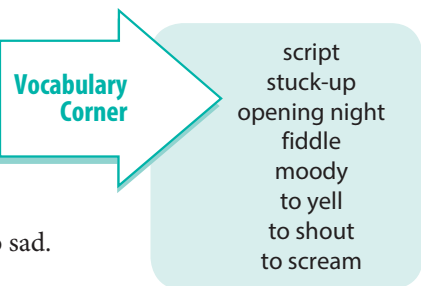
(Adapted from "Wonder" by R.J. Palacio)

### 2 Based on the text, answer the following questions:

- How is the play affecting the narrator's daily life and time management? Consider the impact on August's routine, schoolwork and social life.
- What strategies does the narrator use to manage time and remember lines? Are they efficient? Why? What other strategies could students use in similar situations?
- Why does the narrator find playing the fiddle on stage helpful during the play?
- How does the narrator's perception of Emily change throughout the play rehearsals? What does this change reveal about the narrator and the value of understanding people beyond first impressions?
- How can theatre bring together different social groups and help create new friendships?
- Why is the narrator's mom angry with Via about the school play?

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

- The ... of the play was a huge success, with a full house and a standing ovation.
- He plays the ... beautifully during the concert.
- The actors rehearsed their lines from the ... every day before the performance.
- She seemed ... at first, but I later found out she was actually very friendly.
- Lately, he has been very ... , changing his mood quickly from happy to sad.
- The coach had ... at the players to get their attention during the game.
- They had ... to be heard over the loud music at the party.
- The children ... with excitement when they saw the magician's tricks.



## SPEAKING

- 1 Role-play the argument between Via and her mom. Switch roles to see the perspective of the other character. Discuss how seeing both sides might help in resolving conflicts.
- 2 In pairs, discuss a significant event or achievement at your school, emphasising its importance, reflecting on its impact and inspiring pride and unity among your peers. Prepare a speech and share with your classmates.

### Preparation Steps

- ✓ Select a specific event or achievement from your school.
- ✓ Remember detailed information about the event or achievement.
- ✓ Consider the significance of the event or achievement.

### Structure

- ✓ Introduction: Introduce the event and its importance.
- ✓ Body: Discuss key details, such as what led to the event, the efforts of those involved and the impact on the school community.
- ✓ Conclusion: Summarise the significance of the event, express gratitude, and inspire pride and unity among your peers.

### Speech Guidelines

- ✓ While speaking, pay attention to your tone, pace and clarity.
- ✓ Language: Use clear and engaging language. Consider your audience and use appropriate vocabulary.
- ✓ Engagement: Aim to captivate your audience with anecdotes, facts, or personal reflections related to the event.
- ✓ Delivery: Maintain eye contact, vary your tone to emphasise key points, and project your voice to ensure clarity and impact.

## Noun Derivation: affixation, conversion, contraction, deflexion

| Affixation                                                                                                                            | Conversion                                                                                                                                                                                                              | Contraction                                                                                                                                                                       | Deflexion                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Affixation is the process of adding prefixes or suffixes to an existing word to create a new noun.<br><i>point</i> → <i>pointless</i> | Conversion, also known as zero-derivation, involves changing the grammatical category of a word without adding any affixes.<br><i>to run</i> (verb) → <i>a run</i> (noun)<br><i>to cut</i> (verb) → <i>a cut</i> (noun) | Contraction involves shortening a word or combining parts of two words to form a new noun.<br><i>motor</i> + <i>hotel</i> → <i>motel</i> (noun)<br><i>public inn</i> → <i>pub</i> | Deflexion, also known as back-formation, involves creating a new noun by removing what appears to be an affix from an existing word.<br><i>editor</i> (noun) → <i>edit</i> (verb) |

- 1 Form a noun by adding a suitable prefix or suffix to the given base word: perform, logic, create, encourage, interfere, construct, prefer, frustrate, argue, prevent, satisfy, content.  
Example: *imagine* - *imagination*

- 2 Make up sentences with noun-verb conversions with the following words:

- a. paint (verb)- paint (noun)
- b. walk (verb)- walk (noun)
- c. love (verb)- love (noun)
- d. conduct (verb)- conduct (noun)

Example: **Noun:** The balloon floated in the **air**.

**Verb:** She needed to **air** out the room after painting.

**Relative adverbs** “when,” “where,” “how,” and “why” are words that introduce relative clauses. They act both as adverbs in the clause they introduce and as relative pronouns that connect the clause to the main sentence.

**3** Read the sentences below. Analyse the use of relative adverbs. Make up your own sentences.

- She remembers the time **when** she first learned to ride a bike.
- They explored the cave **where** ancient paintings were discovered.
- He couldn't explain **why** he was late for the meeting.
- Do you know the place **where** the treasure is buried?
- He demonstrated **how** to play the piano with precision.

**5** Match the two columns to get complete sentences.

- Susan told her friend about the time when
- They will go to the beach when
- Please find a seat where
- That is the house where
- Not getting enough sunlight is the reason why
- Autumn is the season when

**4** Fill in with the relative adverbs.

- We know ... you came here.
- John likes ... you carry yourself.
- He knows ... you are in a good mood.
- Do you know the reason ... the store is closed today?
- I slipped on the pool deck last year, which is ... I always walk now.
- I placed my towel in the sun ... it will dry quickly.
- This is the school ... I studied English.
- That is the house ... we used to live.

- the sun rises.
- my parents used to live.
- my sister was born.
- she visited Canada.
- the plant turned brown.
- you will be comfortable.

**6** Rewrite the sentences below by replacing the underlined phrase with a relative adverb.

- The United States is the country in which dreams come true.
- Do you know the reason for which she never visited her school friends?
- The bridge is the point at which you take a right turn.
- Mary does not know the reason for which she was chosen vice president.
- This is the wall on which we will place the family portrait.
- Do you know the reason for which she is so tired?
- December is the month in which people spend a lot of money shopping.
- The summer in which I graduated from high school was a hot one.
- This is the beach at which I used to swim.

## WRITING

**1** Write a 150-word description of a place you have recently visited. Your response should include the following details:

- When** you visited the place.
- Where** it is located.
- How** you felt or experienced the environment.
- Why** this place left a lasting impression on you.

Use relative adverbs such as *where*, *when*, *why* and *how* to connect your ideas.

### Tips for Describing Places

- Use sensory details:
  - ✓ Sight: colours, shapes, sizes and movement.
  - ✓ Sound: noises or silence.
  - ✓ Smell: scents in the air.
  - ✓ Touch: textures or temperatures.
  - ✓ Taste: If relevant, mention food or drink.
- Use specific details
- Avoid generalisations. Instead of saying “beautiful park,” describe the features that make it beautiful.
- Set the mood. Convey the atmosphere or emotional tone of the place: Is it calm, lively, mysterious, or joyful?
- Include personal impressions: feelings or thoughts about the place to make the description more personal.

# Lesson

# 4

## From Classroom to Community

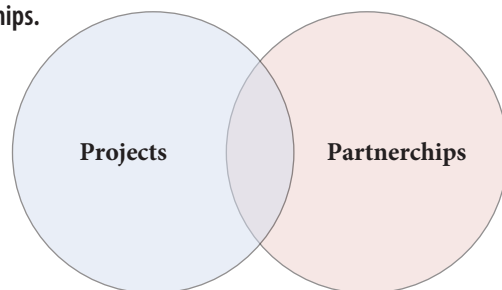
### LEAD-IN

- 1 Look at the pictures. Describe what the educational projects might be. Explain why they are important and how they help students apply what they learn in the classroom to real-life situations.
- 2 In groups, brainstorm ideas for possible projects. Think about topics that you are passionate about or curious to explore. Share your top two or three ideas with the class.
- 3 In pairs, choose one idea from the list that interests you the most. Fill out a planning sheet including the following information:
  - ✓ Project title
  - ✓ Brief description
  - ✓ Objectives and goals
  - ✓ Materials needed
  - ✓ Steps to complete the project
  - ✓ Possible challenges and strategies to overcome them



### LISTENING

- 1 Listen to the following conversation. Answer the questions.
  - a. What is a partnership, and how does it differ from a project?
  - b. Why are partnerships characterised by their long-term and ongoing nature?
  - c. What are the core principles on which partnerships are built?
  - d. How do partnerships enhance learning experiences in the education sector?
- 2 Listen again and build the Venn Diagram comparing projects with partnerships.
- 3 Read the statements below and decide if they refer to projects or partnerships.
  - a. They have specific goals, timelines and deliverables.
  - b. Ongoing collaborative relationships between two or more parties who work together toward common goals.
  - c. Their primary purpose is to achieve a specific objective or solve a particular problem within a set timeframe.
  - d. They have a defined beginning and end.
  - e. Their purpose is to leverage the strengths and resources of the partners to achieve long-term goals and mutual benefits.



### READING

- 1 Read the text. Give it a title. Explain your choice.

Facebook started as a project by Mark Zuckerberg, who was a student at Harvard University. He officially launched “The Facebook” on February 4, 2004. At first, it

was a small website for Harvard students to connect and share information. It quickly grew to other Ivy League schools and then to colleges across the United States. During this time, the team worked on improving the site and getting more users.

Facebook got early money from people like Peter Thiel and companies like Accel Partners. These investors helped Facebook grow by giving money and advice. In 2007, Microsoft bought a small part of Facebook for \$240 million. This helped Facebook with money, ads and technology.

In 2007, Facebook introduced the Facebook Platform, which allowed other developers to create apps and games for Facebook. This marked a significant shift as it required collaboration with external developers to enhance the site's functionality. Facebook also bought companies like Instagram, WhatsApp and Oculus VR. These purchases helped Facebook add new technologies and teams.

(*"The Facebook Effect"* by David Kirkpatrick)



## 2 Answer the following questions:

- What was the main goal of Facebook when it started in 2004?
- How did Facebook expand from Harvard University to other schools and colleges in the United States?
- What were some key new features Facebook introduced in its early years?
- How did the early investments from Peter Thiel and Accel Partners contribute to Facebook grow?
- Why was Microsoft's 2007 investment in Facebook significant? How did it help both companies?
- What happened when Facebook allowed other developers to create apps in 2007?
- Can you give examples of some popular apps made for Facebook?

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

- They will ... the new website next week with a big event.
- She ... a new laptop for her studies.
- When he said "good luck," he ... that he really hoped she would succeed.
- The construction workers built a new ... for the office building.
- The company placed an ... in the newspaper to let people know about their sale.
- The tree will ... taller and stronger with plenty of sunlight and water.

### Vocabulary Corner

to mean  
to purchase  
ad  
site  
to launch  
to grow

## SPEAKING

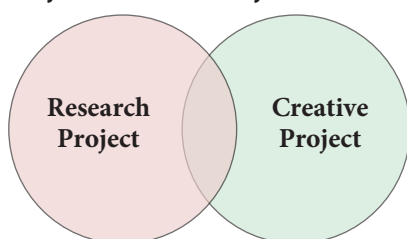
### 1 In pairs, look through various types of projects. Match the type of project with its meaning. Think of examples for each type.

- |                              |                                                                                                                                    |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| 1. Research projects         | A. students create interactive materials, such as games, websites, or apps, to engage others in learning about a specific topic.   |
| 2. Creative projects         | B. students apply principles of design and engineering to create solutions to real-world problems.                                 |
| 3. Engineering projects      | C. projects that integrate knowledge and skills from multiple subject areas to create a comprehensive understanding of a topic.    |
| 4. Service-learning projects | D. learners engage in community service activities that are integrated with academic learning objectives.                          |
| 5. Cross-curricular projects | E. students use their creativity to produce original works such as stories, artworks, videos, or music that convey information.    |
| 6. Interactive projects      | F. students investigate a topic in depth, gather information from various sources, and present their findings in a written report. |

**2** In groups, discuss the differences between projects and partnerships. Use the information in the table to help you.

| Aspect            | Projects                              | Partnerships                             |
|-------------------|---------------------------------------|------------------------------------------|
| <b>Definition</b> | Short-term work with specific goals   | Ongoing work between two or more people  |
| <b>Purpose</b>    | To complete a specific task or goal   | To work together for long-term success   |
| <b>Duration</b>   | Has a start and end date              | Lasts for a long time                    |
| <b>Structure</b>  | Has a clear plan and set deadlines    | Flexible, can change over time           |
| <b>Scope</b>      | Has a clear focus and is limited      | Covers many areas and can grow or change |
| <b>Team</b>       | People work together for a short time | People work together for a long time     |

**3** Create a Venn diagram to compare and contrast the characteristics of Research Projects and Creative Projects.



**4** Work in groups. Analyse the pictures that illustrate various types of projects. Choose one project you would like to get involved in and discuss the reasons. Speak about the impact of such a project on the community.



## GRAMMAR

### Countable nouns

refer to individual items that can be counted as separate entities.

**e.g.** book, chair, apple, dog, car.

**Uncountable nouns**, also known as mass nouns, refer to substances, concepts, or qualities that cannot be counted as individual units.

**e.g.** water, sugar, air, happiness, advice.

Certain nouns can function as both countable and uncountable depending on their usage and context.

**Countable:** He found three stones in the garden.

**Uncountable:** The path was covered in gravel and stone.

Collective nouns refer to groups of people, animals, or things as a single unit.

**Cattle:** The cattle were grazing in the field.

**Police:** The police arrested the suspect.

They are often used with singular verbs when referring to the group as a whole (**e.g.** The team is winning.) and with plural verbs when referring to individuals within the group (**e.g.** The team are wearing their jerseys.)

**1** Fill in the blanks with the correct form of the noun (countable or uncountable) given in parentheses.

- a. He found two ... in the garden. (stone)
- b. The ... in the well was clean. (water)
- c. She drank a ... of apple juice. (glass)
- d. The shop had many interesting ... on the shelf. (book)
- e. Clean ... is essential for a healthy environment. (air)
- f. She added a spoonful of ... to her coffee. (sugar)
- g. The ... ran after the ball. (dog)
- h. His ... helped me make an important decision. (advice)
- i. There were several ... around the dining table. (chair)
- j. Their ... knew no bounds when they won the championship. (happiness)

**2** Complete each sentence with the correct collective noun from the list: *team, flock, herd, audience, committee.*

- a. The ... of sheep was grazing peacefully in the meadow.
- b. The ... are discussing the budget for next year.
- c. The ... cheered loudly when the band finished their performance.
- d. Our ... won the championship last season.
- e. A ... of birds flew overhead, heading south for the winter.

**3** Read the text. Underline the collective nouns. Make up sentences with them.

Today, I visited the local zoo with my family. We began our journey by exploring the vast animal enclosures. As we entered, a herd of elephants caught our attention with their majestic presence. The elephants were peacefully grazing on hay provided by the zookeepers. Nearby, a troop of monkeys swung from branch to branch, entertaining visitors with their playful antics.

As we continued, we came across a pride of lions resting under the shade of a large tree. The lioness led the pride, while the cubs played nearby under the watchful eyes of the adults. The sight of the lions left us in awe of their strength and beauty.

Next, we approached the aviary, where a flock of colourful parrots chirped merrily. Their vibrant feathers stood out against the lush greenery of the enclosure. We spent some time watching them interact and mimic the sounds they heard from visitors passing by.

As lunchtime approached, we joined a crowd of families gathered near the picnic area. The zoo had organised feeding sessions for the seals, and a pod of seals eagerly awaited their meals by the water's edge. Their playful splashes delighted the children watching from the viewing platform.

## WRITING

**1** Write a 100-120 word text about a memorable experience you've had. Describe the experience in detail, explaining why it was significant to you. When writing, use the discourse markers in the box and the structure below:

**Introduction:**

- ✓ Briefly introduce the experience and mention where and when it took place.
- ✓ Say why this experience is important to you.

**Body:**

- ✓ Describe the experience in detail.
- ✓ Write about how it changed the way you thought, felt, or acted at the time and later.

**Conclusion:**

- ✓ Summarize the key aspects of the experience and its lasting impact.
- ✓ Write about what you learned from this experience.
- ✓ Write about your feelings at the end of this experience.

### DISCOURSE MARKERS

**Time and sequence** discourse markers indicate the order of events or steps in a process.  
*Firstly, secondly, thirdly, then, next, finally.*

**Opinion** discourse markers express the speaker's viewpoint or attitude towards a topic.  
*In my opinion, I think, Personally, It seems to me, From my perspective.*

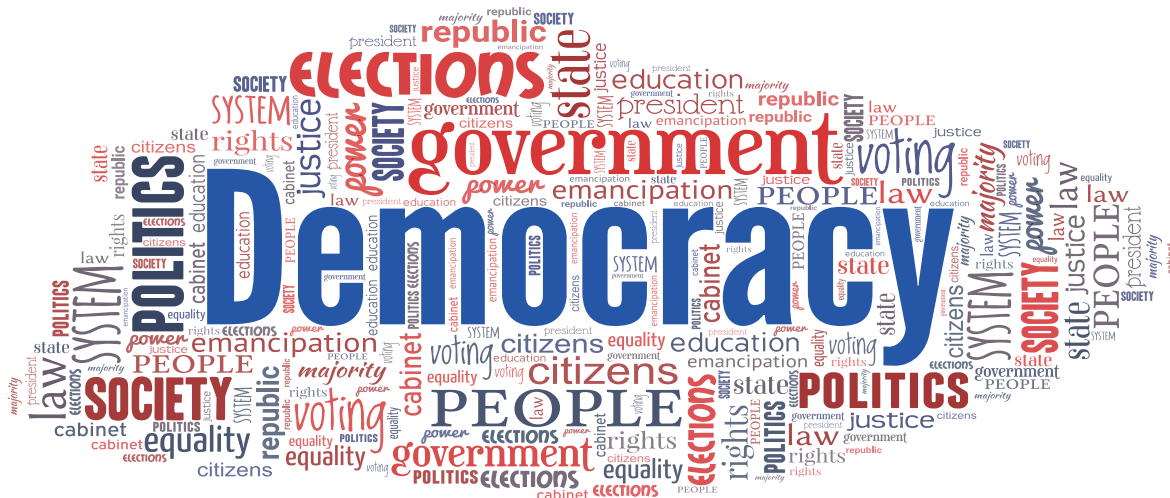
**Illustration discourse** markers provide examples or clarify a point.  
*For example, for instance, such as, including.*

# 5

## Teen Voice

## LEAD-IN

- 1** Work in groups. What does democracy mean to you? Brainstorm ideas and share them with the class.



- 2 Work in pairs. Interview your partner:**
- What does democracy look like in a school setting?
  - How can students get involved in democratic processes at school?
  - Why should students have a voice in decisions made at school?
  - What types of decisions should students participate in at school?

- 3** Read the excerpt from “Student Voice, School Governance, and Social Justice” by Dr. Marc Brasof and explain what student councils are.

*Student councils, often referred to as student parliaments, play a pivotal role in promoting democratic values within educational institutions. These bodies not only serve as a voice for the student body but also function as a training ground for future civic leaders. By participating*

*in the governance process, students learn essential skills such as public speaking, negotiation and conflict resolution. Moreover, student councils can influence school policies, advocate for students' needs and organise activities that enhance the overall school environment.*

- 4** If you had the chance to be elected to the Student Council, what would your top three priorities be? Why?

## LISTENING

- 1** Listen to Dan and Ann. Answer the questions.

- What is a Student Parliament? What are its main purposes?
- How does a Student Parliament differ from other student organisations?
- What are the main roles in a Student Parliament? What are their responsibilities?
- How are the members of the Student Parliament elected in your school?
- How does participating in the Student Parliament benefit individual students?
- What impact does a strong and effective Student Parliament have on the school environment?

## 2 Listen to the dialogue again. Complete the statements below.

- The Student Parliament serves as a platform for ... to voice their ..., participate in ..., and develop ... skills.
- The President is responsible for leading ... and representing the student ... in discussions with the school ...
- Class representatives serve as the ... of their classmates, bringing ..., concerns, and ... from their peers.
- Participation in the Student Parliament helps students develop essential ... such as public speaking, ... , teamwork, and ... .
- Students understand the importance of being ..., ... citizens.

## READING

### 1 Read the story. What is the main message of the story?

17<sup>th</sup> October

Dear Daddy-Long-Legs,

Supposing the swimming tank in the gymnasium were filled full of lemon jelly, could a person trying to swim manage to keep on top or would he sink?

We were having lemon jelly for dessert when the question came up. We discussed it heatedly for half an hour, and it's still unsettled. Sallie thinks that she could swim in it, but I am perfectly sure that the best swimmer in the world would sink. Wouldn't it be funny to be drowned in lemon jelly?

Two other problems are engaging the attention of our table.

1st. What shape are the rooms in an octagon house? Some of the girls insist that they're square, but I think they'd have to be shaped like a piece of pie. Don't you?

2nd. Suppose there were a great big hollow sphere made of looking glass and you were sitting inside. Where would it stop reflecting your face and begin reflecting your back? The more one thinks about this problem, the more puzzling it becomes. You can see with what deep philosophical reflection we engage our leisure!

Did I ever tell you about the election? It happened three weeks ago, but so fast do we live, that three weeks is ancient history. Sallie was elected, and we had a torchlight parade with transparencies saying, 'McBride for Ever,' and a band consisting of fourteen pieces (three mouth organs and eleven combs).

We're very important people now in '258.' Julia and I come in for a great deal of reflected glory. It's quite a social strain to be living in the same house with a president.

(*"Daddy-Long-Legs"* by Jean Webster)

### 2 Answer the questions.

- What is the main topic of the discussion Judy and her friends are having while eating?
- Why does Judy think the best swimmer in the world would sink in a swimming tank full of lemon jelly?
- What are the two other problems engaging the attention of Judy's companions, besides the lemon jelly swimming question?
- How does Judy describe the election that happened three weeks ago?
- Who was elected in the recent election mentioned by Judy? How did they celebrate?
- Why does Judy mention feeling a "social strain" in her letter?
- What is the tone of Judy's letter to Daddy Long-Legs? Provide examples from the text to support your answer.

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

- I ... we could go to the park if it stops raining.
- Please ... the glass with water before you serve it.
- They discussed the project ..., with both sides strongly expressing their opinions.
- The unexpected news seemed to ... everyone in the room.
- She enjoys reading books in her ... time on weekends.
- The jigsaw ... was difficult, but I finally managed to complete it.
- The students will ... a new class president next week.

#### Vocabulary Corner

heatedly  
to suppose  
to fill  
to unsettle  
leisure  
puzzle  
to elect

**4** In the text, find synonyms for the following words. Make up sentences using them.

- |           |             |                                |
|-----------|-------------|--------------------------------|
| a. hotly  | c. meditate | e. old                         |
| b. indoor | d. issue    | f. catch (someone's attention) |

## SPEAKING

**1** Agree or disagree with the functions of the Student Parliament. Discuss them. Justify your opinion.

| Functions of a Student Parliament                                 | Agree | Disagree |
|-------------------------------------------------------------------|-------|----------|
| Promote student involvement and leadership.                       |       |          |
| Foster a democratic environment within the school.                |       |          |
| Address students' concerns and work towards solutions.            |       |          |
| Managing student issues and complaints.                           |       |          |
| Organise events and activities for the student body.              |       |          |
| Promoting inclusivity and diversity.                              |       |          |
| Serve as a bridge between students and the school administration. |       |          |

**2** Work in groups. Design a unique logo and slogan that reflect the values and mission of the Student Parliament.

**3** Imagine you are organising the election for Student Parliament in your school. How would you ensure the process is fair and transparent? What posters or digital screens would you create to introduce the candidates and their positions?

**4** Write a persuasive speech for a candidate running for a position in the Student Parliament. In your speech, share your vision for the school, your goals, and what you plan to do if elected. Be sure to include:

- a brief introduction of yourself and the position you are running for;
- any relevant experience, skills or personal qualities that make you suitable for the role;
- an outline of your main goals and initiatives;
- an explanation of why your classmates should vote for you, highlighting how your goals, skills, and ideas will help improve the school and create a positive change;
- a closing statement that emphasises why you are the ideal candidate for the role.



## Emphatic Pronouns

Emphatic pronouns also known as intensive pronouns, are used to give emphasis to a particular person, thing, or idea.

I → myself, you → yourself, he → himself, she → herself, we → ourselves, they → themselves.

**e.g.** *She cleaned the entire kitchen herself.*

Emphatic pronouns typically come immediately after the noun or pronoun they are emphasizing.

**e.g.** *We ourselves built this treehouse.*

### 1 Fill in the blanks with the appropriate emphatic pronoun.

- I don't need any help. I can do it ...
- She ... decorated the balcony for the party.
- Did you write that report ... or did someone help you?
- They built the entire farm ...
- He cooked brunch ... because his wife was busy.

### 2 Rewrite each of the following sentences by switching the position of the emphatic pronoun.

**Example:** *Judy herself made the cake.* -

*Judy made the cake herself.*

- We ourselves organised the event.
- Did she herself do the homework?
- They themselves solved the problem.
- He himself built the entire model.
- She herself painted the entire mural.
- The students themselves decided the topic for the project.
- I myself couldn't believe the news.
- He himself solved the puzzle in less than 10 minutes.

### 3 Read each sentence and identify the emphatic pronoun used.

- We cleaned the garage ourselves.
- She herself solved the puzzle.
- They finished the marathon all by themselves.
- Did you paint the picture yourself?
- He repaired the car himself.

### 4 Create sentences using the appropriate emphatic pronouns and the prompts below. Choose the correct verb tense.

**Example:** *they/prepare/presentation →*

*They prepared the presentation themselves.*

- she / design / the dress
- we / cook / dinner / everyone / for
- he / fix / the computer
- Jane / write / essay
- Angela / clean / the house
- you / explain / the problem
- the workers / build / the fence

## WRITING

### 1 Imagine you are a member of your school Parliament and have noticed an issue that could be improved with a new program or idea.

#### A. Write a proposal explaining your idea.

**Your proposal should:**

- ✓ define the problem;
- ✓ explain the goals of the initiative;
- ✓ describe the steps needed for implementation;
- ✓ justify its importance for the school community.

#### B. Reflect on the following questions while writing your proposal:

- Who will be responsible for each task?
- What resources will be needed?
- How long will it take to complete each step?
- How will it benefit the school community?
- How will it address specific needs or improve the school environment?
- Why is this initiative particularly important right now?

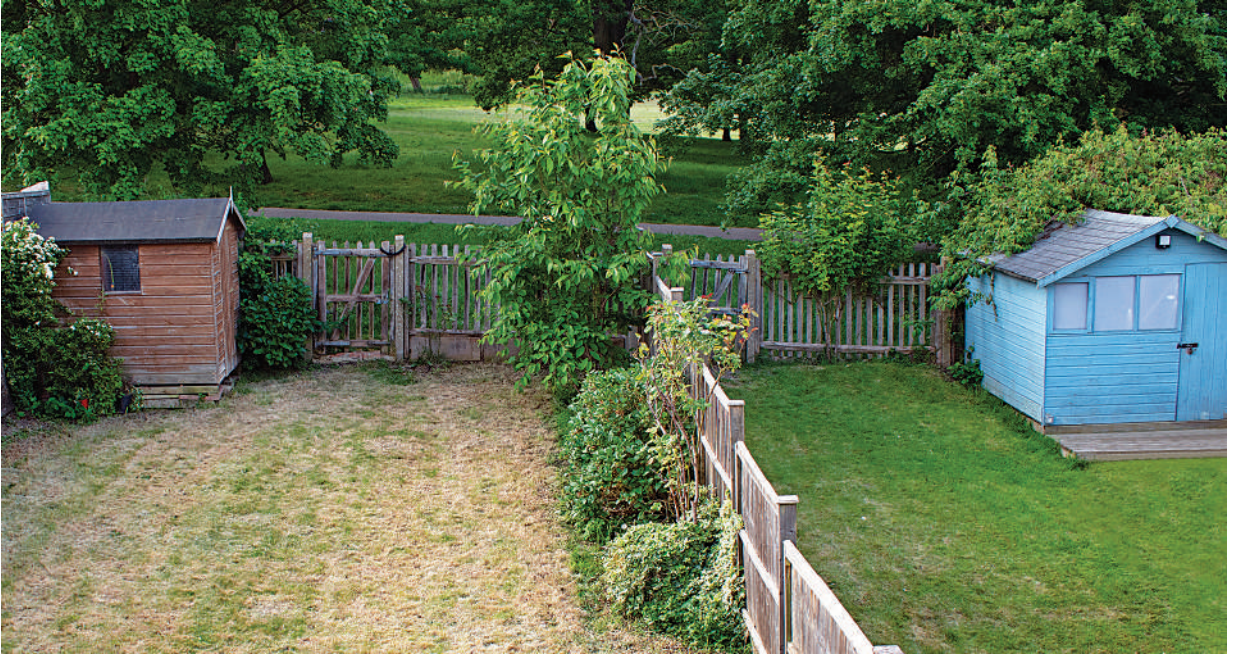
# Lesson

# 6

## Check Up Your Progress

### READING COMPREHENSION

**1** Read the story. Complete the tasks that follow.



Jenny often found herself daydreaming about her friend, Helen. Helen had a glamorous job, travelled to exotic places and seemed to have everything Jenny wished for. Jenny, on the other hand, felt stuck in her routine job and mundane daily life.

One evening, Helen invited Jenny over for dinner. As they talked, Helen confided in Jenny about the pressures of her job, the loneliness of constant travel, and how she envied Jenny's close-knit family and stable life. Helen admitted, "I often think how nice it must be to come home every night to a loving family and a peaceful home."

Jenny was surprised. She had always believed Helen's life was perfect. That night, as she walked home, Jenny realised the truth behind the saying, "The grass is always greener on the other side." She understood that everyone has their own challenges and that it's easy to idealise someone else's life while overlooking the good in her own.

From that day forward, Jenny started to appreciate her own life more, cherishing her family, friends and the comfort of her daily routine. She learned to find contentment in her own "green grass," realising that happiness is about appreciating what you have rather than longing for what you don't.

**2** In the story, find words that match the definitions below.

- to fail to notice or consider something or someone;
- the activity of thinking about pleasant things that you would like to do or that have happened to you, instead of thinking about what is happening now;
- helping and supporting each other;
- a feeling of wanting something or someone very much;
- very ordinary and therefore not interesting.

**3** Read the story again. Give short answers to the following questions:

- Where did Helen travel?
- Why did Helen invite Jenny to her place?
- What family did Jenny have?
- What did Jenny learn after her visit to Helen's house?
- What does happiness mean?

**4** In the text, find synonyms for the following words: *to confess, to value, tropical, ordinary, quiet*.

**5** Match the proverbs with their meanings.

- |                                             |                                                               |
|---------------------------------------------|---------------------------------------------------------------|
| 1. Better late than never.                  | A. Appearances can be deceiving.                              |
| 2. Don't judge a book by its cover.         | B. It's better to do something late than not at all.          |
| 3. When in Rome, do as the Romans do.       | C. People who are active and alert will find success.         |
| 4. You can't have your cake and eat it too. | D. What you do is more important than what you say.           |
| 5. Honesty is the best policy.              | E. A small preventive action can save a lot of trouble later. |
| 6. The early bird catches the worm.         | F. Treat others the way you want to be treated.               |
| 7. Don't put all your eggs in one basket.   | G. Don't risk everything on one venture.                      |
| 8. A stitch in time saves nine.             | H. Adjust to the customs of the place you are in.             |
| 9. Actions speak louder than words.         | I. It's better to be truthful than to lie.                    |

**6** In about 60 words, explain the proverb: *"The grass is always greener on the other side."*

## GRAMMAR

**1** Rewrite the sentences using reported speech. Pay attention to the changes in pronouns, verb tenses and other necessary changes.

- |                                              |                                                |
|----------------------------------------------|------------------------------------------------|
| a. "I am going to the store," she said.      | f. "What time does the train leave?" he asked. |
| b. "We watched a movie last night," he said. | g. "Did you see the new movie?" she asked.     |
| c. "They will arrive tomorrow," she said.    | h. "Where are you going?" he asked.            |
| d. "I have finished my homework," he said.   | i. "Can you help me with this?" she asked.     |
| e. "She was very tired," they said.          | j. "Why is she crying?" he asked.              |

**2** Form nouns from the words below. Use them in sentences to demonstrate their meanings.

**Example: Develop** → development, developer, developing, undeveloped.

- |                |           |            |
|----------------|-----------|------------|
| a. communicate | c. act    | e. believe |
| b. organise    | d. appear | f. move    |

**3** Complete each sentence by choosing the correct form of the base word given in parentheses.

- His ... (analyse) of the info revealed important facts.
- The teams showed great ... (cooperate) during the partnership.
- She has a shallow ... (understand) of classical music.
- They are planning some ... (modernise) of the old-fashioned buildings.

## WRITING

**1** Read the proverbs below. Choose one, and in about 160-180 words, write a story. In your story, use the discourse markers of time and sequence: *firstly, secondly, thirdly, then, next, finally*.

- |                                                   |                                     |
|---------------------------------------------------|-------------------------------------|
| a. You can't have your cake and eat it too.       | c. Two heads are better than one.   |
| b. The grass is always greener on the other side. | d. A penny saved is a penny earned. |

# Bringing Ideas to Life

## Collage Building a Better Community Together

### 1. Preparation

- ✓ Decide on the focus of your project and its benefits for the community (e.g., environmental, educational, health-focused).
- ✓ Investigate common challenges in your community (e.g., lack of green spaces, need for youth programs).
- ✓ Identify project ideas (community clean-ups, food drives or soup kitchens, tree planting initiatives, free educational workshops etc.)
- ✓ Gather visual content (source pictures of the community, such as parks, schools, or local landmarks).
- ✓ Sketch a draft of your collage.

### 2. Content Creation

- ✓ Write titles
- ✓ Write short descriptions for each project idea (e.g., *“Tree Planting: Bring life to our parks by volunteering for planting sessions.”*).
- ✓ Add a line encouraging community participation (e.g., *“Join us in making a difference! Contact us at [email/phone].”*).

### 3. Presentation

| Criteria                   | What You Need to Do                                                                                                                       | Points |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Theme Relevance            | Ensure all elements of your collage (pictures, drawings, or words) clearly represent the idea of building a better community.             | 4      |
| Message Clarity            | Communicate a clear and powerful message about how people can work together to improve their community.                                   | 4      |
| Organisation               | Arrange your collage in a way that is visually balanced and easy to follow. Group related ideas or elements together logically.           | 4      |
| Variety of Elements        | Use a variety of materials, such as pictures, words, symbols or drawings, to represent your ideas creatively.                             | 4      |
| Creativity in Presentation | Present creative and unique ideas to make your collage distinctive by combining elements in an innovative and engaging way.               | 4      |
| Relevance of Examples      | Include specific examples of actions or values that contribute to building a better community (e.g., teamwork, kindness, sustainability). | 4      |
| Language Use               | Ensure any text used in the collage is clear, concise and free of errors. Make sure the words support your message.                       | 4      |
| Connection to Audience     | Make your collage meaningful to others by addressing issues or values important to the community.                                         | 4      |

**“Success Starts with a Step.”**

# Unit 4

## GUARDIANS OF THE EARTH

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# Lesson

# 1

## Climate Change: An Urgent Call To Action

### LEAD-IN

- 1 Look at the pictures. What comes to your mind when you hear the phrase “climate change”? How does it affect our planet and daily lives?



- 2 Fill in the table below to describe climate change and its consequences. Explain why urgent action is needed, emphasising threats to biodiversity, food security and human health.

| Climate Change Consequences |                    |                   |          |     |
|-----------------------------|--------------------|-------------------|----------|-----|
| Ecosystems                  | Coral bleaching    | Species migration | ...      | ... |
| Weather Patterns            | Hurricanes         | Heatwaves         | Droughts | ... |
| Sea levels                  | Flooding           | Coastal erosion   | ...      | ... |
| Human Communities           | Migration          | Health risks      | ...      | ... |
| Biodiversity                | Species extinction | ...               | ...      | ... |
| Food security               | Food availability  | Access to food    | ...      | ... |

### LISTENING

- 1 Listen to the Geography teacher and his students. Answer the questions.
- How do greenhouse gas emissions contribute to the greenhouse effect and global warming?
  - What are the main sources of carbon dioxide (CO<sub>2</sub>) emissions? How do they impact climate change?
  - What role do methane (CH<sub>4</sub>) and nitrous oxide (N<sub>2</sub>O) play in climate change?
  - How does black carbon affect climate change? Can you give examples of how it impacts local and regional climates?
  - How do deforestation and changes in land use affect greenhouse gas emissions and climate change?
  - How does ocean acidification happen? What are its ecological impacts?

## 2 Listen to the conversation again. Fill in the missing information.

The primary greenhouse ... is emitted through human activities such as burning fossil ... (coal, oil, and natural gas), ..., and industrial processes. Carbon Dioxide (CO<sub>2</sub>) traps ... in the atmosphere, leading to the greenhouse ... . As the result the Increased ... contribute to global ... and climate change.

## READING

### 1 Read the text. Give it a title.

To understand how the climate changes over time, it is important to look at different factors, including the oceans, the atmosphere, and the Earth's crust. Changes in seawater and air have probably happened and must have caused some small changes in the climate. However, these changes seem to be less important for the climate than the movements of the Earth's crust and the changes in the activity of the sun.

Also, these changes are usually not reversible like the crustal and solar changes.

Geologists agree that the ocean has become saltier over time. Calculating how fast salt accumulates in the ocean has been a popular way to estimate the age of the ocean and the oldest marine sediments. But, no one has really talked about how this increased salinity might affect the climate. Still, it is clear that more salt in the ocean must have a small effect on the climate.

Salinity affects the climate in four ways:

1. It changes the rate of evaporation.
2. It alters the freezing point of water.
3. It indirectly affects the absorption of carbon dioxide.



4. It affects ocean circulation.

In the past, when the ocean was less salty, water moved faster. This was because in tropical regions, cold water rising was hindered by warm surface water sinking, which became denser due to evaporation removing water and leaving salt behind.

*(Climatic Changes: Their Nature and Causes  
by Ellsworth Huntington, Stephen Sargent Visher)*

### 2 Answer the following questions:

- a. What are the main climate effects caused by the movement of the Earth's crust?
- b. How do variations in the composition of seawater and air affect the climate, according to the text?
- c. How have changes in ocean salinity over geological time been used to estimate the age of the ocean and marine sediments?
- d. What are the four ways in which salt in the ocean affects the climate?
- e. How does increased salinity influence the rate of evaporation?
- f. What happens to the ocean's circulation when the seawater becomes saltier?

### 3 Read again. Decide if the statements are true or false.

- a. Movements of the Earth's crust have never affected the climate.
- b. Changes in seawater and air are more important for the climate than movements of the Earth's crust.
- c. The salinity of the ocean has remained constant throughout geological time.
- d. Increased salinity of the ocean has no effect on the climate.
- e. Higher salinity in ocean water slows down evaporation.
- f. Salinity changes can alter the freezing point of sea water.
- g. Increased salinity has no impact on the absorption of carbon dioxide.
- h. The accumulation of salt through evaporation in tropical regions causes warm surface water.
- i. Geologists agree that the ocean has become saltier over time.

#### 4 Complete the sentences using the words in the Vocabulary Corner box.

- The Earth's ... is composed of various types of rocks and minerals.
- Heavy rain can ... drivers from navigating safely.
- The ... point of water is 0 degrees Celsius, at which it turns into ice.
- ... is the process where liquid water turns into vapor and rises into the atmosphere.
- The ... water of the ocean is not suitable for drinking due to its high salt content.
- Over time, ... can accumulate at the bottom of rivers and lakes, forming new geological layers.
- The heavy weight of the cargo caused the ship ... to the bottom of the sea.

#### Vocabulary Corner

crust  
freezing  
evaporation  
saline  
sediments  
to hinder  
to sink

### SPEAKING

#### 1 Choose a scenario: news reporter and scientist, activist and politician, parent and child. In pairs, ask each other the following questions. Present your answers to the rest of the class.

- What are the main causes of climate change?
- How does climate change affect your country specifically?
- What actions can individuals take to reduce their carbon footprint?
- How can governments and organisations work together to combat climate change?
- How do you think climate change will affect future generations?

#### 2 Choose one of the following topics. Argue in favour or against it.

- Renewable energy is the best solution to combat climate change.
- Climate change education should be mandatory in schools.
- Individuals have a greater responsibility to fight climate change than corporations.

### GRAMMAR

#### Tense Revision

| Tense              | Affirmative                   | Negative                                 | Interrogative                |
|--------------------|-------------------------------|------------------------------------------|------------------------------|
| Present Simple     | I walk to school.             | I do not (don't) walk to school.         | Do I walk to school?         |
| Present Continuous | I am walking to school.       | I am not (I'm not) walking to school.    | Am I walking to school?      |
| Past Simple        | I walked to school.           | I did not (didn't) walk to school.       | Did I walk to school?        |
| Past Continuous    | I was walking to school.      | I was not (wasn't) walking to school.    | Was I walking to school?     |
| Future Simple      | I will (I'll) walk to school. | I will not (won't) walk to school.       | Will I walk to school?       |
| Future Continuous  | I will be walking to school.  | I will not (won't) be walking to school. | Will I be walking to school? |
| Present Perfect    | I have walked to school.      | I have not (haven't) walked to school.   | Have I walked to school?     |

|                            |                                     |                                                 |                                     |
|----------------------------|-------------------------------------|-------------------------------------------------|-------------------------------------|
| Present Perfect Continuous | I have been walking to school.      | I have not (haven't) been walking to school.    | Have I been walking to school?      |
| Past Perfect               | I had walked to school.             | I had not (hadn't) walked to school.            | Had I walked to school?             |
| Past Perfect Continuous    | I had been walking to school.       | I had not (hadn't) been walking to school.      | Had I been walking to school?       |
| Future Perfect             | I will have walked to school.       | I will not (won't) have walked to school.       | Will I have walked to school?       |
| Future Perfect Continuous  | I will have been walking to school. | I will not (won't) have been walking to school. | Will I have been walking to school? |

## 1 Complete the sentences using the correct form of the verb in parentheses.

- Ann ... (go) to the swimming pool every day.
- They ... (watch) a play right now.
- Sam ... (visit) his parents last weekend.
- We ... (eat) lunch when the phone rang.
- I ... (call) you tomorrow.
- This time next week, I ... (fly) to Paris.
- Helen ... (finish) her homework already.
- They ... (study) for days.
- By the time we arrived, the show ... (start).
- My father ... (work) there for five years before he quit.
- By next month, my sister ... (graduate) from university.
- By 2030, they ... (live) in this house for ten years.

## 2 Rewrite the sentences in the tense indicated in parentheses. Pay attention to the structure of each tense. Use appropriate time phrases.

- She eats breakfast at 7 AM. (Present Continuous)  
She ... breakfast at 7 AM.
- They were playing soccer. (Past Simple)  
They ... soccer.
- I will read the book. (Future Perfect)  
I ... the book.
- He has traveled to Japan. (Present Perfect Continuous)  
He ... to Japan.
- We watched a movie last night. (Past Perfect)  
We ... a movie last night.
- She is writing an email. (Present Perfect)  
She ... an email.
- They will have finished the project. (Future Continuous)  
They ... the project.

## 3 Identify the mistakes in the following sentences. Correct them.

- She is go to school every day.
- They watches a movie right now.
- He visit his grandparents last weekend.
- We was eating dinner when the phone rang.
- I calls you tomorrow.
- This time next week, I will flying to Paris.
- She finished her homework already.
- They have been study for hours.
- By the time we arrived, the show started.
- He had been worked there for five years before he quit.

## WRITING

- Climate change is a problem that affects everyone in the world. Some people think that it is mainly the responsibility of individuals, not big companies or governments. Do you agree with this idea? Write an essay of about 160-180 words. Give reasons to support your ideas.

# Lesson

# 2

## Stop Pollution!

### LEAD-IN

**1** Look at the picture and identify the different types of pollution. Discuss each type by considering the following: sources, causes, consequences. Share your ideas with the other classmates.

**2** Match each type of pollution with its description. What are the side effects of each type?



1. air pollution
2. water pollution
3. soil pollution
4. noise pollution
5. light pollution
6. thermal pollution
7. radioactive pollution
8. plastic pollution

- A. The contamination of water bodies such as rivers, lakes, and oceans, typically due to human activities.
- B. Excessive noise that may harm human health or environmental quality.
- C. The presence of harmful substances in the atmosphere, often resulting from vehicle emissions, industrial discharge or burning of fossil fuels.
- D. The accumulation of plastic products in the environment that adversely affects wildlife, wildlife habitat, and humans.
- E. The contamination of the soil with harmful chemicals, which can affect plant growth and contaminate food supplies.
- F. The release of harmful radioactive substances into the environment.
- G. The introduction of excessive heat into the environment, often from industrial processes, that affects ecosystems and living organisms.
- H. Unwanted or excessive artificial light that can have adverse effects on human health, wildlife and our ability to see the stars.

### LISTENING

**1** Listen to the conversation. Answer the questions.

- a. How does air pollution impact respiratory and cardiovascular health?
- b. What are the health risks associated with water contamination?
- c. Could you explain the effects of light pollution on human health and natural ecosystems?
- d. What possible health risks can soil pollution cause?
- e. What steps can individuals and communities take to reduce pollution and create healthier environments?

**2** Listen to the conversation again. Fill in the missing information.

Fine particulate matter from ... emissions, ... processes, and ... can penetrate deep into the ... and cause respiratory and cardiovascular diseases. It is associated with millions of premature ... globally each year. Air pollution can lead to ... diseases e.g., ..., lung cancer, ... issues, and aggravation of existing conditions.

Contamination of water ... by heavy metals such as ..., ..., cadmium, and ... can have severe health effects even at low concentrations. These pollutants can accumulate in aquatic organisms posing risks to human health and ecosystems.

**1** Read the text. What are the main sources of soil pollution mentioned in the text?

Soil pollution, although often hidden, can be very harmful to ecosystems and human health around the world. It happens when harmful chemicals or pollutants, such as pesticides, fertilisers and petroleum hydrocarbons get into the soil and change its natural state, making it less able to support plants and wildlife.

The main causes of soil pollution include industrial activities, improper waste disposal, agricultural practices and urbanisation. Harmful chemicals, like heavy metals, pesticides and fertilisers can stay in the soil for many years, affecting groundwater, plants, animals and humans through the food chain. In farming, using too many chemical fertilisers and pesticides can make the soil less fertile over time. In cities, contaminants can enter the soil from landfills, factories, and improper waste disposal. This can also lead to leaching where pollutants seep into the soil and water systems.

The effects of soil pollution are widespread. Contaminated soil can stop plants from growing, lower crop yields and lead to toxins building up in plants that people and animals eat. Pollutants can



also enter groundwater, contaminating drinking water and posing long-term health risks.

To fight soil pollution we can use techniques such as soil washing, bioremediation and phytoremediation to clean and restore soil health. Strict rules on waste disposal and chemical use along with sustainable farming practices and careful urban planning, are important to prevent further soil damage.

*(“Soil Pollution: Origin, Monitoring & Remediation” by Abdul Malik, R. S. Kuyucak, J. F. McCarthy)*

**2** Answer the questions.

- How do industrial activities contribute to soil pollution?
- What are the possible risks of soil pollution to ecosystems?
- How can soil pollution affect human health?
- What are some examples of chemical pollutants that can contaminate the soil?
- How do agricultural practices, such as pesticide use, impact soil quality?
- What are the consequences of soil degradation for agriculture?
- How can soil remediation techniques help mitigate soil pollution?
- What role do regulations play in preventing soil pollution?

**3** Read again. Decide if the statements are *true* or *false*.

- Soil pollution poses significant risks to ecosystems and human health by introducing harmful chemicals and altering natural composition.
- Industrial activities, improper waste disposal, agricultural practices and urbanisation are not primary contributors to soil pollution.
- Chemical pollutants do not pose risks to groundwater, plants, animals and humans through the food chain.
- Excessive use of chemical fertilisers and pesticides in agricultural settings can lead to soil degradation and loss of fertility over time.
- Urban areas do not face challenges from contaminants leaching into the soil from landfills, industrial sites and improper waste disposal.
- Contaminated soil cannot inhibit plant growth, reduce crop yields, or lead to the bioaccumulation of toxins in plants and animals.
- Efforts to combat soil pollution include remediation techniques to restore soil health.

#### 4 Complete the sentences using the words in the Vocabulary Corner box.

- Farmers often use ... to protect crops from insects and diseases.
- ... are commonly applied to soil to enhance plant growth and increase agricultural yields.
- ... are a major component of oil spills, causing long-term environmental damage.
- ... released into the atmosphere can cause severe air quality issues and health problems.
- ... in drinking water can pose significant risks to public health.
- Improper disposal of waste can ... soil and water sources, making them unsafe.
- The ... of chemicals from industrial sites can pollute nearby groundwater supplies.

#### Vocabulary Corner

pollutants  
contaminants  
to contaminate  
pesticides  
fertilisers  
petroleum hydrocarbons  
leaching

### SPEAKING

- In groups, discuss how plastic pollution affects marine ecosystems worldwide. Read the statements in the table below. For each one, say if you agree or disagree. Explain why.

| Statements                                                                                                                          | Agree | Disagree | Reason |
|-------------------------------------------------------------------------------------------------------------------------------------|-------|----------|--------|
| Marine animals such as turtles, seabirds, dolphins and whales often become trapped in discarded fishing nets and plastic packaging. |       |          |        |
| Plastic pollution has no significant impact on marine life.                                                                         |       |          |        |
| Accumulated plastic trash can smother and degrade sensitive habitats such as coral reefs, mangroves and seagrass beds.              |       |          |        |
| Plastic pollution poses economic threats to coastal communities dependent on fishing and tourism.                                   |       |          |        |
| The majority of plastic pollution comes from land-based sources.                                                                    |       |          |        |

- Debate the effectiveness of single-use plastic bans versus recycling initiatives in reducing plastic waste. Based on your debate, compare which approach (single-use plastic bans or recycling initiatives) offers a more practical and impactful solution to reducing plastic waste. Take into account environmental, economic and social factors.

- Role-play a negotiation session between government officials and industry representatives on implementing policies to curb plastic pollution.

#### a. Scenario Elements:

- ✓ The government team can propose several policy options, including stricter regulations, taxes on plastic production or a nationwide plastic waste reduction goal.
  - ✓ The industry team can counter with requests for tax breaks, subsidies or alternative solutions that allow gradual implementation.
- After the role-play, discuss the challenges each group faced during the negotiation. Consider what factors influenced the decisions, and reflect on how real-life negotiations on environmental policies might go.

- Fill in the blanks with the appropriate words or phrases: *coral reefs, mangroves, seagrass beds, entangled, fishing, tourism, bioaccumulation*.

- Marine animals such as turtles, seabirds, dolphins and whales often become ... in discarded fishing nets and plastic packaging.
- When marine animals ingest these plastics, they can also ingest these toxins, leading to ...
- Accumulated plastic debris can smother and degrade sensitive habitats such as ..., ..., and ...
- Plastic pollution poses economic threats to coastal communities dependent on ... and ...

## Verbal phrases

|                                                                                                           |                                                             |
|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| <b>Insist on</b><br><i>She <u>insisted on</u> speaking to the manager about the issue.</i>                | To demand something firmly and refuse to change one's mind. |
| <b>Succeed in</b><br><i>He finally <u>succeeded in</u> passing his driving test after three attempts.</i> | To achieve or accomplish something.                         |
| <b>Thank for</b><br><i>We <u>thanked</u> them <u>for</u> their hospitality during our stay.</i>           | To express gratitude for something.                         |
| <b>Apologize for</b><br><i>She <u>apologized for</u> being late to the meeting.</i>                       | To express regret or say sorry for something.               |
| <b>Believe in</b><br><i>He <u>believes in</u> the importance of hard work and perseverance.</i>           | To have faith or trust in something or someone.             |
| <b>Agree with</b><br><i>I <u>agree with</u> you that the proposal needs more consideration.</i>           | To have the same opinion as someone else.                   |
| <b>Depend on</b><br><i>The success of the project <u>depends on</u> effective teamwork.</i>               | To rely on or be influenced by something.                   |
| <b>Participate in</b><br><i>They actively <u>participated in</u> the community cleanup event.</i>         | To take part or be involved in something.                   |

**1** Fill in the blanks with the appropriate verbal phrase from the list: *insist on, succeed in, thank for, apologize for, believe in, agree with, depend on, participate in.*

- Ann ... her team's effort in completing the project on time.
- Tom ... studying hard to achieve good grades.
- The girls ... their guests' generosity during the holidays.
- My mother ... being rude to her colleague at the meeting.
- I ... the importance of maintaining a healthy work-life balance.
- We ... the decision to move forward with the new business strategy.
- The success of the event ... everyone's commitment to their assigned tasks.
- Pete ... the need for stricter environmental regulations.

**2** Complete the sentence using a verbal phrase.

- She ... her friend ... helping her with the assignment.
- He ... convincing his parents to let him travel abroad for a year.
- They ... causing inconvenience to their neighbors during the party.
- Mary ... the power of positive thinking to overcome challenges.
- We ... the committee's decision to postpone the event due to bad weather.

**3** Using the topic of pollution, write sentences with the following verbal phrases: *cope with, dream of, concentrate on, complaint about, wait for, listen to, succeed in, think of, rely on, insist on, take care of.*  
**Example:** *I dream of a world where pollution is no longer a problem.*

## WRITING

**1** Write a 120-word article for a magazine about the impact of pollution on daily life. In your article, focus on how air, water, noise and soil pollution affect human health, the environment and the quality of life. In your article, use at least five verbal phrases. When writing, consider the following:

**Title**

**Introduction:** Introduce the concept of pollution and its relevance to daily life.

**Body:** Discuss the different types of pollution and their effects.

**Conclusion:** Summarise the main points and reflect on the importance of addressing pollution for the future.

- ✓ concerned about
- ✓ involved in
- ✓ resulting from
- ✓ focused on
- ✓ affected by

# Lesson

# 3

## Man And Nature: A Delicate Balance

### LEAD-IN

- 1** Look through the activities below. Tick the ones you do regularly.  
What do you call them? Complete the list with your nature-friendly activities.

| My nature friendly activities | ✓ |
|-------------------------------|---|
| Nature walk and observation   |   |
| Eco-art workshop              |   |
| Wildlife photography contest  |   |
| Community clean-up day        |   |
| Tree planting event           |   |
| Bird watching tour            |   |
| Gardening workshop            |   |
| Yoga in the park              |   |
| Nature journaling session     |   |



- 2** Work in pairs. Look at the picture and define what a “Red Data Book” is. What is the purpose of this book?

- 3** Match the following conservation status categories with their descriptions.

|                                   |                                                                                                                                                       |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Extinct (EX)</b>               | A species that is widespread and abundant, and does not qualify for any of the threatened categories.                                                 |
| <b>Extinct in the Wild (EW)</b>   | A species that is at a high risk of extinction in the wild in the medium-term future.                                                                 |
| <b>Critically Endangered (CR)</b> | A species that is at a very high risk of extinction in the wild in the near future.                                                                   |
| <b>Endangered (EN)</b>            | A species that is at an extremely high risk of extinction in the wild in the immediate future.                                                        |
| <b>Vulnerable (VU)</b>            | A species that only survives in captivity, cultivation or in a location far from its natural habitat. There are no remaining individuals in the wild. |
| <b>Near Threatened (NT)</b>       | A species that no longer exists anywhere in the world. There is no reasonable doubt that the last individual has died.                                |
| <b>Least Concern (LC)</b>         | A species that is close to qualifying for a threatened category (Critically Endangered, Endangered, or Vulnerable) in the near future.                |
| <b>Data Deficient (DD)</b>        | A species for which there is not enough information to assess its risk of extinction, based on its population and distribution.                       |

### LISTENING

- 1** Listen to Jenny and Ben’s conversation and respond to the following questions:
- What is the Western Prairie Fringed Orchid known for?
  - Where can the Western Prairie Fringed Orchid be found historically?
  - What type of habitat does the Western Prairie Fringed Orchid prefer?
  - Why is the Western Prairie Fringed Orchid critically endangered?
  - What are some threats to the Western Prairie Fringed Orchid’s survival?
  - What conservation efforts are in place to protect the Western Prairie Fringed Orchid?
  - Who are the primary pollinators of the Western Prairie Fringed Orchid?



#### 4 Complete the sentences using the words in the Vocabulary Corner box.

- The report provides an ... of the current state of renewable energy technologies.
- Scientists conducted a thorough study ... the impact of climate change on coastal ecosystems.
- The presence of invasive species poses a significant ... to native wildlife.
- The ... of historical weather data helped researchers identify long-term climate patterns.
- Conservationists are working hard to prevent the ... of critically endangered species.
- The giant panda is an ... species due to habitat loss and low birth rates.
- The soil in that region is ... in essential nutrients, making it challenging for crops to grow.

#### Vocabulary Corner

to assess  
threat  
overview  
compilation  
extinction  
endangered  
deficient

### SPEAKING

1 Work in two teams. One team will argue for and the other against the statement "Economic development should always prioritise environmental conservation." The teams will support their arguments with examples from real-world scenarios.

2 Imagine you are attending a meeting where a new urban development project is being discussed. This project is planned for an area that is home to many different plants and animals. Everyone in the meeting has a different opinion about the project.

#### Roles:

- Developer:** You want to start the project because you believe it will bring economic growth, better infrastructure and new jobs for people in the area.
- Environmental Activist:** You are part of a group that is against the project. You are worried that it will destroy local ecosystems and harm endangered species living in the area.
- Government Official:** Your job is to make sure the project follows the rules. You need to consider both economic growth and the protection of the environment before deciding whether the project should be approved.
- Local Community Member:** You live near the proposed project site. You can see both the good and the bad. On one hand, you think the new development might bring benefits like better roads and more services. On the other hand, you are concerned about losing natural areas that are important for farming and for the community to enjoy.

3 In groups, choose one species from the Red Data Book (an animal or plant). Describe it. Present it to your classmates. The following questions will help you:

- What does it look like?
- Where does it live?
- What is its role in the ecosystem?
- What are the main threats to its survival?
- What is being done to protect this species?

4 As a class, discuss the following:

- Do you think the Red Data Book is helping to protect endangered species? Why or why not?
- What more can be done to help conserve species listed in the Red Data Book?

5 Analyse the following words. Pay attention to the lexical stress. Make up sentences using the words in the table.

**EX**tinct (adjective) - no longer in existence; having died out.

**ex**TINCT (verb) - to cause to die out or become extinct.

**DE**sert (noun) - a barren area of land with little precipitation.

**des**SERT (noun) - a sweet course typically eaten at the end of a meal.

**RE**bel (noun) - a person who rises in opposition or armed resistance against an established government or ruler.

**re**BEL (verb) - to resist or oppose authority, control, or convention.

**CON**trast (noun) - the state of being strikingly different from something else.

**con**TRAST (verb) - to compare in order to show differences.

**Noun Preposition Combinations** are combinations where a preposition is followed by a noun. This phrase indicates an illustration or instance of something.

**e.g.** *He showed us an example of good leadership.*

**Contribution to** indicates the action of giving or providing something to achieve a common goal.

**e.g.** *Her contribution to the project was invaluable.*

**Concern about** expresses worry or interest in something.

**e.g.** *There is growing concern about climate change.*

**Adjective Preposition Combinations** are combinations where a preposition follows an adjective, often indicating the reason or manner associated with the adjective.

**Worried about** means feeling concern or anxiety about something.

**e.g.** *She's worried about her upcoming exams.*

**Interested in** means showing curiosity or desire for something.

**e.g.** *He's always been interested in astronomy.*

**Proud of** means feeling satisfaction or pleasure in something one has done or in someone close to them.

**e.g.** *She was proud of her son's achievements.*

**1** Review the given phrases below and think about their meaning. Using each combination, create a sentence that is relevant to an environmental topic.

- |                  |                    |
|------------------|--------------------|
| a. example of    | f. proud of        |
| b. contribute to | g. responsible for |
| c. worried about | h. listen to       |
| d. interested in | i. concerned about |
| e. apologize for | j. believe in      |

**2** Fill in the blanks with the appropriate preposition to complete the phrase.

- Maria is interested ... learning new languages.
- My father contributed ... the charity fundraiser.
- There is an example ... this concept in the textbook.
- They are worried ... the final test.
- Irina apologized ... being late.
- The team is proud ... their accomplishments.
- Frank is responsible ... organizing the event.
- They believe ... hard work and determination.
- Ann listens ... music to relax.
- He's concerned ... his health.

**3** Identify the errors in the following sentences and correct them.

- She is worry about her job interview.
- He contributed of the team's success.
- They are proud for their new home.
- She listens in the radio every morning.
- He apologized of his behavior.
- She is interested on studying medicine.
- They believe at the power of positive thinking.
- He is responsible to managing the office.

**4** Choose the correct preposition to complete each sentence.

- He is an example ... perseverance.  
A. on                      B. of                      C. in
- She contributed ... the community project.  
A. for                      B. to                      C. at
- They are worried ... the economic crisis.  
A. about                      B. for                      C. to
- He is interested ... ancient history.  
A. on                      B. in                      C. of
- She apologized ... her mistake.  
A. of                      B. to                      C. for
- They are proud ... their achievements.  
A. for                      B. of                      C. to
- He is responsible ... coordinating the event.  
A. for                      B. to                      C. at
- She listens ... classical music to relax.  
A. to                      B. at                      C. in

## WRITING

**1** Write a 2-3 paragraph text on the topic "Man and Nature." Explore the relationship between humans and the natural world, reflecting on how they interact, influence each other and on the importance of finding balance. You can discuss themes like conservation, the impact of human activities or the beauty of nature and how it shapes human life.

# Lesson

# 4

## Green Acts

### LEAD-IN

- 1 Read the quotations below. Comment on them.  
 “Nature is not a place to visit. It is home.” (Gary Snyder)  
 “Earth provides enough to satisfy every man’s needs, but not every man’s greed.” (Mahatma Gandhi)
- 2 Look at the pictures. Identify possible solutions for the environmental issues depicted. Discuss the positive effects they could have on the environment.



### LISTENING

- 1 Listen to the conversation about nature protection. Note the key points related to nature protection, conservation efforts and environmental challenges.
- 2 Based on the conversation, answer the following questions:
  - a. What steps can be taken in our daily lives to contribute to nature protection?
  - b. What public policies could be improved to better protect the environment?
  - c. What changes would you suggest to your community to promote nature conservation?
  - d. How does the state of the natural environment impact your quality of life?
- 3 In pairs, discuss how the ideas presented in the conversation could be applied in real life.
- 4 Listen to the conversation again. Fill in with the missing information.  
 Protecting nature is a ... responsibility that requires the cooperation of ..., ..., and ... . Governments can enact laws and regulations that protect ... and promote ... practices. Businesses can adopt ... friendly practices and support ... initiatives. Individuals can make a difference by making ... choices in their daily lives and by advocating for stronger environmental ... .

**1** Read the legend. Why do you think the author chose the crow to bring the fire?

Long ago, when the world was new and filled with beauty, animals and birds could speak to humans. Among them was Crow, known for its beautiful feathers and cleverness. One winter, a severe cold descended upon the earth, freezing everything in its path. Snow covered the land and food became scarce.

The animals and birds gathered together to discuss how they could survive. They decided that someone should fly to the Creator and ask for warmth to melt the snow and bring back life to the world. Many offered to go, but it was Crow, with its beautiful feathers and keen mind who volunteered.

Crow flew through the freezing cold, high above the frozen earth. Its journey was long and hard, but Crow was keen to reach the Creator's dwelling place. After many days and nights, Crow finally arrived at the Creator's home.

Crow spoke to the Creator, asking for warmth to save its fellow creatures and bring life back to the land. Moved by Crow's courage, the Creator agreed to help. The Creator took a burning stick from the sun and placed it in Crow's beak, giving it the gift of fire.

With the burning stick in its beak, Crow started its journey back to earth. The journey was even harder now, as the fire burnt brightly and smoke filled Crow's feathers.



By the time Crow returned home, its once-beautiful feathers had turned black from the smoke and its voice was hoarse from the heat.

Crow brought the gift of fire to the animals and birds, melting the snow and bringing warmth to the earth. Life began to stir again and the world slowly returned to its former beauty.

But Crow had sacrificed its own beauty and voice to save the earth, becoming the black crow we know today.

**2** Read the text again. Answer the questions below.

- What problem did the animals and birds face in the legend? How did they decide to solve it?
- Why did Crow volunteer for the dangerous journey to see the Creator?
- Describe Crow's journey to the Creator. What challenges did Crow face along the way?
- What gift did the Creator give to Crow? How did it help the animals and birds?
- How did Crow's appearance change as a result of the journey? What does this transformation symbolize?
- What lessons can be learned from Crow's sacrifice? How does this relate to the relationship between humans and nature?
- What qualities does the legend highlight?
- What role does the Creator play in the story? How does the Creator respond to Crow's plea?

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

- The bird's vibrant ... caught the sunlight, making it stand out among the foliage.
- The hiker followed a narrow ... through the dense forest.
- The cave served as a safe ... for the ancient tribe.
- The eagle used its sharp ... to tear into its prey.
- Water is ... in the desert, making survival difficult for most species.
- The unexpected noise began ... the animals in the peaceful meadow.
- With ... eyesight, the hawk spotted its prey from high above the ground.

Vocabulary Corner

feather  
beak  
scarce  
path  
dwelling place  
to stir  
keen

**4** What does fire represent in the legend? How does it impact the outcome of the story?

**5** Reflect on the themes of courage, sacrifice and connection with nature.

Draw connections to your own life experiences or to other stories you have read. As a class, discuss the question:

- Have you ever faced a situation that required bravery? What actions did you or others take that demonstrated courage?
- Can you recall a time when you or someone you know made a personal sacrifice for the greater good, for family or for a cause?
- Have you experienced moments that made you feel deeply connected to the natural world or made you realize the importance of protecting it? Describe them.

**6** Comment on the last sentence of the text *"But Crow had sacrificed its own beauty and voice to save the earth, becoming the black crow we know today"*.

## SPEAKING

**1** Work in groups. Each group will choose one of the following topics: Banning plastic bags, Promoting renewable energy, Protecting endangered species. Write three arguments in favour of your topic and one counterargument for the opposing teams. Discuss all together.

**2** Share your personal stories or anecdotes related to your experiences with nature and environmental conservation, like memorable encounters with wildlife, participation in conservation activities, or reflections on the impact of human activities on natural habitats.

**3** Complete the sentences with the appropriate words from the list: *compost, conservation, garden, energy, locally, plastic, reuse, recycle, clean-up, sustainable*.

- Each student planted a tree or started a small ... at home.
- We learned how to reduce, ... and recycle items to minimize waste.
- On the second day, students participated in a neighborhood ... event to pick up litter.
- Conducting an ... audit at home helps identify ways to save electricity.
- We visited a farmers' market to purchase ... produced, organic vegetables.
- Starting a ... bin at home can help turn food scraps into a valuable fertiliser.
- The goal is to reduce single-use ... by switching to reusable bags and bottles.
- Supporting ... products helps reduce the carbon footprint of transportation.
- By learning to ... old items, we can create new and useful things.
- Advocacy and education are important parts of environmental ... efforts.

**4** Read the statements below. Discuss if they are *true* or *false*.

- Planting a tree at home does not contribute to environmental conservation.
- Recycling helps to reduce the amount of waste sent to landfills.
- Participating in a neighborhood clean-up event helps improve local environments.
- Conducting an energy audit at home is unnecessary for saving electricity.
- Buying locally produced products can help reduce the carbon footprint.
- Starting a compost bin at home helps turn food scraps into a fertiliser.
- Using single-use plastics is better for the environment than using reusable items.
- Supporting sustainable products does not impact transportation emissions.
- Reusing old items can help create new, useful things and reduce waste.
- Advocacy and education are important for promoting environmental conservation efforts.

## The Negative Pronoun “Neither”

“Neither” is used to indicate that not one nor the other of two is true, correct, or acceptable.

**e.g.** *Neither option is satisfactory.*

**e.g.** *He can speak neither French nor German.*

Neither” is often followed by “nor” to connect two negative alternatives in a sentence emphasising the absence or exclusion of both options.

**e.g.** *She likes neither coffee nor tea.*

**e.g.** *They could find neither the keys nor the wallet.*

“Neither” is typically used before the verb or the main part of a negative statement it introduces. It can also appear at the beginning of a sentence for emphasis, often followed by inversion (auxiliary verb before the subject).

**e.g.** *She neither eats meat nor drinks milk. (before the verb)*

**e.g.** *Neither do I like coffee, nor do I like tea. (at the beginning with inversion for emphasis)*

Common expressions using “neither” include:

**e.g.** *Neither here nor there* (Something that is irrelevant or insignificant.)

**e.g.** *Neither fish nor fowl* (Something that doesn’t fit into either category or isn’t clearly defined.)

### 2 Complete the sentences with “neither” or “nor” as appropriate.

- Ann likes ... coffee ... tea.
- ... of the candidates met the qualifications for the job.
- The restaurant serves ... meat dishes ... vegetarian options.
- ... the English teacher ... the students were satisfied with the test results.
- ... did he call ... did he send a message?
- The movie was ... exciting ... memorable.
- They have ... confirmed their attendance ... declined the invitation.
- ... of the options seemed appealing to him.
- She could find ... her keys ... her wallet.
- ... the teacher ... the students understood the new concept.
- He said ... “Yes” ... “No” to the proposal.
- ... did she eat ... did she sleep well last night.
- The store had ... the size I needed ... the color I wanted.

### 3 Rewrite the sentences using “neither” and “nor” to connect the negative alternatives.

- She doesn’t like apples or oranges.
- He didn’t attend the meeting and he didn’t inform us.
- My sister can’t speak French and she can’t speak Spanish either.
- They received no invitation and no response.
- He has no interest in politics or economics.
- The store doesn’t carry organic produce or locally sourced goods.
- The project wasn’t completed on time or within budget.
- I haven’t visited Europe or Asia.
- The movie wasn’t entertaining or thought-provoking.

## WRITING

### 1 In about 100-120 words, write a letter to a friend telling him or her about the green acts you have been doing to help the environment. You can include actions you have taken recently or plans you have for the future.

In your letter, include:

- the green acts you have done recently;
- explain why you think it is important to help the environment;

- describe your feelings about these acts;
- encourage your friend to do similar acts.

# Lesson

# 5

## Natural Marvels

### LEAD-IN

- 1 Look at the pictures below. Identify the places. Brainstorm and define the concept of a “natural monument.”



A



B



C



D

- 2 Match the natural monument to its description.

|                            |                                                                                                                                             |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Grand Canyon            | A. Famous for its annual migration of wildebeest and zebra, located in Tanzania.                                                            |
| 2. Great Barrier Reef      | B. A natural light display seen in high-latitude regions around the Arctic, known for its beautiful colours in the night sky.               |
| 3. Mount Everest           | C. One of the largest and most famous waterfalls, located on the border of Zambia and Zimbabwe, known locally as “The Smoke that Thunders.” |
| 4. Victoria Falls          | D. The highest mountain in the world, located on the border of Nepal and Tibet (China).                                                     |
| 5. Aurora Borealis         | E. The world’s largest coral reef system, located in Queensland, Australia, renowned for its diverse marine life.                           |
| 6. Serengeti National Park | D. Known for its immense size and colorful landscape, carved by the Colorado River in Arizona, USA.                                         |

- 3 Read the following statements. For each statement, decide whether you agree or disagree with it based on your personal beliefs, experiences or knowledge. Explain your opinion.

- Natural monuments should be protected because they are unique geological features.
- Only the local community benefits from the preservation of natural monuments.
- Natural monuments are important for scientific research and education.
- Tourism in natural monuments does not need to be regulated.
- Protecting natural monuments helps preserve biodiversity.
- Natural monuments have no cultural or historical significance.
- The beauty of natural monuments attracts visitors from around the world.
- Human activities have no impact on natural monuments.
- Natural monuments should be accessible to everyone, regardless of the environmental impact.
- Government intervention is necessary to ensure the protection of natural monuments.

## LISTENING

**1** Listen to the dialogue about the Aurora Borealis. Answer the following questions:

- What is the Aurora Borealis?
- Where can the Aurora Borealis primarily be seen?
- What causes the Aurora Borealis?
- What are the most common colours of the Aurora Borealis?
- Which gas produces green and red lights in the Aurora Borealis?
- Who first described the aurora scientifically and when?
- Who coined the term “Aurora Borealis?” What do the names “Aurora” and “Boreas” refer to?
- What did the Sami people of Scandinavia believe about the Northern Lights?
- When is the best time to see the Aurora Borealis?
- What valuable information do the Northern Lights provide?

## READING

**1** Read the text. Why was the Great Barrier Reef recognised as a UNESCO World Heritage Site?

The Great Barrier Reef is the world’s largest coral reef system, located off the coast of Queensland, Australia. It stretches over 2,300 kilometres and covers about 344,400 square kilometers. It has nearly 3,000 individual reefs and 900 islands. This amazing natural wonder can be seen from space and is known for its beautiful appearance and rich marine life.

The Great Barrier Reef is home to many different types of sea life. It has over 1,500 species of fish, 411 types of hard coral, and many species of sharks, rays, and sea turtles. The reef also supports various mollusks, sponges, and marine mammals, making it one of the most diverse ecosystems in the world. The colourful coral formations and the many sea creatures create a spectacular underwater scene, attracting millions of tourists and divers every year.

The reef started forming millions of years ago from the gradual build-up of coral skeletons and calcium carbonate. The warm, shallow waters of the region are perfect for coral growth, allowing the reef to thrive and grow over a long time. The balance of conditions like water temperature, salinity, and sunlight is crucial for the health of the reef.



However, the Great Barrier Reef faces many threats. Climate change is the biggest danger, as rising sea temperatures cause coral bleaching. This is when corals lose their colours and essential algae, making them more likely to get sick and die. Other problems include ocean acidification, pollution from agricultural runoff, and overfishing. Efforts to reduce these threats are essential to saving the reef for future generations.

The Great Barrier Reef was named a UNESCO World Heritage Site in 1981 because of its great value to the world. Conservation efforts and marine park management work to protect the reef’s health. These efforts include regulating fishing, controlling tourism impact and promoting research and restoration projects.

Visiting the Great Barrier Reef offers an unforgettable experience. Snorkelling and diving enthusiasts can explore the colourful coral gardens and see a wide range of marine life up close. Boat tours, underwater observatories and helicopter rides provide unique views of this natural wonder, allowing visitors to appreciate its vastness and beauty.

(Source: <https://whc.unesco.org/en/list/154/>)



## 2 Read the text. Answer the following questions:

- Where is the Great Barrier Reef located?
- How long is the Great Barrier Reef?
- What area does the Great Barrier Reef cover?
- How many individual reefs and islands comprise the Great Barrier Reef?
- Why is the Great Barrier Reef considered a natural wonder?
- How many species of fish are found in the Great Barrier Reef?
- How many types of hard coral are there in the Great Barrier Reef?
- What other marine species are supported by the Great Barrier Reef?

## 3 Read again and decide if the statements are *true* or *false*.

- The Great Barrier Reef is the world's largest coral reef system, stretching over 2,300 kilometres.
- It is home to over 2,000 species of fish and 400 types of hard coral.
- Rising sea temperatures because of climate change can cause coral bleaching, which means corals lose their bright colours.
- Ocean acidification is not a significant threat to the Great Barrier Reef.
- The Great Barrier Reef became a UNESCO World Heritage Site in 1981.
- The Great Barrier Reef is located off the coast of New Zealand.
- Efforts to protect the Great Barrier Reef include regulating fishing and controlling the impact of tourism.
- The reef started to form thousands of years ago through the gradual accumulation of coral skeletons.

## 4 Complete the sentences using the words in the Vocabulary Corner box.

- The coral ... is teeming with diverse marine life.
- The beach seemed to ... endlessly along the coastline.
- The Grand Canyon is considered a ...
- ... like clams and snails play important roles in aquatic ecosystems.
- Colorful ... can be found attached to rock in the ocean.
- Dolphins and whales are examples of ... that are highly adapted to life in the sea.

### Vocabulary Corner

mollusks  
natural wonder  
reef  
mammals  
stretch  
marine  
sponges

## SPEAKING

### 1 Look at the images of Serengeti National Park. Describe what you see, paying attention to the following: the landscape, the flora and fauna, any signs of human or natural activity.



- 2** Work in pairs or small groups. Take turns role-playing as park rangers working in a national park or natural monument. One student will be the interviewer, and the other will be the park worker.
- Why did you decide to become a park ranger?
  - What does a typical day at work look like for you?
  - What are your main responsibilities and challenges?
  - How do you keep visitors safe while protecting nature?
  - Are there any conservation projects happening now in your park?
  - How is climate change affecting the animals and plants in the park?

## GRAMMAR

### Direct and Indirect Objects used as passive subjects

#### Active Voice

*The guide shows tourists the Grand Canyon.*

(Present Simple)

*The tour guide showed the visitors the Grand Canyon.* (Past Simple)

#### Passive Voice: To Be + Participle II

*The Grand Canyon is shown to tourists by the guide.*

(Present Simple)

*The Grand Canyon was shown to visitors by the tour guide.* (Past Simple)

**Direct Object:** a direct object is a noun, pronoun, or noun phrase that receives the action of the verb directly.

**Indirect Object:** an indirect object is a noun, pronoun, or noun phrase that indicates to whom or for whom the action of the verb is done.

**Active Voice:** *The volcano released hot lava.*

**Passive Voice:** *Hot lava was released by the volcano.*

**Active Voice:** *The scientist gave the students a lesson about geysers.*

**Passive Voice:** *The students were given a lesson about geysers by the scientist.*

- 1** Identify the direct object and indirect object in each sentence.

- She gave him a present.
- They bought new clothes for their children.
- He sent his friend a postcard.
- The teacher explained the lesson to the students.
- We baked her a birthday cake.

- 2** Rewrite the following sentences in the Passive Voice.

- Lady D. wrote him a letter.
- They built a new house last year.
- The chef prepared a delicious meal for the guests.
- Dorel gave his sister a gift.
- Felicia taught her students English.
- They bought him a new car.
- Jim offered me some advice.
- They showed her the way to the train station.

## WRITING

- 1** In about 100-120 words, write an article about one of the world's most famous natural monuments. For your article, include the following:

- An introduction** that captures the reader's attention.
- Body** that gives physical description (size, shape, special features); plants and animals; cultural importance; challenges; conservation efforts.
- Conclusion** that summarises the significance of the monument and encourages people to protect it.

# Lesson

# 6

## Check Up Your Progress

### READING COMPREHENSION

#### 1 Read the text. Reflect on the message delivered by it.

The Amazon Rainforest, often called the “Lungs of the Earth,” is the largest tropical rainforest in the world. It spans nine countries in South America and covers over 5.5 million square kilometers. It is home to many different plants and animal species, making it one of the most biodiverse places on Earth.

The Amazon Rainforest is mainly in Brazil but also stretches into Peru, Colombia, Venezuela, Ecuador, Bolivia, Guyana, Suriname and French Guiana. It plays a vital role in regulating the global climate and keeping the Earth’s ecological balance. The dense canopy of trees and rich biodiversity help produce oxygen and absorb carbon dioxide.

The rainforest has tall trees, thick undergrowth and winding rivers. It is home to about 10% of all known species on Earth, with new species always being discovered. There are an estimated 390 billion individual trees representing 16,000 different species.

#### 2 Answer the questions.

- What nickname is given to the Amazon Rainforest? Why?
- Which countries does the Amazon Rainforest span?
- How large is the Amazon Rainforest in square kilometres?
- What role does the Amazon Rainforest in regulating the global climate?
- What types of vegetation are characteristic of the Amazon Rainforest?
- How many species are estimated to live in the Amazon Rainforest? What percentage of known species does this represent?

#### 4 Correct the mistakes in the sentences below.

- The Amazon Rainforest is the biggest rainforest of the world, stretched over nine countries in South America.
- Its dense canopy of trees and rich biodiversity contribute significantly to global oxygen production.
- The primary threats include illegal logging, agricultural expansion, mining and climate change.
- It is home to approximate 10% of all known species on Earths.



The Amazon also supports a wide variety of wildlife, including jaguars, giant river otters, harpy eagles and pink river dolphins. It is known for its diverse plant life, with many species of orchids, bromeliads and medicinal plants growing in its humid climate.

The main threats to the Amazon Rainforest are illegal logging, agricultural expansion, mining and climate change. Deforestation rates have increased in recent years, leading to habitat loss, a decline in biodiversity and changes to local and global weather patterns.

#### 3 Replace each underlined word or phrase with a synonym from the options provided: *abundant, cover, thick, variety of life, add to, dangers, main, increased, disturbances, unlawful.*

- Its dense canopy of trees and rich biodiversity contribute significantly to global oxygen production and carbon dioxide absorption.
- The primary threats to the Amazon Rainforest include illegal logging, agricultural expansion, mining and climate change.
- Deforestation rates have accelerated in recent decades, leading to habitat loss, biodiversity decline and disruptions to local and global weather patterns.
- The Amazon Rainforest is characterised by its dense canopy of trees, rich biodiversity and winding rivers.
- It is home to approximately 10% of all known species on Earth, with new species continually being discovered.
- The Amazon supports an astonishing variety of wildlife, including jaguars, giant river otters, harpy eagles and pink river dolphins.
- It is also renowned for its diverse array of plant life, with countless species of orchids, bromeliads and medicinal plants thriving in its humid climates.

**5 Use the following words in sentences of your own:**

vegetation  
towering

undergrowth  
winding

array  
spanning

**GRAMMAR**

**1 Rewrite the following sentences in the Present Simple Passive Voice.**

- The Amazon Rainforest supports an astonishing variety of wildlife.
- Scholars continually discover new species in the Amazon.
- The Amazon Rainforest provides oxygen to the Earth.
- Illegal logging threatens the Amazon Rainforest.
- Scientists study the biodiversity of the Amazon.

**2 Rewrite the following sentences in the Past Simple Passive Voice.**

- Scientists discovered new species in the Amazon Rainforest.
- Deforestation rates accelerated in recent decades.
- Environmentalists raised awareness about the threats to the Amazon.
- Farmers cleared land for agriculture in the Amazon.
- Researchers conducted a study on the Amazon's canopy.

**3 Fill in the blanks with the correct form of Present Simple or Present Continuous.**

- The Amazon Rainforest ... (cover) over 5.5 million square kilometres.
- Scientists ... (discover) new species in the Amazon every year.
- The Amazon ... (play) a crucial role in regulating global climate patterns.
- Illegal logging ... (threaten) the Amazon Rainforest continuously.
- The rainforest ... (provide) a habitat for many endangered species.

**4 Fill in the blanks with the correct form of Past Simple or Past Continuous.**

- Researchers ... (conduct) a study on the Amazon's canopy last year.
- While scientists ... (explore) the rainforest, they discovered new species.
- Deforestation rates ... (increase) significantly over the last decade.
- Farmers ... (clear) land for agriculture when the authorities intervened.
- The Amazon ... (support) an astonishing variety of wildlife in the past.

**5 Fill in the blanks with the correct future tense form.**

- Scientists ... (study) the Amazon Rainforest for decades.
- Researchers ... (discover) many new species in recent years.
- Environmentalists ... (raise) awareness about the threats to the Amazon.
- Illegal activities ... (continue) to threaten the rainforest.
- The Amazon Rainforest ... (become) a major focus for conservation efforts.

**6 Fill in the blanks with the correct form of the Future Simple or Future Continuous.**

- If deforestation continues, the Amazon Rainforest ... (lose) much of its biodiversity.
- Scientists ... (monitor) the health of the rainforest closely.
- Conservationists ... (launch) new initiatives to protect the Amazon next year.
- The government ... (implement) stricter laws against illegal logging.
- By the end of this decade, more species ... (be) discovered in the Amazon.

**WRITING**

- 1** Imagine you are a biologist. You have to write an article about the biodiversity of the Moldovan Codrii. Your goal is to inform your audience about their ecological importance and explain why conservation efforts are necessary to protect this vital ecosystem. Structure your article as follows: title, introduction, body, conclusion.

# Bringing Ideas to Life

## Survey and Analysis *Climate Changes*

- 1. Identify the Target Group** (older community members, such as grandparents, neighbours, or local elders who have observed changes over decades).
- 2. Design the Survey Questions:**
  - ✓ Keep questions clear and open-ended to encourage detailed responses.
    - e.g. “How would you describe the weather patterns during your childhood?”
    - “Have you noticed any changes in seasonal cycles?”
    - “What changes have you observed in local wildlife or vegetation?”
    - “How has farming, gardening, or water availability changed in the area?”
    - “What do you think has caused these changes?”
- 3. Conduct the Survey and record responses (written notes, audio recordings, or video).**
  - ✓ Note any anecdotes, emotions, or cultural stories related to climate changes.
  - ✓ Take pictures of areas mentioned, such as local landmarks or fields.
- 4. Categorise Responses** (Group data into themes: e.g. *Changes in Temperature, Rainfall Patterns, Impact on Crops/ Wildlife.*)
- 5. Contrast community observations with current scientific data on climate change for your region**
  - e.g. “Respondents recall winters being harsher in the 1970s, aligning with meteorological data showing a decline in snowfall.”
- 6. Summarise key findings in a report or slideshow:**
  - ✓ **Introduction:** Purpose of the survey.
  - ✓ **Scientific Context:** How these align with global climate change data.
  - ✓ **Key Observations:** Changes noted by the community.
  - ✓ **Conclusion:** Lessons learned and calls to action
  - ✓ **Propose Solutions**

| Criteria                        | What You Need to Do                                                                                                                                          | Points |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Survey Relevance                | Create questions that focus on the key issues related to climate change (e.g., causes, effects, solutions, awareness). Ensure they are clear and meaningful. | 4      |
| Question Design                 | Use a mix of question types (e.g., multiple choice, open-ended, scale ratings) to gather diverse and useful information.                                     | 4      |
| Data Collection                 | Collect responses from a suitable number of participants to ensure your data is meaningful and reliable.                                                     | 4      |
| Data Organization               | Present your data clearly using charts, graphs, or tables that make it easy to understand.                                                                   | 4      |
| Analysis of Results             | Analyze the survey results thoughtfully. Identify patterns, trends, and key insights related to climate change.                                              | 4      |
| Connection to Climate Change    | Relate your analysis to broader issues of climate change, such as its impact on communities and possible solutions.                                          | 4      |
| Language Use                    | Use clear, accurate, and concise language to explain your survey and findings. Avoid errors in grammar and spelling.                                         | 4      |
| Conclusions and Recommendations | Provide well-thought-out conclusions based on your analysis and suggest practical steps or solutions to address climate change.                              | 4      |

“Stay Focused, Stay Winning!”

# Unit 5

## THE PULSE OF IDENTITY



# Lesson

# 1

## Guardians of Democracy

### LEAD-IN

- 1 Look at these pictures and discuss the importance of state institutions in maintaining order and providing services.



- 2 Work in groups. Brainstorm the services offered by the state institutions below and explain how each of them has influenced your own life or your community.

| State Institutions                                                                                                                                                         | Services provided |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>Government Ministries and Departments:</b> <ul style="list-style-type: none"> <li>✓ Ministry of Education</li> <li>✓ Ministry of Health</li> </ul>                      |                   |
| <b>Law Enforcement and Judicial Institutions:</b> <ul style="list-style-type: none"> <li>✓ Police Force</li> <li>✓ Courts of Law</li> </ul>                                |                   |
| <b>Public Service Institutions:</b> <ul style="list-style-type: none"> <li>✓ Public Schools</li> <li>✓ Public Hospitals</li> </ul>                                         |                   |
| <b>Regulatory Agencies:</b> <ul style="list-style-type: none"> <li>✓ Environmental Protection Agency</li> <li>✓ Food and Drug Administration</li> </ul>                    |                   |
| <b>Defense and Security Institutions:</b> <ul style="list-style-type: none"> <li>✓ Armed Forces (Army, Air Force)</li> <li>✓ National Security Agencies</li> </ul>         |                   |
| <b>Public Infrastructure and Utilities:</b> <ul style="list-style-type: none"> <li>✓ Transportation Departments</li> <li>✓ Public Water and Sanitation Services</li> </ul> |                   |

- 3 In pairs, list the fundamental functions of educational institutions in the society.

## LISTENING

### 1 Listen to two pupils talking about Moldovan public schools. Answer the following questions:

- What challenges do public schools in Moldova encounter?
- How do public schools in urban areas differ from those in rural regions in Moldova?
- What efforts are being made to improve the quality of education in Moldova's public schools?
- How accessible is education for children with disabilities in Moldova?
- What role do teachers play in the education system, and what support do they need?
- What financial challenges can families face?
- How do public schools in Moldova integrate technology into their classrooms?

## READING

### 1 Read attentively and analyse the civil procedures in the United States.

A lawsuit is a legal case where one person or a group takes another to court. Usually, it occurs when an individual or a group perceives injustice or harm and seeks a remedy, frequently in the form of monetary compensation or specific actions.

The process starts when the person bringing the lawsuit (the plaintiff) files a complaint. This document explains their problems and what they want as a solution. The defendant, who is the subject of the lawsuit, then provides a response.

Following the complaint and response, both parties engage in a phase known as discovery. This is where they share information and collect evidence to support their claims. This can include questioning witnesses under oath and gathering documents. Many cases are settled before going to trial. The parties might negotiate or use mediation to agree on a solution without a judge or jury. If they cannot agree, the case goes to trial.

During the trial, both sides show their evidence and arguments. This can include witness testimonies, expert opinions, and various exhibits. A judge or jury then decides the outcome, known as a verdict. If someone loses the trial, they can appeal the decision to a higher court.



The higher court checks if there were mistakes in the trial and can either keep the original decision, change it or send the case back for more proceedings.

Lawsuits can cover many issues, like personal injury, contract problems, property disputes and civil rights violations. A lawsuit can arise when an individual perceives unfair treatment from the law.

### 2 Read the text again. Answer the following questions:

- What is a lawsuit?
- Who are the plaintiffs in a lawsuit?
- Who is the defendant in a lawsuit?
- What happens in a lawsuit after the filing of the complaint and response?
- What occurs during a trial in a lawsuit?
- What are the possible outcomes of an appeal in a lawsuit?

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

- The company faced a ... for allegedly violating environmental regulations.
- The ... ruled in favour of the plaintiff after a lengthy trial.
- She felt ... by her employer and decided to seek legal action.
- The pollution from the factory ... the nearby residents' health.
- The ... filed by the workers included allegations of unsafe working conditions.
- The ... presented strong evidence to support their case against the defendant.
- The witness took an ... to tell the truth before giving testimony in the trial.

#### Vocabulary Corner

plaintiff  
court  
wronged  
lawsuit  
oath  
complaint  
harmed

### 4 Read again and decide if the statements are true or false.

- A lawsuit is always resolved in a court trial.
- Before filing the complaint, you must go through a discovery phase.
- A defendant is the person who is being sued in a lawsuit.
- During the discovery phase, witnesses undergo depositions while under oath.
- Mediation is a way to resolve a dispute without going to trial.
- A verdict is the decision made by the judge or jury at the end of a trial.
- An appeal is a request to a higher court to review the decision of a lower court.
- Settlements can occur during any phase of a lawsuit.
- An appellate court has the authority to overturn a trial verdict.
- Civil rights violations can serve as the basis for a lawsuit.

### 5 Complete the following sentences with the appropriate words from the list:

*defendant, plaintiff, discovery, complaint, answer, mediation, trial, verdict, appeal, evidence, depositions, settlement, civil rights, personal injury, appellate.*

- The ... is the person who files a lawsuit.
- The person who is being sued in a lawsuit is known as the ... .
- The process begins with the filing of a ... , outlining the grievances and sought remedy.
- Once the complaint is received, the ... must respond with an a... .
- During the ... phase, both parties exchange information and gather ... .
- ... are part of the discovery phase where witnesses are questioned under oath.
- Many cases are resolved before going to ... through negotiation or ... .
- If a lawsuit cannot be resolved through settlement, it proceeds to ... .
- During a trial, both sides present their ... and arguments.
- A judge or jury then deliberates and makes a decision, known as a ... .
- If a party is not satisfied with the outcome of the trial, they have the option to ... the decision to a higher court.
- An ... court reviews the case and can uphold, reverse, or remand the decision.
- Lawsuits can cover various issues, including ... and ... violations.
- A ... is an agreement reached by both parties to resolve the dispute without a trial.

## SPEAKING

### 1 Work in groups. Review and role play the stages involved in a lawsuit from filing to resolution from the perspective of the plaintiff and defendant.

Complaint

Answer

Discovery

Trial

Verdict

Appeal

**2** Roleplay a scenario where a large corporation is accused of environmental pollution in a local community. The affected residents file a lawsuit seeking compensation for damages and cleanup costs.

Consider the following roles:

- lawyers representing the corporation;
- lawyers representing the plaintiffs (affected residents);
- possibly a judge or a mediator.

Conduct a trial where each group presents their evidence, calls witnesses and makes arguments before a judge or jury.

## GRAMMAR

### Passive Voice

| Tenses             | Active Voice                          | Passive Voice: To Be + Past Participle               |
|--------------------|---------------------------------------|------------------------------------------------------|
| Present Simple     | Factories pollute the air.            | The air <b>is polluted</b> by factories.             |
| Past Simple        | Factories polluted the air.           | The air <b>was polluted</b> by factories.            |
| Future Simple      | Factories will pollute the air.       | The air <b>will be polluted</b> by factories.        |
| Present Continuous | Factories are polluting the air.      | The air <b>is being polluted</b> by factories.       |
| Past Continuous    | Factories were polluting the air.     | The air <b>was being polluted</b> by factories.      |
| Present Perfect    | Factories have polluted the air.      | The air <b>has been polluted</b> by factories.       |
| Past Perfect       | Factories had polluted the air.       | The air <b>had been polluted</b> by factories.       |
| Future Continuous  | Factories will be polluting the air.  | The air <b>will be being polluted</b> by factories.  |
| Future Perfect     | Factories will have polluted the air. | The air <b>will have been polluted</b> by factories. |

**1** Rewrite the following sentences in the Passive Voice, paying attention to the Continuous and Perfect Tenses.

- They are repairing the road near the city center.  
The road near the city center ...
- Someone has already cleaned the kitchen.
- The team was designing the new website last week.
- She had finished the project before the deadline.
- They will have completed the renovations by next month.
- They are building a new bridge across the river.
- She had already signed the contract when they arrived.
- The company will have launched the new product by next month.
- Someone is repairing the roof of the house next door.
- They had been renovating the office before the pandemic started.

**2** Rewrite the sentences in the Active Voice.

- The report is being reviewed by the supervisor.
- The house had been painted by the time they moved in.
- The project will have been written by the end of the month.
- The new rules were being discussed by the committee.
- The documents have been prepared by the secretary.

## WRITING

**1** In about 150-180 words, write an opinion essay on the following topic:

*Our current justice system is now outdated and ineffective.*

When writing, provide examples to support your point of view.

Connect your ideas using the appropriate linking words.

Follow the model: introduction, body, conclusion.

### USEFUL LANGUAGE

- ✓ I think that ...
- ✓ I believe that ...
- ✓ As for me, I think/believe that ...
- ✓ In my opinion
- ✓ If you ask me
- ✓ From my perspective
- ✓ In my view
- ✓ It is my understanding that ...

# Lesson

## 2

## Roots of Identity

### LEAD-IN

- 1 Look at these pictures. What do these pictures teach us about? How do cultural values shape behaviours and interactions in the society? Give examples of different cultural values.



B



C



A



D

- 2 Work in groups. Discuss what cultural values mean.
- Consider the values that are important to your family, and your community, as well as the values from other cultures that you've observed.
  - Continue the list of cultural values from your own culture and other cultures in the table.
  - What impact do cultural values have on your daily lifestyle?

| Cultural Values    | Your Culture | Other Cultures |
|--------------------|--------------|----------------|
| Respect for Elders |              |                |
| Family Unity       |              |                |
| Hospitality        |              |                |
| ...                |              |                |

### LISTENING

- 1 Listen to the dialogue between Dan and Stan. Answer the following questions:

- Which countries did Stan visit on his trip?
- How do Mexican families typically celebrate a quinceañera?
- How do Italian family gatherings differ from those in Mexico?
- What specific practices of hospitality did he observe in Arab culture?
- How do Greeks typically show their hospitality to guests?
- How does the German education system reflect the cultural values?
- What are some major religious festivals in India and how do they reflect the country's spiritual values?

- 2 Listen to the conversation again and reflect on the following:

- Which cultural value do you think has the most significant impact on the society's behaviour?
- How can understanding these cultural values help in interacting with people from different backgrounds?
- In what ways can we show respect for these diverse cultural values in our own community?

**1 Discuss the questions:**

- Have you ever been curious about a secret?
- What would you do if you found a locked box?
- Have you ever opened something and got a surprise?

**2 Read the text. What lesson does it teach you?**

Thousands of years ago in ancient Greece, there were two brothers named Epimetheus and Prometheus. They lived in a world where the gods were in charge, but they enjoyed causing them trouble. One day, Zeus, a powerful god, decided to teach them a lesson. He told the other gods to make a beautiful woman named Pandora, who would marry Epimetheus. As a wedding gift, Zeus gave Pandora a special box with one rule: she must never open it!

While Epimetheus was out working, Pandora was alone and very curious about the box. She couldn't understand why Zeus would give her a box she couldn't open. Bored and lonely, her curiosity grew stronger. One day, when she was sure Epimetheus was busy, Pandora searched for the key to open the box. She found it high on a shelf in their bedroom.



With trembling hands, Pandora unlocked the box. She imagined it might contain rubies, jewels, or gold coins. But when she opened it, instead of treasures, every kind of evil and sadness flew out. They spread across the earth, bringing heartache and sorrow.

Panicked, Pandora shut the lid and locked the box again, crying, "What have I done?" After some time, she heard a gentle fluttering sound coming from the box. She put her ear close and heard a small voice saying, "Let me out. I mean no harm."

With shaking hands, Pandora opened the box again. A beautiful butterfly of hope flew out, showing that even though Pandora had let pain into the world, she had also let hope come with it.

**3 Reflect on the passage. Answer the following questions:**

- Who were Epimetheus and Prometheus?
- What did Zeus decide to do to teach the brothers a lesson?
- What was the special condition attached to the box given to Pandora?
- Why did Pandora decide to open the box?
- What did Pandora expect to find in the box?
- What was truly revealed when Pandora opened the box?
- What did Pandora hear from the box after she closed it?
- What was the last thing that came out of the box?

**4 Complete the sentences using the words in the Vocabulary Corner box.**

- The teacher is ... of the classroom during lessons.
- The loud music from the party began ... the neighbours.
- She felt deep ... when her beloved pet passed away.
- She wore a necklace with a bright red ... in the centre.
- The butterfly began ... its wings as it took off from the flower.
- Her hands began ... as she spoke in front of the large crowd.

**Vocabulary Corner**

in charge  
to flutter  
to tremble  
to annoy  
sorrow  
ruby

**5 In pairs, discuss the questions. Share your thoughts with your classmates.**

- What does the myth suggest about the nature of curiosity?
- Why is a butterfly a symbol of hope in the story?
- Would the story be different if Pandora hadn't opened the box? How?

**6 Imagine you are Pandora. Describe your emotions before and after opening the box. Explain them.**

**7 Work in groups. What are some modern-day situations where people's curiosity has led to both positive and negative outcomes? List examples of situations. For each situation, explain what sparked the curiosity and how it led to a specific result.**

## SPEAKING

- 1 The myth of Pandora's Box teaches several important values. Analyse the list and comment on it. Explain what each value teaches us.
- 2 The myth of Pandora's Box gives several important lessons. Give your interpretation on what they mean to you. Share your interpretation with the class or in small groups.
  - a. Respect for authority and instructions
  - b. Consequences of curiosity
  - c. Hope in times of adversity
  - d. Acceptance of imperfection and challenges
  - e. Understanding the complexity of gifts and blessings
  - f. The dual nature of human nature



- Responsibility
- Wisdom
- Perseverance
- Humility
- Compassion

- 3 Choose a cultural value from the list below that you find interesting or important. Explain why this cultural value is significant in your culture or community. Follow the model.
  - a. Patriotism
  - b. National pride
  - c. Diversity and inclusion
  - d. Respect for nature
  - e. Honor and integrity
  - f. Education and knowledge
  - g. Generosity
  - h. Respect for elders

**Cultural value:** Hospitality

**Introduction:** Hospitality is a fundamental cultural value in Jordanian culture.

**Description:** Jordanians are known for their warm and welcoming nature, which is deeply rooted in the Islamic tradition of generosity towards guests and travellers.

**Examples and practices:** In Jordanian homes, guests are shown great respect and are usually welcomed with a cup of Arabic coffee. It is a tradition to offer guests the best food and accommodations available, even if they come without prior notice.

**Impact on society:** Hospitality helps build strong relationships between people and encourages social unity. It creates a sense of community and solidarity as people come together to share meals and kindness, no matter their social status or background.

## GRAMMAR

### Modal Verbs: may/might

Modal verbs such as "may" and "might" are used to express supposition or possibility in English. They indicate varying degrees of likelihood or probability of something happening.

#### May:

**Supposition:** "May" is used to indicate that something is possible or likely to happen. It suggests a higher degree of certainty compared to "might."

**e.g.** It *may* rain later this afternoon. (There is a possibility of rain.)

**e.g.** She *may* have forgotten about the meeting. (It is possible that she forgot.)

**Permission:** "May" is also used to ask for or grant permission.

**e.g.** You *may* leave the room now. (Permission to leave is granted.)

**e.g.** *May* I borrow your pen? (Requesting permission to borrow something.)

#### Might:

**Supposition:** "Might" is used to express a weaker possibility or likelihood compared to "may." It suggests a lower degree of certainty.

**e.g.** He *might* come to the party tonight. (There is a possibility that he will come, but it is less certain compared to using "may.")

**e.g.** I *might* go for a run later if the weather improves. (There is a chance I will go for a run, depending on the weather.)

**Key Differences:**

**Certainty:** "May" implies a higher likelihood or certainty compared to "might."

**Formality:** "May" is often used in more formal contexts, especially when asking for permission.

**Politeness:** Both "may" and "might" can be used to soften requests or suggestions.

**Negative Form:** The negative forms are "may not" (indicating prohibition or lack of permission) and "might not" (indicating a lower probability or possibility).

**1 Fill in the blanks with "may" or "might" based on the context provided.**

- I think it ... rain later today, so bring an umbrella.
- She hasn't replied yet, so she ... be busy.
- We ... go to the beach if the weather clears up.
- They ... arrive late if there's heavy traffic.
- You ... want to consider joining the club; it's a great opportunity.

**2 Choose the correct modal verb ("may" or "might") to complete each sentence. Explain your choice.**

- He ... come to the party tonight if he finishes work on time.
- I ... have left my keys at home; I can't find them anywhere.
- You ... want to call ahead to make a reservation at the restaurant.
- They ... not be able to attend the meeting due to a scheduling conflict.
- This cake ... be the best I've ever tasted; it's delicious!

**3 Rewrite the sentences using "may" or "might."**

- It is possible that she forgot about the appointment.  
She ... have forgotten about the appointment.
- There is a chance that he will arrive late.  
He ... arrive late.
- Perhaps they will finish the project by next week.  
They ... finish the project by next week.
- It's possible that the flight will be delayed due to bad weather.  
The flight ... be delayed due to bad weather.
- Maybe she didn't hear you when you called her name.  
She ... not have heard you when you called her name.

**4 Write five sentences using "may" or "might" to express possibility or supposition.****WRITING****1 Write a 100-120 word text about cultural values in your school or community. Explain why they are important. Consider the following:**

- Mention the importance of cultural values in your school or community.
- Identify 2-3 key cultural values in your school or community (e.g., respect, honesty, teamwork).
- Explain how each value is practiced or shown in daily life.
- Explain why these values are important to the well-being and success of the school or community.

**2 Imagine that Pandora resists her curiosity and decides not to open the box. Think about how this choice could change the events of the story.****Consider:**

- ✓ What would happen to Pandora and the people around her?
- ✓ How would the world look without the troubles that were inside the box?
- ✓ What would happen to hope if the box stayed closed?

**Steps:**

- ✓ Write a short paragraph (60 words) describing this new ending.
- ✓ Explain how Pandora's decision affects the world. Is it a better or worse place? Why?
- ✓ Share your alternate ending with the class or in small groups.

# Lesson

# 3

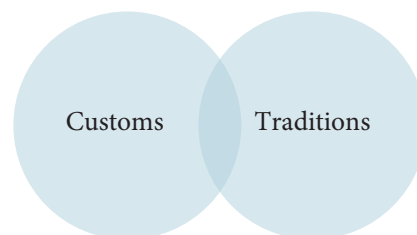
## Expressions of Identity

### LEAD-IN

- 1 Read the following statements. Say whether you agree or disagree with them.
  - a. Celebrating national holidays strengthens national unity and pride.
  - b. Modern societies should adapt traditional customs to fit contemporary values.
  - c. Festivals and celebrations are crucial for preserving cultural heritage.
  - d. Arranged marriages, as practiced in some cultures, ensure stronger family bonds.
  - e. Traditional clothing should be worn only on special occasions and not in everyday life.
  - f. Passing down cultural stories and myths to children is essential for cultural continuity.



- 2 Work in groups. Discuss with your group members the meanings of “customs” and “traditions”.
  - a. Identify unique characteristics of each concept and list them. Find similarities and differences between them. Complete the Venn diagram.
  - b. After completing the diagram, discuss as a group how customs and traditions influence identity and culture. Share your ideas with the class.



- 3 With your partner, brainstorm examples of customs and traditions that are meaningful in your community or culture. Identify three examples for each category and write them in the table. Share your examples with another pair and discuss any similarities or differences.

| Customs       | Traditions                 |
|---------------|----------------------------|
| Shaking hands | Celebrating New Year's Eve |
| ...           | ...                        |

- 4 Analyse the key differences between customs and traditions in the table below, then answer the questions.

|            | Scope and Frequency                                                                 | Change and Evolution                                                      | Significance                                                |
|------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------|
| Customs    | everyday practices and social norms                                                 | change more readily and adapt to new social norms                         | may not always have deep symbolic meaning                   |
| Traditions | more significant practices often observed on special occasions or at specific times | tend to be more resistant to change and are preserved over longer periods | carry cultural, historical, and often symbolic significance |

- a. What are some everyday customs you follow that are common in your culture?
- b. Can you describe a tradition in your culture that is observed on a specific occasion or time of year?
- c. How often do you participate in customs compared to traditions?
- d. Can you name a custom in your culture that has little symbolic meaning but is widely practiced?
- e. What is the tradition in your culture that carries deep historical or symbolic significance?

## LISTENING

**1** Listen to the radio program “Our Heritage”. Take notes on the main ideas and key points, including:

- ✓ the origins of the Rio Carnival.
- ✓ the main events and activities
- ✓ how the Rio Carnival reflects Brazilian culture and identity

**3** In pairs, compare the Rio Carnival with a cultural festival from your own country. Use the following questions to guide your discussion:

- a. What are the main events or activities of each festival?
- b. How do both festivals reflect their cultural heritage and identity?
- c. What are some differences and similarities between the two festivals?

**2** Listen to the program “Our Heritage”. Answer the following questions:

- a. What is the Carnival of Rio de Janeiro often referred to as?
- b. Where is the Rio Carnival held?
- c. How many visitors does the Rio Carnival attract annually?
- d. When did the origins of the Rio Carnival date back to?
- e. Who influenced the early celebrations of the Rio Carnival?
- f. What are the main cultural elements incorporated into the Rio Carnival over time?
- g. What is the highlight of the Rio Carnival?
- h. What do samba schools prepare for the samba parade?
- i. How are the performances of samba schools judged?
- j. What are “blocos” in the context of the Rio Carnival?
- k. How do street parties contribute to the carnival atmosphere?
- l. What themes and styles are present in the “blocos”?

## READING

**1** Read the text. Answer the questions:

- a. What do you think the story teaches us about family and sacrifice?
- b. Why do you think the older sister felt fulfilled despite not having a gift for herself?
- c. How might this story inspire others to give without expecting something in return?

She was only twenty-one when her father died, leaving her mother with six children. They had always had enough, sometimes even more, and their parents had taught them good values such as hard work, prayer and sharing. But three years ago, just before Christmas, their mother had to leave to be with her dying father. There was no money for Christmas presents, and the family felt lonely in a strange city without their parents. The brother worked all the time, so the older sister had to take care of her four younger sisters. She really hoped she could find Christmas presents for her family, especially for the two little sisters.

On Christmas Eve, as she was leaving work, her boss gave her an envelope with a small cash bonus. She was very grateful and cried a little. She quickly went from store to store, buying presents for her mother, brother and two teenage sisters. There was not enough money left for new dolls for the little sisters. So, she bought fabric, lace, and ribbon to make new dresses for their old dolls.

As she walked home through the snow, she thought about all the gifts they had received in the past, but she was happy that there would be a Christmas for her family. After the little sisters went to bed, she wrapped the gifts and started making the doll dresses. She worked most



of the night while one of her teenage sisters kept her company. She cleaned the old dolls and dressed them in the new clothes.

When the dolls were ready, she put them in the living room, along with one gift for each family member. She had no gift for herself, but she said her gift was the small bonus she had received, which answered her prayer. Seeing her little sisters' happy faces when they saw their beautiful dolls was the best gift she could receive.

*(Adapted from Ines Hunter Schultz, “Because She Cared”)*

**2 Read the text. Answer the questions.**

- How many children were there in the family?
- What values did the parents teach their children?
- How did the family's life change after the father's death?
- What did the older sister's boss give her on Christmas Eve?
- What did the older sister buy with the cash bonus?
- What gift did the older sister receive for herself?

**3 Decide if the statements are *true* or *false* based on the text.**

- The older sister was twenty-one years old when her father died.
- There were two children in the family.
- The family had always struggled financially before their father died.
- The mother was called away to visit her sick father shortly before Christmas.
- The family was familiar with the city they were living in during that Christmas.
- The older sister's brother worked every possible hour he could get to support the family.
- The older sister prayed for a way to provide Christmas presents for her family.
- The boss gave the older sister a large box of chocolates on Christmas Eve.

**4 Complete the sentences using the words in the Vocabulary Corner box.**

- She tied a blue ... around the gift box.
- Every night, she says ... for her family's health and happiness.
- She ... too early.
- She walked ... the park on her way to school.
- She added a piece of ... to the hem of her skirt to make it more elegant.
- He helped his mom ... the Christmas presents.

**Vocabulary  
Corner**

prayer  
to die  
lace  
ribbon  
to wrap  
through

**5 Create a character profile for the older sister by describing her personality traits, responsibilities and actions in the story.**

The following questions will help you:

- What challenges does she face?
- What values does she demonstrate through her actions?
- How does she show love and responsibility toward her family?

**6 In groups, discuss a time when you or someone you know, made a sacrifice to make others happy. Describe your feelings and give some details about that moment.****SPEAKING****1 Describe a custom or tradition from your culture. What is its significance? How is it celebrated or practiced?****2 Describe a major festival or celebration in your culture. What are the key activities, and what do they symbolise?****3 Read the text. Compare the Festa Junina with a festival or celebration from your own culture or another culture you know. Discuss why cultural celebrations like the Festa Junina are important for preserving traditions and bringing communities together.**

In Brazil, the *Festa Junina*, or *June Festival*, is a vibrant and joyous celebration that honours various saints, particularly St. John, St. Peter, and St. Anthony. The Festa Junina typically takes place in the month of June, although festivities may extend into July. During the Festa Junina, communities come together to celebrate with music, dancing, and colourful decorations. One of the main attractions of the festival is the traditional food, which includes dishes like “canjica” (sweet corn porridge), “pé-de-moleque” (peanut brittle), “curau” (corn pudding), and “bolo de fubá” (cornmeal cake). These treats are shared among family and friends as they gather around bonfires.

## Modal Verbs

| Modal Verb    | Use                       | Examples                                                                                                   |
|---------------|---------------------------|------------------------------------------------------------------------------------------------------------|
| <b>Shall</b>  | Questions (suggestions)   | <i>Shall we begin the meeting?</i><br><i>Shall we start the presentation now?</i>                          |
|               | Offers (help/assistance)  | <i>Shall I open the window for you?</i><br><i>Shall I take your coat?</i>                                  |
|               | Suggestions               | <i>Shall we go for a walk?</i><br><i>Shall we meet at the coffee shop later?</i>                           |
| <b>Should</b> | Advice                    | <i>You should see a doctor if you feel unwell.</i><br><i>You should drink more water.</i>                  |
|               | Suggestions               | <i>You should try the new restaurant downtown.</i><br><i>We should leave early to avoid traffic.</i>       |
| <b>Will</b>   | Polite requests           | <i>Will you help me with this project?</i><br><i>Will you join us for dinner?</i>                          |
| <b>Would</b>  | Very polite requests      | <i>Would you mind closing the door?</i><br><i>Would you like another cup of tea?</i>                       |
| <b>Could</b>  | Polite requests           | <i>Could you please pass the salt?</i><br><i>Could you tell me the time, please?</i>                       |
|               | Suggestions/possibilities | <i>We could go to the beach tomorrow if the weather is nice.</i><br><i>We could watch a movie tonight.</i> |

**1** Complete the sentences using *shall* or *could*.

- ... I help you with your bags?
- ... you tell me where the nearest bank is?
- If you're not busy, ... you help me move this table?
- ... we go out for dinner tonight?
- When you have time, ... you send me the report?
- ... we start the meeting now or wait for everyone to arrive?
- ... you lend me a pen, please?
- ... I call you back later?
- We ... go to the park later if you want.
- What movie ... we watch tonight?

**2** Choose the correct variant to complete each sentence.

- ... (Shall / Could) we go to the park this afternoon?
- You ... (should / would) try the new Italian restaurant.
- ... (Will / Would) you help me carry this box, please?
- I think we ... (could / shall) watch a movie tonight.
- ... (Shall / Should) I turn off the lights now?

**3** Fill in the blanks with *will* or *would*.

- ... you help me with my homework, please?
- ... you like to join us for lunch?
- ... you bring me a glass of water?
- ... you mind if I open the window?
- ... you come to my party this Saturday?

## WRITING

**1** Imagine there is an event or celebration in your city, and you decided to invite your friend. Write an email inviting him or her to attend this event with you.

In your email, you should:

- Briefly explain the tradition or event you're inviting them to.
- Mention the date, time and location of the event.

- Describe some activities that will happen during the event.
- Tell your friend why you think he or she will enjoy it.
- Invite him or her to join and ask if they are available.

# Lesson

# 4

## Faces of Influence

### LEAD-IN

**1** Read the quote of Horace Greeley, a prominent American newspaper editor, publisher, and politician. Comment on it.

**2** Analyse the photos. For each photo, answer the following questions:

- Who is this person?
- What are their key accomplishments, contributions to society or reasons for being globally recognised in their field?
- In what ways has this person's work or legacy influenced people, culture or the world?

Fame is a vapor, popularity an accident, and riches take wings. Only one thing endures and that is character.

(Horace Greeley)



A



B



C



D

**3** Look through the list of characteristics and traits in the box. Decide whether you agree or disagree that each one contributes to someone being popular in different settings (e.g., at school, work, or social gatherings). Explain your reasoning. Then, add more traits to the list. Answer the questions.

- What makes someone popular?
- Are there different types of popularity?
- How does popularity affect people's behavior and relationships?

friendliness  
sense of humor  
athletic ability  
fashion sense  
academic excellence  
engaging digital content  
confidence  
leadership

## LISTENING

- 1** Listen to a conversation between a father and his son. Answer the questions.
  - a. What are Elon Musk's significant holdings?
  - b. Where and when was Elon Musk born?
  - c. Which business was co-founded by Elon Musk in 1995? Who was his partner?
  - d. What type of services did Zip2 provide?
  - e. What company did Elon Musk establish in 1999? What service did it offer?
  - f. When did Elon Musk join Tesla Motors? What is the company known for?
- 2** Work in pairs. Ask each other five questions you would ask Elon Musk if you had the chance to interview him. Think of questions related to his career, vision for the future or challenges he has faced.

## READING

- 1** Read the text below and think about the main character's contributions.

David Beckham was born into a working-class family in Leytonstone, East London. His father, Ted Beckham, was a kitchen fitter, and his mother, Sandra Beckham, was a hairdresser. David loved soccer from a young age. He was inspired by English soccer clubs and famous players.

David Beckham's success came through hard work and dedication. He started playing soccer when he was very young and joined a team called the Ridgeway Rovers when he was 8 years old.

He went to the Bobby Charlton Soccer School and was scouted by Manchester United when he was 16. In the Manchester United Youth Academy, Beckham trained rigorously, honing his skills under experienced coaches. This training helped him become very skilled in soccer.

At Manchester United, Beckham trained every day. He did physical exercises, practiced soccer tactics and worked on his technical skills. He was known for practicing free kicks and passing even after regular training hours.

When Beckham moved to Real Madrid, he had to adapt to a new team, culture and style of play. He continued to work hard to fit into the team and play well.

Beckham kept a strict personal fitness routine, including diet, physical exercises and injury prevention.



Besides soccer, Beckham worked on his brand and business ventures, which needed good time management and planning.

*(Adapted from David Beckham "My Side")*

- 2** Answer the questions.
  - a. Where was David Beckham born?
  - b. What were his parents' occupations?
  - c. At what age did David Beckham join the Ridgeway Rovers team?
  - d. At what age did David Beckham join Manchester United's Youth Academy?
  - e. What specific skills did Beckham practice after regular training hours?
  - f. What challenges did Beckham face when moving to Real Madrid?
  - g. How did David Beckham maintain his fitness throughout his career?
  - h. Apart from football, what other areas did David Beckham work diligently on?

**3** Read the following sentences and decide if they are *true* or *false*.

- David Beckham was born into a rich family.
- He joined Manchester United when he was 18 years old.
- Beckham was known for practicing free kicks after regular training.
- Beckham did not have to adjust to the culture when he moved to Real Madrid.
- David Beckham worked on his business ventures alongside his soccer career.

**4** Choose the appropriate synonym from the provided list to complete each sentence: *celebrated, popular, trendy, favored, in vogue, coveted, admired*.

- The new movie became ... among audiences worldwide, leading to record-breaking ticket sales.
- She is known for her ... taste in fashion, always wearing the latest trends.
- The band's latest album has been widely ... by fans and critics alike for its innovative sound.
- His ... reputation as a skilled negotiator helped him secure the deal.
- Neon colours are currently ... in the fashion industry, influencing clothing designs and accessories.
- The restaurant is ... for its delicious seafood dishes and excellent service.
- The actress received ... acclaim for her performance in the leading role.
- His ... personality and ability to connect with people made him a beloved figure in the community.
- The prize is highly ... among contestants, who see it as a symbol of recognition and achievement.
- The author's latest novel is widely ... as a masterpiece of contemporary literature.

**5** Complete the sentences using the words in the Vocabulary Corner box.

- She spent years ... her culinary skills to become a top chef.
- The climbers reached the ... of the mountain just as the sun was rising.
- The ... worked carefully to make sure all the cabinets and appliances were installed correctly.
- The athlete trained ..., following a strict schedule to prepare for the upcoming competition.
- He gets his ... from riding his motorcycle on winding country roads.
- In ..., she mentioned that she had recently started a new job.
- They decided to ... into the forest despite the bad weather forecast.

**Vocabulary  
Corner**

kitchen fitter  
rigorously  
honing  
peak  
kicks  
passing  
venture

## SPEAKING

**1** In groups, choose five individuals from history who you believe have had the greatest impact on the world.

- Discuss and rank these individuals based on their influence and contributions.
- Explain why you consider them the most influential. Share how their actions or ideas changed society.

**2** In pairs, predict which people or groups will have the greatest influence on the world in the next 50 years.

- Focus on areas such as technology, artificial intelligence and sustainability.
- Explain why you think they will play a key role in shaping the future.

## GRAMMAR

### Subject-verb Agreement with Collective Nouns

#### Singular Verb:

When the collective noun is considered as a single entity or acting as a unit, we use a singular verb.

**The team is** practicing hard for the upcoming match. In this sentence, "the team" is seen as a single unit.

#### Plural Verb:

When the collective noun is considered as individuals within the group, we use a plural verb.

**The team are** wearing their new uniforms. Here, "the team" refers to the individuals within the group, so "are" (plural verb) is used to indicate that each member of the team is wearing their uniform.

Sometimes, the choice between singular and plural depends on context and intended meaning.  
**The committee is** considering the proposal.  
 (The committee acts as a single unit in its deliberations.)  
**The committee are** in disagreement about the proposal.  
 (Here, it emphasises the members within the committee having differing opinions.)

#### American vs. British English:

In British English, collective nouns are more commonly treated as plural, especially when referring to groups of people.

**The team are** on their way to the championship.  
 (British English)

**The team is** on its way to the championship.  
 (American English)

### 1 Choose the correct variant to complete each sentence.

- The ... (team / teams) **is / are** practicing on the field.
- Our ... (family / families) **enjoys / enjoy** spending time together.
- The ... (committee / committees) **has / have** reached a decision.
- The ... (jury / juries) **deliberates / deliberate** carefully before reaching a verdict.
- The ... (group / groups) **is / are** going on a field trip next week.
- His ... (class / classes) **meets / meet** every morning at 9 AM.

### 2 Correct the mistakes in the following sentences.

- The team are playing very well this season.
- The committee has reached an agreement about the new project, but they are still discussing the details.
- The jury are expected to announce their verdict tomorrow.
- The class are looking forward to the field trip next week.
- The family enjoys cooking together during the holidays, but they have different preferences for the menu.
- The group have completed their tasks on time.

### 3 Choose whether to use a singular or plural verb based on the context provided.

- The group of students ... (is / are) discussing their project ideas.
- The jury ... (has / have) reached a unanimous decision.
- His family ... (goes / go) on vacation every summer.
- The team ... (trains / train) every day to improve their performance.
- The committee ... (meets / meet) once a month to review policies.

### 4 Fill in the blanks with the correct verb form (singular or plural) for each sentence.

- The team ... (is / are) known for their unity on and off the field.
- The committee ... (discusses / discuss) the budget allocations at their meetings.
- His group of friends ... (supports / support) each other through thick and thin.
- The family ... (celebrates / celebrate) Christmas with a big dinner every year.
- The jury ... (was / were) dismissed after three days of deliberation.

## WRITING

- Write a diamante poem about a person who has had a significant influence on your life. Follow the structure of a diamante poem to describe this person's qualities and the impact they've had on you.

Example:

Mother

Beautiful, attractive

Loving, caring, nurturing

Blessing, success, people, memories

Encouraging, inspiring, supporting

Calm, interested

Eternity

#### Structure:

**Line 1:** Noun (the person who influenced you)

**Line 2:** Two adjectives describing the person

**Line 3:** Three verbs ending in -ing that describe the person

**Line 4:** Four nouns (two related to the first noun, two related to the second)

**Line 5:** Three verbs ending in -ing that describe the second noun

**Line 6:** Two adjectives describing the second noun

**Line 7:** Noun (a word that sums up the influence or impact of the person)

# Lesson

# 5

## Fantasy Realms

### LEAD-IN

- 1 **Work in pairs. Interview your partner using the following questions:**
  - a. What book are you currently reading?
  - b. How did you discover this book?
  - c. What genre do you usually enjoy reading?
  - d. Who is your favourite author? Why?
  - e. Can you recommend a book that you think everyone should read?
  - f. What's the last book you read that you couldn't put down?
  - g. Do you prefer fiction or non-fiction? Why?
  - h. Have you read a book that changed your perspective on something?
  - i. What's your favourite book from your childhood?



- 2 **Create a "map" of your reading history, marking significant books you've read in the past. Explain why they were impactful. Share your map with your classmates.**

| The book | Characters | Main events | Why is it memorable? |
|----------|------------|-------------|----------------------|
|          |            |             |                      |
|          |            |             |                      |

### LISTENING

- 1 **Listen to a conversation between a mother and her son. Answer the questions.**
  - a. Why does Pete ask his mom for a book recommendation?
  - b. Which modern play does Mom suggest Pete to see?
  - c. Who is the main character in the play "The Curious Incident of the Dog in the Night-Time"?
  - d. What mystery does Christopher Boone try to solve in the play?
  - e. What does Christopher do when he finds the dog?
  - f. How does Christopher describe the moods of dogs?
  - g. How does Mrs. Shears react when she sees Christopher with the dog?

### READING

- 1 **Read the text. What happens in the scene with the boa constrictor? How does it affect Harry?**

The snake suddenly opened its beady eyes. Slowly, very slowly, it raised its head until its eyes were on a level with Harry's. It winked. Harry stared. Then he looked quickly around to see if anyone was watching. They weren't. He looked back at the snake and winked, too. The snake jerked its head toward

Uncle Vernon and Dudley, then raised its eyes to the ceiling. It gave Harry a look that said, "I get that all the time." "I know," Harry said through the glass, though he wasn't sure the snake could hear him. "It must be really annoying." The snake nodded. "Where do you come from, anyway?" Harry asked. The snake jabbed its tail at a little sign next to the glass. Harry read it. Boa Constrictor, Brazil. "Was it nice there?" The boa constrictor jabbed its tail at the sign again, and Harry read on: This snake was born in the zoo. "Oh, I see—so you've never been to Brazil?" As the snake shook its head, a loud shout behind Harry made both of them jump. "DUDLEY! MR. DURSLEY! Come and look at this snake! You won't believe what it's doing!" Dudley came running toward them as fast as he could. "Out of the way, you," he said, pushing Harry in the ribs. Caught by surprise, Harry fell hard on the floor.

What happened next was so fast no one saw how it happened. One second, Piers and Dudley were leaning close to the glass; the next, they jumped back with screams. Harry sat up and gasped; the glass front of the boa constrictor's tank had vanished. The big snake was uncoiling itself quickly, sliding out onto the floor. People in the reptile house screamed and started running for the exits. As the snake slid past him, Harry could have sworn a low, hissing voice said, "Brazil, here I come. . . . Thanksss, amigo." The keeper of the reptile house was in shock. By the time they were all



back in Uncle Vernon's car, Dudley was saying how it had nearly bitten off his leg, while Piers was saying it had tried to squeeze him. But worst of all, for Harry, was Piers calming down enough to say, "Harry was talking to it, weren't you, Harry?"

(Adapted from "Harry Potter and the Sorcerer's Stone"  
by J.K. Rowling)

## 2 Based on the text, answer the questions.

- How did the snake communicate with Harry?
- What did the sign next to the glass tank say about the snake's origin?
- How did Harry react when he realised the snake had never been to Brazil?
- What caused Harry to fall to the concrete floor?
- How did Piers and Dudley react when the glass vanished?
- How did people in the reptile house react when the snake escaped?
- What did the snake say to Harry as it slid past him?

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

- The nurse had ... the needle into his arm quickly to minimise discomfort.
- She began ... for air after sprinting up the hill.
- He felt a sudden pain in his leg, causing him ... involuntarily.
- She gave him a playful ... from across the room.
- He reached out ... her hand in reassurance.
- The snake began ... when it felt threatened.

## 4 Read the passage again.

Discuss the following questions:

- Have you ever felt a special connection with an animal? How did it make you feel?
- How would you react if you saw an animal communicating with a person?
- What do you think this moment reveals about Harry's character?

Vocabulary  
Corner

to jerk  
to wink  
to jab  
to gasp  
to squeeze  
to hiss

## 5 Read again and decide if the statements are *true* or *false* based on the text.

- The snake opened its eyes and immediately spoke to Harry.
- Harry looked around to see if anyone was watching before winking back at the snake.
- The snake was originally from Brazil and was captured from the wild.
- Harry could hear the snake's thoughts or understood its gestures.
- Dudley shouted for Mr. Dursley to come and look at the snake.
- When Dudley and Piers leaned close to the glass, it suddenly disappeared.
- The snake thanked Harry as it slithered away.
- Dudley claimed that the snake nearly bit off his leg.
- Piers accused Harry of talking to the snake.
- The keeper of the reptile house was pleased that the snake escaped.

## SPEAKING

### 1 In groups of three, talk about the books you read. Focus on the main ideas, the characters and important events in the story. Each group member will have a specific role:

**Discussion Leader:** Keeps the conversation organised and ensures everyone stays on topic.

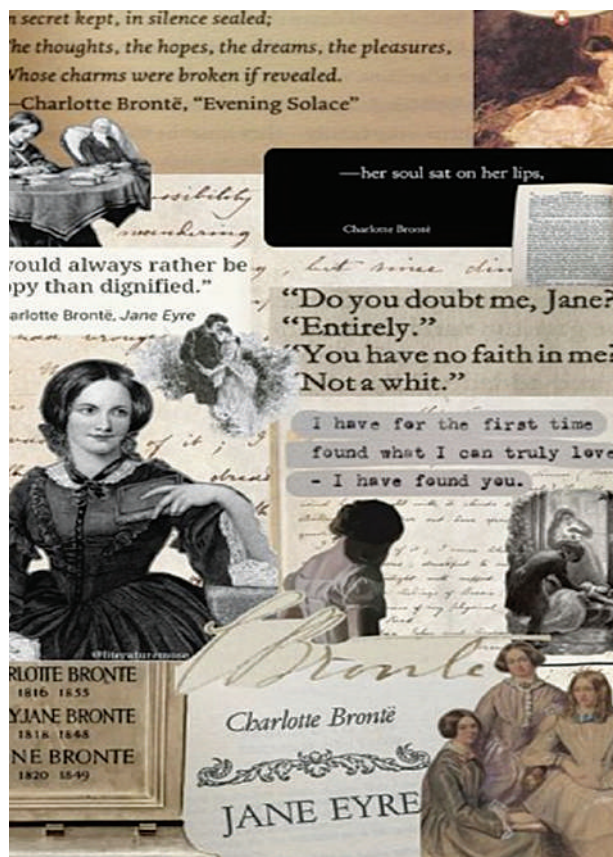
**Summariser:** Gives a short summary of the story.

**Questioner:** Asks questions to encourage discussion and deepen understanding of the book.

### 2 Imagine you are a journalist interviewing a character from a book you've read. Write five interesting questions you would ask him or her. Answer the questions as if you were the character, considering his or her personality, thoughts and experiences. Share with your classmates.

### 3 Book Collage Project. In groups, create a collage. Consider the following:

- Choose a book that you like.
- Identify the key elements: the main ideas, important words, characters and settings.
- Choose images, colours and words that reflect the themes, characters, and atmosphere of the book. Arrange them creatively on a poster.
- Write a brief description to explain your collage to others.
- Present your work.



## Indefinite Pronouns

**Anywhere**

**Usage:** It is often used in affirmative, negative, and interrogative sentences to express the idea of any possible place.

**e.g.** *You can sit anywhere you like.*

**Somewhere**

**Usage:** Commonly used in affirmative sentences to suggest a specific but unnamed place. It can also be used in questions and offers/suggestions.

**e.g.** *I must have left my keys somewhere in the house.*

**Nowhere**

**Usage:** Used in affirmative sentences to mean that no place exists or is available, often conveying a negative sense.

**e.g.** *There's nowhere to park around here.*

**Everywhere**

**Usage:** Used to indicate that something happens in all possible places.

**e.g.** *Children were running everywhere in the park.*

**Affirmative sentences:** Typically use "somewhere" and "everywhere".

*e.g. He must be somewhere in the building.*

*You can find good food everywhere in this city.*

**Negative sentences:** Typically use "anywhere" and "nowhere".

*e.g. I can't find my phone anywhere.*

*There's nowhere to go in this small town.*

**Questions:** Usually use "anywhere" and "somewhere".

*e.g. Did you go anywhere exciting over the weekend?*

*Is there somewhere we can sit down?*

## 1 Fill in the blanks with *anywhere*, *somewhere*, *nowhere*, or *everywhere*.

- After searching the entire house, I realised my keys were ... to be found.
- Can we go ... quiet in order to have a conversation?
- You may sit ... you prefer in the auditorium.
- She looked ... for her missing earring, but was unable to find it.
- There's ... in this city where we can go to escape the heat.
- He wants to travel ... exciting for his next vacation.
- The new restaurant is popular; people are coming from ... to try it.
- I can't find my glasses ... in the house.
- The children were running ... throughout the playground.
- We need to find ... to park the car.

## 2 Choose the correct indefinite pronoun to complete the sentence.

- I wish we could go ... special for our anniversary. (nowhere/somewhere)
- There was ... to sit on the crowded bus. (nowhere/everywhere)
- I couldn't find my wallet ... (somewhere/anywhere)
- She searched ... for her lost ring but couldn't find it. (everywhere/nowhere)
- He's willing to go ... to find a good job. (anywhere/nowhere)
- There must be ... we haven't checked yet. (anywhere/somewhere)
- I didn't see him ... at the party. (nowhere/anywhere)
- They could hear music coming from ... in the building. (everywhere/somewhere)
- We ended up going ... for dinner because everything was closed. (nowhere/anywhere)
- Can you suggest ... nice for a weekend getaway? (everywhere/somewhere)

## WRITING

## 1 In about 150-180 words, write an essay about the importance of books and reading. Consider the following:

- ✓ how books have changed your life;
- ✓ what you like the most about reading;
- ✓ how books help you connect with other people.

### Tips for Writing Your Essay

- ✓ Use simple words and clear sentences.
- ✓ Write about your own experiences and feelings.
- ✓ Be sure to include examples that support your ideas.

# Lesson

# 6

## Check Up Your Progress

### READING COMPREHENSION

#### 1 Read the text and complete the tasks that follow.

Jeff Bezos was born on January 12, 1964, in Albuquerque, New Mexico. His parents divorced when he was just a year old. His mother later remarried Miguel Bezos, who adopted Jeff and moved the family to Houston, Texas. Jeff graduated from Princeton University in 1986 with degrees in electrical engineering and computer science. After college, he worked on Wall Street in technology and finance.

In 1994, Bezos started Amazon.com in his garage in Seattle, Washington. He chose the name “Amazon” because it was the name of the largest river in the world, reflecting his vision for the company to become the largest online retailer. At first, Amazon was an online bookstore, but Bezos wanted more. He wanted Amazon to sell everything, and he worked hard to make this happen. Under his leadership, Amazon expanded to include electronics, clothing and many other products. Bezos introduced services like Amazon Prime, which offers free



shipping and streaming, Amazon Web Services (AWS), a cloud computing platform, and Kindle, an e-reader.

Besides Amazon, Bezos is interested in space exploration. In 2000, he started Blue Origin, a company that makes rockets and offers space travel services. Blue Origin’s goal is to make space travel more accessible and sustainable, so people can live and work in space. In July 2021, Bezos flew to the edge of space on Blue Origin’s New Shepard rocket, marking a big step in his space exploration efforts.

#### 2 Answer the questions.

- When and where was Jeff Bezos born?
- What happened in Jeff Bezos' family when he was one year old?
- Which university did Jeff Bezos graduate? What degrees did he earn?
- What jobs did Jeff Bezos have after college? Where did he work?
- When and where did Jeff Bezos start Amazon?
- Why did Jeff Bezos choose the name “Amazon” for his company?
- What important products and services did Jeff Bezos create at Amazon?
- What is Blue Origin? What are its goals?

#### 3 Replace the highlighted words with synonyms from the list: *extensive, established, passion, founded, extraordinary, revolutionary, venue, driving, service, strive.*

- Bezos **founded** Amazon.com in his garage.
- He had great ambitions and envisioned Amazon as a **platform** that could sell everything.
- Amazon expanded its product offerings to include electronics, clothing and a **vast** array of other consumer goods.
- Bezos’ commitment to innovation has been a **motivating** force behind Amazon’s success.
- He introduced **groundbreaking** services such as Amazon Prime and Amazon Web Services.
- Amazon Web Services is a leading cloud computing **platform**.
- Bezos has a **keen interest** in space exploration.
- He **established** Blue Origin, a private aerospace manufacturer.
- Blue Origin aims to **pursue** making space travel more accessible and sustainable.
- In July 2021, Bezos flew to the edge of space aboard Blue Origin’s New Shepard rocket, marking a **remarkable** milestone in his space exploration.

#### 4 Read again and decide if the sentences are *true* or *false*.

- Jeff Bezos was born on January 12, 1964, in Albuquerque, New Mexico.
- Bezos' parents divorced when he was five years old.
- After his mother remarried, the family moved to Houston, Texas.
- Jeff Bezos graduated from Harvard University with degrees in electrical engineering and computer science.
- Jeff Bezos founded Amazon.com in 1994 in his basement in New York City.
- The name "Amazon" was chosen because it was the name of the largest river in the world, reflecting his vision for the company to become the largest online retailer.
- Initially, Amazon was a platform for selling electronics and clothing.
- In July 2021, Bezos flew to the edge of space aboard Blue Origin's New Shepard rocket.

#### 5 Match each statement on the left with the correct item on the right.

- |                                                      |                            |
|------------------------------------------------------|----------------------------|
| a. Jeff Bezos' birthplace                            | 1. Princeton University    |
| b. The year Bezos founded Amazon                     | 2. 1994                    |
| c. Bezos' alma mater                                 | 3. online bookstore        |
| d. Bezos' early work experience after college        | 4. Blue Origin             |
| e. The original product sold by Amazon               | 5. Albuquerque, New Mexico |
| f. A subscription service introduced by Amazon       | 6. Wall Street             |
| g. Amazon's cloud computing platform                 | 7. July 2021               |
| h. Bezos' aerospace company                          | 8. Amazon Prime            |
| i. Bezos' significant milestone in space exploration | 9. innovation              |
| j. Bezos' guiding principle for Amazon               | 10. Amazon web services    |

## GRAMMAR

#### 1 Fill in the blanks with "may" or "might".

- Jeff Bezos ... become the world's first trillionaire in the future.
- If you work hard, you ... be promoted soon.
- It ... rain tomorrow, so take an umbrella just in case.
- She ... not come to the meeting; she has another appointment.
- He ... move to a new city next year for his job.

#### 2 Rewrite the sentences using "shall" or "should".

- I help you with your project?
- We go to the park this weekend?
- We start the meeting now?
- I bring some snacks for the party?
- We read a new book for our book club?

## WRITING

#### 1 In about 120-150 words, write a thank you letter to a person who has had a strong impact on your life. This could be a family member, friend, teacher, celebrity or historical figure. When writing your letter, consider the following:

- Begin by expressing your gratitude and saying thank you.
- Mention who the person is and your relationship with him or her.
- Write about how this person has influenced you. What lessons have you learned from him or her? How has he or she inspired you?
- End your letter with a heartfelt closing.

#### Tips for Your Essay

- ✓ Use clear and simple language.
- ✓ Organise your letter into clear paragraphs: greeting, body, and closing.

# Bringing Ideas to Life

## Interview *Faces of Influence*

### 1. Select the Interviewee

- ✓ Choose someone relevant and influential (local leaders, activists, educators, business owners, or artists).
- ✓ Prepare open-ended questions to encourage detailed responses.

Examples:

*“What inspired you to take this path?”*

*“Can you share a memorable challenge and how you overcame it?”*

*“What advice do you have for young people looking to make a difference?”*

*“How do you envision the future of our community?”*

### 2. Setting Up the Interview

- ✓ **Contact the Person** (politely reach out with a clear explanation of your purpose and agree on the time, location, and duration).
- ✓ **Prepare Yourself.** Dress appropriately to show respect. Practice asking the questions and managing time.

### 3. Conducting the Interview.

Record and write down key points, memorable quotes, and interesting insights.

### 4. Review Your Recordings and Notes.

Highlight the main themes and impactful statements.

### 5. Presentation of the Interview

| Criteria                          | What You Need to Do                                                                                                                                   | Points |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| <b>Interview Questions</b>        | Create questions that encourage the interviewee to share meaningful insights about their impact and influence.                                        | 4      |
| <b>Relevance to Theme</b>         | Ensure that the interview focuses on the theme “Faces of Influence,” with a clear connection to how the person has impacted their field or community. | 4      |
| <b>Clarity of Communication</b>   | Ask questions clearly, and ensure the responses are understandable. Avoid interruptions and ensure the conversation flows logically.                  | 4      |
| <b>Analysis of Impact</b>         | Reflect on how the interviewee’s work or influence has shaped their field or community. Show an understanding of their role.                          | 4      |
| <b>Language and Grammar</b>       | Use clear and grammatically correct language during the interview and in your analysis. Avoid errors that could confuse the audience.                 | 4      |
| <b>Presentation and Structure</b> | Present the interview in a well-organised format, with a clear introduction, questions, and a conclusion that summarizes the key points.              | 4      |

**“Push Limits, Achieve Greatness!”**

# Unit 6

## PUBLIC LIFE IN MOTION



# Lesson

# 1

## Navigating Public Spaces

### LEAD-IN

- 1 In groups, make a list of different types of public spaces (e.g., a library, museum or market). Then, write down the common services or activities that take place in each space.
- 2 Remember a typical day in your life. Make a list of all the public spaces you visited. Share your list with a partner and talk about any challenging experiences you've had in these public spaces.
- 3 In pairs, discuss your strengths and confidence level in completing each task in the box. Compare your answers. Do you have similar responses or are there differences? Talk about these differences and help each other improve in areas where one of you may feel less confident.



#### How confident are you in:

- ✓ Naming the different services a bank provides?
- ✓ Explaining the steps involved in opening a new bank account?
- ✓ Listing typical items bought at a grocery store?
- ✓ Describing the process of returning an item?
- ✓ Naming different services a post office provides?
- ✓ Explaining the steps involved in sending a package?

### LISTENING

- 1 Listen to Diana and her sister. Answer the questions.
  - a. Why has shopping been such a popular activity throughout history?
  - b. What role did marketplaces play in ancient civilisations like Mesopotamia, Egypt, and Greece?
  - c. How did the development of supermarkets, malls, and online shopping influence the popularity of shopping in the 20th century?
  - d. Why is shopping often seen as a social activity?
  - e. How does shopping allow individuals to express their personal style and preferences?
  - f. Besides relaxation, what other benefits do people derive from shopping, in your opinion?
  - g. What examples of shopping spaces are the girls discussing?
- 2 Match each idea with either Diana or Helen.
  - a. Shopping is a social activity.
  - b. Shopping has been important since ancient times.
  - c. Shopping can help us release stress.
  - d. Finding the perfect item gives satisfaction.

- 3 Fill in the blanks using words from the dialogue.
  - a. In ancient times, people gathered at ... to exchange goods and services.
  - b. Shopping malls became ... and cultural centres.
  - c. Diana says shopping allows people to express their personal ...
  - d. Helen says finding a good ... can bring satisfaction.
- 4 Explain your opinion on shopping as a way to relax or relieve stress. Include one or two reasons to support your opinion.

## READING

### 1 Read the text. Why is it important to be cautious about smishing scams?

Have you received a text message on your phone with a strange web link saying that a United States Postal Service (USPS) delivery needs a response from you? If you didn't request a USPS tracking message for a package, don't click the link! This kind of message is a scam called smishing.

Smishing is when scammers send a deceptive text message to trick you into giving your personal or financial information. They often disguise themselves as a government agency, bank, or other company to look real. USPS uses short five-digit numbers to send texts to phones.

Scammers want to get your personal information, like your usernames, passwords, social security number, birth date, credit card numbers, or PINs. They use this information to commit crimes, like stealing money.

USPS has free tools to track packages, but you need to register online or send a text message with



a tracking number. USPS doesn't charge for these services! They won't send you texts or emails without you first requesting it, and they won't include a link. Therefore, if you did not request tracking and the message contains a link, please refrain from clicking on it!

If you think a text message is suspicious but are expecting a package, don't click any links. Instead, report it and visit *USPS.com* on your phone or computer to track your package and get more help.

### 2 Respond to the following questions.

- What would you do if you got a strange text message with a link about a package?
- What is "smishing," and how does it work?
- What kind of information do scammers try to steal?
- How can you safely track a USPS package?
- What is the first thing you should check if you receive a text from USPS?

### 3 Read each statement below. Determine if they are *true* or *false*.

- You should always click on a link in a USPS text message.
- Smishing is a type of scam.
- Scammers want your personal information to help you.
- USPS always includes links in their messages.
- If you receive a strange message, you should visit USPS.com for help.
- USPS charges customers for using their package tracking services.
- USPS advises customers to report suspicious text messages rather than taking any action on the links provided.

### 4 Match the phrases from Column A with the correct explanation from Column B.

| Column A                    | Column B                                                  |
|-----------------------------|-----------------------------------------------------------|
| a. smishing                 | 1. a type of scam using text messages.                    |
| b. personal information     | 2. a five-digit number used by USPS.                      |
| c. short five-digit numbers | 3. a place to check your package safely.                  |
| d. suspicious message       | 4. information like passwords or social security numbers. |
| e. USPS.com                 | 5. a text message that seems strange or fake.             |

## 5 Complete the sentences using the words in the Vocabulary Corner box.

- The company installed new software ... employee productivity.
- I need ... a copy of my transcript from the university.
- The bank warned its customers about a recent increase in ... attempts.
- The law is known due to its ... claims about the criminal's record.
- Our primary goal is to ensure every ... leaves our store satisfied.
- The hacker used a software ... their IP address and avoid detection.

### Vocabulary Corner

deceptive  
smishing  
to disguise  
to track  
customer  
to request

## SPEAKING

### 1 In pairs, choose one of the situations below. Roleplay a dialogue asking for directions. Use the Useful Language Box.

- You are a student visiting a new city for research and need to find the local library.
- You are visiting a city for the first time and feel a bit lost. You want to drink a cup of tea and need to find the nearest café.
- You are in a bustling city centre and need to catch a bus to the museum.

### 2 In pairs, practice using a vending machine. One student is the Customer (new to using vending machines), the other is the Helper.

- Roleplay a dialogue where the Customer asks for help, and the Helper explains the steps clearly.
- Use these phrases:  
insert coins or a card, press the button, select the item number, collect your change.
- Discuss common problems with vending machines, such as:  
Not enough money, Item stuck, No change.

### 3 Complete the dialogues, using the vocabulary box.

stamp  
package  
cart  
delivery  
tracking  
number  
envelope  
customer  
return address  
aisle  
checkout  
trolley  
discount  
sale

#### At the Post Office:

**Customer:** Hi, I need to send this ... to my friend in another city.

**Cashier:** Sure! Do you have the ... for the package?

**Customer:** Yes, I've already put it inside. How much is the ... for ...?

**Cashier:** The stamp for regular delivery is \$5. If you'd like a faster option, it will be more expensive. Do you want to add a ... ..?

**Customer:** Yes, I'd like to have a tracking number, please.

**Cashier:** Great. I'll add the tracking number for you. Also, do you have a ... .. on the envelope?

**Customer:** Oh, I forgot to put it on. Can you help me add it?

**Cashier:** Of course. Just write it here. All set! Your package will be sent with a tracking number.

#### At the Store:

**Customer:** Hi, I'm looking for the clothes on ... . Can you show me the ... with the discounted items?

**Cashier:** Sure! The sale section is right down this aisle. You can use a ... or ... to pick up the items.

**Customer:** Thanks! I'll use the trolley. How do I pay when I'm ready?

**Cashier:** You can pay at the ... . If you have a coupon, you can use it for a ... .

**Customer:** Perfect! I've found what I need. I'll go to the checkout now.

**Cashier:** Great! I'll see you there. Thank you for being such a good ... !

## USEFUL LANGUAGE

- ✓ How can I get to ...?
- ✓ Where is the ...?
- ✓ How far is the ... from the ...?
- ✓ Could you tell me how to get to ...?
- ✓ Excuse me, I'm lost. how do I get to ...?
- ✓ Excuse me, do you know where the ... is?
- ✓ Is this the right way for ...?
- ✓ Is it far? / Is it close?
- ✓ How far is it? / How close is it?
- ✓ Where is the nearest ...?
- ✓ Where can I find a ...?
- ✓ Is the ... near here?
- ✓ Go straight ahead.
- ✓ Turn/Go back.
- ✓ Turn left/right.
- ✓ Go along ...
- ✓ Cross ...
- ✓ Take the first/second road on the left/right.
- ✓ It's on the left/right.
- ✓ Go past.
- ✓ The easiest way is to ...
- ✓ The best way is to ...
- ✓ It's on the corner
- ✓ It's in the middle of the block.

## Adverbs/adverbial phrases of time, sequence and definite frequency

**Adverbs of time:** today, tomorrow, now, then, soon, yesterday, already, yet, recently, currently.

**Usage:** They indicate when an action happens or when something is true. They can refer to specific points in time (e.g., yesterday) or periods (e.g., often, always).

**e.g.** She will arrive **tomorrow**.

**Adverbial phrases of time:** in the morning, at night, during the summer, on Fridays, at the moment, at that time.

**e.g.** They met **during the summer**.

**Adverbs of sequence:** first, secondly, finally, next, then, lastly, subsequently, afterwards.

**Usage:** They indicate the order or sequence in which events or actions occur within a narrative or explanation.

**e.g. First**, we need to prepare the ingredients.

**Adverbial phrases of sequence:** in the beginning, at the end, at first, to start with, eventually, at the outset.

**e.g. At the outset**, the project faced several challenges.

**Adverbs of definite frequency:** always, never, often, sometimes, rarely, occasionally, daily, yearly, annually, monthly.

**Usage:** They specify how often an action occurs, providing a clear indication of frequency.

**e.g.** He **often** goes for a run in the evening.

**Adverbial phrases of definite frequency:** once a week, twice a day, every now and then, three times a month, every other year.

**e.g.** She goes to the gym **three times** a week.

- 1** Complete each sentence with the appropriate adverb or adverbial phrase from the list: *in the evening, yesterday, every Saturday, eventually, at night, recently*.

- She visits her grandparents ...
- ..., he finished his homework.
- They always go for a walk ...
- ..., the party started to wind down.
- He reads the newspaper ...
- ..., they left for vacation.

- 2** Fill in the blanks with appropriate adverbs or adverbial phrases from the list: *often, yesterday, first, next, always, once a week, later, immediately, every morning, then, eventually, last year*.

- I ... wake up early to exercise.
- ..., we went to the museum to see the new exhibit.
- She practices the piano ... after school.
- ..., he realised he had left his keys at home.
- ..., they visited a small town by the coast.
- We meet for coffee ... on Saturdays.

- 3** Arrange the sentences to make a story.

- Later, they had lunch at a nearby café.
- First, they went to the art gallery to see the famous paintings.
- Afterward, they went for a walk in the park.
- Finally, they returned home feeling very happy.
- In the evening, they watched a movie together.

- 4** Complete the following story by adding adverbs or adverbial phrases of time, sequence, and definite frequency where appropriate.

*Last weekend, I went to the park with my friends. ..., we walked around the lake. ..., we decided to have a picnic under a big tree. ..., we played some games and took photos. We stayed at the park ... and had a great time together. Finally, ...*

- 5** Write a story using appropriate adverbs or adverbial phrases of time, sequence, or definite frequency. Make use of the prompts below.

- ✓ My sister had always dreamed of becoming a chef.
- ✓ She studied culinary arts ...
- ✓ Eventually, ...
- ✓ She ...
- ✓ ... , she was on her way to ...
- ✓ ... , she practices ...

## WRITING

- 1** Write a short story in two paragraphs about a fun day out with friends or family. Use at least three different adverbs or adverbial phrases to show when, how often, or in what order things happened.

# Lesson

## 2

## The Power of Friendship

### LEAD-IN

**1** In groups, brainstorm what qualities make a good friend. Discuss why friendships are important. Focus on how they:

- provide emotional support during difficult times;
- offer companionship and reduce feelings of loneliness;
- encourage personal growth through shared experiences and feedback.

A good friend



**2** Think about your best friend or a memorable friendship you have. In pairs, discuss the following:

- how you met your friend and what makes this friendship special;
- the qualities or traits of your friend that you admire;
- memorable experiences or moments you have shared together;
- the valuable lessons you've learned from this friendship.

**3** Read the quotes and do the tasks below.

- Reflect on quote A.** How does a true friend provide emotional support? Why are these aspects essential in a friendship?
- Reflect on quote B.** What does it say about true friendship? Why is it important for a friend to stand by you during difficult times?
- Reflect on these quotes in the context of your own friendships.** Can you think of a time when a friend demonstrated these qualities? How have you experienced these aspects of friendship in your life?

**A.** A friend is someone who understands your past, believes in your future, and accepts you just the way you are.

(L.R. Jones)

**B.** A real friend is one who walks in when the rest of the world walks out.

(Walter Winchell)

### LISTENING

**1** Listen to a conversation between two friends talking about friendship. Answer the following questions:

- Who was Dustin Moskovitz, and what role did he play in Facebook's creation?
- What contributions did Eduardo Saverin make to Facebook in its early days?
- What role did Chris Hughes play in the development of Facebook?
- What is the current status of Zuckerberg's relationships with Moskovitz and Saverin?
- How did friendship influence the founding and early development of Facebook?

## 1 Read the legend. What lessons does it teach you?

In ancient Greece, there lived two friends whose bond was so strong that their story became legendary. Damon and Pythias were devoted to each other, embodying the highest ideals of loyalty and friendship. Pythias was a follower of the philosopher Pythagoras and was known for his outspoken beliefs about justice and governance. Unfortunately, his ideas caught the attention of the tyrant Dionysius I of Syracuse, who saw him as a threat to his rule. Pythias was arrested and sentenced to death for plotting against the tyrant.

Pythias accepted his fate but had one request: he wished to return home to settle his affairs and say goodbye to his family. Dionysius, however, was sceptical and refused to release him, fearing he would never return. This is when Damon, Pythias' loyal friend, stepped forward.

Damon offered to take Pythias' place in prison as a guarantee that Pythias would return. Dionysius was intrigued by this display of friendship and agreed to the arrangement. Pythias was allowed to go and Damon was imprisoned, fully aware that if Pythias did not return, he would face execution in his friend's stead.

Days passed, and the time for Pythias' return drew near. Dionysius and the townspeople doubted that Pythias would come back, but Damon remained steadfast in his belief in his friend's loyalty. Just as the appointed time was about to expire and Damon was about to be executed, Pythias arrived, exhausted but resolute.

Impressed by their devotion to each other, Dionysius pardoned them both. He was so moved by the strength of their friendship that he released them and even asked to become their friend, recognising the profound bond they shared.

### Mind Your Pronunciation!

Damon: /'deɪmən/

Pythias: /'pɪθiəs/

Pythagoras: /paɪ'θæɡərəs/

Dionysius: /,daɪə'nɪsiəs/

Syracuse: /'sɪrəkju:s/



## 2 Based on the text, answer the following questions:

- Who were the two main characters in the story, and what were their main qualities?
- Why was Pythias sentenced to death?
- What was Pythias' request before his execution, and why did Dionysius refuse it initially?
- How did Damon demonstrate his loyalty to Pythias?
- What agreement did Dionysius make with Damon and Pythias?
- What were the consequences for Damon if Pythias did not return?
- How did Dionysius and the townspeople feel as the time for Pythias' return drew near?
- What happened just as Damon was about to be executed?
- How did Dionysius react to the devotion of Damon and Pythias?

### 3 Read each statement below. Decide if it is *true* or *false*.

- Damon and Pythias lived in ancient Rome.
- Pythias was a follower of the philosopher Pythagoras.
- Dionysius I of Syracuse saw Pythias as a threat because of his beliefs about justice and governance.
- Pythias was sentenced to death for his loyalty to Damon.
- Pythias requested to return home to settle his affairs before his execution.
- Dionysius immediately agreed to let Pythias go home.
- Damon offered to take Pythias' place in prison as a guarantee that Pythias would return.
- Dionysius was not interested in the display of friendship between Damon and Pythias.
- Damon remained confident in Pythias' loyalty even as the time for his return drew near.
- Pythias did not return, and Damon was executed in his place.

### 4 Complete the sentences using the words in the Vocabulary Corner box.

- His ... loyalty to his friends was admired by everyone.
- The statue was created ... the spirit of freedom and resilience.
- She is known for being ... about social justice issues.
- The rebels gathered secretly ... their next move against the tyrant.
- The ... ruled with an iron fist, showing no mercy to his opponents.
- The president has the authority ... individuals convicted of federal crimes.
- The ... united to rebuild the community center after the devastating fire.

#### Vocabulary Corner

to embody  
outspoken  
steadfast  
to plot  
tyrant  
to pardon  
townspeople

### 5 Why do you think Dionysius decided to pardon Damon and Pythias and even seek their friendship? How important do you think it is to have friends you can trust completely?

## GRAMMAR

### Conditional Sentences

#### Zero Conditional

**Structure:** If + Present Simple, ... Present Simple  
**Use:** The zero conditional is used for statements about general truths, scientific facts, and things that are always true under certain conditions.

#### Example:

If you **heat** water to 100°C, it **boils**.

If it **rains**, the ground **gets** wet.

#### First Conditional

**Structure:** If + Present Simple, ... Future Simple  
**Use:** The first conditional is used for real and possible situations in the future. It talks about things that are likely to happen if the condition is met.

#### Example:

If it **rains** tomorrow, we **will cancel** the picnic.

If you **study** hard, you **will pass** the exam.

#### Second Conditional

**Structure:** If + Past Simple, ... Future in the Past (would + infinitive)  
**Use:** The second conditional is used for hypothetical or unreal situations in the present or future. It talks about things that are unlikely to happen or are purely imaginary.

#### Example:

If I **won** the lottery, I **would travel** around the world.

If she **were** taller, she **would play** basketball.

#### Key Differences

**Zero Conditional:** Used for general truths or facts. The condition is always true, leading to the same result every time.

**First Conditional:** Used for real, possible future situations. The condition has a reasonable chance of being fulfilled.

**Second Conditional:** Used for unreal or hypothetical situations. The condition is unlikely or imaginary, expressing what could happen if things were different.

### 1 Complete the sentences using the correct form of the verbs in brackets.

- If you ... (heat) ice, it ... (melt).
- If it ... (rain), the grass ... (get) wet.
- If you ... (mix) red and blue, you ... (get) purple.
- If you ... (freeze) water, it ... (turn) into ice.
- If you ... (drop) an apple, it ... (fall) to the ground.
- If you ... (press) the button, the machine ... (start).

### 2 Write sentences using the zero conditional.

- (sugar / dissolve / in water)
- (plants / die / without water)
- (metal / expand / when heated)
- (if / you / mix / yellow and blue / you / get / green)
- (if / you / not water / plants / they / die)
- (if / you / heat / butter / it / melt)

### 3 Complete the sentences using the correct form of the verbs in brackets.

- If it ... (rain) tomorrow, we ... (cancel) the picnic.
- If you ... (study) hard, you ... (pass) the exam.
- If they ... (not hurry), they ... (miss) the bus.
- If I ... (be) rich, I ... (buy) a mansion.
- If they ... (know) the truth, they ... (be) shocked.
- If we ... (move) to Spain, we ... (learn) Spanish quickly.

### 4 Write sentences using the first conditional.

- (if / he / call / I / be / happy)
- (if / she / not come / we / start / without her)
- (if / I / see / him / I / tell / him)
- (if / it / snow / we / stay / at home)
- (if / he / not apologize / she / be / angry)
- (if / you / work hard / you / achieve / your goals)

### 5 Complete the sentences using the correct form of the verbs in brackets.

- If I ... (win) the lottery, I ... (travel) around the world.
- If she ... (be) taller, she ... (play) basketball.
- If they ... (have) more money, they ... (buy) a bigger house.
- If she ... (eat) too much, she ... (feel) sick.
- If they ... (arrive) late, they ... (miss) the show.
- If we ... (not leave) now, we ... (be) late.

### 6 Write sentences using the second conditional.

- (if / I / have / a car / I / drive / to work)
- (if / he / study / more / he / get / better grades)
- (if / we / live / in Paris / we / visit / the Eiffel Tower often)
- (if / I / have / a million dollars / I / donate / to charity)
- (if / she / not be / so shy / she / make / more friends)
- (if / they / live / closer / we / visit / them more often)

## WRITING

### 1 Write three paragraphs about friendship using different conditionals.

- Paragraph 1 using Zero Conditional:** Explain a universal truth about friendship.  
*e.g. If friends trust each other, they feel more comfortable sharing their feelings.*
- Paragraph 2 using First Conditional:** Describe a possible future scenario involving friends.  
*e.g. If I make new friends at school, we will spend time together after class.*
- Paragraph 3 using Second Conditional:** Discuss an imaginary or hypothetical situation involving friends.  
*e.g. If I had a friend who lived in another country, I would write letters to stay in touch.*

## USEFUL LANGUAGE

### Introducing a new paragraph:

Firstly

Next

Additionally

### Showing cause and effect:

As a result

Because of this

Therefore

### Providing examples:

For instance

Such as

In other words

### Concluding or summarising:

To sum up

In conclusion

All in all

# Lesson

# 3

## Volunteering Beyond Borders

### LEAD-IN

- 1 Interview your partner, then share your ideas with other classmates.
  - a. Describe a time when you helped someone. How did it make you feel?
  - b. What skills do you think are important for a volunteer to have?
  - c. Why do you think volunteering is important for the community?

- 2 Read the following statements. For each statement, decide if you agree or disagree. Explain your choice. Think about your own experiences.

- a. Volunteering fosters a sense of community and belonging.
- b. Volunteering provides valuable work experience that can enhance career prospects.
- c. Volunteering should be mandatory for all high school students as part of their education.
- d. Volunteers often gain more from the experience than those they are helping.
- e. Volunteers should receive recognition and rewards for their contributions.
- f. Virtual volunteering is just as impactful as in-person volunteering.
- g. Volunteering should be driven by passion and commitment rather than obligation.

- 3 Work in groups. Fill in the table with other volunteering skills and rank them in order of importance. Justify your choices. Present the list to other classmates.



| Volunteering Skills    | Ranking |
|------------------------|---------|
| Time management skills |         |
| Empathy                |         |
| Communication          |         |
| Teamwork               |         |
| Problem-solving skills |         |
| ...                    |         |

### LISTENING

- 1 Listen to the conversation during the History lesson. Answer the following questions:

- a. How would you define volunteering?
- b. How did wealthy citizens in Ancient Rome contribute to volunteering?
- c. What role did religious institutions play in promoting volunteerism during the Middle Ages?
- d. What motivated individuals to perform good deeds during the Middle Ages?
- e. Who founded the first volunteer fire department in the United States, and when?
- f. What social changes during the 19th century led to the establishment of numerous charitable organisations?
- g. Who founded the Red Cross? When?
- h. What was the primary purpose of the Red Cross when it was established?
- i. How did volunteering contribute during World War I and World War II?
- j. What organisation was established in 1961?

- 2 In groups, create a visual timeline to illustrate the evolution of volunteering over different historical periods.

## READING

### 1 Read the text. What was the main goal of the International Committee of the Red Cross (ICRC) upon its foundation?

In 1859, Henry Dunant was in Solferino, a small town in northern Italy, and saw the results of a terrible battle between the Austrian and French armies. The battlefield was strewn with wounded soldiers who were left to suffer without medical help. Dunant, a Swiss businessman, felt very sorry for the plight of these men, no matter which side they fought on.

Feeling compassionate and wanting to help, Dunant rallied local villagers to provide aid to the wounded, regardless of their nationality. He set up makeshift hospitals and organised volunteers to care for the injured, showing how important kindness and teamwork are during war.

After seeing what happened in Solferino, Dunant wrote a book called “A Memory of Solferino” in 1862. In the book, he suggested creating voluntary groups to help the wounded during wars. His idea interested many people in Europe, leading to a big meeting in Geneva in 1863.

At this meeting, Dunant and people from 16 countries started the International Committee of the Red Cross (ICRC). Their main goal was to provide neutral and fair help to the wounded in wars. They chose a red cross on a white background as their symbol, inspired by Switzerland’s flag. The idea of the Red Cross quickly gained traction, leading to the establishment of



Red Cross groups in numerous countries to assist with emergencies and disasters.

The Red Cross is known for being neutral and fair. The Red Cross trains its volunteers and staff to provide assistance solely on the basis of need, disregarding politics, religion, or social status. This has made the Red Cross respected and trusted around the world. The Red Cross has provided assistance in numerous crises, ranging from natural disasters to wars. They quickly deploy to give emergency medical care, provide food and shelter, reunite families, and support the rights of people in need.

### 2 Answer the questions.

- When did Henry Dunant see the results of the battle in Solferino?
- How was the battlefield in Solferino described in the text?
- Why was Henry Dunant so upset about the wounded soldiers in Solferino?
- How did Henry Dunant get local villagers to help the wounded soldiers?
- What did Henry Dunant suggest in his book “A Memory of Solferino”? When was it published?
- What symbol did the ICRC use to show protection and neutrality?
- How did the ideas of the Red Cross spread to other countries after it was started?

### 3 Read each statement below. Decide if it is *true* or *false*.

- Henry Dunant witnessed the aftermath of a battle between Austrian and French armies in Solferino in 1859.
- Dunant organized local villagers to provide aid to wounded soldiers regardless of their nationality.
- “A Memory of Solferino” was published in 1863.
- The International Committee of the Red Cross (ICRC) was established in Geneva in 1863.
- National Red Cross societies were established solely during times of war.
- The Red Cross is committed to providing aid based on political, religious, and social factors.
- The Red Cross focuses only on providing emergency medical care during crises.
- Henry Dunant’s efforts were primarily focused on profit-making ventures.

#### 4 Match the words with their definitions.

- |                 |                                                                                 |
|-----------------|---------------------------------------------------------------------------------|
| 1. humanitarian | A. treating all rivals or disputants equally; fair and just.                    |
| 2. impartial    | B. relating to the principles of promoting human welfare and social reform.     |
| 3. founder      | C. state of not supporting or helping either side in a conflict or disagreement |
| 4. disaster     | D. person who establishes an institution or organization.                       |
| 5. neutrality   | E. sudden event causing great damage or suffering.                              |

#### 5 Complete the sentences using the words in the Vocabulary Corner box.

- The gardener loved ... flower petals along the garden path.
- The soldiers marched bravely onto the ...
- The documentary highlighted the .... of refugees fleeing their war-torn country.
- The medic quickly examined the soldier's ..., hoping to stop the bleeding.
- The coach's inspiring speech helped ... the team before the final game.
- Be careful, don't ... yourself.
- The government decided ... additional troops to the conflict zone to stabilize the situation.

#### Vocabulary Corner

wound  
to deploy  
battlefield  
to strew  
plight  
to injure  
to rally

### SPEAKING

#### 1 In groups, take on the roles of either "Team Benefits" or "Team Challenges." Engage in a friendly debate where:

- ✓ Team Benefits will highlight the positive aspects of volunteering.
- ✓ Team Challenges will present the possible difficulties that come with volunteering.

#### 2 In groups, share a personal story about why you would choose to volunteer, either in your community or abroad. Explain what motivates you to volunteer, and discuss how you would prepare for this experience.

#### 3 In groups, discuss various ways to volunteer in your community. Choose one of the ideas below and describe how you would organise the project. Consider the following questions as you plan:

- How much time do you need for implementing the project?
- What goals would you set for the project?
- What resources (people, materials, funds) would you need to successfully carry out the project?

#### Project Ideas

- Walk dogs for elderly or infirm neighbors.
- Connect with older adults in your community.
- Help out at an animal shelter.
- Volunteer at a local hospital.
- Help younger students with homework after school.
- Fundraise for a cause you care about.
- Package meals for those living in poverty.
- Organise a community clean-up day.



## Subordinate Clauses (if, when, so, while)

Subordinate clauses, also known as dependent clauses, are groups of words that contain both a subject and a verb but do not express a complete thought on their own. These clauses often begin with subordinating conjunctions such as if, when, so, while, although, because, and others.

**If Clause** begins with “if” and expresses a condition or hypothesis.

**e.g.** *If it rains, we will stay indoors.* (The subordinate clause “if it rains” introduces the condition, and the independent clause “we will stay indoors” expresses the result.)

**So Clause** begins with “so” and shows a result or consequence.

**e.g.** *She studied hard so she could pass the exam.* (The subordinate clause “so she could pass the exam” explains the reason for studying hard, and the independent clause “She studied hard” shows the action taken.)

**When Clause** begins with “when” and indicates a specific time or occasion.

**e.g.** *When I finish my homework, I will go for a walk.* (The subordinate clause “when I finish my homework” indicates the time, and the independent clause “I will go for a walk” expresses the action.)

**While Clause** begins with “while” and indicates simultaneous actions or events.

**e.g.** *He watched TV while his brother was reading a book.* (The subordinate clause “while his brother was reading a book” describes the simultaneous action of watching TV, and the independent clause “He watched TV” states the main action.)

### 1 Identify the type of Subordinate Clause.

- If you eat too much, you might feel sick.
- She will visit her grandparents **when** school ends.
- He apologised **because** he was late.
- While** I was sleeping, the phone rang.
- They cheered loudly **so** that their team could hear their support.

### 2 Complete each sentence by adding an independent clause that logically follows the subordinate clause provided.

- If it rains tomorrow, ...
- When** she finishes her project, ...
- He took a break **because** ...
- While** they were on a trip, ...
- She practiced the guitar diligently **so** ...

### 3 Write sentences using different types of subordinate clauses.

- While** she was cooking brunch, ...
- If it drizzles tomorrow, ...
- He smiled **because** ...
- While they were waiting, ...
- If you study hard, ...
- So that they could celebrate, ...

## WRITING

### 1 Choose one of the topics below and write five short paragraphs (3-5 sentences each). In each paragraph, use at least one subordinate clause to show how your ideas are connected.

- A Memorable Vacation Experience
- An Inspiring Person in Your Life
- A Favourite Hobby or Activity
- A Recent News Event

# Lesson

# 4

## Harnessing Digital Opportunities

### LEAD-IN

- 1 Look at the picture. List the digital devices you are familiar with. How often do you use them?
- 2 In groups, discuss the following:
  - a. What digital devices do you use every day?
  - b. What is your favourite digital device? Why?
  - c. Can you describe the main functions of each device?
  - d. What do you usually do with your smartphone/tablet/laptop?
  - e. How do digital devices help you in your daily life?



### LISTENING

- 1 Listen to the conversation between Robert and his doctor. Answer the questions.
  - a. What are Robert's main health issues?
  - b. What is "Throne of Angels"?
  - c. How does Robert describe his daily routine?
  - d. What time does Robert usually go to bed?
  - e. What does the doctor suggest is causing Robert's health problems?
  - f. What advice does the doctor give Robert to improve his health?
- 2 Listen to the conversation and choose the correct answer:
  1. What is Robert's main issue?
    - a. back pain
    - b. neck pain
    - c. both back and neck pain
    - d. stress from school
  2. What time does Robert usually go to bed?
    - a. 10 p.m.
    - b. 12 a.m.
    - c. 1 a.m.
    - d. 2 a.m.
  3. What is the game Robert enjoys playing?
    - a. Throne of Kings
    - b. Throne of Angels
    - c. Angels of War
    - d. King of Thrones
  4. What can be caused by using digital devices for too long?
    - a. improved posture
    - b. back and neck pain
    - c. better concentration
    - d. enhanced sleep

- 3 Match the advice from the doctor with the corresponding health benefit:

|                                          |                                                        |
|------------------------------------------|--------------------------------------------------------|
| a. Engage in offline activities          | 1. Helps improve posture                               |
| b. Create Tech-Free Zones                | 2. Reduces stress and anxiety from constant device use |
| c. Talk to friends or family for support | 3. Improves sleep quality                              |
| d. Spend time outdoors                   | 4. Prevents digital addiction and its side effects     |

# 1 Read the text. What impact did Apple have on the technology industry according to the text?

Steve Jobs and Steve Wozniak, often referred to as “Woz,” shared a passion for electronics and technology. Jobs was a visionary with a keen sense of design and market potential, while Wozniak was a brilliant engineer and inventor. In 1971, Jobs and Wozniak envisioned creating a user-friendly personal computer that would appeal to a broader audience. Wozniak had already been working on a prototype, and Jobs saw the commercial potential in his friend’s invention. The birthplace of Apple was the garage of Jobs’ childhood home, located in Los Altos. In 1976, Wozniak completed the design of the Apple I, a single-board computer. To fund their project, Jobs sold his Volkswagen Microbus, and Wozniak sold his HP-65 calculator. They managed to obtain a purchase order for 50 units from Paul Terrell, the owner of a local computer store called The Byte Shop. This initial order provided the necessary funds to buy components and start production. The Apple I was officially launched in April 1976 and sold for \$666.66. It was a barebones computer by today’s standards, consisting of a circuit board without a case, keyboard or monitor.

On April 1, 1976, Jobs, Wozniak, and Ronald Wayne, a former colleague of Jobs, officially founded Apple Computer, Inc. The success of the Apple I laid the foundation for the development of the Apple II, which was launched in 1977. The Apple II featured a plastic case, an integrated keyboard and colourful graphics, making it more appealing to the mass market. From these humble beginnings, Apple grew into a company that would profoundly influence the world of technology and beyond. The garage startup not only marked the birth of Apple but also heralded the beginning of the personal computing revolution, changing the way people interact with technology forever. Apple Inc. produces a wide



range of products spanning various categories, including consumer electronics, software, and services. Here are the key products and categories currently produced by Apple: iPhone, iPad, Mac, Apple Watch, AirPods, Apple TV and more.



# 2 Answer the following questions:

- Who were the two people who started Apple? What were their roles?
- What was the initial vision Jobs and Wozniak had for creating a new type of computer?
- Where was the birthplace of Apple? Why is this place important for the company?
- What were the key features of the Apple I? How was it different from other computers at the time?
- When was Apple Computer, Inc. officially founded?
- How did Apple’s humble beginnings in a garage contribute to its growth and influence in the technology industry?
- Besides hardware products, what other products does Apple currently produce and offer?
- What impact did Apple have on the technology industry according to the text?

### 3 Match the words with their definitions. Make up sentences using them.

- |                         |                                                                  |
|-------------------------|------------------------------------------------------------------|
| 1. prototype            | A. someone who sees future trends and opportunities.             |
| 2. entrepreneurial      | B. a first or preliminary version of a device or product.        |
| 3. inventor             | C. pertaining to business and making a profit.                   |
| 4. visionary            | D. someone who creates new devices or processes.                 |
| 5. commercial potential | E. the likelihood that something can be profitable or sell well. |

### 4 Read each statement below and decide if it is *true* or *false* based on the text.

- |                                                                                               |                                                                                                   |
|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| a. The birthplace of Apple was a garage located at 2066 Crist Drive in Los Altos, California. | e. The success of the Apple I led directly to the development of the Apple III.                   |
| b. Jobs and Wozniak funded the development of the Apple I by selling their stocks in Apple.   | f. Apple's early beginnings in a garage symbolise the start of the smartphone revolution.         |
| c. The Apple I was officially launched in April 1976 and sold for \$666.66.                   | g. Today, Apple primarily produces software and services like iCloud and Apple Music.             |
| d. Apple Computer, Inc. was founded by Jobs, Wozniak and Bill Gates.                          | h. Apple has had a significant impact on technology and consumer electronics since its inception. |

### 5 Complete the sentences using the words in the Vocabulary Corner box.

- The bridge ... the river, connecting the two towns.
- The new software interface was designed to be more ..., with clear instructions and intuitive controls.
- She had a ... interest in learning new languages and cultures.
- Despite his wealth, he remained ... and always helped those in need.
- The startup office was furnished with ... essentials: desks, chairs, and a whiteboard.
- The engineer carefully soldered components onto the ... to assemble the prototype.
- He typed furiously on his ..., trying to finish the report before the deadline.
- The smartphone ... was designed to protect the device from drops and scratches without adding bulk.

#### Vocabulary Corner

keen  
humble  
to span  
user-friendly  
barebones  
circuit board  
keyboard  
case

## SPEAKING

### 1 Choose one gadget from the list below and describe it according to the criteria in the table.

- |              |                   |                    |                           |
|--------------|-------------------|--------------------|---------------------------|
| ✓ smartphone | ✓ smartwatch      | ✓ wireless earbuds | ✓ portable charger        |
| ✓ tablet     | ✓ fitness Tracker | ✓ digital camera   | ✓ virtual reality headset |
| ✓ laptop     | ✓ E-reader        | ✓ drone            | ✓ robot vacuum cleaner    |

| Gadget | Brand, design | Main functions | Processor, memory, battery life | Efficiency | How fast does it perform a task | Cost |
|--------|---------------|----------------|---------------------------------|------------|---------------------------------|------|
|--------|---------------|----------------|---------------------------------|------------|---------------------------------|------|

### 2 In groups, discuss traditional and digital libraries.

- Write down at least three key characteristics for each type of library. Consider aspects like accessibility, types of resources, and how people use them.
- List the advantages and disadvantages of both traditional and digital libraries in the table below.

| Traditional library |               | Digital library |               |
|---------------------|---------------|-----------------|---------------|
| Advantages          | Disadvantages | Advantages      | Disadvantages |
|                     |               |                 |               |

- Discuss the questions below. Share your ideas with other groups.
  - ✓ Which type of library do you think is more beneficial for most people today?
  - ✓ How might traditional and digital libraries complement each other?

**3** Imagine you and your best friend are exploring a digital library to do some research. You both find ancient manuscripts and artifacts on the internet using technology. In your dialogue, talk about:

- a. What kind of research you are doing.
- b. How you can use the internet to find out new things.
- c. The adventure of discovering mysteries and secrets in the library.
- d. The importance of collaboration and innovation in your research.

## GRAMMAR

### Non-finite subordinate clauses with “to”

**A non-finite subordinate clause with “to”** typically follows this structure:

**to + base form of the verb**

Function: The main function of these clauses is to indicate purpose or intention.

These clauses are usually easy to spot because they start with “to” followed by a verb. They answer the question “Why?” or “For what purpose?”

**e.g.** *To be healthy, you should eat nutritious food.*

*To reach my house, you have to take the bus.*

**Main clause:** you have to take the bus

**Purpose clause:** To reach my house

**Explanation:** The purpose of taking the bus is to reach the speaker’s house.

**e.g.** *She went to the library to study for her exams.*

**Main clause:** She went to the library

**Purpose clause:** to study for her exams

**Explanation:** The purpose of going to the library is to study for her exams.

**1** Rewrite each sentence using a non-finite subordinate clause with “to”.

**Example:** *She studies hard because she wants to pass the exam.* → *She studies hard **to pass** the exam.*

- a. They decided to postpone the trip due to bad weather.
- b. He woke up early so he could catch the first train.
- c. Sarah reads books because she loves gaining knowledge.
- d. We went to the store because we needed groceries.

**2** Complete each sentence with an appropriate non-finite subordinate clause using “to”.

- a. She decided ... abroad next year.
- b. They hope ... the project on time.
- c. He loves ... to music while working.
- d. It’s necessary ... the document before submitting it.
- e. We plan ... the museum this weekend.

## WRITING

**1** Think about the digital device you use most frequently or enjoy the most. It could be your smartphone, laptop, gaming console, smartwatch, tablet or any other device you find valuable in your daily life. Write a paragraph (70-80 words), describing your favourite digital device.

**Be sure to include:**

- a. **The functions of the device:** Explain what it does and the features you use most often. For example, does it help you stay connected, does it entertain or assist you in your studies?
- b. **The reasons you like it:** Describe what makes this device special to you. Is it convenient, reliable, or particularly fun to use?

**2** Picture yourself walking into a library in the year 2050. How has technology changed the way libraries look, function, and serve their communities? Think about the kinds of resources, tools and experiences that would make this library ideal for you. In about 150 words, describe what your ideal future library would be like. Consider the following:

- a. **The design and atmosphere:** Describe the building’s appearance, layout, and any futuristic design elements.
- b. **Technology and resources:** Explain the advanced technologies and features available, like virtual reality study rooms, AI-driven search systems, or 3D printing labs.
- c. **User experience:** Describe how people interact with the library, like using holographic guides, borrowing digital books, or attending virtual author events.

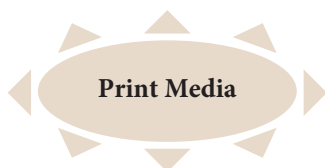
# Lesson

# 5

## Media Literacy

### LEAD-IN

- 1 Work in groups. Brainstorm the term “media”. Complete the mindmaps below.



- 2 Discuss the questions below.
  - a. What are the main purposes of each type of media?
  - b. How does each type impact its audience?
  - c. What methods does each type use?

- 3 Read the definition of media literacy. Agree or disagree with the following statements.

| Statements                                                                                                     |
|----------------------------------------------------------------------------------------------------------------|
| a. Media literacy means understanding how media messages are made and for what purposes.                       |
| b. Media literacy helps people evaluate if media sources are reliable and accurate.                            |
| c. Media literacy helps people understand the ways media tries to manipulate or persuade them.                 |
| d. Media literacy helps people think about the moral and social effects of media content and how it is shared. |
| e. Media literacy helps people identify bias and stereotypes in media representations.                         |

**Media literacy** is the ability to access, analyse, evaluate and create media in a variety of forms.

### LISTENING

- 1 Listen to Jennifer Aniston’s speech endorsing Aveeno skincare products and answer the following questions:
  - a. Why does Jennifer Aniston love Aveeno skincare products?
  - b. How has Aveeno changed Jennifer Aniston’s skincare routine?
  - c. What ingredients in Aveeno products does Jennifer Aniston talk about?
  - d. Which Aveeno product does Jennifer Aniston say makes her skin feel soft and smooth all day?
  - e. Why does Jennifer Aniston trust Aveeno to take care of her skin?
  - f. What does Jennifer Aniston encourage the audience to do with Aveeno products?
  - g. How might Jennifer’s personal experience with Aveeno change what people think about the brand?

- 2 In small groups, discuss the following questions:
  - a. Do you think Jennifer Aniston’s recommendation of Aveeno is true? Why or why not?
  - b. What makes a celebrity promotion feel authentic or trustworthy?
  - c. Is it sometimes bad to trust a product just because a celebrity promotes it?

# 1 Read the text. Why is it important to carefully check news content?

In today's digital world, "fake news" is a big problem. Fake news is false information made to deceive people. It can come in different forms, like made-up stories or misleading headlines designed to grab your attention and make you feel strong emotions. Fake news often uses shocking headlines to make people notice it. Reliable news comes from trustworthy sources, while fake news does not have legitimate citations.

Fake news might mimic real news and seem credible. For example, imagine an article with the headline, "Scientists Say Mars Will Be the New Earth by 2030!" The article claimed that NASA and SpaceX scientists said Mars would be like Earth by 2030, with cities and Earth-

like conditions. It included fake quotes from scientists and fake images of Martian cities.

This article is fake because it did not link to any official NASA or SpaceX statements. Colonising Mars is a very difficult task that would take many years, not just until 2030. The quotes were not from real interviews or articles. The images were just artist drawings, not real photos.

Fake news is a serious issue today, affecting how people see and react to news. To avoid fake news, check if the news source and authors are reliable. Look for the same news in several legitimate places. Think carefully about the news, especially if it makes you feel strong emotions.



# 2 Answer the following questions:

- What is "fake news," and why is it becoming more common today?
- How is fake news different from reliable news in how it is made and shared?
- What are some ways fake news tries to deceive readers?
- Why does fake news often use exaggerated or shocking headlines?
- What showed that the article was fake in the Mars colonisation example?
- How does fake news affect how people see and react to news? Why is it a big problem now?
- What can people do to check if news sources are reliable and stop fake news from spreading?

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

- The scam artist used a ... identity to deceive investors into giving him their money.
- Some insects ... the appearance of leaves to avoid predators.
- The company assured customers that their products were ... and sourced from ... suppliers.
- It's crucial to verify information from ... sources before making any decisions.
- Sensational ... are often used ... the attention of readers and increase clicks.

## Vocabulary Corner

fake  
to deceive  
to mimic  
legitimate  
reliable  
headlines  
to grab

#### 4 Read each statement below. Decide if it is *true* or *false*.

- a. Fake news refers to misinformation intentionally created to deceive and manipulate readers.
- b. Reliable news always includes verified sources, unlike fake news.
- c. Fake news rarely uses exaggerated or shocking headlines to attract attention.
- d. The example about Mars colonisation demonstrated several red flags, indicating the article was fake.
- e. Educating oneself and others about credible sources and fact-checking is not important in combating fake news.
- f. Analysing news content critically is unnecessary, especially if it evokes strong emotional responses.
- g. Fake news has little impact on public perceptions and behaviours.
- h. Checking the credibility of news sources is a recommended step to avoid falling for fake news.

### SPEAKING

#### 1 Work in small groups. Analyse the statements below. Analyse the statements below and create dialogues. Take on roles to show how favouritism can happen.

- a. A manager favours certain employees with better projects or promotions.
- b. A teacher gives more attention or better grades to certain students.

#### 2 Discuss the following questions:

- a. What are the problems caused by favouritism in the scenarios?
- b. How does favouritism affect people?
- c. How do people feel in such situations?
- d. What can be done to make the situations fairer for everyone?

**Favouritism undermines the principles of fairness and equality, leading to:**

- ✓ resentment;
- ✓ diminished morale;
- ✓ conflict;
- ✓ fractured relationships.

#### 3 Read the following statements and identify why each one is false. Explain your reasoning.

- a. Aliens have landed in New York City and are taking over the government.
- b. Drinking large amounts of water can instantly cure headaches.
- c. An ancient underground city was found under Paris.
- d. The Earth is flat and not round.
- e. Eating chocolate every day will make you live to 150 years old.
- f. Humans can breathe underwater without any equipment.

### GRAMMAR

#### Punctuation Marks

##### Period (.):

The period is used to indicate the end of a declarative sentence or a statement. It shows a full stop and is followed by a space before the beginning of the next sentence.

**e.g.** *She went to the store.*

##### Comma (,):

Commas are used to separate items in a list, clauses in a complex sentence, or to provide clarity in writing by indicating pauses or breaks.

**e.g.** *I need to buy apples, bananas and oranges.*

**Question Mark (?):**

The question mark is used at the end of a direct question to indicate interrogation or inquiry.

**e.g.** *Where are you going?*

**Exclamation Mark (!):**

An exclamation mark is used to indicate strong emotion, surprise, excitement, or emphasis. It is placed at the end of a sentence that expresses a strong emotion or command.

**e.g.** *What a beautiful day!*

**Colon (:):**

A colon is used to introduce a list, an explanation, or a quotation. It also separates hours and minutes in time notation.

**e.g.** *Please, bring the following items: milk, bread, and eggs.*

**Semicolon (;):**

A semicolon is used to connect closely related independent clauses in a sentence or to separate items in a list when the items themselves contain commas.

**e.g.** *She loves to read; he prefers to watch movies.*

**Hyphen (-):**

Hyphens are used to join words together (like compound words), to separate syllables at the end of a line, or to connect prefixes and suffixes to base words.

**e.g.** *well-known*

**Dash (– or —):**

Dashes are used to indicate a sudden break or change in thought within a sentence, to set off information that interrupts the flow of a sentence, or to emphasize an explanation or summary.

**e.g.** *He couldn't believe what he saw—a unicorn!*

**Parentheses ( ):**

Parentheses are used to enclose additional information or aside thoughts within a sentence that are not essential to the main message but provide clarification or context.

**e.g.** *The movie (which I watched last night) was really good.*

**Ellipsis (...):**

An ellipsis is used to indicate the omission of words in a quotation or to suggest a pause or trailing off in thought.

**e.g.** *I'm not sure... I'll think about it.*

**1** Identify the correct punctuation mark needed for each sentence from the list below: (period, comma, question mark, exclamation mark, colon, semicolon, hyphen, dash, parentheses, ellipsis).

- Where did you put my keys
- The concert was amazing
- She said "I'll be there by 6 PM"
- My favorite colors are blue green and red
- He didn't want to go; however, he agreed in the end
- The book title is "The Catcher in the Rye"
- Please bring the following vegetables cucumbers tomatoes onions
- John my neighbor is very friendly
- Wow that was unexpected
- She loves to read novels; her brother prefers comic books

...

**2** Correct the punctuation mistakes in the following sentences:

- She went to the store and bought milk bread and eggs
- "How are you today" He asked.
- The conference was held in Paris France London England and Berlin Germany
- The movie "The Dark Knight" was released in 2008 and directed by Christopher Nolan
- He didn't like the food but he ate it anyway

**3** Create sentences using at least three different punctuation marks from the list. Be creative with your sentences!

## WRITING

**1** In your opinion, to what extent should media influence public opinion and what responsibility do they have to present information fairly? In about 150-180 words, write an essay in response to this question, discussing the role of media in shaping public perception and the ethical responsibilities that come with this influence.

# Lesson

# 6

## Check Up Your Progress

### READING COMPREHENSION

#### 1 Read the text. What is its message? Comment on it.

From the very first, humans had trouble with the gods. Most gods thought of humans as toys. But some gods found themselves interested in the human race. Some gods even made friends with the humans. One of those gods was named Prometheus.

The first people created by the gods lived happily together. They thought the gods were wonderful. However, their children did not share the same gratitude or contentment. The children argued among themselves, sometimes even with the gods. Zeus was very disappointed in mankind. He decided he was not going to give mankind a most important tool—fire! Without fire, humans were not going to last very long.

Prometheus felt sorry for his human friends. Fire served numerous purposes, including heat and cooking, among many others. Prometheus stole a lightning bolt from Zeus and gave it to mankind. That's when man discovered fire.

Zeus was furious. He ordered Prometheus chained to a rock as punishment for stealing his lightning bolt and for going behind his back to help the humans. To make



Prometheus even more miserable, Zeus sent storms to beat angry waves against him, helplessly chaining him to his rock. Zeus periodically made the sun shine brightly, causing his skin to burn. Zeus even sent an eagle to nibble at poor Prometheus' body. It was quite a punishment for a god who had only tried to help mankind. But he had defied Zeus, and that was what made Zeus so angry. It was Hercules who finally released the helpless god from his chains. By the time Hercules saved him, nearly a thousand years had passed. That's probably not a lot of time for someone who is immortal. However, over a span of 1000 years, humans have undergone significant transformations. By then, Zeus found humans quite entertaining. Zeus no longer cared if anyone rescued Prometheus or not.

#### 2 Answer the questions.

- Why did Zeus decide not to give fire to mankind?
- What motivated Prometheus to steal fire from Zeus?
- How did Prometheus manage to steal fire from Zeus?
- Describe the punishment inflicted upon Prometheus by Zeus.
- Why did Zeus send storms and an eagle to torment Prometheus?
- How did Hercules eventually free Prometheus from his chains?
- How did humans change over the thousand years while Prometheus was chained?
- What does Zeus's change in attitude towards humans reveal about his character?

#### 3 Use the appropriate words to complete each sentence.

- Prometheus felt ... for his human friends and decided to help them.
- Zeus was ... when Prometheus stole the lightning bolt.
- Without fire, humans would not be able to .. food properly.
- Prometheus was ... to a rock as punishment.
- Zeus sent an eagle to nibble at the ... god's body.
- The first people created by the gods were ... and lived happily together.
- Hercules released Prometheus after nearly a thousand years had ... .
- Humans were very ... to Prometheus for giving them fire.
- Prometheus ... Zeus by stealing the lightning bolt.
- By the time Hercules saved Prometheus, Zeus found humans quite ... .

#### 4 Write a synonym and an antonym for the following adjectives: *grateful*, *furious*, *content*, *discovered*, *entertaining*.

#### 5 Create sentences using the words from the list: *grateful*, *content*, *furious*, *defied*, *immortal*, *entertaining*, *lightning bolt*, *punishment*, *chained*, *discovered*.

## 6 Choose the correct word to complete each sentence.

- a. Prometheus was ... to a rock as punishment.  
A. tied                      B. freed                      C. chained                      D. protected
- b. Zeus sent storms to beat ... waves against Prometheus.  
A. gentle                      B. calm                      C. angry                      D. happy
- c. Humans had ... a great deal over 1000 years.  
A. remained                      B. changed                      C. forgotten                      D. discovered
- d. Zeus found humans quite ... after 1000 years.  
A. boring                      B. entertaining                      C. troublesome                      D. unimportant
- e. Prometheus felt ... for his human friends.  
A. anger                      B. hatred                      C. sorrow                      D. joy

## 7 Decide if the following statements are *true* or *false* based on the text.

- a. Prometheus was one of the gods who was interested in humans.
- b. The first people created by the gods were unhappy and argued a lot.
- c. Zeus decided not to give humans fire because he was disappointed in them.
- d. Prometheus stole a lightning bolt from Zeus to give humans fire.
- e. Zeus eventually forgave Prometheus and released him from his chains

## GRAMMAR

### 1 Complete the sentences, using First and Second Conditional.

- a. If Prometheus ... sorry for the humans, he ... a way to help them.
- b. If Zeus ... more forgiving, he ... Prometheus so harshly.
- c. If humans ... fire, they ... to survive.
- d. If Zeus ... that Prometheus stole the lightning bolt, he ... furious.
- e. If Hercules ... to save Prometheus, he ... to break the chains.
- f. If Prometheus ... immortal, the punishment ... him.

### 2 Read the text. Underline the conditional sentences. Then, label them as first or second conditional.

If you study hard, you will pass the exam. This is a simple truth that applies to most students. However, if you didn't study enough, you might find yourself struggling. Imagine you forgot to prepare for the test; you would probably feel very nervous.

If you wake up early, you will have enough time to review your notes. But if you wake up late, you might miss the bus and be late for the exam. If you miss the exam, you would likely fail the course.

Your friend John told you that if he passes this exam, he will celebrate with a big party. On the other hand, if he

didn't pass, he would be very disappointed and might even reconsider his study habits.

It's important to manage your time well. If you manage your time efficiently, you will have both study time and leisure time. However, if you didn't manage your time wisely, you would end up cramming at the last minute, which is stressful.

Remember, if you believe in yourself and your abilities, you will succeed. But if you didn't believe in yourself, you would miss many opportunities due to self-doubt.

### 3 Rewrite the following sentences using the second conditional.

- a. If you don't study enough, you might find yourself struggling.
- b. If you wake up late, you might miss the bus and be late for the exam.
- c. If you manage your time efficiently, you will have both study time and leisure time.

### 4 Write three sentences using the first conditional and three sentences using the second conditional, reflecting on your personal experiences or future intentions.

## WRITING

### 1 Imagine you have an important exam next week. Write a short paragraph (50-60 words) using both first and second conditional sentences to describe what you will do to prepare and what could happen if you don't prepare well.

# Bringing Ideas to Life

## Acrostic Poem Power of Friendship

### 1. Define Friendship

- ✓ Think about what friendship means to you. Ask yourself (“What do I appreciate most about my friends?”, “How do they make my life better?”)
- ✓ Brainstorm Ideas. Write down words and phrases associated with friendship, such as: *trust, loyalty, laughter, kindness, adventures, memories etc.*
- ✓ Recall specific moments with your friends.
- ✓ Decide the focus of your poem (*Celebrating a specific friend, A general ode to friendship, Overcoming challenges together.*)

### 2. Write the Acrostic Poem:

- ✓ Write the word *FRIENDSHIP* vertically, starting each line with a letter.
- ✓ Grab attention with an emotional or descriptive line:  
e.g. “Friendship is the golden thread that ties our hearts together.”
- ✓ Describe Friendship and Express Emotions
- ✓ Ensure your message is clear and relatable.
- ✓ Replace generic words with specific, powerful ones.

| Criteria                          | What You Need to Do                                                                                                     | Points |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------|--------|
| <b>Definition of Friendship</b>   | The poem clearly defines friendship with depth and personal insight. Use specific examples and meaningful associations. | 4      |
| <b>Structure</b>                  | Each line starts with the correct letter, flows naturally, and contributes to the overall meaning.                      | 4      |
| <b>Creativity and Originality</b> | The poem shows exceptional creativity and originality; uses vivid, descriptive language.                                | 4      |
| <b>Emotional Expression</b>       | The poem evokes strong emotions through heartfelt and relatable descriptions of friendship.                             | 4      |
| <b>Language and Word Choice</b>   | Use specific, powerful words and avoid generic terms; language is engaging and impactful.                               | 4      |
| <b>Message Clarity</b>            | The poem conveys a clear, relatable message about friendship; readers easily connect with it.                           | 4      |
| <b>Overall Presentation</b>       | The poem is polished, neat, and thoughtfully presented. It shows pride in work.                                         | 4      |

“Success is Yours to Create!”

# Annexes

## Unlocking English Language Misteries

### Homophones

#### 1. Ate / Eight

- ✓ *Ate*: Past tense of eat.
- ✓ *Eight*: The number 8.

#### 2. Bald / Bawled

- ✓ *Bald*: Lacking hair on the scalp.
- ✓ *Bawled*: Past tense of bawl, meaning to cry loudly.

#### 3. Brake / Break

- ✓ *Brake*: A device for slowing down a vehicle.
- ✓ *Break*: To separate into pieces or to take a rest.

#### 4. Chews / Choose

- ✓ *Chews*: Bites and grinds food.
- ✓ *Choose*: To select from options.

#### 5. Dear / Deer

- ✓ *Dear*: A term of endearment or something expensive.
- ✓ *Deer*: A type of animal.

#### 6. Flew / Flu

- ✓ *Flew*: Past tense of fly.
- ✓ *Flu*: Short for influenza, a viral infection.

#### 7. Mail / Male

- ✓ *Mail*: Letters and packages sent through the postal service.
- ✓ *Male*: Referring to the male gender.

#### 8. Miner / Minor

- ✓ *Miner*: A person who works in a mine.
- ✓ *Minor*: A person under the age of majority or something of lesser importance.

#### 9. None / Nun

- ✓ *None*: Not any; zero.
- ✓ *Nun*: A member of a religious community of women.

#### 10. Pairs / Pears

- ✓ *Pairs*: Two of something that are matched.
- ✓ *Pears*: A type of fruit.

#### 11. Right / Write

- ✓ *Right*: Correct or a direction (opposite of left).
- ✓ *Write*: To inscribe words or symbols.

#### 12. Sole / Soul

- ✓ *Sole*: The bottom part of a shoe or foot.
- ✓ *Soul*: The spiritual or immaterial part of a person.

#### 13. Stair / Stare

- ✓ *Stair*: A step in a staircase.
- ✓ *Stare*: To look fixedly at someone or something.

#### 14. Waist / Waste

- ✓ *Waist*: The part of the body between the ribs and hips.
- ✓ *Waste*: To use something carelessly or without purpose.

#### 15. Knot / Not

- ✓ *Knot*: A tied or twisted piece of rope.
- ✓ *Not*: A word used to express negation.

### Homographs

#### Lead

- ✓ *Lead* (verb): To guide or direct
- ✓ *Lead* (noun): A type of metal

#### Tear

- ✓ *Tear* (verb): To rip or pull apart
- ✓ *Tear* (noun): A drop of liquid that comes from the eye

#### Bow

- ✓ *Bow* (verb): To bend forward at the waist
- ✓ *Bow* (noun): A weapon for shooting arrows

#### Wind

- ✓ *Wind* (noun): The movement of air
- ✓ *Wind* (verb): To twist or turn something

#### Row

- ✓ *Row* (noun): A line of things or people
- ✓ *Row* (verb): To paddle a boat

#### Tire

- ✓ *Tire* (verb): To become weary
- ✓ *Tire* (noun): A rubber covering for a wheel

#### Close

- ✓ *Close* (verb): To shut something
- ✓ *Close* (adjective): Near in distance

#### Content

- ✓ *Content* (noun): The subjects or topics covered in a book or document.
- ✓ *Content* (adjective): Satisfied or happy.

#### Desert

- ✓ *Desert* (verb): To abandon someone or something.
- ✓ *Desert* (noun): A dry, barren area.

# Phonemic Symbols

## Consonants

|      |          |
|------|----------|
| /p/  | pencil   |
| /b/  | bag      |
| /t/  | town     |
| /d/  | day      |
| /k/  | cake     |
| /g/  | get      |
| /f/  | food     |
| /v/  | very     |
| /θ/  | Thursday |
| /ð/  | that     |
| /s/  | speak    |
| /z/  | zebra    |
| /ʃ/  | shoe     |
| /ʒ/  | usually  |
| /h/  | house    |
| /tʃ/ | cheese   |
| /dʒ/ | juice    |
| /m/  | mum      |
| /n/  | name     |
| /ŋ/  | sing     |
| /w/  | water    |
| /r/  | red      |
| /l/  | like     |
| /j/  | you      |

## Vowels

|      |         |
|------|---------|
| /ɪ/  | sit     |
| /e/  | pen     |
| /æ/  | that    |
| /ɒ/  | lost    |
| /ʊ/  | put     |
| /ʌ/  | run     |
| /i:/ | see     |
| /ɑ:/ | car     |
| /ɔ:/ | boring  |
| /u:/ | zoo     |
| /ɜ:/ | bird    |
| /u/  | Louise  |
| /ə/  | teacher |
| /i/  | happy   |

## Diphthongs

|      |       |
|------|-------|
| /eɪ/ | say   |
| /aɪ/ | buy   |
| /ɔɪ/ | enjoy |
| /əʊ/ | know  |
| /aʊ/ | now   |
| /ɪə/ | hear  |
| /eə/ | chair |
| /ʊə/ | pure  |

## The “ough” words

**Through:** moving in one side and out the other side of something.

**Though:** despite the fact that; although.

**Tough:** strong, durable, or difficult to break.

**Cough:** to expel air from the lungs with a sudden sharp sound.

**Bough:** a large branch of a tree.

**Plough:** a large farming tool used for cutting the earth.

**Rough:** having an uneven or irregular surface; not smooth.

**Enough:** as much or as many as required.

**Thought:** an idea or opinion produced by thinking.

**Bought:** past tense of buy.

**Sought:** past tense of seek.

**Fought:** past tense of fight.

**Wrought:** (archaic) worked or shaped by hammering or effort.

**Slough:** to shed or remove (a layer of dead skin); also, a swamp or bog.

**Drought:** a prolonged period of abnormally low rainfall.

**Nought:** nothing; zero.

**Trough:** a long, narrow container from which animals feed or drink.

**Hiccough:** An alternative spelling for hiccup.

Practice reading the following poem

## The Puzzle of “Ough”

In the forest, the wind did *sough* /sʌf/,  
Through the *boughs* /baʊz/ where owls may *cough* /kɒf/.  
A farmer *ploughed* /plaʊd/ through fields so *rough* /rʌf/,  
His hands were calloused, but still so *tough* /tʌf/.  
At night he *thought* /θɔ:t/, *though* /ðoʊ/ tired and slow,  
Of days gone by, of work and *woe* /woʊ/.  
His *dough* /doʊ/ he made with kneading hands,  
While dreams of rain cured *drought* /draʊt/-parched lands.

A *borough* /'bʌrəʊ/ near, where stories *wrought* /rɔ:t/,  
Of battles *fought* /fɔ:t/, of peace once *sought* /sɔ:t/.  
Through all the times of endless *plough* /plaʊ/,  
There's *nought* /nɔ:t/ but memories left now.  
And yet, he smiles, through thick and thin,  
His work is done, his crops brought in.  
With *enough* /ɪ'naʊ/ of love, the world he'll bow,  
To the curious tale of the word “ough” /ʌf/.

# Table of Irregular Verbs

| Infinitive                         | Past Simple    | Past Perfect   |
|------------------------------------|----------------|----------------|
| <b>Common Everyday Verbs</b>       |                |                |
| be                                 | was/were       | been           |
| become                             | became         | become         |
| begin                              | began          | begun          |
| break                              | broke          | broken         |
| bring                              | brought        | brought        |
| build                              | built          | built          |
| buy                                | bought         | bought         |
| come                               | came           | come           |
| do                                 | did            | done           |
| drink                              | drank          | drunk          |
| drive                              | drove          | driven         |
| <b>Action Verbs</b>                |                |                |
| catch                              | caught         | caught         |
| cut                                | cut            | cut            |
| eat                                | ate            | eaten          |
| dream                              | dreamt         | dreamt         |
| fall                               | fell           | fallen         |
| find                               | found          | found          |
| fly                                | flew           | flown          |
| forget                             | forgot         | forgotten      |
| get                                | got            | got            |
| give                               | gave           | given          |
| go                                 | went           | gone           |
| have                               | had            | had            |
| hear                               | heard          | heard          |
| <b>School/Study-Related Verbs</b>  |                |                |
| draw                               | drew           | drawn          |
| learn                              | learnt/learned | learnt/learned |
| read                               | read           | read           |
| say                                | said           | said           |
| see                                | saw            | seen           |
| speak                              | spoke          | spoken         |
| <b>Movement and Activity Verbs</b> |                |                |
| leave                              | left           | left           |
| ride                               | rode           | riden          |
| run                                | ran            | run            |
| sit                                | sat            | sat            |
| stand                              | stood          | stood          |
| swim                               | swam           | swum           |
| take                               | took           | taken          |
| <b>Practical Verbs</b>             |                |                |
| choose                             | chose          | chosen         |
| feel                               | felt           | felt           |
| know                               | knew           | known          |
| teach                              | taught         | taught         |
| tell                               | told           | told           |
| think                              | thought        | thought        |
| wear                               | wore           | worn           |
| write                              | wrote          | written        |

## Tips for Learning Irregular Verbs

- ✓ Practice in Sentences: Use each verb in a sentence to understand its context.
- ✓ Group by Patterns. Some verbs follow similar patterns (e.g., build-built-built and bring-brought-brought).
- ✓ Use Visual Aids: Flashcards or colourful charts can help in memorisation.



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