



MINISTERUL EDUCAȚIEI ȘI CERCETĂRII AL REPUBLICII MOLDOVA

Ana Muntean • Viorica Cebotaroș

English

Student's Book



Level **A2.3**

10th Form

Editura ARC



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(Denumirea instituției de învățământ)

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

- Dirigințele clasei verifică dacă numele, prenumele elevului sunt scrise corect.
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Hi! We are Adam, Grace, Ryan, Esme, Mia, Lina and Liam.

We come from different countries and even continents, but this year, we're united by an exciting experience as exchange students at a high school in London. We're all active young people who love challenges and adventures, and we're looking forward to sharing and learning together! English is our mother tongue for most of us, and we're here to support anyone who wants to learn and master it. Are you ready to improve your English? Do you want to make new friends? Don't miss this opportunity! Let's start today with positive thoughts and high expectations!



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Unit 1

LIVING YOUR BEST LIFE!



In this Unit, you will reflect on your relationship with the world around you, focusing on who you are and what you would like to be in the future.

Communication Skills:

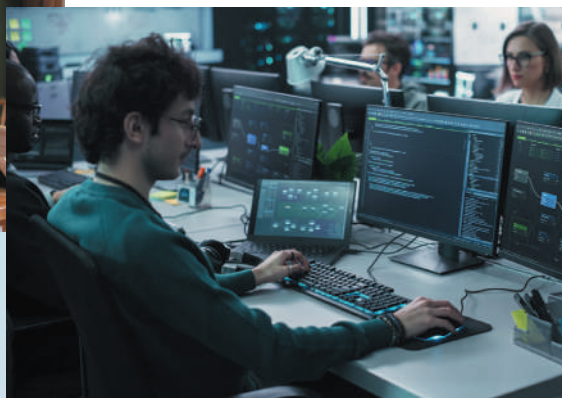
You will learn how to:

- Describe appearance and personality
- Express your opinion on healthy and unhealthy lifestyles
- Explain why you like or dislike certain foods, hobbies, or jobs
- Talk about your skills and abilities
- Communicate confidently in a restaurant setting

Writing Skills:

You will learn how to write:

- A description of a person
- An application letter



Vocabulary: words and phrases related to

- Appearance and personality traits
- Food
- Sports
- Hobbies and free time activities
- Jobs and skills

Grammar:

- The simple present and the present continuous tenses
- The modal verb *can*
- *Some* in questions
- *Any* in affirmative sentences
- Prepositions of direction and destination

Lesson

1

Look good, feel good!

LEAD-IN

- What are three things you notice first about people when you meet them? Why are these things important to you?
- Do you think a person's appearance can tell you something about their personality?

LISTENING AND SPEAKING

- 1 Study the words that describe appearance. Choose one word from each category and use them together to describe yourself.

Words that describe physical appearance	
Height	short, average height, tall
Weight	slim, fit, plump, overweight
Face	oval, round, pretty
Hair	curly, straight, wavy; red, brown, fair; cornrow, fringe
Eyes	green, blue, brown; round, wide, narrow, small
Nose	small, large, flat, sharp, pointed
Complexion (skin)	fair, tan, dark; lovely, healthy
General	beautiful, pretty; handsome, good-looking



Silent gh

weight - /weɪt/
straight - /streɪt/
height - /haɪt/
bright - /braɪt/
right - /raɪt/

- 2 Listen to your new friends describing themselves. Complete the table below.

Esme	Adam	Liam	Mia	Grace	Ryan	Lina



- 3** Work in groups. Pick up a character from the picture in Exercise 2 and describe him/her. Let your classmates guess whom you describe.

1. Example:

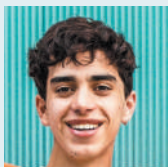
He is tall and slim. He has got short straight dark hair. He has got a round face and big brown eyes. He has got healthy tan skin. Who's that?

Is it ...?

Yes, well done! /
No, try again.

READING AND VOCABULARY

- 4** Read the short descriptions. Choose one person you would like to be friends with and explain why.



Well, I am of average height. I have dark hair and brown eyes. My friends say I am friendly but moody. I play different sports: basketball, baseball, and soccer. I like watching historical films and discussing them with friends. My favourite film is *Becket*, I can watch it again and again.



I am lively and very active. My friends say I am naturally slim, but this is not true. I like outdoor sports and I jog every morning. I always wear colourful clothes outside school. My dad says I have a creative mind. If he is right, I may become a great fashion designer in the future.

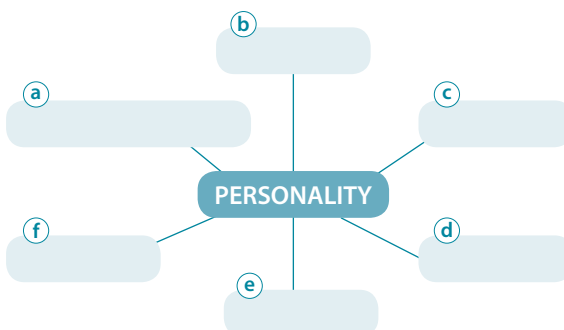
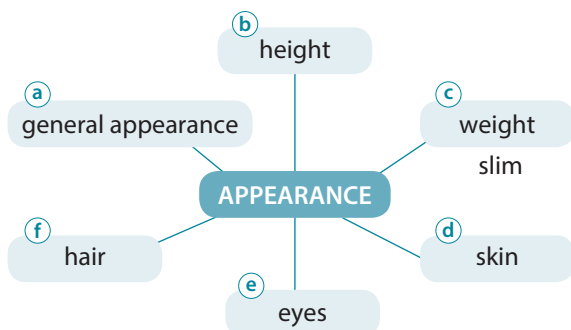


I am tall and athletic. I've got a dark complexion and black, wavy hair. I like my hair in cornrows, but braiding it takes much time. I am not lazy. I can study long hours and never get bored. My friends say I am patient. I can stay focused on a problem until I solve it. I love science and history. I want to be a successful climate scientist, like my dad.



I am not very tall, but I am strong. I am not afraid to face difficulties. I am often shy around people I don't know. But with my family and friends, I am very outgoing. My mum says I have a pretty smile. She also likes my long, curly red hair. My favourite colour is yellow and I am always optimistic.

- 5** Complete the diagrams below with words from the texts in Exercise 4.



- 6** Imagine Liam and Esme are going to meet you at the airport. Describe yourself so that they can recognise you.

THE LANGUAGE LAB

7 Match the parts to form collocations.

- | | |
|----------|-----------------|
| 1. Face | a. sports |
| 2. Get | b. long hours |
| 3. Play | c. difficulties |
| 4. Study | d. bored |

ASK ME!

Collocations
are words that usually appear together.

Blonde hair ☒

Beige hair ☐

9 Choose the proper personality adjective to complete each sentence.

- Someone who is not active and doesn't like working is ...
- Someone who likes to meet other people and enjoys their company is ...
- Someone who uses imagination to produce something new or a work of art is ...
- Someone who talks a lot in a friendly way is ...
- Someone who becomes angry or upset, often for no particular reason, is ...
- Someone who is happy and cheerful is ...
- Someone who is careful and sensible when thinking is ...
- Someone who can wait for a long time is ...
- Someone who behaves in a kind and pleasant way is ...
- Someone who feels nervous or quiet when meeting new people ...

chatty, shy,
moody, jolly,
outgoing,
patient,
creative, lazy,
serious, friendly

GRAMMAR

Yes/No questions	Answer	Wh-questions	Answer
Are you patient?	Yes, I am. / No, I'm not.	How old are you?	I'm sixteen.
Is he/she sixteen?	Yes, he/she is. No, he/she isn't.	What is she like?	She is friendly.
Are they creative?	Yes, they are. No, they aren't.	What are they like?	They are kind and patient.
Do you speak English?	Yes, I do. / No, I don't.	What films do you like?	I like comedies.
Does she/he like tennis?	Yes, she/he does. No, she/he doesn't.	What does she/he look like?	She/He is tall and athletic.
Do they live in London?	Yes, they do. No, they don't.	Where do they live?	They live in Rome.

10 Add the correct auxiliary verbs (do, does, is, are) to complete the questions. In pairs, ask and answer them.

- | | |
|---|--|
| 1. ____ your sister/brother / play the piano? | 5. ____ your friend / have a pet? |
| 2. ____ you / chatty? | 6. ____ you / from Spain? |
| 3. ____ you / like ice cream? | 7. ____ your cousins / live in London? |
| 4. ____ your father / a teacher? | 8. ____ your mother / tall? |

11 Choose the right words from Exercise 5 to answer the questions.

1. What does your friend look like?

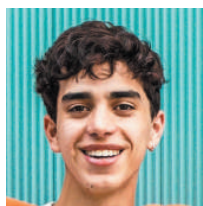
2. What is your friend like?

12 Write questions to the answers. Choose between *What does he/she look like?* and *What is he/she like?*

- | | |
|---|---|
| 1. _____ (Adam)?
He is patient and hard-working. | 4. _____ (Liam)
He is friendly and nice. |
| 2. _____ (Adam)?
He is well built, with a dark complexion and black wavy hair. | 5. _____ (Esme)
She is often shy around people she doesn't know. |
| 3. _____ (Liam)
He is of average height. He has got brown hair and hazel eyes. | 6. _____ (Esme)
She is not very tall. She has long curly red hair. |

13 Liam asks Esme questions about Scotland. Write Liam's questions and match them to Esme's answers.

Example:



What is Scottish culture like?

culture? people? landscape? Scottish cities? weather? accent? food?

It is rich in traditions such as the Highland games, folk music like bagpipes and traditional dances.



- | | |
|---|---|
| 1. Well, it changes a lot. Sometimes we can have four seasons in one day. | 4. It is diverse, with mountains, green valleys, and beautiful lakes known as lochs. |
| 2. It has a lot of variety. It includes traditional dishes, like haggis, and also fish and chips, which is fried fish and potatoes. | 5. It is rich in traditions such as the Highland games, folk music like bagpipes and traditional dances. |
| 3. They are very friendly. In fact, Scottish people are very welcoming. | 6. Ah, you will notice it quickly! It has strong "r" sounds and some special ways of speaking that can be hard to understand. |
| | 7. They are very beautiful. Everyone can find something to do there, so they're fun to visit. |

THE WRITING LAB

How to write a description of a person

- | | |
|--|---|
| 1. Preparing for writing: | a. the physical appearance. |
| • Choose the person you want to describe. | b. the personality. |
| • Brainstorm, make a list of words, create info notes. | • Conclude with a final impression. |
| 2. Writing: | 3. Review and edit: |
| • Introduce the person. | • Read your description to see if your ideas are clear and logically organised. |
| • Use specific details as you write about | |

14 Read the descriptive paragraph. Pay attention to how Mia used the notes to write about her friend.

Info notes:



- Lina – my new friend from Moldova
- tall, oval face, black eyes, long dark hair
- friendly smile, cheerful, outgoing, active
- loves to spend time outdoors

Lina is my new friend from Moldova. She is quite tall and she looks athletic. She has got an oval face, beautiful black eyes, and long dark hair. Lina is always cheerful and outgoing. She never sits still and spends a lot of time outdoors. She is so easy to talk to and her friendly smile makes everyone feel good in her company. Lina and I are very different, but we have many common interests and we enjoy spending time together.

15 Write a paragraph to describe a friend. Remember to follow the tips.

Lesson

2

It's a lifestyle!

LEAD-IN

- What tips for a healthy lifestyle do the pictures illustrate?
- Which of these tips do you follow?



LISTENING AND SPEAKING

- Listen and select which ideas about a healthy lifestyle belong to Adam and which belong to Grace:
 - Keep to a diet
 - Enjoy hobbies
 - Develop habits that help us to stay healthy
 - Have a balanced schedule
 - Exercise
- Choose five statements that, in your opinion, best describe what a person needs to do in order to stay healthy. Justify your choice.

A HEALTHY PERSON

Exercises regularly

Avoids cigarettes, alcohol and drugs

Gets eight hours of sleep every night

Goes on outdoor trips

Avoids eating sweets

Has certain beliefs that help her/him in life

Doesn't eat too much food

Manages his/her way out of any difficult situation

Eats regularly

Doesn't eat snacks

Can run after the bus without getting out of breath

Doesn't need medicine

Has a comfortable clean house

Respects hygiene

Goes to the doctor regularly

Makes friends easily



3 Adam wrote a short poem about health and a healthy lifestyle. Do you agree with his ideas? Write your own poem.

Hear your body.
Eat moderately.
Avoid doing nothing.
Love life.
Take regular exercise.
Have enough water.
Yes, you can do it!

4 Match and get more advice on a healthy lifestyle.

Think	hard
Exercise	less
Eat	more
Work	positively
Worry	well
Read	happy
Be	daily

5 Choose the most appropriate ending for each proverb. Which ingredient of a healthy living does each proverb refer to? In pairs, make a dialogue to illustrate the meaning of one of the proverbs.



- a) focused and energized
- b) healthy, wealthy, and wise
- c) sharp and full of surprise



- a) helps you feel bright and OK
- b) keeps your energy on display
- c) keeps the doctor away



gh /f/
enough /ɪ'naʊf/
th /θ/
breath /breθ/
healthy /'helθi/
through /θruː/

READING

6 Read the magazine articles and answer the questions.

During the past few years, I spent most of my free time playing video games. At first, it was just fun, but as I spent more and more time playing, I started noticing some problems. I felt exhausted and I was sleepy all the time. I couldn't concentrate and even lost my appetite. My elder brother said it was all because I played video games too much. He suggested joining him for a bike ride in the evening. I tried that and enjoyed it. It was refreshing, and I found that I slept better and felt more energetic in the morning. Surprisingly, I started to feel hungry again. I began having regular meals

and I cut down on sugary snacks. I had snacks of fruits and vegetables instead. I didn't entirely remove my favorite foods from my diet, but I looked for healthier options that I liked. I still play my favourite games, but I set time limits and stop when my phone timer announces me. Making these changes wasn't always easy, but I didn't give up. Now, I feel healthier and happier. My advice? Start small, find what works for you, and be patient. Every little step counts. Start with one small change and see how it makes you feel. And remember, video games are fun in moderation, but they can be destructive in excess!

- a. What problems did the persons experience?
- b. What changes did they make to improve their health?
- c. What did they achieve as a result of these changes?
- d. What do they advise those who want to make similar changes?





Family means the world to me. Big meals and fun meals were my mom's way of showing love and attention. She was obsessed with cooking for every holiday or anniversary and we all enjoyed it. Of course, it was all about celebrating and having fun and eating, eating, eating, which we thought was awesome. Nobody thought about health, because the food was always delicious, we just couldn't resist it. It was very difficult to make a change until one day I had to see a doctor. I discovered I had high blood pressure, unhealthy

cholesterol and many more. I realize now that all these things can be prevented, if not totally turned around, by making a change. My sister has always been a good example in walking, so I just started walking and I fell in love with it. It gives me not only physical but also spiritual satisfaction. In my own family now, we try to celebrate with a healthier mindset, with less fat and more vegetables for snacks. I am sure it is never too late to make these lifestyle changes. I believe that being healthy and fit isn't a trend, it's a lifestyle!

THE LANGUAGE LAB

7 In the texts, find paraphrases for the following sentences.

1. I was extremely tired.
2. Family is very important for me.
3. She couldn't think of anything else but cooking.
4. Playing too many video games can be harmful.
5. I liked it very much.
6. I didn't eat so many sugary snacks.

8 Match the parts to form collocations.

Find them in the text and say who they refer to.

- | | |
|---------|-------------------|
| 1. get | a. time limits |
| 2. skip | b. one's appetite |
| 3. lose | c. a change |
| 4. have | d. fun |
| 5. set | e. breakfast |
| 6. make | f. out of breath |

9 Complete the questions with collocations in Exercise 8. In pairs, ask and answer the questions.

1. What situations can make you _____ ?
2. When was the last time you needed to _____ in your life? Why was it necessary?
3. What are some activities you _____ doing? How often do you do them?
4. What activities do you _____ for? Why is it necessary to do it? How do you decide how much time to spend on them?

10 Read the conversation and complete the gaps with a-e.

Why does Jamie look better?

Alex: Hey, Jamie! So good to see you! You look great!

Jamie: Hi, Alex! Thanks! That's what changing in your lifestyle leads to.

Alex: That sounds interesting! What kind of changes have you made?

Jamie: Well, I started eating more fruits and vegetables and less junk food. I still enjoy my favorite treats, but I keep them (1)_____.

Alex: Yes, eating junk food (2)_____ can be really bad for health.

Jamie: True. I also became more active. I used to be (3)_____ computer games, but now I (4)_____ outdoor activities. Would you like to (5)_____ sometime?

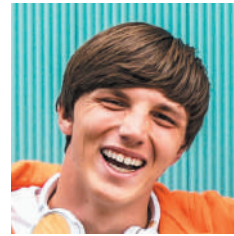
Alex: Sure! Does Sunday work for you?

Jamie: Perfect! I'm sure we'll enjoy it. It's always more fun to exercise with a friend.

- a. obsessed with
- b. join me for a bike ride
- c. in moderation
- d. 've fallen in love with
- e. in excess

11 Write the full questions to prepare for an interview with Ryan. Role-play the interview.

1. (eat fruits?)
2. (get enough sleep?)
3. (exercise at least 3 times a week?)
4. (eat junk food?)
5. (drink water?)
6. (have breakfast daily?)
7. (avoid sugary drinks?)



1. Yes, an apple or two every day.
2. Well, I sleep 5-6 hours every night.
3. I do it 5 times a week.
4. Yes, it's my favourite.
5. Yes, I do. I always start my day with a glass of water.
6. I often skip it because I oversleep.
7. I know they are not healthy, but I like them too much to cut them down completely.

LANGUAGE FOR SPEAKING

Giving your opinion

If you ask me, ...	Personally, I don't like ...
In my view, ...	I think that ...
In my opinion, ...	I don't think that ...
It seems to me that ...	I believe that

12 In pairs, express your opinion about Ryan's lifestyle. Use phrases from the box.

13 Interview a classmate on their lifestyle. What does your classmate do to stay healthy? Report your findings to the class.

GRAMMAR

Use Simple Present to express routines and facts:

*I never get enough sleep.
Do you always stay up late?
No, I don't. But my sister does.*

Use frequency adverbs to indicate the frequency of routines and habitual actions.

always	sometimes	never
100%	50%	0%

Use Present Continuous

(1) to talk about activities at the moment of speaking:

*The children are playing in the pool.
Is father playing too?
No, he isn't. He is cooking now.*

(2) to talk about future plans or arrangements:

*What are you doing next weekend?
I'm going to the gym on Saturday.*

14 Mia's cousin Olivia is visiting her in London. Mia has organized a party on this occasion. At the moment, she is telling Olivia about her foreign friends who are all there. Put the verbs in the present continuous or simple present and read the dialogue.

M: Look at the two girls near the window. One of them ____ (be) Lina and the other ____ (be) Esme.

O: Which one ____ (be) Lina? You often ____ (talk) about her. ____ (she/sit) or ____ (stand)?

M: The one who ____ (stand) ____ (be) Esme. She ____ (come) from Scotland. Lina ____ (sit) opposite her.

O: I ____ (like) them both. And who ____ (be) the young man who ____ (laugh) so loudly?

M: Oh, that's Liam, from the USA. I ____ (be) sure he ____ (tell) a joke. He ____ (know) many of them.

O: And who ____ (he/ talk) to?

M: They ____ (be) Grace and Adam. Grace ____ (love) science and history. Adam often ____ (watch) historical films and ____ (like) to talk about them. The last one ____ (be) Ryan. He ____ (look) now through a magazine over there. Ryan ____ (focus) a lot on his healthy habits now. Let's go closer and I will introduce you.

Lesson

3

Are you a foodie?

LEAD-IN

- Can you name the foods in the pictures?
- What is your favourite food? How often do you eat it?
- Are you a good cook? What dishes can you cook?



LISTENING AND SPEAKING

- 1 Choose one option from each pair of foods or drinks and say why you prefer it. Use one of the phrases provided.

It's not too sweet.

They have more vitamins.

It tastes great!

Ice cream or cake?
Pizza or pasta?
Chicken or fish?
Rice or fries?
Tomatoes or carrots?
Apples or oranges?
Tea or milk?
Sandwich or toast?

It's really yummy!

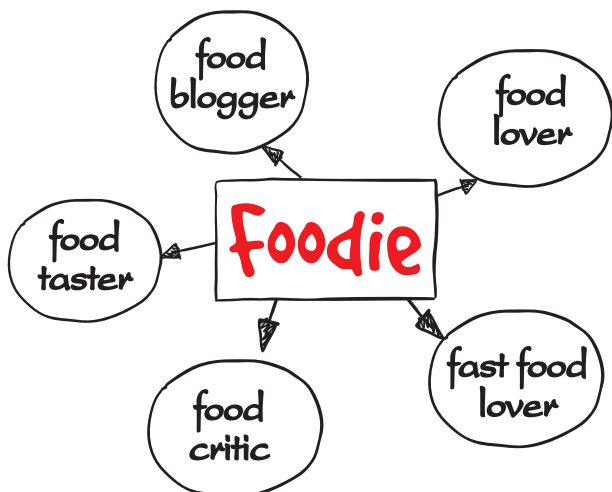
It's easy to cook.

It's crispy.

It's healthier.

I try to eat healthy.

- 2 Listen and tick the options that explain the meaning of a *foodie*.



- 3 Are you a foodie? For each statement, choose:

✓ Yes (2 points) ☐ Sometimes (1 point) ✗ No (0 points)

Quiz

1. I prefer eating home-cooked food.
2. I like cooking and I am good at it.
3. I avoid eating fries and burgers because they are unhealthy.
4. I don't mind trying a new dish. I am always open to experimenting.
5. I enjoy watching cookery programs on TV.
6. I like guessing what a dish is made of.
7. I hate eating while walking.
8. I enjoy eating out.
9. I love taking pictures of the dishes I eat and sending them to friends.

Scoring and Results

- ◆ 15-18 points – **Passionate Foodie** 🍴👤📷
You love food in every way—cooking, exploring, and even capturing it in pictures.
- ◆ 9-14 points – **Food Enthusiast** 🍴
You enjoy food, but it's not your whole world. You appreciate good meals and experiences.
- ◆ 0-8 points – **Regular Eater** 🍴
You see food as just something to eat, not a passion. You might enjoy certain dishes, but you're not obsessed!

4 Read and fill in the chart. Add your examples.

Category	Examples from the text	Your Examples
Foods		
Drinks		
Desserts		
Fast Food		



Happy Breakfast is a good place where you can have a nutritious and cheap breakfast at any time you like during the first part of the day. They serve the big traditional English breakfast – sausages, beans, bacon and eggs, toast and a strong cup of tea. And the pancakes are amazing!



For those who love spicy food, *Uncle Bro* is the perfect restaurant. The menu includes vegetarian dishes and meat dishes served with rice and a sauce - it depends on how hot you want it! The waiters are friendly and polite, and they play traditional guitar music, which is very relaxing.

5 Decide if the following sentences are true or false. Correct the false statements.

- Uncle Bro* restaurant serves all types of meat with spices.
- The owner of *All Sweetie* is an expert in all kinds of food.
- Eating at *Happy Breakfast* is always expensive.
- You can listen to guitar music in *Uncle Bro*.
- All the restaurants on the list serve meat and fish.
- All Sweetie* is the best place for desserts.
- Healthy Fast* is an ordinary fast food café.



Fast food is not always junk food. You can eat fast and healthy in *Healthy Fast*, where you can try the best hamburgers and fish and chips in the city. They get the main ingredients, such as the beef, the buns, the fish and the vegetables from the local producers.



The owner of this small café is a connoisseur of desserts from all over the world. If you want pizza or steaks, the *All Sweetie* is not the place for you. They only do desserts here, all kinds of sweets: chocolate brownies, banana puddings, cheesecakes and fruit tarts. All those with a sweet tooth will be pleasantly surprised.

Vocabulary focus

		
	cookies	biscuits
	French fries	chips
	potato chips	crisps
	candy	sweets
	check	bill
	server	waiter

THE LANGUAGE LAB

6 Complete the sentences with the opposite of the word in bold.

1. This salad is very nutritious and **healthy**.
But eating too much fast food is _____.
2. The main ingredients are from the **local** farms, but the spices come from _____ countries.
3. I don't like **spicy** food. I prefer something _____.
4. The waiter was very **polite**, but the customer was quite _____.
5. This dish is too **ordinary**. I want something more _____ for dinner.
6. I go to that café because it is **cheap**, but this one is too _____.

8 In pairs, ask and answer the questions. Report your findings to the class.

1. What does your breakfast include? Is it nutritious?
2. Would you like to try the traditional English breakfast? Why/Why not?
3. How often do you eat junk food?
4. What is your favorite junk food and why do you like it?
5. How often do you eat sweets? Do you have a sweet tooth?
6. Do you like spicy food or do you prefer mild dishes?

7 Write the missing words.

1. J_____ food refers to food that is high in sugar, salt, and unhealthy fats but low in essential nutrients like vitamins, minerals, and fiber.
2. If you like eating sweets and chocolate, you have a sweet t_____.
3. I had a delicious chocolate cake for d_____ at the party yesterday.
4. The sauce had too many spices. It was too h_____ for me, so I asked for a mild one instead.
5. My breakfast is rich in substances needed for life and growth. In other words, my breakfast is n_____.
6. A person who knows a lot about food and can judge its quality is a food c_____.



GRAMMAR AND SPEAKING

Use some (not any) in offers and requests

A: Would you like some tea?

B: Yes, please.

A: Can I have some juice?

B: Yes, help yourself.

Use any in positive sentences to mean 'it doesn't matter which'

I'd be happy to try any dish you recommend.

9 Use *some* or *any* to complete the conversations. Create and role-play your own short dialogues.

1. A: Can I have _____ still water, please?
B: Sure. Here you are.
2. A: Can we order _____ dessert after our meal?
B: Certainly. You can choose _____ dessert you like from our long list.
3. A: Would you like _____ Caesar salad to start with?
B: Yes, please. I haven't had _____ Caesar salad for ages.
4. A: I'm really hungry. Can I have a large pizza?
B: Absolutely! You can order _____ size of pizza you want. What toppings would you like?
5. A: Would you like to try _____ of our vegetarian options?
B: No, thank you. I prefer some meat.
6. A: I have no idea what to order. What can you recommend?
B: The chef can prepare _____ dish you request, so feel free to ask for anything you like.

10 Complete the sentences. Use *some* or *any* + one of these words.

dish ketchup additional time butter extra toppings
fruit ice cream extra cheese kind of dessert milk

1. Would you like _____ on your pasta?
2. You can order _____ from our menu.
3. Can I have _____ with my bread?
4. Would you like _____ for dessert?
5. Can I have _____ to look at the menu?
6. Feel free to ask for _____ on your pizza.
7. Would you like _____ with your cake?
8. We have _____ you could want, from cake to ice cream.
9. Can I have _____ in my tea, please?
10. Would you like _____ with your fries?

11 Add *Would you like* or *Can I/ Can we/ Could I/ Could we* to form questions. Which are the server's questions? Which are the customers' questions?

1. _____ something to drink?
2. _____ have some salad?
3. _____ pay by credit card?
4. _____ some more juice?
5. _____ have the bill, please?

12 Put the restaurant dialogue in the right order. Which restaurant did Grace and Adam go to?

- ☐ I'll just have sparkling water, please.
- ☐ Yes, please. I'll have a hamburger.
- ☐ I'd like green tea, please.
- ☐ Alright. I'll be right back with your drinks and food.
- ☐ Would you like anything else?
- ☐ Hello! Are you ready to order?
- ☐ And I'd like fish and chips, please.

(After some time...)

- ☐ No, thank you. I'm full.
- ☐ Sure thing. I'll bring that for you.
- ☐ Here's your hamburger and fish and chips. Would you like some ice cream for dessert?
- ☐ Yes, please! I'd love some ice cream.

(Later, after finishing the meal...)

- ☐ Thank you for everything!
- ☐ Certainly. I'll bring it to you right away.
- ☐ You're welcome. Have a great day!
- ☐ Could we have the bill, please?



LANGUAGE FOR SPEAKING

At the restaurant

Are you ready to order?
Would you like some more ice cream?
Would you like something to drink?
Would you like anything else?

Could we have the bill, please?
Can I have some cheesecake, please?
I'll have salmon with a salad, please.
I'd like green tea, please.
Yes, please.
No, thank you.

13 Listen and check. Role-play the dialogue. You can change the food you order.

14 Work with a partner. Create a flyer to advertise a café in your native place.

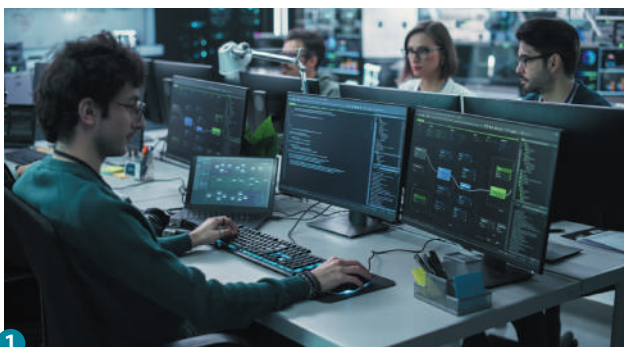
Lesson

4

What's your ideal job?

LEAD-IN

- What jobs do the people in the pictures do?
- What are some common jobs that teenagers can do?
- What kinds of jobs do you consider most interesting/dangerous/difficult?



1



2



3

LISTENING AND SPEAKING

- 1 Match the jobs to the pictures. Which job does not have a match?

professional dog walker
befriender toy designer
full-time Netflix viewer
auto mechanic software developer



4

- 2 Read the statements and name the jobs they describe.



- a person who designs, develops and maintains computer software;
- a person who decides how a new toy will look or function by drawing plans, making computer models, etc.;
- a person who walks dogs from client home according to a schedule and following a planned route;
- a person whose job is repairing cars, especially the engines of vehicles;
- a person who visits elderly people living in isolation and helps them feel less lonely;
- a person who watches upcoming content and 'tags' it to place movies and TV shows in the right categories.

- 3 Listen and take notes. Then answer the questions.

1. Who wants a well-paid job?
2. Who wants a full-time job?
3. Who wants a part-time job?
4. Who has an exhausting job?
5. Who would like to have a remote job?
6. Who doesn't want a desk job?
7. Who wants to be a 'tagger'? Why?

READING AND SPEAKING

- 4 Study the poster and complete the statements below. Then discuss the advantages and disadvantages of becoming a tagger.

DREAM JOB

Are you looking for an ideal job?

You can earn money from your sofa at home by watching Netflix series or movies. For this, you must have experience in the world of movies, have enough time and be passionate about watching series or movies. If you meet at least these requirements, you are the right person for the job.

Become a Netflix tagger

Netflix employs a team of part-time “taggers” to help it in the personalization process. These people are responsible for watching movies and shows that will be in the stream in the future. They describe the movies and shows with tags, like “funny” or “exciting.” The Netflix algorithm then uses these tags to give you recommendations based on your watching history. That’s why you see categories on your homepage like “action movies” or “movies about friendship.”



Qualifications and skills needed:

- Degree in film or film history
- Experience in directing or filmmaking
- Ability to analyze, and distinguish nuances within different genres of films and series
- Patience (watch long hours)

Benefits:

Flexible hours
Ability to work from home
Combine work and the pleasure of watching movies or TV shows
Earn from \$15 to \$45 per hour

How to apply:

The only way to become an official Netflix tagger is to apply directly with Netflix at jobs.netflix.com
For more information visit: <https://www.themuse.com/advice/dream-job-alert-get-paid-to-watch-netflix>



LANGUAGE FOR SPEAKING

Advantages

One of the main benefits is...
A major advantage is...
The positive side of this is...
A good thing about this is...

Disadvantages

One of the drawbacks is...
A major disadvantage is...
The negative side of this is...
A bad thing about this is...

1. You can apply for the job if you have ...
2. You can apply for the job if you can ...
3. You can apply for the job if you like ...

THE LANGUAGE LAB

- 5 Match the parts to form collocations.

- | | |
|---------|------------------|
| 1. earn | experience |
| 2. meet | recommendations |
| 3. give | money |
| 4. have | the requirements |

6 Use the collocations in Exercise 5 in the following questions. With a partner, ask and answer the questions.

1. What are some of the best ways for teenagers to _____ in summer?
2. Can you _____ on how to save money as a teenager?
3. What steps should you take to _____ for getting into a good university?
4. How can people who _____ in different jobs use it to choose their future career?

LANGUAGE HELP

Qualification is a general word for any type of education or training. You can get a qualification from short courses or training programs. For example, if you take a cooking course, you can get a qualification in cooking.

A **degree** is a special type of qualification. You get it after studying at a university for three or more years. A Bachelor's degree usually takes three or four years. After that, you can study for two more years to get a Master's degree.

GRAMMAR

Use *can* and *can't* to talk about someone's skill or general abilities:

I can't speak English well.

We can understand you.

Use *can* to give permission:

You can apply for the job.

Use *could* and *couldn't* to talk about the past:

She could swim when she was only two.

Use *can't* to refuse permission:

Students can't use their phones during class.

7 Fill in the missing words.

qualification, earn, degree, requirements, experience, part-time, flexible

To meet job _____, it is important to have the right _____. A _____ can be very helpful, but having experience is also valuable. Many people choose to work _____ with _____ hours to _____ money while they study. This way, they can get the _____ they need and improve their qualifications at the same time.

8 Write new words in the correct column.

*recommend require develop explain
continue announce communicate apply*

-tion	-ment
qualification ...	agreement ...

9 Match and read a fragment from Shel Silverstein's poem *Ation*.

- | | |
|---------------------------------|---------------------------|
| 1. If we meet and I say "Hi", | a. That's consideration. |
| 2. If you ask me how I feel, | b. That's cooperation. |
| 3. If we stop and talk awhile, | c. That's a salutation. |
| 4. If we understand each other, | d. That's a conversation. |
| 5. If we help each other home, | e. That's communication. |

10 Make up sentences with *can* or *can't* to express your attitude towards each rule.

1. Students/ use phones / exams.
2. Students / bring food and drinks / library
3. People / bring pets / work.
4. People / speak loudly / public places.
5. Parents / enter / children's room.

11 Complete the sentences using *can* and the required verb.

help write explain take (x2) cook capture

1. A teacher _____ difficult subjects clearly.
2. A chef _____ a variety of dishes.
3. A nurse _____ care of patients and give medicine.
4. A programmer _____ and test computer programs.
5. A photographer _____ beautiful and interesting photos.
6. A sales assistant _____ customers find what they need.

- 12** Complete the sentences using *can* and the correct verb. What job requires such skills? Would you like to have such a job? Why/why not?

talk stay make explain work dress up

1. _____ you _____ children laugh and feel happy in a hospital?
2. _____ you _____ to kids and make them feel comfortable?
3. _____ you _____ with doctors and nurses to help patients?
4. _____ you _____ positive and kind even in hard situations?
5. Can you _____ and use funny objects to entertain kids?
6. Can you _____ things simply to children and their families?



THE WRITING LAB

Tips on how to write an application letter

An application letter is a formal letter that you write to a company when you apply for a job. The letter should include the following elements:

1. Greeting: *Dear ...*
2. The introductory paragraph: *write where you saw the announcement*
3. The body paragraph: *list your experience, qualifications and abilities*
4. The closing paragraph: *conclude by adding important details*
5. Sign the letter: *Yours faithfully,*
your full name

- 13** Read and complete the gaps in the letter with a-f.

Dear Sir or Madam,

I noticed the advertisement for a receptionist on your website and I (1) _____ the position.

In autumn I am going to study French and Spanish at university. (2) _____ a job where my languages will be useful. (3) _____ working in a hotel. Last summer (4) _____ a waiter in a hotel restaurant. Furthermore, I believe I possess the personal qualities necessary for this position. I am friendly and reliable. (5) _____ with guests in French and Spanish.

I am enclosing my CV and a reference from a teacher. (6) _____ start work on 1 July.

I look forward to hearing from you and hope that you will be able to invite me for an interview.

Yours faithfully,
XY

- a. I am looking for
- b. I am also able to communicate
- c. I have some experience of
- d. I am writing to apply for
- e. I will be able to
- f. I worked as

- 14** Read the job advertisement. Write a letter applying for one of the jobs. Follow the tips given above.

Join Our Summer Camp Team! 🎪

Do you love sports and enjoy working with kids? We're looking for fun and enthusiastic teenagers to help run exciting sports and games for children this summer! ⭐

📋 What we need:

✓ A passion for sports ✓ A fun attitude ✓ Teamwork skills

🌟 Ready to be part of the fun? Send your application to job@summer_camp.com today! Let's make this summer unforgettable! 🌈

Lesson

5

A bit of me-time

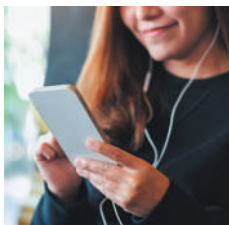
LEAD-IN

1. What does 'leisure' mean to you? Is it related to 'pleasure'?
2. How much time do you have for leisure activities or hobbies?
3. Do you plan your free time?

VOCABULARY AND SPEAKING

- 1** Which of these leisure activities can you see in the pictures?

- ✓ Roller skating
- ✓ Surfing the internet
- ✓ Skateboarding
- ✓ Playing a musical instrument
- ✓ Reading
- ✓ Visiting museums, theme parks, etc.
- ✓ Gardening
- ✓ Listening to music
- ✓ Going to the gym
- ✓ Hanging out with friends



- 2** There are many reasons why teenagers should engage in leisure activities. Match and find these reasons.

learn

stay away

get

develop

meet

improve

help

new skills

new people

better grades

competence

tensions

from family or family problems

a sense of purpose

a chance to socialize

to identify career directions

a lot of excitement and fun

- 3** In pairs, discuss what you usually do in your free time and why you do it.

LISTENING AND READING

- 4** Listen and take notes. Then answer the questions.

1. Does Adam like amusement parks? Why not?
2. Why does Adam offer to go to the *Heights of Abraham*?
3. Why does Liam accept the offer?
4. Where are the *Heights of Abraham*?
5. How do they plan to get there?



READING

5 Read the advertisement about the Heights of Abraham. What information does it provide about:

- the special features of the park
- its educational value
- the use of technology
- its working hours
- the entrance fees

HEIGHTS of Abraham

Cable Cars, Caverns & Hilltop Park Est. 1787



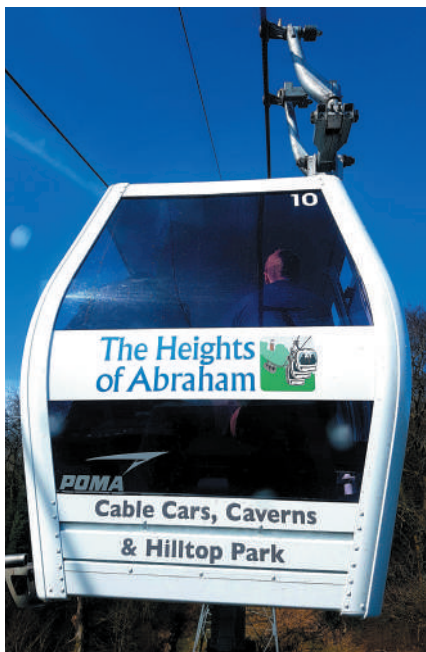
Start your day with a ride in a famous cable car! Travel high above the beautiful Derwent Valley and see the town of Matlock Bath below. The cable car takes you 554ft (169m) up to the top, which is 1000ft (305m) above sea level.

Explore underground in the two famous caverns! Join a guide to discover old mining stories, history, and geology deep inside the hillside.

Walk through the gardens to the film theatre, where you can watch a short movie about how the caverns formed and how the cable cars were built in 1984. Cavern tours run all day.

Enjoy nature and history! Walk along the forest paths with a special history and admire the trees planted in the 18th century.

New! Try the self-guided audio tour on your smartphone to learn history at your own pace while enjoying the amazing views of the Derwent Valley!



★ Good to know:

- Dogs can ride the cable cars for free, but they cannot go into the caverns.
- Visit duration: More than 3 hours
- Opening hours: 10:00 AM – 4:00 PM

Book your trip early! Online tickets cost:

£25 per adult **£17.50** per child **£77.00** for a family (2 adults + 2 children)

Free for children under 5 and carers of disabled guests

You can also buy an **annual pass** for unlimited visits all year.

Your **cable car ticket** includes free entry to everything at the top:

- Large gardens and nature trails
 - Exhibition areas
 - Masson Pavilion Film Theatre
 - Playgrounds
 - Woodland walks
 - Two famous caves with guided tours and special effects
- Enjoy your visit! 😊

6 True or False? Correct the false statements.

1. There are guides for the cavern tours.
2. Visitors receive special equipment for the self-guided audio tour.
3. Visitors who have an annual pass can visit the Heights of Abraham as often as they like.
4. Visitors buy entrance tickets for their dogs.
5. Visitors can take their dogs to the cavern tour.

7 In the text, find paraphrases for the following sentences.

1. Arrange your trip ahead of time.
2. You can take cavern tours at various times during the day.
3. Children younger than 5 and people who accompany disabled guests don't need an entrance ticket.
4. You don't have to pay for the dog if you take a flight in the cable car.

THE LANGUAGE LAB

8 Fill in collocations with the verb *take*.

Liam: Hey, Adam and Grace! Are you ready for our trip to the *Heights of Abraham*?

Adam: Definitely! First, let's _____ in the cable car. The view of the Derwent Valley should be amazing.

Grace: Sounds great! I want to _____ from the cable car. After that, we should _____ of the caverns.

Adam: Yes, and let's _____ through the gardens afterwards.

Liam: That sounds fun! We can also walk the woodland paths and take the self-guided audio tour. I'll _____ on interesting facts.

Grace: Good idea. We should decide if we'll _____ or train there.

Adam: Let's take the train. And _____— let's try the adventure playgrounds too!

Liam: I'm excited! Let's make sure to book our tickets online for the best price.

Grace: Perfect. I can't wait for our adventure at the Heights of Abraham!



9 Write two sentences that show two different meanings for the words on the right.



Book your trip online service

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.

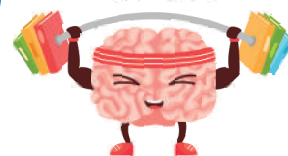
BOOK NOW

...



a. kind	a. kind
b. book	1. What <i>kind</i> of transport can we use there?
c. train	2. She is <i>kind</i> to everyone.
d. trip	
e. free	

TRAIN YOUR BRAIN



FREE ENTRY

Prepositions of direction and destination

through - from one point to the next

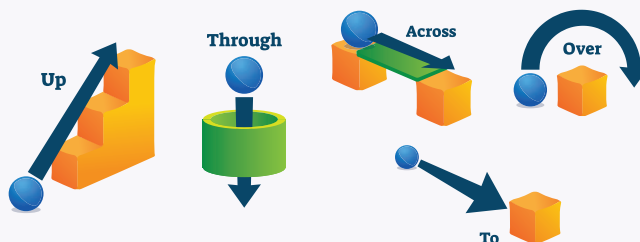
across - from one side to the other side

over - above or higher than something

toward - in the direction of

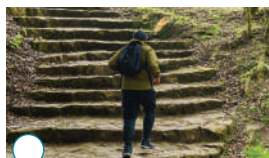
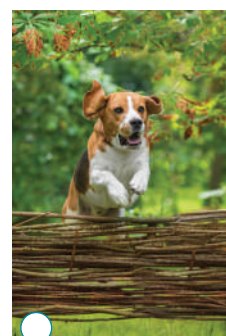
to - toward a specific destination

up - from low to high position



10 Match the captions to the pictures.

1. He is walking *up* the stairs.
2. It's jumping *over* the fence.
3. We flew *over* the mountains.
4. I took them *to* the beach.
5. They are driving *through* the tunnel.
6. She's running *through* the trees.
7. He's swimming *across* the river.
8. They are running *towards* the finish line.



11 Fill Grace's email to her parents with prepositions. Choose from: *through, up, to, towards, over*. One preposition is used twice.

To: _____ Cc Bcc
Subject: _____

Dear Mum and Dad,

I'm sorry I haven't written for so long but I have some exciting news for you now.

Last weekend my friends and I went to the Heights of Abraham. We had a very good time there! First, we walked _____ the cable car station. The cable car took us _____ the hill. From there, we enjoyed the view _____ the surrounding area. It was amazing! We took a lot of photos. Then, we followed a path that went _____ the beautiful gardens. We saw so many colorful flowers! After that, we went _____ the caves. The guide led us _____ the caves and explained their history. We learnt a lot of interesting facts about that place. At the end of the day, we were tired, but very happy. It was a great day!

I'll be in touch soon with other news.

Love,

Grace

Send



Lesson

6

Test Time

1 Write the words in the right column. Pick up a person from the picture and describe him/her.



What does he/she look like?	What is he/she like?
tall	rude
...	...

2 Write the missing word in the appropriate place.

make learn skip set meet lose exercise tired sugary sweet

I usually _____ breakfast and I often _____ my appetite before lunch. This makes me feel _____ in the morning and I can't focus during the day. To _____ a change, I'll _____ time limits for my study and free time. I also need to _____ new skills to manage my time better. I know I have a _____ tooth, so I will try to avoid _____ snacks and eat healthier foods. Finally, I want to _____ the requirements of my study goals, so I'll _____ more and worry less.

3 Match the words from columns A and B to form 12 compound words.

A

any life in out class play wood
on soft some ham cheese

B

ground cake thing body going door
mate land line burger ware style

4 As Nuala, May, Paul, and Mark wrote about what they do in their free time, they made 10 mistakes. Find and correct them.

Nuala: I do homework and play video games, but I also play on the guitar, read, write, listen to the music and play in *Dungeons and Dragons*.

May: I usually play video games but I also spend time eating food, sleeping, to cook food, being outside. Surf the web is what I do most often.

Paul: I've always got a good book on hand; I am drawing, I write short stories and surf the web. I also paints and imagine stories.

Mark: I play videos games, read books, clean my room and play with my two little brother.

5 Write 10 sentences about what you usually do in your free time.

Self-assessment

Task 1 (20p) | Task 2 (10p) | Task 3 (12p) |
Task 4 (10p) | Task 5 (15p)

- I can use appropriate vocabulary and grammar to describe a person.
- I can fill in the missing vocabulary to complete a meaningful text.
- I can form compound words correctly.
- I can identify and correct grammatical errors.
- I can write about what I like and dislike doing in my free time.

☐ Excellent ☐ Good

☐ Average ☐ Poor

Unit 2

THE HEART OF HOME



In this Unit, you will reflect on how family bonds, the comfort of home and reading contribute to building a sense of belonging, security, and personal growth.



Communication Skills:

You will learn how to:

- Discuss activities families enjoy together and family traditions
- Express agreement and disagreement
- Extend, accept or decline invitations
- Speak about the advantages and disadvantages of living in a house or a flat
- Describe characters from a novel or poem
- Talk about a book you have recently read

Writing Skills:

You will learn how to:

- Write compound sentences
- Write complex sentences using time clauses
- Communicate your ideas effectively through a paragraph

Vocabulary: words and phrases related to

- Family members and family traditions
- Types of houses
- Rooms and facilities
- Book genres

Grammar:

- The simple past and the present perfect tenses
- Cardinal numbers

Lesson

1

Love makes a family

LEAD-IN

- Who do you live with? How big is your family?
- Who is your favourite family member? Why?
- What role do grandparents play in your family?

LISTENING AND SPEAKING

- 1 Write down the name of (a) your youngest relative, (b) your oldest relative, (c) a relative you have a very close relationship with. In pairs, ask and answer questions to find out as much as possible about these people.

Examples: How old is he/she?

What does he/she like doing in his/her free time?

What is his/her favourite toy/game?

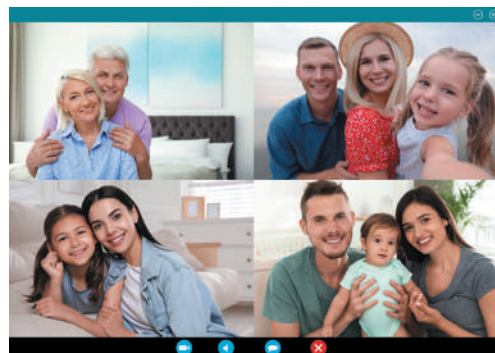
Why do you feel close to him/her?

- 2 Listen to Lina and Grace talking about their families and answer the questions.

a. Whose family is in the picture?

b. What do Lina's and Grace's families like doing together?

- 3 Work in groups and create a report based on the given data. Say what your families like doing together.



Family Activities: What Parents and Teenagers Enjoy Doing Together

2019 Data on Family Engagement



Playing Sports

54%

promotes physical health and teamwork.



Discussing Family History

57%

helps strengthen family bonds and cultural identity.

Telling Stories

46%

encourages communication and imagination.

Working on a Project Together

45%

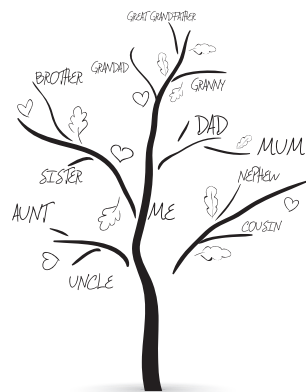
builds teamwork and problem-solving skills.



Family Movie Nights

32%

create lasting memories and foster discussions about the film.





Playing a Board Game 37%

provides fun and fosters friendly competition.

Arts and Crafts 20%

stimulate creativity and allow self-expression.



Explore more ways to connect with your family and make the most of your time together!

4 Listen and tick the correct option. Then read the Info note and say if families in the US used to live closer to each other.

1. Liam has ...
 - a. one grandmother and two grandfathers
 - b. one grandmother and one grandfather
2. Liam spent ... time with them.
 - a. little
 - b. a lot of
3. Liam video chats with them ...
 - a. once a week
 - b. once a month
4. Three in four American adults live within ... of their nearest child or parent.
 - a. thirty miles
 - b. thirteen miles
5. About ... have their nearest relative 500 or more miles away.
 - a. seventeen percent
 - b. seven percent

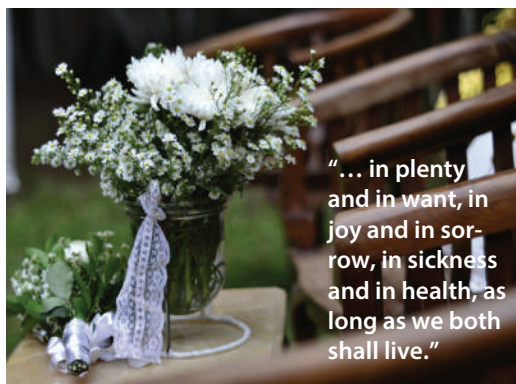
Info note on U.S. history

In 1940, most families in the U.S. lived close to each other - about 18 miles apart. Cars were not very common, and air travel was new. People usually stayed in their communities. Grandparents, aunts, and uncles lived nearby, so they could help each other easily. Grandparents played a very important role in raising children.

READING

5 Read and find similarities and differences in the three family love stories.

My great-grandparents met while working in our city. My great-grandmother was the daughter of a German immigrant farmer who didn't want to have any interaction with the Irish, a prejudice that was still common at the time. Since my great-grandfather was Irish, her father didn't allow her to marry him and they had to run away. Over 30 years later they finally married in our church. They died one day apart in 1969. **They were true soulmates.**



"... in plenty and in want, in joy and in sorrow, in sickness and in health, as long as we both shall live."

My mother's grandfather, whose name was David, worked on the railroad in the 1930s. He was in his mid-twenties when he met my mother's grandmother Emma, who was just a teenager. In 1935 they got married. He was 29 and she was only 18. They were married for 47 years and had seven children and thirteen great-grandchildren. They didn't display their love, but we just knew **they were crazy about each other**. They respected each other and were certainly in a bond of shared trust. My mother was their first granddaughter and they had a very close relationship. David died in 1982, when he was 76, Emma lived until 2007.

I think the greatest love story that I have known in my family was between my granddad and grandma, Paul and Sheila. My granddad was born with severe health issues and his parents were warned he wouldn't reach adulthood. But he proved everyone wrong and lived a fulfilling life. He worked translating books into Braille. My grandmother was born into a large family, one of 17 children and became a nurse. **My grandfather was a mild-mannered man;** I remember him trying to teach me playing the piano. In contrast, my grandmother was strict and firm. Their marriage lasted over 40 years until my granddad died. I remember they always got on well together. **He was the calm to her storm. I'm sure they had their rough moments** over the years, but it didn't stop them from loving each other until the end. Whatever problems they had, they pulled through them and continued to be committed to their marriage. That's love, in my opinion, showing commitment to each other no matter what difficulties arise. I am sure that love as a feeling can be fleeting, but love as an action can be a lifelong one.

6 Explain the meaning of the sentences given in bold in Exercise 5.

7 Read the texts in Exercise 5 again. What do the following numbers refer to?

- a. 1930 f. 1969
- b. e. 30 g. 2007
- c. 17 h. 13
- d. 1935 i. 47
- e. 29 j. 40

LANGUAGE TIPS

Use figures/numerals to express number in the following cases:

- expressing percentages: **60 %**
- with hours before *a.m* or *p.m* : **7 a.m, 9 p.m**
- expressing time and dates: **5 s., 20 min., 4 hr., 9 days, 2 years**
- with pages & chapters: **page 55; chapter 6**

Spell out the numbers

- at the beginning of the sentence with the exception of years: **Eleven** students came late. **But: 1968** was the year when my grandparents got married.
- in scores of team games: The score is **three to nil**.
- before o'clock: It is **two** o'clock.

THE LANGUAGE LAB

8 Which word fits each definition?

only child, relatives, sibling, twins, soulmate

1. A _____ is a person you have a special friendship with because you understand each other's feelings and interests.
2. An _____ doesn't have any brothers or sisters.
3. Two children born to one mother at the same time are called _____.
4. Your _____ are all the members of your family: cousins, uncles, aunts, grandparents, etc.
5. A _____ is a brother or a sister.



9 Work in pairs. Decide if the phrases below are positive or negative.

1. be crazy about
2. be in a bond of mutual trust
3. have a close relationship with someone
4. have an argument with somebody
5. get on well (with someone) together
6. be committed to one's marriage
7. show commitment to each other
8. break up with somebody

10 Complete the questions using the phrases in Exercise 9. In pairs, ask and answer the questions.

1. What is something you are _____ right now? Why do you like it so much?
2. Who do you have _____ with? What do you do together to stay close?
3. Have you ever had _____ with a friend or family member? How did you fix it?
4. Have you ever had to _____ with a friend? How did you feel, and what did you do after that?
5. What are some factors that help people _____ together?

- 11** Match and discuss the meanings of the proverbs.
Which two proverbs have a similar meaning?

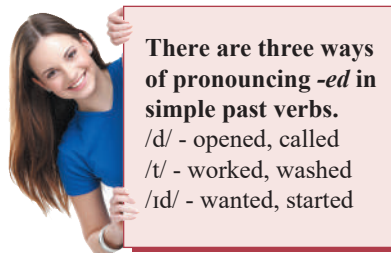
- | | |
|---------------------------|------------------------|
| 1. Blood is | a) far from the tree. |
| 2. Home is | b) like son. |
| 3. Like father, | c) where the heart is. |
| 4. The apple doesn't fall | d) thicker than water. |



GRAMMAR

- 12** Write the verbs from the texts in Exercise 6 in the correct column.
Read them aloud.

Simple Past	
Regular	Irregular



- 13** Refer to your list of regular verbs from Exercise 12. Read the spelling rules for simple past and add examples from your list for each rule.

- For most verbs, add **-ed**: worked, _____
- For verbs that end in **-e**, add **-d**: _____
- For verbs that end in a **consonant+y**, delete **-y** and add **-ied**: _____
- For verbs that end in a **vowel + a consonant**, double the consonant and add **-ed**: _____
- For two-syllable verbs, double the consonant when the last syllable is stressed: _____

- 14** Write five things you did yesterday. Then work with a partner. Find out if your partner also did these things.
Ask questions with *Did ...?*
e.g. *I watched TV yesterday. What about you? Did you watch TV yesterday?*

- 15** Complete the text with the verbs in the box. Use the simple past.

(not) know	become	like	turn	begin (x2)	lose	have	(not) talk	meet	go	get	spend
------------	--------	------	------	------------	------	------	------------	------	----	-----	-------

Kim and Bill's story (1) _____ in high school. They (2) _____ at a school dance in December 2008 and quickly (3) _____ good friends because they (4) _____ mutual friends and (5) _____ the same things. As they (6) _____ more time together, they (7) _____ to fall in love, and their friendship (8) _____ into a short romance. When they (9) _____ to different colleges, they (10) _____ touch. "I (11) _____ to Bill for almost six years," Kim remembers. "But then, I (12) _____ a message from him on LinkedIn during my first year of graduate school. I (13) _____ LinkedIn could help with both work and love!" Since that summer of 2017, Kim and Bill have been together again. They get on well together and have built a strong relationship. Now, they are married and very happy.

Lesson

2

The magic bond

LEAD-IN

- Are traditions important for family relationships? Why?
- Read and discuss the quote. What does it say about family traditions?
"It's important that we share our traditions and keep them going because it connects us. It connects your grandma to her grandma. It connects you to your kids in the future. If we're all doing the same things, then we kind of remember our family and remember our elders and it keeps us ... It's what makes us a family." (Meg Cox, tradition expert)

LISTENING AND SPEAKING

1 Listen and take notes. Then complete the sentences.

1. Adam invites Ryan to a football match between ... and ...
2. The football game is on ... night.
3. The game starts at ... o'clock.
4. Ryan spends every ... Friday of the month with his family.
5. Ryan feels ... that he cannot attend the match.
6. He can't ... the family tradition.

2 Listen again and answer the questions.

1. Why can't Ryan go to the football match with Adam?
2. Why do you think he explains that he can't go to the football match?
3. What question did Adam ask Ryan before inviting him to the match? Why?

4 In pairs, use the Language for Speaking box to make and respond to invitations for the situations below. If you refuse, politely give a reason.

1. It's your birthday next week. Invite your classmate to your place for a party.
2. Your family is planning a barbecue at your house next Saturday. Invite your neighbour to come and enjoy the food.
3. You're organizing a family game night on Saturday evening. Invite your aunt and uncle to come and play board games with everyone.



3 Match the two halves of these sentences from Adam and Ryan's conversation.

- | | |
|---------------------------|---------------|
| 1. Are you free | to come? |
| 2. Would you like | on Friday. |
| 3. Sorry, I can't make it | next weekend? |

LANGUAGE FOR SPEAKING

Making invitations

Checking if someone is free

Are you free...? Are you doing anything ...?

Making invitations

Would you like to...?

How about/What about a movie tonight?

How about going to a movie tonight?

Accepting invitations

Sounds great!

Sounds like fun!

That'd be wonderful!

What a nice idea!

Refusing invitations (apology + reason)

I'm sorry, I can't (go to the movies with you).

(Explain why.)

I'm sorry, I won't be able to make it on Friday.

(Explain why.)

READING AND SPEAKING

5 Read the messages and make a list of the symbols (emojis) and abbreviations used in them. Next, write the words they stand for.

Esme: Cooking 🍳 together as a fam is so special ❤️ We get tons of time together, and when I was a kid, I loved tasting 😊

Adam: Every New Year's Day 🎊 we go bowling 🎳, which I ❤️! It's my fav fam tradition 👨👩👧👦

Grace: Xmas 🎄! Every year we walk around the hood before Xmas to see how ppl decorate their 🏠! ✨

Lina: Making bday 🎂 from granny's recipe book 📖. They may not be perfect, but they're full of ❤️ & care – that's the charm! 😊

Mia: 📺 Virtual gatherings! My aunts, uncles, & cousins live outside Aus 🌏, so we do online 🎮 for bdays, anniversaries, & holidays. Thx, WhatsApp & Zoom! 📱

Ryan: One thing I ❤️ most is Sunday 🌞 at our grandparents'. Lots of chatting 🗣️, sharing 📸, and yummy homemade food 🍲 that makes everyone feel good! 😊

6 Create a chat group with your classmates. Share a message about your favourite family tradition using emojis and abbreviations. Decode the messages from your group members.

7 Match the family traditions to their descriptions. Which of these would you like to adopt as a tradition for your family? Justify your choice.

1. The Bowling Party	a. Family members make gifts using their hands and a lot of creativity.
2. Cook together, eat together	b. Write down what you appreciate about your family and put it into a jar. The family members read the notes on a special occasion, reflect and rejoice.
3. Our personalized gifts	c. Families intentionally take a break from their phones for a while and dedicate the time to real communication.
4. Our family movie night	d. Families select photos of the most memorable events of the year and create an album.
5. Our gratitude jar	e. Families get together in their living rooms and watch movies and then discuss them.
6. A new baby, a new tree	f. Families go to a place where they can have fun by rolling a ball toward pins on a long surface called a lane.
7. Our family digital detox	g. Families prepare food and eat at the same table and at the same time.
8. Yearly family scrapbook	h. Families plant a tree when a new child is born in the family. Every year, they can take a picture of the child with his/her tree to see how much they have grown.

8 Read Mia's and Liam's memories about their family traditions and answer the questions below.



My mother always makes Easter ham for our family. Last year, as she prepared the ham, our grandmother, my sister and I were all present in the kitchen. She took her ham, cut one end off, as she always did and placed it in the pan. My sister asked her, "Mum, why do you always cut the end of the ham off before you bake it?" She said it had several positive effects, it allowed extra flavor in, etc. Besides, she saw her mum always did it. The grandmother, still in the kitchen, looked at us all and then replied, "I cut the end of the ham off so it would fit in the pan."

1. What family tradition does Mia speak about?
2. What did Mia's mother do before she put the ham in the pan? Why did she do it?
3. Does their grandmother's answer surprise you? Why?
4. What is the moral of the story?



When my brother and I were four and six, our parents took us to the local dollar store a few weeks before Christmas and gave us \$20 each. They told us to choose one gift for everyone who comes to our house for Christmas dinner (two grandmas, one grandpa, one great-uncle, one aunt and one uncle). We also had to buy something for mom and dad and each other. Everyone in our family was curious to know what things we picked. It turned into an exciting outing and a fun family tradition that we continue every year. One year, I bought toothbrushes for everyone! But the best thing is seeing how much attention each of us pays to our family and the things that they like. The year my brother was seven, he chose a box of pink sugar for one of the grandmas because he remembered that it was the one she used for her coffee at breakfast.

1. What family tradition does Liam speak about?
2. On average, how much money did they have for one present?
3. What do children learn as they participate in gift hunting?
4. Do you think this family tradition is good? Why?

THE LANGUAGE LAB

- 9 Replace the underlined words and phrases with those on the right in the required form.
In pairs, ask and answer the questions.

- a. What activities do you like doing with your family?
- b. Can you share a memory of a time when you enjoyed yourself with your family?
- c. What's your favourite way to have a rest from studying or working?
- d. How often does your family meet for special occasions?

take a break from,
get together, be
fond of, have a lot
of fun

- 10 Complete the questions. Use the following verbs: *have, pay, get, make, spend, take*. In pairs, ask and answer the questions.

1. How do you and your friends like to _____ time together at weekends?
2. What kind of gifts do you like to _____ for your friends or family?
3. Do you like to _____ pictures during trips? Why or why not?
4. What do you do to _____ fun during your holidays?
5. What details do you _____ attention to when preparing for a family celebration?
6. What activities does your family enjoy when you _____ together for a holiday or special occasion?

GRAMMAR

Rule	Example
Use did to form questions.	Did you see the match? – Yes, I did . / No, I didn't . When did you see it? – Last month .
Use didn't to form negative sentences.	They didn't watch the movie.
Use time expressions to show the past: <i>yesterday, last, ago</i> .	I visited London last summer .

11 Match the questions to the answers.

- When did you last work on a project?
- When did you last prepare a meal?
- When did you last play video games?
- When did you last use a dictionary?
- When did you last visit a family member?

- Last night. I cooked spaghetti for my siblings.
- Two weeks ago. It was for the history lesson.
- Last month. We went to see my aunt.
- In summer. I don't have time for that now.
- Yesterday. I checked the meaning of *sibling*.

12 Play *Guess the Past* game.

- Answer the questions from Exercise 11, making sure your answers are true for you. Use past time expressions in your answers (eg. *yesterday, last week, a year ago*, etc.)
- Write the past time expressions you used in your answers on separate Post-its.
- Work in pairs. Swap the Post-its you wrote with your partner.
- Make guesses about the information on your partner's Post-its. Say if your guess is right or wrong and give more information.
Example: S1: Did you work on a project yesterday?
S2: No, I didn't.
S1: Did you play video games yesterday?
S2: No, I didn't. I visited my cousin yesterday.

13 Complete the questions.

- They went into the shop to buy something. What _____?
- My aunt and uncle went home early. Why _____?
- His siblings arrived quite late. What time _____?
- My grandma liked sports a lot. What _____?
- Last summer, we went to the park and played games there. How often _____?

14 Unscramble the questions. Ask and answer them with a partner.

Ask follow-up questions to find out more information.

- What / you / do / on your last holiday / did / with your family?
- Who / spend / you / most of the time with / did / when you were a child?
- When / last / have / a big family gathering / did / you? What / you / do / did?
- When / did / visit / you / grandparents / last / your? What / did / you / there / do?
- Who / something / in your family / taught you / important? What / teach / did / you / they?

THE WRITING LAB: Compound sentences

15 Which of the following are compound sentences?

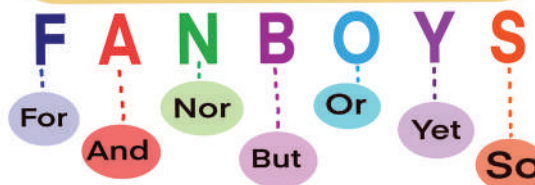
- I love reading mystery books, and I always find new ones at the library.
- My classmates are friendly and helpful.
- I forgot to return my library books, so I had to pay a late fee.
- The library has many books, but sometimes it's hard to find exactly what I want.

16 Choose the correct conjunctions and read about a tradition in Ryan's family. Why doesn't he like it?

There are several traditions in my family, **but/and** there is one that I really hate. On every birthday, you get your hair pulled the number of years you are, **but/and** then one more time for luck. My family thinks it is fun, **yet/so** I find it painful and unnecessary. My grandfather

remembers this tradition from his childhood, **or/and** he insists we keep it alive. Everyone in my family laughs and enjoys the tradition, **so/but** I don't see the point of it. I don't like this tradition, **for/nor** do I want to continue it in the future. I will not keep this tradition, **for/so** it is a little bit violent.

Coordinating Conjunction



Lesson

3

Everything is possible

LEAD-IN

- List as many names of sports as you can within two minutes.
- Do you like individual or team sports?
- What sports are popular in your country?

LISTENING AND SPEAKING



1 Match and identify the athletes in the photos.

- | | |
|----------------------|--------------------------------|
| 1. Cristiano Ronaldo | a. Serbian tennis player |
| 2. Simone Biles | b. American Paralympic athlete |
| 3. Kim Woo-jin | c. Portuguese football player |
| 4. Novak Djokovic | d. American gymnast |
| 5. Tatyana McFadden | e. South Korean archer |

2 Listen and take notes. Then answer the questions.

1. What Olympic Games does Grace ask about?
2. Why does Lina always watch the opening and closing ceremonies of the Olympic Games?
3. Who is Lina proud of? Why?
4. Who is Grace proud of? Why?

3 Read the following proverbs and select the values they emphasize.



diligence laziness
effort difficulty
failure success
commitment



GRAMMAR

- 4** Look at Anastasia Nichita's profile and make up sentences using the verbs from the box in the simple past or the simple present.



Anastasia Nichita

Date of birth: February 19, 1999

Place of birth: Tătărești village, Strășeni, Republic of Moldova

Education: State University of Physical Education and Sports

Current occupation: athlete (wrestler); state border Special Intervention Service officer

Awards:

- ✓ Flagbearer for the Olympic Games Closing Ceremony (2024)
- ✓ Moldova Sportsperson of the Year (2019)

Highlights:

- ✓ Silver medal in the women's 57 kg event at the 2024 Summer Olympics in Paris, France
- ✓ Gold medal in the 59 kg event at the 2022 World Wrestling Championships in Belgrade, Serbia
- ✓ Three-time gold medalist in the 59 kg event at the European Wrestling Championships
- ✓ Gold medal in the 56 kg event at the 2015 Cadet European Championship in Belgrade, Serbia

Total number of medals at European and World Championships:

Gold – 10 / Silver – 7 / Bronze – 3

- 5** Write the verbs in the simple past.

At the 2024 European Championship in Bucharest, Anastasia _____ (start) well. After winning against her German opponent, the Moldovan athlete _____ (meet) a Hungarian fighter in the quarters. She was leading the fight, when she _____ (feel) a strong pain in the area of her ribs. Anastasia _____ (continue) fighting, and _____ (win) the match. In the dressing-room,

she _____ (feel) worse, and the team had to call the doctors. Just four months before the Olympic Games in Paris, Anastasia's future was uncertain. When they _____ (bring) her to the Emergency hospital in Bucharest, the athlete _____ (tell) the journalists: "The injuries make me stronger, I'll work harder to be prepared both physically and mentally."

READING AND SPEAKING

- 6** In pairs, discuss the following:

1. Was it difficult for Anastasia to achieve such success?
2. In your opinion, what did she do to perform so well in sports?
3. Who do you think supported her on her way to the Olympic Podium?



-st

wrestle - /'resl/

castle - /'kɑ:sl/

Christmas - /'krɪsməs/

7 Read the interview with Anastasia Nichita and complete the gaps with the journalist's questions (a-e). Answer the questions in Exercise 5 again.

- When did you decide to go into sports?
- Anastasia, what is an athlete's life like?
- What are your plans for the future? Do you have more dreams to fulfill?
- Why did you go into wrestling? It is not quite a 'girls' sport, is it?
- What was your strongest motivation all these years?



Anastasia Nichita is the first Moldovan woman to bring an Olympic silver medal in the history of Moldova. She has come a long and difficult way, but her fighting spirit and hard work have made her a great winner.

J: _____

A: Well, I can't say it's easy. I go to the gym and train long hours every day in between the various championships. Besides, I keep to a strict diet and I never go to bed later than 10 p.m., which means I have very little free time and I rarely go out.

J: _____

A: When I was a child, I wanted to be a fashion model. I used to put on my mother's dresses and shoes and turn in front of the mirror. I probably started thinking about a career in sports when I was in the sixth form and I went to the sports lyceum in Chişinău.

J: You are a person who reached success through hard work, discipline and perseverance.

A: You are right. Life has taught me that everything is possible if you really want it. I didn't have the support of my family. My parents divorced when I was about four. When I was six, my mother went abroad to earn money, leaving me and my seven-year-old brother at home. She couldn't get back home for five years and we grew up with our grandparents. She always sent money and a lot of gifts for us, but I needed her presence, I missed her a lot.

J: _____

A: As I said, I grew up in a poor family, so I set my goals to win in this or that championship to get a scholarship for the next year. It was the only way to provide for myself, to buy the right food, the necessary equipment. And my coaches supported me a lot, they believed in me and this gave me confidence.

J: _____

A: As champion Sally Roberts put it, "Wrestling is a powerful sport for girls, because it teaches how to own their space, their voice and their body". In my case, it was my brother who brought me to the gym. We were very close then and used to do everything together. So, we wrestled for fun until his coach encouraged me to do it in serious. There were no girls in the school to wrestle with and I trained with boys and often beat them.

J: _____

A: Sure, I have. I'm going to compete at the Los Angeles Olympics and become the first athlete from Moldova to get Olympic gold. Also, I would like to open a sports school to train and educate new generations of champions to follow in my footsteps.

8 Express your agreement or disagreement with the following statements. Use expressions from the *Language for Speaking* box. Correct the false statements.

1. Anastasia decided to become an athlete when she was a child.
2. Anastasia wanted to win in championships because she wished to be famous.
3. Anastasia and her mother spent much time together.
4. Anastasia's brother also liked wrestling.
5. She received a lot of encouragement from her coaches.
6. She plans to quit sports and get married.

LANGUAGE FOR SPEAKING

Expressing agreement and disagreement

Agreeing	Disagreeing
Yeah, I agree. That's right. That's a good point.	I'm not sure about that. I agree up to a point... I'm sorry, but I don't really agree. I'm afraid I disagree. I take your point, but ...

THE LANGUAGE LAB

9 Complete the last word in each sentence. Then work with a partner. Are the sentences true for you?

1. I like to play board games with friends for f_____.
2. Running is good exercise, so four or five times a week I go j_____.
3. I have always admired my mother and I want to follow in her f_____.
4. To stay in top shape for the competition, she has to keep to a strict d_____.
5. To achieve personal growth, I often reflect on my progress and set g_____.



10 Complete the questions with the correct verb in the required form: *play, go, do*. In pairs, ask and answer the questions.

1. Do you _____ jogging in the morning or evening? Which do you prefer and why?
2. What skills do you think are important to _____ basketball well?
3. What is your favourite place to _____ swimming? Do you prefer swimming indoors or outdoors? Why?
4. What do you think are the benefits of _____ karate? Is it just for self-defense, or are there other reasons?

Play football, basketball, tennis, golf
Go + sports and activities ending in -ing:
 go jogging, go swimming
Do judo, karate
Do a bit of/ a lot of + -ing: do a bit of jogging

11 Use a phrasal verb in the required form to replace the parts in bold.

grow up, work out, cheer sb on, put on

1. During the final game, the fans encouraged their team by **shouting**.
2. Make sure **to wear** a warm jacket before going out.
3. Anastasia **spent her childhood** in Tătărești.
4. I **exercise** regularly to keep fit.

12 Write 10 compound sentences describing your favorite sportsman or sportswoman. Mention what sports they play, why you admire them, and which of their qualities or achievements inspire you.



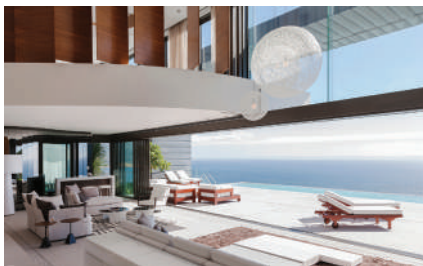
Lesson

4

A house, a home

LEAD-IN

- Do you like where you live now? Why/Why not?
- What is the best/worst thing about your house/flat?



LISTENING AND SPEAKING

1 Match the types of homes to their definitions.

- | | |
|-------------------|--|
| 1. Block of flats | a. a house that is one of a row of houses that are joined together on each side |
| 2. Cottage | b. a large and impressive house with a lot of land |
| 3. Detached house | c. a large house of Mediterranean style with a garden and terrace |
| 4. Mansion | d. a small house, especially in the countryside |
| 5. Terraced house | e. a tall building that contains flats |
| 6. Camper van | f. a house that has two levels and is not joined to another house on either side |
| 7. Villa | g. a vehicle designed for people to live and sleep in when they are travelling |

2 Listen to people describing their dream houses and complete the chart.

location	size	rooms	facilities

3 Look at the list. Which of the following do you consider important when choosing your dream house?

airy	beautiful yard	big size
eco-friendly	in the center of the city	
	front lawn	backyard
in the countryside	garden	garage
air-conditioner	solar heat system	

Vocabulary focus



apartment building

block of flats

RV (recreational vehicle)

camper van

4 In pairs, discuss what things:

- are important to a safe home
- are important to reducing housework
- you want near your house/flat
- you don't want near your house/flat

READING AND SPEAKING

5 What is the difference between a house and a home? Discuss with a classmate. Share your thoughts with the others.

6 Read the poem and fill in the chart. Then answer the questions below.

What is a house?
It's brick and stone
and wood that's hard.
Some window glass
and perhaps a yard.
It's eaves and chimneys
and tile floors
and stucco and roof
and lots of doors.

What is a home?
It's loving and family
and doing for others.
It's brothers and sisters
and fathers and mothers.
It's unselfish acts
and kindly sharing
and showing your loved ones
you're always caring.

Lorraine M. Halli



A HOUSE	A HOME
brick	love
...	...

1. What is a house made of? What does it have?
2. Who is a home made by?

7 Listen to Steven Lee Olsen performing *House A Home*. What does he sing about?

8 Read about Dan Phillips, the homebuilder and artist. In what way are the houses he built unique?

Dan Phillips lived in Huntsville, Texas. When he was a teenager, he rode Brahma Bulls and worked on a trail crew for the fire service. He took his degree in English and journalism. He did intelligence work in West Berlin during the Cold War, then he taught English for over a decade. However, he had always wanted to build houses. So, in 1998, he started a company called the Phoenix Commotion with his wife.

Dan designed the houses based on the materials he used to build them. He hired unskilled workers and paid them minimum wages, but he trained them to be carpenters or roofers and, when they got the skills, they could go and find a better paid job. He built houses for underserved populations: single parents, low-income families and artists. The future homeowner was involved in the entire process, from the conception of the house to its construction. The houses he built are "up to code", meaning they meet the safety requirements. In addition,



I have always wanted to build a house that looked like a shoe and finally a man said, "Dan, do you want to build a house that looks like a cowboy boot?"

the houses are energy efficient, and laughably cheap, because he used a low-cost labor force and recycled materials. However, his houses are more interesting than anything the marketplace could provide. Who has never wanted to live in a tree house? Dan built one, using 80% of recycled materials.

"I'm building for about \$30 a square foot, maybe \$50. It's a stunning realization that I can provide a house to someone who would have no hope of ever owning one."



9 In the text in Exercise 8, find paraphrases for the following:

- workers who do not have special skills
- the smallest pay for work
- people who do not have access to resources, services, or opportunities that others have
- workers who are paid little money
- extremely inexpensive

11 Complete the sentences with the required verbs.

- Dan Phillips h_____ unskilled workers.
- He p_____ them minimum wages.
- He t_____ them to be carpenters.
- He built houses that m_____ the safety requirements.

12 In pairs, discuss the pros and cons of living in a house vs. an apartment. Use the prompts and the *Language for speaking* box.

the level of privacy, the amount of housework, the amount of space, neighbours and neighbourhood, costs, parking area, etc.

13 Choose the right word to complete the proverbs. Give examples of proverbs about home in your native language.

- East or west, home is _____.
a. best b. rest c. quest
- There is no _____ like home.
a. space b. place c. base
- Home is where the _____ is.
a. soul b. heart c. mind
- An Englishman's home is his _____.
a. fortress b. tower c. castle

THE WRITING LAB

! A **complex sentence** communicates **more than one** idea. It consists of a main clause and one or more subordinate clauses, such as time clauses, reason clauses and conditional clauses.

! A **time clause** is a part of a sentence that shows **when** something happens. It connects to a **main clause** by subordinating conjunctions: **when, as soon as, before, after, etc.**

10 True or False? Correct the false statements.

- Carpenters work with metal.
- Roofers repair or build roofs.
- Low-income families have little money.
- Houses that are energy efficient use a lot of electricity, gas, etc.
- A homeowner has a house or apartment that belongs to them.

LANGUAGE FOR SPEAKING

Discussing advantages and disadvantages

On the one hand,

But on the other hand,

I see what you mean, but I'm just not sure.

There could be an issue with that.

I see where you are coming from.

There are lots of advantages.

Maybe, but I can also see the disadvantages.



The main clause	The time clause
<i>He will move into a new house</i>	<i><u>when it is ready.</u></i>
<i>I will call you</i>	<i><u>as soon as I get home.</u></i>

14 Use the clues and write sentences.

- I'll visit my parents
- She will leave home
- We'll buy a new house
- They will text us
- You'll have your dinner

when
as soon as

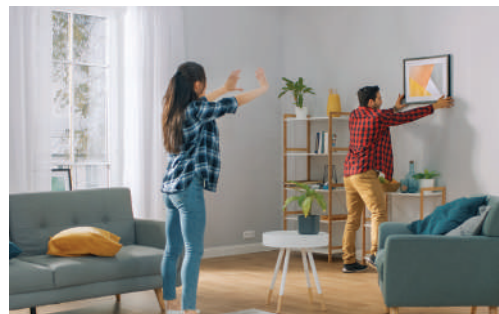
we get the money from the bank.
you wash your hands.
she finishes school.
I finish with my exams.
they get to the airport.

GRAMMAR

Tense	Use	Time Expressions	Examples	Focus
Simple Past	Actions completed at a specific time in the past	yesterday, last week, in 2010, two days ago	They <u>moved</u> to a new house in 2023.	When the action happened
Present Perfect	Actions that happened at an unspecified time or have a connection to the present	ever, never, just, already, yet, so far, since, for	They <u>have</u> just <u>moved</u> to a new house.	The result of experience

15 Complete the second sentence so that it follows on from the first. Use the present perfect.

- United* are the winners. *United* have won the game.
- My door is open. Someone _____ the door.
- The calculator is broken. Someone _____ the calculator.
- The floor is clean now. I _____ the floor.
- The guests are here now. The guests _____.
- I can't find my pen. Someone _____ my pen.
- Anna is talking on the phone. Someone _____ her.
- The picture is on the wall now. He _____ it.



16 Put the verbs in brackets into the present perfect or simple past.

- A) Pete: _____ (I /visit) Andrew yesterday.
_____ (you / see) him?
Dan: No, I _____ (see) him yet. I'll go and see him tomorrow.
- B) Tim: _____ (you/go) anywhere last summer?
Nick: Yes, we went to Sovata, Romania. _____ (you/ ever/ be) there?
Tim: Yes, we _____ (go) there two years ago.
- C) Mary: I _____ (just/ finish) reading *Anne of Green Gables*. _____ (you/read) it?
Ann: I _____ (read) all the books about red-haired Anne Shirley.
- D) Bob: I _____ (finish) my report yesterday. What about you?
Mike: I _____ (not/start) mine yet. I am going to work on it next week.

17 Are the underlined verbs used correctly? If not, correct them.

- Haben Girma was the first deafblind who has graduated from Harvard in 2013.
- Daniel Steel has lived in Paris for most of her childhood.
- William Shakespeare has lived in London for most of his life.
- I have just read Umberto Eco's *Six Walks in the Fictional Woods*.
- The Mount Rushmore National Memorial* took fourteen years to complete.
- Jazz has become very popular by the 1920s.
- James Naismith invented basketball in 1891.

Lesson

5

Words that change lives



"Books were my pass to personal freedom. I learned to read at age three, and soon discovered there was a whole world to conquer that went beyond our farm in Mississippi."

Oprah Winfrey, American television personality, actress and author

"I have written 240 books on a wide variety of topics. . . . Some of it I based on education I received in my school, but most of it was backed by other ways of learning - chiefly in the books I obtained in the public library."

Isaac Asimov, American writer

LEAD-IN

- Read the quotes. What do they say about the power of reading?
- How many of the books from the picture have you read?
- In your opinion, does reading help people become successful?

LISTENING AND SPEAKING

mysterydramsolistenaa
sdfantasyerlyrfictions
spotdetectiveingsunflop
werdkkthrillerhophopa
idsgadventurehappyenc
ddysciencefictionerasef

1 Look at the word puzzle. Find words describing genres and books. Match them to the explanations.

1. an exciting story, especially one that creates anxiety and suspense;
2. a type of literature that describes imaginary people and events;
3. a story in which crimes and strange events are only explained at the end;
4. a story that is based on imagined scientific discoveries of the future, and often deals with space travel and life on other planets;
5. a story about an exciting or dangerous experience, journey or series of events;
6. a story in which there is a murder or other crime and a detective who tries to solve it.

2 Listen and decide if the following statements are true or false.

1. Mia is reading a book at the moment.
2. Mia likes reading science fiction.
3. *The Nightingale* is a detective set during WWII.
4. Adam has finished reading *The Nightingale*.
5. The main character in *A Year of Sharing* is a teenager.
6. Mia can get an electronic version of the book and read it.
7. Mia agrees to participate in the World Book Day reading contest.
8. She will make a book presentation on *The Nightingale*.

- 3** In groups, read the poster and answer the questions. Brainstorm ideas on how you can celebrate *World Book Day* in your school.



WORLD BOOK DAY

on April 23

Over 100 countries worldwide celebrate books, authors and reading!

UNESCO
holiday since
1995!

Why celebrate?

- ✓ Reading improves your focus, memory, empathy and communication skills
- ✓ Meeting great writers and readers will spark your imagination
- ✓ Great way to relax after a long day at school



World Book Day Sale

Bring old books to donate to our school library!

Guess the Book Contest!

Participate in the book quiz and become the Reader of the Year!

Dress up as your favourite book character and participate in the school parade!

1. What is World Book Day?
2. When did UNESCO celebrate it for the first time?
3. What does the holiday celebrate?
4. Why is it important to celebrate books and reading?

READING AND LISTENING

- 4** Read a fragment from *Little Red Riding Hood and the Wolf* by Roald Dahl. What is the Wolf like in the poem?

As soon as Wolf began to feel
That he would like a decent meal,
He went and knocked on Grandma's door.
When Grandma opened it, she saw
The sharp white teeth, the horrid grin,
And Wolfie said, "May I come in?"
Poor Grandmamma was terrified,
"He's going to eat me up!" she cried.
And she was absolutely right.
He ate her up in one big bite.
But Grandmamma was small and tough,
And Wolfie wailed, "That's not enough!
I haven't yet begun to feel
That I have had a decent meal!"
He ran around the kitchen yelping,
"I've got to have a second helping!"
Then added with a frightful leer,
"I'm therefore going to wait right here
Till Little Miss Red Riding Hood
Comes home from walking in the wood."

aggressive	polite	deceptive
friendly	frightening	patient
	greedy	



- 5** In the poem fragment, find synonyms for the following words:

wide smile -
very frightened -
serving -
horrible -
an unpleasant look -
awful, terrible -

- 6** Listen to the rest of the poem (<https://www.youtube.com/watch?v=MvIrggQEk9M>). In groups, discuss the following questions.

1. Is the ending surprising?
2. What is different in Dahl's story?

7 Choose the right answer. Explain your choice.

- Why did Wolfie go to Grandmamma's house?
 - Because he was bored.
 - Because he was hungry.
- How did Grandmamma feel when she saw Wolfie's sharp teeth?
 - She was terrified.
 - She was calm.
- Why did Wolfie run and cry around the kitchen?
 - He didn't have a decent sleep
 - He didn't have a decent meal
- What is Little Red Riding Hood like in Dahl's poem?
 - a quiet, well-behaved girl
 - a clever and brave girl
- What lesson can we learn from Roald Dahl's *Little Red Riding Hood*?
 - Always trust strangers
 - Be clever and brave in dangerous situations

THE LANGUAGE LAB

8 Write new words in the correct column. Make up sentences to describe the characters and events in the poem.

polite fair honest happy agree
friendly kind respect proper patient

-im	-un	-dis
impolite	unfair	dishonest
...	...	...

10 Use the right pair of homophones to complete the sentences.

here – hear; wail – whale; right – write; wait – weight

- A. The baby began to _____ when it was hungry.
B. We saw a big _____ swimming in the ocean.
- A. Is this the _____ way to the park?
B. I like to _____ stories in my notebook.
- A. Can you _____ for me at the bus stop?
B. I need to check my _____ on the scale.
- A. Please come _____ and sit with me.
B. I can _____ the birds singing outside.

11 Match the idioms with their explanations. Use a dictionary if necessary.

- | | |
|-----------------------------|--|
| 1. read someone like a book | A. following rules and instructions in a very strict way |
| 2. hit the books | B. discover a meaning in something that is not openly stated |
| 3. be a bookworm | C. to study hard |
| 4. read between the lines | D. to understand easily what someone is thinking or feeling |
| 5. by the book | E. a person who likes reading |

12 Complete the sentences with the idioms in Exercise 11.

- Even though he says everything is fine, if you _____, you can tell he is upset.
- I don't need to ask how she feels; I can _____.
- It's hard to get his attention when he _____; he completely forgets the time.
- John reads all the time, he is definitely _____.
- She always does everything _____.

ASK ME!

Homophone - a word that is pronounced like another word but has a different spelling and meaning. e.g. to wail, a whale

9 Write pairs of sentences to illustrate the meaning of the following homophones:

piece/peace bee/be pair/pear
would/wood cheque/check flower/flour



13 In pairs, ask and answer the questions.

1. When someone talks, how can you read between the lines to understand their true feelings?
2. Can you think of a time when you had to hit the books to prepare for a very important exam? How did it feel to finally take the test?
3. Do you consider yourself an open book? Why or why not? Can you share an example?
4. Are you a bookworm? What types of books do you enjoy reading?
5. Do you think it is important to do things by the book, or is it okay to break the rules sometimes? Why?

GRAMMAR

14 Use the verbs in the correct tense (simple past or present) and read some interesting facts from Roald Dahl's biography.

Roald Dahl was born in Cardiff, Wales in 1916. His parents were immigrants from Norway. His father _____ (die) when he was only four. His mother _____ (send) him to a boarding school. Back then, teachers were very strict and they often _____ (hit) the pupils. Dahl _____ (hate) the school and as he _____ (grow up) he _____ (detest) when older people _____ (treat) the younger ones badly. All Dahl's stories _____ (celebrate) the power of kindness.



Roald Dahl started to write late. Before he _____ (become) a writer, he _____ (be) a spy and pilot during WWII and once he even crash-landed in the desert.

15 Put the verbs in brackets into the present perfect or simple past.

1. Kristin Hannah _____ (write) twenty-four novels.
2. She _____ (devote) most of her books to women.
3. In her novel *The Nightingale*, Kristin Hannah _____ (depict) women's durability.
4. Mia _____ (just/ read) *The Nightingale* and _____ (like) it very much.
5. Agatha Christie _____ (write) many famous detective novels.
6. *1984* by George Orwell _____ (become) one of the most influential books of the 20th century.

THE WRITING LAB

❗ A paragraph is a sequence of sentences that are organized and logical, and are all related to ONE topic.

- Start with a **topic sentence**. It should announce the topic and the main idea of the paragraph.
- Provide **examples** to support your idea.
- Explain **why these details are important**.
- **Express your attitude/decision** regarding your main idea **in the concluding sentence**.

In Roald Dahl's poem, the wolf is portrayed as **a greedy and deceptive character**. The wolf attacked Grandmamma in her own house and ate her "in one big bite". After that, he didn't leave. He waited for Little Red Riding Hood to come and intended to eat her as well. The wolf's greed is evident as he "wails" and "yelps" around the kitchen, waiting for the girl to arrive. He dressed up in Grandmamma's clothes to deceive Little Red Riding Hood. **These actions demonstrate the wolf's greedy and deceptive nature, making him a frightening and dangerous character.** However, Little Red Riding Hood proves to be a **clever and brave girl who can stand up for herself**.

16 Write a paragraph to describe your favourite character.

Lesson

6

Test Time

1 Use the verbs in brackets in the simple present or simple past.

Nick's parents _____ (be born) in Scotland but they _____ (meet) in Madrid at a party. They _____ (fall) in love and soon _____ (get) married. In his childhood, Nick often _____ (visit) his grandparents in Scotland and always _____ (have) a wonderful time there. After the university he _____ (move) to Paris. He _____ (work) here for a big company and _____ (travel) a lot for his job. Nick _____ (enjoy) living in Paris but he regularly _____ (visit) his parents. Last year they all _____ (go) to Australia. They _____ (like) it very much and _____ (decide) to go there again.

2 Write 4 questions and 4 negative sentences about Nick, his family and his job.

3 Use the information in the box to write what Ryan has 'already done or not 'yet' done.

DAILY PLANNER

☒ finish the math homework	☒ call Lucy
☒ shop for fruits	☒ clean his room
☒ make a pizza	☒ do the laundry
☒ study for a test	☒ choose a book to read
☒ write a letter to his grandparents	

4 Complete the sentences below with the correct phrase from the box.

do karate, be fond of, get together, take a break from, play basketball, go jogging

- Lina needs to _____ studying for a while and relax.
- She _____ painting and spends hours on her artwork.
- Let's _____ this weekend for a barbecue.
- They love to _____ after school.
- My brother has _____ for five years and has earned a black belt.
- He likes to _____ every morning to stay fit.

5 Choose the correct word.

- The **bee/be** flew from flower to flower.
- Please **cheque/check** the document before you sign it.
- Let us enjoy the **piece/peace** of the quiet countryside.
- I would like to buy **some/sum** fruit.
- I need to buy a **flower/flour** to make a pizza.
- I need a **pair/pear** of comfortable shoes.

Self-assessment

Task 1 (14p) | Task 2 (8p) | Task 3 (9p) | Task 4 (6p) |
Task 5 (6p) | Task 6 (6p)

- I can use verbs in the simple present and simple past in context.
- I can use auxiliaries correctly in questions and negative sentences.
- I can write affirmative and negative sentences using present perfect.
- I can use vocabulary in appropriate contexts.
- I can accept and refuse invitations politely.

☐ Excellent ☐ Good ☐ Average ☐ Poor

6 For each of the invitations below, write a reply to either accept or decline it.

- Would you like to join me for a concert this afternoon?
- How about going for a bike ride together this weekend?
- What about taking a walk in the park later?
- Would you like to join me for a workout at the gym?
- Would you like to come over for a movie night?
- How about cooking lunch together on Sunday?

Unit 3

EMPOWERING STUDENT LEADERS



In this Unit, you will reflect on why and how you can improve your school community by taking on leadership roles, promoting sustainability, and having a voice in decision-making.



Communication Skills:

You will learn how to:

- Express your preferences regarding a school subject
- Discuss eco-friendly practices at your school
- Explain the reasons behind your choices
- Ask for and offer opinions or advice
- Talk about student initiatives
- Participate effectively in a selection interview

Writing Skills:

You will learn how to write:

- A personal statement

Vocabulary: words and phrases related to

- School subjects, school rules, school facilities and school values
- Sustainability and eco-friendly practices in school communities
- Student council members and student initiatives

Grammar:

- Modal verbs *must/mustn't*, *should/shouldn't* and *had to*
- Question tags
- Some phrasal verbs

Lesson

1

From learner to leader

LEAD-IN

- Who are the students in the picture?
- What are they doing? How do they feel about it?

LISTENING AND SPEAKING

- 1 Imagine you can choose the school you'd like to go to. What's important to you? Discuss your ideas in groups.



- 2 Listen and tick what Esme and Lina like about their new school.

foreign culture	patient teachers
school rules	helpful classmates
afterschool events	English club
strict teachers	school library

- ✓ The distance from your house
- ✓ The subjects you can choose to study
- ✓ The sports you can do
- ✓ The school rules (discipline and attendance)
- ✓ The school facilities
- ✓ The school web page



- 3 Look at the timetable of a high school in the UK and answer the questions.

HOME | OUR SCHOOL | TIMETABLE

Timetable

Our timings for the school day are:

Tutor time/Assembly 8:50-9:06

Lesson 1 9:08-10:23

Lesson 2 10:25-11:40

Break 11:40-11:58

Lesson 3 12:00-13:15

Lunch 13:15-13:55

Lesson 4 13:55-15:10

Students are expected to be at school by the first bell at 8:45.

1. How many lessons are there every day?
2. How long does a lesson last?
3. At what time should the students be at school?
4. What does a school day begin with?
5. How much time do the students have for lunch?

4 Match the clues to a school subject they describe.

Social Sciences	Programming	Arts and Craft	Robotics
Time Management	Mathematics	Physical Education	Entrepreneurship
	Financial Literacy	Foreign Language	

1. Solve equations and calculate percentages
2. Practice speaking a foreign language and learn about new cultures
3. Study famous paintings and create sculptures
4. Write computer codes to build apps and games
5. Manage money, save and invest
6. Explore history, geography, and how societies function
7. Learn how to start and run your own business
8. Learn about robots and how to program them
9. Design, build, and program machines to complete tasks



5 Work in groups. Discuss and decide which school subjects should be obligatory and which should be optional. Provide reasons to support your choices.

6 Interview your classmates to find out:

- a. the subject(s) they struggle with.
- b. the subject(s) they do well in.
- c. the subject(s) they are interested in.
- d. the subject(s) they would like to study more.

READING

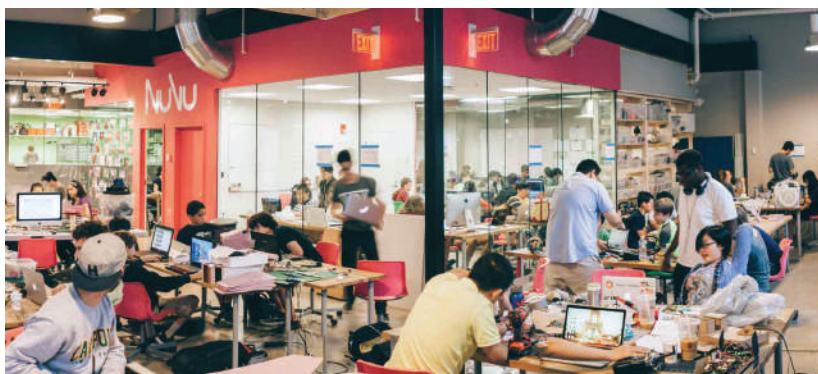
7 Read about two innovation schools and make a list of similarities.

NuVu is an innovation school in Boston, USA, for students in grades 8 to 12. Here, students don't study in regular classrooms and don't receive normal grades. Instead, they spend most of their time in special rooms called studios, working on projects that combine different subjects.

About twelve students work with two coaches to solve open-ended problems. The school encourages students to be creative, work together, communicate well, use knowledge from different subjects, and show empathy. The problems they work on can be about different

topics, like "The City of the Future" or "Storytelling." A group of students works on one theme for two weeks, studying it and finding solutions using ideas from many subjects.

There is no strict hourly schedule at NuVu. Instead, students and coaches work together from 9 a.m. to 3 p.m. If needed, students can stay until 5 p.m. to finish their work. The NuVu team evaluates students all the time through "desk critiques" and final reviews. At the end of the year, students present their portfolios to show their design choices and final projects.



Big Picture

EDUCATION AUSTRALIA



South Sydney High School in Australia is a part of the Big Picture Learning Network. The first school started in Rhode Island in 1995 and started with only 50 students. Today, the network includes 275 schools in five countries: the USA, Canada, Australia, Israel, and the Netherlands. Their motto is “education is for everyone”, and they work hard to connect the school with the local community and different jobs.

At Big Picture schools, students work in small groups of 12-15 persons, called an ‘advisory’. Their Advisory teacher guides their learning and assists

in developing their independent learning skills, including planning, time management, presentation, and public speaking. A lot of their learning happens outside of school through internships. One day a week, students work at different places, like the City Hall or a skateboarding shop, spending time with adults and learning from experts in jobs they are interested in. They also do a long-term project at school as part of their internship, connecting what they learn at school with real-world jobs.

At Big Picture schools, students are in charge of their own learning. Each student makes a learning plan with support from their parents, teachers, and internship mentors. The plan outlines what they want to learn and how they will take responsibility for it. There are no exams. Instead, at the end of each term, students present what they have learned at an ‘exhibition’. They invite family, peers, mentors and teachers to attend the event. Although it can be nerve-wracking at first, it’s often a joyful event where the students proudly share their skills and achievements with other people.

8 Read the texts in Exercise 7 again and decide if the following sentences are true or false.

- Students at NuVu receive traditional grades for their work.
- All students at NuVu study in regular classrooms.
- Students work individually on projects without any support from coaches.
- Students collaborate in special rooms called studios to do projects that combine different subjects.
- South Sydney High School is part of the Big Picture Learning Network.
- Students at Big Picture schools only learn through internships.
- All students at Big Picture schools are required to take exams at the end of each term.
- Students at Big Picture schools create a learning plan with support from their parents, teachers, and internship mentors.

THE LANGUAGE LAB

9 Choose the correct option.

- If something is nerve-wracking, it makes you feel *sad/ very nervous and worried/ happy*.
- A person who shows empathy *understands another person’s feelings, experience / looks good*.
- During an internship, students *learn in class / get practical experience in a job*.
- The word ‘peer’ means *someone who is the same age as you/ a neighbour*.

10 Match the parts to form collocations.

- take
- share
- do
- assist
- attend

- an event
- in developing skills
- responsibility for
- a long-term project
- achievements with

11 Paraphrase these sentences. Use the collocations from Exercise 10.

1. Their advisory teacher helps them build their independent learning skills.
2. Teachers also participated in that event.
3. Students are in charge of their own learning.
4. They also work on an extended project at school.
5. The students proudly present their results to a diverse group of people.



12 Fill in prepositions. In pairs, ask and answer the questions.

1. How do you feel about working _____ projects in school? Do you prefer working alone or in a team, and why? What kinds of school projects do you think help you learn the most?
2. When it comes to schoolwork, in what situations do you usually need someone to assist you _____ doing certain tasks? Do you think getting help from teachers or classmates changes how much you learn?
3. Are there any subjects or activities at school that you're especially interested _____? What is there about them that fascinates you?
4. How do you take responsibility _____ learning new things? Do you set personal goals or track your progress in any way?
5. Do you like to share your achievements _____ friends, family, or teachers? How do they usually react?

GRAMMAR

Use *should* or *shouldn't* to give advice:

You should go to bed early. You look tired.

You shouldn't go out this evening. It's raining hard.

Use *should* to ask or give an opinion:

I think you should tell them the truth.

Should I call him?

13 Complete the sentences with *should* or *shouldn't* to give advice or express an opinion.

1. Marta is struggling with her homework because she doesn't understand the topic.
Marta, you _____.
2. Your friend is looking for a good book to read.
I think he/she/ _____.
3. One of your classmates is stressed about upcoming exams.
You _____.
4. Someone in your class rarely takes notes and has difficulty studying for tests.
You _____.
5. Your friends find it hard to concentrate because they use their phones a lot.
They _____.
6. Your friend feels nervous about giving a presentation in front of the class.
He/She _____.
7. Your aunt is going to visit Spain.
She _____.
8. Your trainings start very late. You don't like it. Express your opinion.
I think they _____.



14 Imagine you are one of Lina's new classmates. Give her some advice on how to do well in school. Write 10 sentences using *should* and *shouldn't*.

Lesson

2

Rules to rule in school

LEAD-IN

- Do you enjoy school life? What do you like and dislike about it?
- Do schools need rules? Why?
- Do students sometimes break the rules? Why?



LISTENING AND SPEAKING



1 Listen to three conversations and answer the questions.

1. Where are Lina and Adam?
What are they doing there?
Why can't Lina check out more books?



2. Where are Esme and Ryan?
Why is Ryan looking for Adam?
How often does Adam volunteer?
3. Where are Liam and Mia?
Why is Mia crying?
Is Liam good at math?

2 Match and write the school rules in the right column. What rules does your school have?

Must	Must not
<i>We must use appropriate language.</i>	<i>We mustn't laugh at someone who has a wrong answer.</i>

1. Listen
 2. Ignore
 3. Come
 4. Speak
 5. Start
 6. Behave
 7. Begin
 8. Use
- a. respectfully while interacting with fellow students.
 - b. packing up before the bell rings.
 - c. personal electronic devices during class time.
 - d. to the teachers and their instructions.
 - e. to class prepared.
 - f. while others are talking.
 - g. out of turn or interrupt others.
 - h. in-class assignments immediately as the teachers announce them.

READING

3 Read what some Stowmarket High School students think of their school rules. What values do they help to instill?

“At our school, we all understand that we should use good manners and show kindness to each other. We should be thoughtful about each other’s feelings. We know we mustn’t tolerate bullying and we must immediately report if anyone uses power to frighten or hurt others.”

“The students at our school are honest and always try to behave ethically. We treat our teachers with respect, and they trust and support us. We shouldn’t cheat to get better grades because our teachers support our efforts and hard work. Cheating only leads to problems and shame.”

“I highly value that we speak to each other politely and kindly, it means we respect each other’s dignity at school. We look different and have different personalities, talents, and skills, so it is important to accept diversity. Our school encourages us to accept and learn from these differences.”

“Our school is a place where we can learn many important skills necessary to succeed in real life. Our teachers share their passion for learning and encourage us to be creative, responsible, and active students. I believe this is how we work together on our path to success.”



“Attendance is very important to our school. Students should try to attend at least 98% of the time, which means no more than eight absences a year or four days. If we feel sick and unable to attend school, our parents should call the absence line on 385490003 before 09:15 each day we are absent and leave a message. When we return to school, we should have a note from our parents or a doctor explaining why we were absent. The rules may seem strict, but I believe they help us learn discipline and responsibility, which are important for success in school.”

4 Work in groups and share your opinions on the following questions:

1. Why must the students report bullying if they see it?
2. Why can cheating lead to problems and shame?
3. Why is it important to respect and accept diversity?
4. Why are school attendance rules so strict?
5. Why is it important to be an active student?



5 Think about you and your school values and complete the sentences.

1. We mustn’t tolerate bullying because ...
2. At my school, we develop important skills, such as ...
3. Our school encourages us to ...
4. I try to show respect by ...

THE LANGUAGE LAB

6 In the text in Exercise 3, find paraphrases for the following sentences.

1. We should think about how others feel.
2. We should not accept bullying.
3. Our teachers inspire us with their love of learning.
4. I think this is how we collaborate on our journey to success.
5. Being present at school every day is very important.
6. If we are feeling unwell and cannot go to school, our parents should contact the absence line.

8 Match the parts to form collocations. Use the collocations in sentences of your own.

- | | |
|----------------------|-------------------------|
| 1. To treat somebody | a) diversity |
| 2. To respect | b) with respect |
| 3. To accept | c) in real life |
| 4. To succeed | d) each other's dignity |

9 Write new words in the correct column.

happy accept active creative attend assist diverse

-ance	-ity	-ness
acceptance	creative - creativity	happy - happiness
...	...	...

10 Form another word from the one given in brackets. In pairs, ask and answer the questions.

1. Why do you think it is important for students to show _____ (kind) to each other at school? Can you give an example of a kind action?
2. Do you like homework or classwork tasks that require using _____ (creative)?
3. How do school rules support _____ (diverse) among students? What are some rules that help everyone feel included?
4. Why do you think regular _____ (attend) is important for students? What can schools do to encourage students to come to school every day?

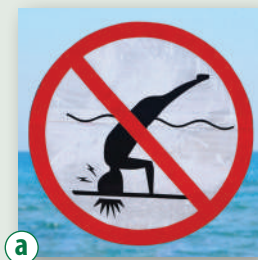
GRAMMAR

must	mustn't	had to	didn't have to
obligation/duty/ necessity	prohibition	past obligation	no obligation or need
<i>We must respect other people's opinions. We must wear a uniform at school.</i>	<i>You mustn't make offensive comments. You mustn't run in the hallways.</i>	<i>She had to leave for London. I had to finish my homework before going out.</i>	<i>Mia brought her the book. So, she didn't have to go to the library.</i>



11 Match the safety swimming pool signs to their explanations and write sentences using *must* or *mustn't*.

1. No diving in the shallow end
2. No running
3. Shower before pool
4. Watch small children
5. No rough play
6. No littering
7. No pets
8. Be careful



12 Fill in *must* / *mustn't* / *had to* / *didn't have to*.

1. Students _____ arrive on time to all their classes to ensure they don't miss important information.
2. Students _____ use their phones during lessons, as it can be distracting for everyone.
3. Last year, students _____ complete a project on time to receive a grade for their class.
4. In our school, students _____ wear uniforms, but they had to dress appropriately.
5. All students _____ respect their teachers and classmates to create a positive learning environment.
6. Last year, students _____ take physical education if they were involved in a sports team.
7. You _____ cheat on tests.
8. When I was at school, we _____ follow a strict dress code for special events.
9. Students _____ participate in after-school activities if they didn't want to, but many chose to do it.
10. I _____ be there by eight. We are not allowed to be late.
11. We are writing a test in math today and I _____ study the whole evening yesterday.



13 Use *must* and *mustn't* to write rules of behavior for the library, bus, theatre, etc.

Lesson

3

A sustainable school

LEAD-IN

- In your opinion, what is sustainability about?
- What aspects of sustainability are represented in the pictures?

LISTENING AND SPEAKING

- 1** Discuss the meaning of the following phrases. Which of them can you use to describe the building in the picture?

modern building
glass windows
eco-friendly design
energy use
natural light
natural environment
solar panel
food waste

“There must be a better way to make the things we want, a way that doesn’t spoil the sky, or the rain or the land.”

Paul McCartney, English singer, song-writer and musician



- 2** Listen to the description of the building in the picture and take notes. Correct the statements.

1. This modern building is in the UK.
2. It has a traditional design that does not support the environment.
3. The school consumes energy that comes from natural gas.
4. The school uses much electricity to light its classrooms.
5. The students get on the roofs to water the plants.

- 3** Adam and his friends are designing an action plan to celebrate several environmental holidays in October. In groups, discuss their ideas and suggest what they should do.



First Monday in October –
World Habitat Day

Second Wednesday in October –
International Walk to School Day

October 4 –
World Animal Day

October 22 –
World Planting Day

October 24 –
International Day of Climate Action

1. Go on a Nature Scavenger Hunt
2. Plant trees and bushes in the community
3. Raise funds for a local animal shelter or charity
4. Volunteer at an animal shelter
5. Create a digital newsletter
6. Set up a Reuse, Recycle, Reduce corner in the school



READING AND SPEAKING

4 Read the article about Mechai Bamboo School and answer the questions that follow.

A sustainable school: what is it like?

"The Bamboo School has changed my perspective on life entirely."

The Mechai Pattana School in Thailand is one of the eco-friendliest schools in the world. The school is made out of bamboo and it has the world's largest bamboo dome as a roof. This helps students to keep cool in the heat by allowing air to naturally ventilate the buildings. In addition, the school is sustainable because of solar cells. The students don't simply study science from books. They have the opportunity to see how the energy from the sun transforms into electricity and they can have all the facilities. They understand how it helps to reduce the cost of electricity. Moreover, the students learn how to make their own solar panel carts so that they can use them in their homes.

The school has a Student Environmental Committee that resolves various problems. For example, they had to think how to manage the food waste from the canteen. As they have their own farm, they decided to turn it into an organic fertilizer for the soil and grow more vegetables. They use part of the vegetables for school meals and they sell the extra to help fund and redevelop the school.

Mechai Viravaidya, founder of the school, believes that learning is most effective when students participate in activities that teach them to respect their environment and help maintain it clean. The students don't pay tuition fees, but they should do community service and each student must plant 400 trees every year. Over the years, they have planted more than 1,2 million trees. The school also offers job opportunities and internships. For example, students have had work experience at Thailand's IKEA store.

The students from the Mechai Bamboo School are always busy, dedicating their time to studying and numerous responsibilities, such as sustainable farming or running the school. Incredibly, they travel to other schools to teach sustainable farming and enterprise methods to their fellow students across the country.



1. What makes Mechai Pattana School sustainable?
2. How is it different from other schools?
3. What do the students learn at this school?
4. Why do the students plant so many trees?
5. Would you like to study in such a school? Why?/ Why not?

- 5** Work in groups. Read the text again and fill in the chart. Discuss what your school can do to become more eco-friendly.

Category	Mechai Pattana School	Your school
Eco-Friendly Materials		
Energy-Saving Actions		
Eco-friendly actions by students		
Community service		

THE LANGUAGE LAB

- 6** Explain the following sentences from the article in Exercise 4.

1. They sell the extra vegetables to help fund and redevelop the school.
2. The students should do community service.
3. They had to think how to manage the food waste from the canteen.
4. The students don't pay tuition fees.

- 8** Fill in the missing verbs.

dedicate offers run participate plant keep

1. The bamboo roof helps students to _____ cool in the heat.
2. Students _____ in activities that teach them to respect the environment.
3. Each student must _____ 400 trees every year.
4. The school also _____ job opportunities.
5. The students _____ their time to studying.
6. The students help to _____ the school by organizing events and activities.

- 9** Complete the sentences with the words below.

sustainable farming methods solar cell organic fertilizer eco-friendly solar panels survive

1. They decided to turn the food waste into an _____ for the soil and grow more vegetables.
2. A _____ is a device that turns sunlight into electricity.
3. _____ such as crop rotation, organic farming, and water saving, help protect the environment and ensure that we can grow food for many years.
4. Using _____ products such as cloth bags, bamboo toothbrushes, reusable water bottles helps protect the environment and reduce pollution.
5. The house uses _____, which are made up of many solar cells working together to collect sunlight and turn it into electricity.



- 10** Match the symbols to the pictures that represent eco-friendly actions. Which picture doesn't have a match? Why? What are some other eco-friendly practices?



- 11** In pairs, ask and answer the following questions. Share your answers with the class.

1. What are some eco-friendly changes you have made in your life? What other changes do you think you could make?
2. How can we reduce food waste in our homes or communities?
3. Do you believe that using public transport is a better option than driving? Why?
4. Why do you think some people don't follow eco-friendly practices, even though they know it's good for the environment?
5. Have you ever participated in a community clean-up or recycling program? What was your experience like?

GRAMMAR



- 12** Choose the correct modal (*must*, *mustn't*, *should*, *shouldn't*) to learn more about what your school can do to support the environment.

1. Schools _____ implement recycling programs to reduce waste and promote sustainability.
2. Students _____ learn about renewable energy sources to understand their importance for the future.
3. Schools _____ ignore the importance of conserving water in their facilities and gardens.
4. Teachers _____ use excessive amounts of paper; they can opt for digital resources instead.
5. Schools _____ encourage students to walk or bike to school to reduce carbon emissions.
6. Teachers _____ include lessons about sustainability to help students understand its importance.
7. Schools _____ use single-use plastics in their canteens to promote healthier choices and reduce waste.
8. Schools _____ have green spaces on campus to enhance biodiversity and provide outdoor learning opportunities.

Lesson

4

My voice counts

LEAD-IN

- What is a student council? What do they do?
- Does your school have a student council?

LISTENING AND VOCABULARY

- 1** Read and match the responsibilities of the student council members to the pictures below. Then listen and check.
- helps the chairperson in organizing the meetings of the student council;
 - works with other members, school principal, teachers and parents to solve problems related to school life and students;
 - manages funds raised by the student council;
 - prepares the agenda;
 - represents the views and ideas of their class;
 - chairs the meetings fairly and makes sure that everyone gets a say;
 - keeps financial records and reports at each meeting.



TREASURER



CHAIRPERSON



DEPUTY
CHAIRPERSON



STUDENT
COUNCIL
MEMBERS



A **student council** is a group of students elected to represent their peers. They work together to discuss ideas, share opinions, and make decisions about school activities, events, and improvements. They give students a chance to share their thoughts and organize ways to make the school better for everyone.

- 2** Listen again and take notes. Then complete the sentences.

- The students joined the student council because ...
- The students can discuss any issues, such as ...
- They can make their final decision ...
- The chairperson makes sure that everyone has ...
- Student council members communicate with ...

READING AND SPEAKING

- 3** Read about several initiatives of student councils in the UK and the U.S.A. Take notes by completing the chart.

	The Bottle Initiative	The Buddy Bench	Connect and Grow
What do the students do?			
Who are the beneficiaries?			
What aims are achieved?			

The Bottle Initiative

The Bottle Initiative is our student council initiative in which students work in teams to collect refundable bottles and exchange them for money. This way, we encourage recycling, keep our oceans, rivers, and beaches clean, and help fundraise for a charity called *Mary's Meals*. This charity provides meals to poor children in other countries. By participating, students help the environment and also learn to work in teams and be leaders. The project teaches responsibility and helps students understand global issues. Every bottle collected makes a direct impact on both the environment and the lives of children in need.



The Buddy Bench *Be a friend, Make a friend*



Are you looking for a friend? We know it can be difficult to make new friends when you are new in a school, it can be even more difficult if you don't speak the same language yet. That's why our school has two Buddy Benches on the playground. Our Student Council designed them and the Parents' Committee donated them. When someone sits on the bench and starts a conversation, join them and you will surely make a new friend! Always remember to check the Buddy Benches. If you see someone sitting there, invite them to join you. And if you ever feel lonely, sit on the bench and talk to the first person who comes over. That way you can make lots of new friends.

Connect and Grow Social Skills Week

The student council organizes interactive events to help students improve their social skills such as communication, teamwork, conflict resolution, and empathy. These skills will be useful at school, at home, and in future jobs. The program includes fun team-building games and role-playing activities where students practise handling different social situations, such as solving conflicts, introducing themselves, and giving helpful feedback. There will be a workshop focused on improving listening skills, where students will practice techniques like paraphrasing, asking open-ended questions, and making eye contact during conversations. This will help them become better listeners and improve their communication. By joining these activities, students will build stronger relationships with their peers, teachers, and school staff, both in and outside the classroom.



4 Read the texts in Exercise 3 again and answer the questions.

1. What are the main goals of the *Bottle Initiative* organized by the student council?
2. What charity does the money raised from the *Bottle Initiative* support, and what does that charity provide?
3. What is the purpose of the buddy benches at the school?
4. What should students do if they see someone sitting on one of the buddy benches?
5. What social skills does the student council aim to improve in students through their *Connect and Grow* project?
6. What skills do students develop by participating in student council initiatives?
7. How can students become better listeners and improve their communication skills?
8. How do the students' initiatives impact the school, the environment, and the broader community?

THE LANGUAGE LAB

5 Complete the questions with the verbs given below. In pairs, ask and answer the questions.

engage in

contribute to

make an impact on

look for

1. How can a student council _____ making the school a better place for everyone? What specific actions can they take?
2. What qualities do you _____ in a member of the student council? Why are they important?
3. How can the student council encourage more students to _____ school events?
4. How can the student council _____ your daily school experience?

6 Replace the underlined words with their synonyms.

1. The student council started a Buddy Program to help new students feel welcome.
2. I glanced at the posters about the school election.
3. The student council wants to improve the library by adding more books.
4. Our teacher said we should engage in school activities to make new friends.

7 Match the parts to form collocations.

- | | |
|--------------|-------------------------------------|
| 1. fundraise | A. social situations |
| 2. give | B. refundable bottles |
| 3. solve | C. eye contact during conversations |
| 4. make | D. for a charity |
| 5. collect | E. new friends |
| 6. develop | F. communication |
| 7. build | G. conflicts |
| 8. role-play | H. feedback |
| 9. improve | I. teamwork and leadership skills |

8 Put the collocations from Exercise 7 in the table below and use them to speak about the initiatives of student councils in Exercise 3.

Things students do	Things students learn	Skills students develop

9 The pictures below illustrate initiatives of student councils. In pairs, ask and answer the questions.

1. How can these initiatives impact students' lives?
2. Which initiative(s) would you like to engage in? Why?
3. What other initiatives can make your school a better place?



Reading buddies



Peer tutoring



Celebrate volunteering



Anti-bullying week

GRAMMAR AND SPEAKING

10 Complete the sentences with the correct modal verb: *should, shouldn't, must, mustn't, or had to*.

1. As a member of the student council, you _____ attend all the meetings and contribute ideas.
2. If you want to make a positive change, you _____ listen to the students' opinions.
3. The council _____ organize events that everyone can enjoy.
4. You _____ forget to communicate with teachers about the event details.
5. When I joined the student council, I _____ complete a special application form.
6. You _____ interrupt others when they are speaking during a meeting.
7. Council members _____ work together to solve problems and help improve the school.
8. If there is a school emergency, you _____ follow the safety rules immediately.

11 Write five rules for the student council. Share them with your classmates. Decide upon the rules you will include in the guidelines of the student council.

12 Work in groups.

- a. Choose one initiative from Exercise 9 and create an action plan to implement the initiative. As you discuss your ideas, use modals to suggest ideas and express opinions. Describe all the steps you need to take.
- b. Design a poster to advertise your initiative. Include:
 - The event time and date
 - The activities that will take place
 - A short, clear message to encourage participation
 Be creative and make your poster engaging!

Lesson

5

Be a change maker

LEAD-IN

- What two things do you like about your school?
- What two things would you like to change in your school?

LISTENING AND GRAMMAR



Question tags

- are short questions at the end of a statement. Normally, a positive sentence is used with a negative tag and a negative sentence is used with a positive tag.

Madrid is the capital of Spain, isn't it?

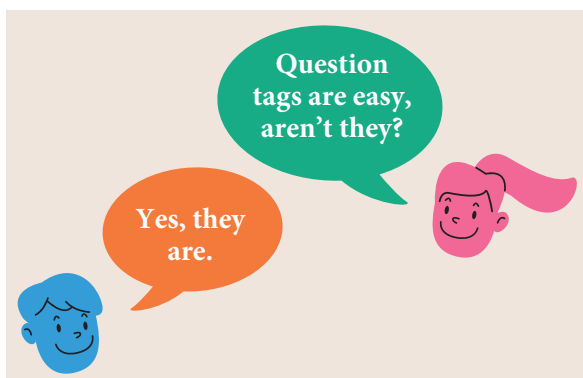
Yes, it is.

Rome is not the capital of Portugal, is it?

No, it isn't.

- are used when we want to confirm something or we want to find out if something is true or not.
- When we are sure of the answer, we use falling intonation: *Sam speaks German, doesn't he?*
- When we aren't sure of the answer and want to check information, the intonation is rising: *Lina doesn't speak Japanese, does she?*

Lina doesn't speak Japanese, does she?



1 Add question tags to the following statements:

1. Hannah is angry.
2. Anna plays the violin.
3. The boys are playing football.
4. He is not feeling good.
5. They have got a new pet.
6. You travel a lot.
7. Kate doesn't like math.
8. You won't go to the party.
9. Alice can cook very well.
10. Kate will join us.

2 Listen and take notes. Answer the following question tags.

1. Ryan doesn't want to change anything in his school, does he?
2. The food at the school canteen isn't quite healthy, is it?
3. They have creative classes such as photography, don't they?
4. Adam is a morning person, isn't he?
5. It's difficult for both Ryan and Adam to wake up early, isn't it?
6. Most students want to start lessons an hour later, don't they?
7. Their school organizes too many festivals and fun events, doesn't it?
8. Ryan and Adam know how to improve their school, don't they?



SPEAKING

3 Read the agenda of a student council meeting and answer the questions.

1. When and where will the meeting take place?
2. Which of Ryan's or Adam's ideas does the agenda include?
3. What solutions do you have for any of the issues on the agenda?

STUDENT COUNCIL MEETING

📅 Date: [November 10] ⌚ Time: [3 p.m.] 📍 Location: [Room 325]

Agenda Topics:

1. **Uniforms in the Cold Season**
 - Discuss ways to stay warm while following the uniform standards.
2. **Organizing a Winter Charity Fair**
 - Planning event activities, logistics, and volunteer roles.
3. **Diversifying the School Menu**
 - Exploring healthier and more inclusive meal options for all students.

Be there to make your voice heard!



4 In groups, discuss the suggested solutions. Which solution do you find a) the most efficient, b) the least effective, c) too expensive, d) the easiest to implement? Explain your reasoning for each.

- ✓ Allow students to wear jackets, jeans and cardigans in approved colors during the cold season (three months).
- ✓ Introduce optional winter accessories like scarves, gloves, or thicker cardigans, designed to match school colors.
- ✓ Partner with local charities to collect donations such as winter clothing, blankets, or food for those in need.
- ✓ Organise activities like a hot cocoa stand, holiday craft stalls, or a winter-themed talent show to draw in more participants.
- ✓ Conduct a survey to get students' opinions on what they'd like to see on the menu.
- ✓ Add winter-specific meals, like soups, warm sandwiches, and seasonal fruits and vegetables, to make meals both nutritious and comforting.

THE WRITING LAB

A personal statement is a written summary that highlights your skills, experiences, and goals, explaining why you are an ideal candidate for a specific job, position, or opportunity.

TIPS:

1. **Make it personal.** Be honest as you describe your strengths as well as how you struggled to overcome some weaknesses.
2. **Be specific.** Make your goals clear. Describe the skills you have and the extracurricular activities you've been part of to show why you're a strong candidate.
3. **Be convincing.** Use the last few lines to highlight the key points of your statement and show why you're the best choice.

5 Rewrite the sentences, adding specific details.

Example: I am a good student. *I am a disciplined and hard-working student.*

1. I have many skills.
2. I want to join the Club because I like it.
3. I think I am a good candidate.
4. I am a team player.
5. I enjoy helping others.
6. I am a quick learner.
7. I am interested in new challenges.
8. I enjoy learning new things.

READING

6 Read Esme's personal statement for her application to join the school student council. Complete the gaps with a-j.

- Future Leaders Club
- to bring new ideas
- feels heard
- dedicated and responsible
- leadership skills and commitment to inclusivity
- communication and teamwork
- community service projects and workshops
- a happier and more inclusive place
- feel valued and respected
- by identifying problems and creating solutions



Dear Student Council Selection Committee,

I am excited to apply for a position in the student council because I see it as a great opportunity to help make our school better.

I am a (1)_____ student, and I believe it's important to make changes that will make our school friendlier and more welcoming. I've joined several (2)_____, where I learned important skills like (3)_____. These experiences have shown me how important it is to work together to reach goals. The student council helps represent the students' voices, and I am committed to making sure every student (4)_____.

Our school has many good things, but I think we can improve in some areas. One of my main goals in joining the student council is to help improve our school (5)_____. For example, I want to organize more fun and interesting events to create a welcoming atmosphere where all students (6)_____. I believe

that by working together, we can make our school (7)_____ for everyone.

I am also excited (8)_____ to the council. I have thought about starting projects like (9)_____ to help students learn important skills like leadership and teamwork. These activities would bring students together and help improve the school spirit.

In conclusion, I am excited about the chance to join the student council and help make positive changes in our school. I believe my (10)_____ will help me make a difference. I am ready to listen to my peers, work with others, and take action to make real changes. Thank you for considering my application, and I look forward to the chance to help our school.

Sincerely,
Esme Blair
Year 11
esmeblair07@gmail.com

7 Read again and answer the questions.

- Did Esme explain her goals clearly? Why does she want to join the student council?
- Did she mention her skills? Where did she develop them?
- Did she add specific details to her letter? What are these details?
- Is her letter convincing? Why do you think so?

THE LANGUAGE LAB

8 Find the odd one out in every line.

- Make – a change, a difference, a skill, sure
- Achieve – a goal, success, results, a good mark
- Develop – a letter, a skill, the school spirit, an idea
- Join – a project, success, a council, a team
- Improve – changes, a place, yourself, communication
- Reach – a goal, home, your ear, an opportunity

UNIQUE
Opportunity

9 Complete the questions with the correct verb form. In pairs, ask and answer the questions.

1. What changes would you like to m_____ in order to improve the student life in your school?
2. How can you help the student council a_____ common goals effectively?
3. In what ways can the student council p_____ a vital role in the school community?
4. Why is it a good idea for students to j_____ the student council?
5. How do you m_____ sure everyone's voice is heard in group discussions?

10 In pairs, unscramble the sentences. Then use the prompts and role-play the conversation.

Adam: Hey, Ryan! I heard you are going to join the student council this year.

Ryan: Yes, I / in our school / want / a difference / to make.

Adam: That's great! What changes / to make / you / are / planning?

Ryan: Well, I / to improve / between / communication / would like / students and teachers.

Adam: Communication is really important. How / you / make sure / will / your ideas are heard?

Ryan: I'll ...

... create a Suggestion Box, where students can share their ideas.
 ... use social media to let students share their opinions.
 ... make a social media group for students with similar interests.
 ... organize surveys to get feedback from students and teachers on different topics.

11 Complete the sentences with the verbs given below.

listen to focus on collaborate with contribute to

1. The student council should _____ making the school a better place for everyone.
2. Members of the council need to _____ teachers to organize events.
3. Every student can _____ the council by sharing their ideas.
4. It's important for the student council to _____ the needs of the students.

12 Esme is having an interview for a position on the student council. Read the interview and identify the positive qualities she mentions. Then complete the word formation table.

Interviewer: Thank you for applying for a position in the student council. Why did you decide to join?

Esme: I want to make our school a better place. I enjoy helping others, and I think I can contribute in a positive way.

Interviewer: That's great! We are looking for students with strong skills. What is one strong skill that you have?

Esme: I'm good at communication and leadership. I can share ideas clearly and work with others to solve problems. I'm quick at finding solutions.

Interviewer: Excellent. Being a leader is important in the student council. Can you give an example of when you were a leader?

Esme: Last year, I led a team project for our science fair. I made sure everyone had a job and I supported them.

Interviewer: Very good! We'll review your application and tell you our decision soon.

Esme: Thank you for the opportunity!


JOIN OUR **TEAM**

Verb	Noun
Apply	
Communicate	
Lead	
Decide	
Solve	

13 Your school is looking for students to implement an educational project aimed at improving the students' civic involvement. Write a personal statement to apply for the opportunity to participate in the selection process.

Lesson

6

Test Time



1 Use *should* or *shouldn't* to give advice to your classmate if he/she:

1. doesn't know which subjects to choose as optional.
2. hasn't built independent learning skills yet.
3. is worried because someone is trying to bully him/her.
4. can't wake up early enough to come to school on time.
5. wants to know more about sustainable schools.
6. feels lonely in the class.

2 Fill in *must* / *mustn't* or *had to* to express obligation or necessity.

1. If you want to be a member of the student council you _____ be responsible and dedicated.
2. You _____ contribute to improving students' life in the school.
3. You _____ ignore other students' ideas during meetings.
4. You _____ study the whole evening yesterday if you are writing a test in math today.
5. You _____ work hard enough if you want to succeed.

3 Match the tags to the statements. Then answer the tag questions.

1. Lots of countries celebrate World Book Day, _____
2. Reading makes us better, _____
3. Books were I. Asimov's pass to personal freedom, _____
4. You didn't read *The Nightingale*, _____
5. The wolf in R. Dahl's poem wasn't friendly, _____
6. My grandparents donated many books to our school library, _____
7. Adam doesn't like detective stories, _____

- a. does he?
- b. did you?
- c. don't they?
- d. didn't they?
- e. weren't they?
- f. doesn't it?

4 Follow the guidelines and write about 7-9 sentences to describe your dream school.

- a. Required equipment: *What tools and technology should be available?*
- b. The timetable: *How many lessons per day? What subjects should be included?*
- c. Number of tests per week: *How often should students take tests?*
- d. Amount of homework: *How much homework should students get?*
- e. Teacher-student relations: *How should teachers and students interact?*
- f. After-school activities: *What clubs or activities should the school offer?*

- ✓ Content (6p.) – Does the description cover all the points?
- ✓ Clarity (2p.) – Is it well-structured and easy to follow?
- ✓ Creativity (2p.) – Are the ideas interesting and original?

5 Choose the correct word from the box and complete the sentences.

problems, exams, skills, empathy, hard

1. Students need to hit the books before they take _____.
2. They always work _____, and they will achieve their goals.
3. We should show _____ when someone is struggling.
4. When we share ideas, we solve _____ quickly.
5. When people read every day, they build _____ in language.

Self-assessment

Task 1 (6p.) | Task 2 (5p.) | Task 3 (7p.) |
Task 4 (10p.) | Task 5 (5p.)

- I can use modal verbs for advice, obligation, necessity, or prohibition.
- I can form tag questions with the correct auxiliaries.
- I can use vocabulary related to school and learning.
- I can write a description using given guidelines.
- I can use collocations correctly in context.

☐ Excellent ☐ Good ☐ Average ☐ Poor

Unit 4

EXPLORING THE WONDERS OF NATURE



In this Unit, you will reflect on the beauty and unique potential of our planet Earth while exploring natural masterpieces in Moldova and abroad. You will also consider the impact of human activity on wildlife and develop skills for planning an enjoyable and sustainable vacation.

Communication Skills:

You will learn how to:

- Participate effectively in conversations about nature and wildlife
- Agree or disagree politely
- Describe some tourist destinations in Moldova and abroad
- Talk about national animal symbols
- Make and respond to suggestions

Vocabulary: words and phrases related to:

- Landscape and wildlife
- Natural monuments and tourist attractions
- Animal habitat
- National symbols and values
- Planning a vacation

Grammar:

- The definite article with geographical names
- The past continuous and the past perfect tenses
- Some phrasal verbs
- Compound nouns

Lesson

1

Planet Earth

LEAD-IN

- Give examples of a desert, a continent, a mountain, a lake, a volcano, and an ocean.
- Do you agree with Arthur C. Clarke's statement?

How inappropriate to call this planet Earth when it is quite clearly Ocean.

Arthur C. Clarke



VOCABULARY AND LISTENING



1 Complete the sentences using the words from the cloud.

1. At night, the plants stop producing _____.
2. On January 1, 2024, a strong _____ hit Japan.
3. The Andes are very tall _____ in South America.
4. Australia is both a country and a _____.
5. _____ Belev is one of the largest natural lakes in Moldova.
6. Antarctica is a continent covered by a very thick layer of _____.
7. They travelled across the _____ in search of a new life.

2 Listen and take notes. Complete the sentences.

1. The Earth is the only planet in the solar system that has ...
2. The Earth's distance from the sun keeps the right temperature to ...
3. The Earth is often called the 'blue planet' because ...
4. The Earth's atmosphere is mostly made of ...
5. The Earth's atmosphere is an important feature because ...



GRAMMAR

3 Work in groups. Choose the right answers. Then complete the grammar charts.

Use THE with	
names that include words like <i>republic, union, kingdom, states</i>	...
names of rivers, seas, oceans, canals	...
names of mountain ranges	...
names of island groups	...

Don't use THE with	
names of continents	...
names of cities, towns, villages	...
names of mountain peaks	...
names of lakes	...

1. The Mid-Atlantic Ridge is the *longest/shortest* mountain range on Earth, mostly underwater.
2. *The Arctic / The Pacific Ocean* is the smallest ocean.
3. *Asia / North America* is the largest continent.
4. *Mount Everest / Mount Washington* is the tallest mountain.
5. *The Amazon / The Thames* flows through the rainforests of Brazil.
6. *Iceland/Ireland* is not part of the British Isles.
7. *The United States/ The United Kingdom* is on the European continent.
8. *Canada / the USA* has the most natural lakes.

4 Complete the questions and write them on separate cards. In groups, pull your questions together into one pile. Take turns picking a question from the pile and answering it.

1. What city is the capital of _____?
2. What river flows through _____?
3. Where is _____ located?
4. What sea washes the shores of _____?
5. What is the tallest mountain in _____?

5 Correct the mistakes by adding *the* where necessary.

1. Last year we went skiing in Carpathians.
2. They have just visited United Kingdom.
3. Prague is the capital of Czech Republic.
4. Nile is the longest river in Africa.
5. Rocky Mountains are in North America.
6. Is Loch Ness in Scotland?
7. Panama Canal connects the Atlantic Ocean with the Pacific.

READING

6 In pairs, read the following statements and decide if they are *true* or *false*.

1. Mount Everest is growing.
2. The Earth wasn't always blue.
3. Animals and plants can communicate.
4. Volcanoes can cool down the planet.
5. Antarctica is a desert.

7 Read the information. Add the missing sentences (a-e) to where they belong.

Did you know that...

Mount Everest grows a little bit each year, and this growth is caused by the movement of tectonic plates. It gets taller by about a centimeter annually as the Indian plate pushes up against the Eurasian plate. (1) _____. Earth's tectonic plates are permanently moving, and this is what causes earthquakes and the formation of mountains.

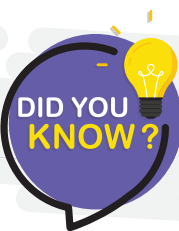
Early Earth looked very different from today. It was reddish-brown, covered with volcanoes, and often hit by meteors. There were no oceans and there was no oxygen in the air. Over the time, as the Earth cooled down, water vapor turned into rain. It rained for millions of years, filling low areas and forming the first oceans. (2) _____. Over billions of years, this oxygen filled the air, turning the Earth into a blue planet that could support the life we see today.

Many plants send signals through their roots to warn each other of danger. When, for example, bugs attack one plant, it can release chemicals that warn nearby plants to prepare for a threat. (5) _____. For example, elephants use infrasound, which are low-frequency sounds that travel long distances, to talk to each other, even when they are far apart. These sounds can travel through the ground and the air, helping elephants stay in touch over large areas.

When big volcanoes erupt, they release particles that can block sunlight and cool the planet. In 1815, the eruption of Mount Tambora in Indonesia affected the weather across the globe for a year. Snow fell in New England, the northeastern United States. Gloomy, cold rains fell all over Europe. (4) _____. Consequently, 1816 became known in Europe and North America as "The Year Without a Summer."

Even though it's icy, Antarctica is technically the largest desert on Earth because it has very low humidity. (3) _____. The ice in Antarctica covers about 98% of the land, and it doesn't get much snow, just dry, cold winds. Despite being a desert, it has unique animals, like penguins, that can survive in its extreme conditions.

- a. It's also the coldest and windiest place on Earth.
- b. It was cold and stormy and dark, not at all like typical summer weather.
- c. These oceans became home to early life forms, like tiny bacteria, which started to produce oxygen.
- d. Animals, too, can communicate in special ways.
- e. This movement causes the land to rise, making the mount grow slowly.



8 Decide if the following sentences are *true* or *false*.

- Plants send signals through their leaves to communicate about danger.
- Antarctica has high humidity, so it is the largest desert on Earth.
- No animals can survive the extreme weather in Antarctica.
- When volcanoes erupt, they make the planet hotter.
- Europe and North America never felt the consequences of a volcanic eruption.
- Life on Earth started due to very small bacteria in the oceans that produced oxygen.
- Tectonic plates stop moving when they grow tired.
- The movement of tectonic plates causes earthquakes.



Asia /'eɪʒə/
 Antarctica /æ'n'tɑːktɪkə/
 Australia /ə'streɪliə/
 the Earth /ði ɜːθ/
 the Thames /ðə 'temz/
 Ireland /'aɪələnd/
 Iceland /'aɪslənd/

9 Unscramble the questions and answer them.

- How / a living planet / the Earth / did / gradually become?
- What / of tectonic moves / consequences / are some?
- What / a desert / makes / Antarctica?
- How / affect / can / the weather / volcano eruptions / on Earth?
- What / do / to inform / plants / each other / use / of danger?

THE LANGUAGE LAB

10 Match the phrases on the left with their correct meanings on the right.

- | | |
|---|--|
| 1. To warn each other means to ... | a. to cause changes in the weather around the world |
| 2. To release chemicals means ... | b. it became covered with water and life, which made it look blue from space |
| 3. The Earth turned into a blue planet means ... | c. to stay alive in difficult weather conditions |
| 4. To push against something means ... | d. make sounds or signals to tell others about danger |
| 5. To affect the weather across the globe means ... | e. to use force on something, causing it to move |
| 6. To survive in extreme weather conditions means ... | f. to give off gases or substances into the air |

11 Change the words in brackets so as to make them fit the sentences.

- The _____ of mountains happens over millions of years. (form)
- The _____ of the Earth's plates can cause earthquakes. (move)
- The _____ in the rainforest is very high because of the heat and rain. (humid)
- A volcano _____ can spread ash and lava over a large area. (erupt)
- The _____ of trees in the forest helps keep the air clean. (grow)

12 Match the parts to form compound nouns.

- | | |
|----------|----------|
| 1. water | a. fall |
| 2. rain | b. quake |
| 3. earth | c. storm |
| 4. snow | d. falls |
| 5. wind | |

13 Use the words from Exercise 12 to complete the sentences below.

- A/An _____ can bring a lot of snow and strong wind, making it hard to see outside.
- We could hear the loud sound of the _____ long before we approached it.
- A/An _____ happens when the ground shakes because of movements deep under the Earth.
- _____ helps plants and trees grow by giving them the water they need.
- The _____ broke a lot of trees and blew some roofs off the buildings in the area.



14 Create compound words by combining *sun* and *moon* with the following words: **light, set, stone, rise, walk, and shine**. Check the meanings of these compounds in a dictionary. Then, complete the sentences using the correct compound word.

- _____ helps plants grow and makes us feel happy.
- At _____, the birds start singing loudly.
- He practiced the _____ for the school dance competition.
- My grandmother gave me a necklace with a shiny _____.
- The garden looks magical in the _____.
- The _____ can be many colours! It often has shades of orange, pink, red, yellow, and sometimes purple or even a little blue.



15 Read and match. Use the idioms in your own sentences.

- be successful at something that is difficult
- something that happens very rarely
- a good and honest person that you can always rely on



16 Complete the questions with idioms from Exercise 15. In pairs, ask and answer the questions.

- Who is _____ in your life? Why?
- What is something you do _____ ?
Should you do it more often?
- What advice would you give to someone who wants to _____ ?
- What activity or event happens _____ but makes you really happy?

17 Chief Seattle (1786 – 1866), a leader of the Suquamish and Duwamish Native American tribes, once said, *“The Earth does not belong to us: we belong to the Earth.”* Do you agree with this statement? Write a paragraph to express your opinion.

18 Work in groups.

- Create a *Do you know that ...* poster with curious facts about the Earth.
- Choose one of the *Do you know that ...* facts in Exercise 7 and read more about it. Share your findings with your classmates.

Lesson

2

Nature's great masterpieces



Cliffs of Dover (UK)



Uluru Rock (Australia)



The Grand Canyon (USA)

LEAD-IN

- How often do you spend time in nature?
- Where do you like to go?
- What is the most beautiful thing in nature that you have ever seen? Where was it?

LISTENING AND VOCABULARY

- 1** Match an adjective in A with a noun in B. Use the phrases to describe the pictures.

A	B
rolling	mountain
shallow	hill
steep	plain
flat	river
tall	desert
wide	lake
hot	cliff



- 3** Listen and take notes. Then select the sentences that describe the Grand Canyon in the U.S.A.

1. It is in northern Arizona, U.S.A.
2. It is one of the world's largest canyons, stretching 446 km long.
3. It is standing at about 348 meters high and is famous for its striking red colour.
4. It is a unique landscape known for its rolling hills that cover a large area.
5. In some places it is over 1.6 km deep, which makes it very impressive.
6. Its colourful rock layers, from red to yellow, show almost two billion years of history.
7. The Colorado River flows through the canyon, continuing to shape it over time.
8. The South Rim is warmer and dry, while the North Rim is cooler with more trees.
9. The tall white chalk cliffs are located along the southern coast of England.
10. Millions of people visit it each year to hike, ride mules, and admire its beauty.

- 2** Use words from Exercise 1 to complete the questions. In pairs, ask and answer the questions.

1. In which country is the highest _____ in the world?
2. What's the name of the _____ that flows through London?
3. What's the name of the deepest _____ in the world?
4. What's the name of the _____ in southern Africa?
5. Where in Moldova is the unique landscape called 'The Hundred _____' situated?
6. Where can you find the famous White _____ along the coast of England?

4 Read and complete the chart.

	Name of place	Info about size	Adjectives that describe the place
Australia			
The UK			
The USA			

Grace: Hey guys! I am thinking of how different our countries are... Do you have any spots near you with interesting landscapes? Maybe unique landforms or anything?

Adam: Oh, yes! In the UK, we have the White Cliffs of Dover. They are massive white chalk cliffs that stand high above the sea. When the sun shines on them, they look really bright and beautiful.

Mia: That sounds impressive! In Australia, we've got Uluru, also called Ayers Rock. It's a massive red sandstone rock in the middle of the desert. It changes color at sunrise and sunset, which makes it look completely different from the land around it.

Liam: I've seen pictures of Uluru, and it looks unreal! In the U.S., I'd say the Grand Canyon is a unique landscape. It's a massive, deep canyon with layers of red, orange, and yellow rock. When you stand at the top and look down, it's hard to believe how big it is. It's like the earth just decided to split open.

Adam: Wow, that sounds amazing. I'd love to see the Grand Canyon one day! Have you been down to the bottom of it?

Liam: Yes, I have. I went there with my family two years ago. It was a long walk, but we took a mule



ride. There were a lot of tourists there; some were walking, others were riding, and everybody was taking selfies.

Grace: I bet you took a good photo too, didn't you?

Liam: Sure, I did. It's so interesting how nature has shaped these places over millions of years – cliffs, canyons, and huge rocks. Nature's pretty wild.

Mia: Definitely! It'd be amazing to visit all three places one day.

5 Read again and agree or disagree with the following.

- Grace is curious about landscapes in different countries.
- Adam mentions a famous cliff in Australia.
- The White Cliffs of Dover are made of white chalk.
- Mia describes Uluru as a large rock in the ocean.
- Uluru changes color at sunrise and sunset.
- Liam walked at the bottom of the Grand Canyon.
- Adam says you can ride a bike down to the bottom of the Grand Canyon.
- Mia has already visited the White Cliffs of Dover.

6 Give synonyms to the underlined words.

- Do you have any spots near you with interesting landscapes?
- The White Cliffs of Dover are massive cliffs made of white chalk.
- Uluru is a huge sandstone rock that changes colors at sunrise and sunset.
- The White Cliffs of Dover look bright when the sun shines on them.



7 Complete the dialogue with the missing collocations.

Mia: Hey, Jack! Have you decided where you want to go this weekend?
Jack: Not yet. It's so hard to _____.! There are so many places to choose from.
Mia: Well, _____ —we should go somewhere fun and not too far.
Jack: Hmm, how about the amusement park? We can _____ on the roller coaster.
Mia: That sounds awesome! But getting there may _____. Should we _____ or _____?
Jack: Let's _____. It's faster, and we can look at the scenery on the way.
Mia: Good idea. Oh, and when we get there, we should _____ near the big Ferris wheel and then put it on Instagram.
Jack: Of course! I love posting photos on my page.
Mia: And we can _____ at the café when we get tired.
Jack: Sounds perfect. Let's plan the trip now. _____, and we can check the train schedule.
Mia: Alright, let's do it! This is going to be so much fun.

8 Fill in the missing phrasal verbs.

take off hop on set off pick up got back

1. You can _____ the sightseeing bus to explore the city.
2. The plane will _____ at 10 a.m., so make sure you're at the gate on time.
3. We need to _____ our luggage from the baggage claim after the flight.
4. We _____ home late last night after a long train journey.
5. The group _____ for the airport as soon as their taxi arrived.

9 Give the opposites of the underlined words. Choose from the phrasal verbs in Exercise 8.

1. The plane will land at 5 p.m.
2. The driver will drop us off at the hotel.
3. We hopped off the bus at the next stop.
4. We left early in the morning.



10 In pairs, ask and answer the following questions. Ask follow-up questions to find out more information about your classmate.

- What is the best photo you have ever taken while travelling? Where was it?
- When you're on a bus or train, do you prefer to take a seat near the window or the aisle? Why?
- What is the longest bus ride you have ever taken? Where did you go?
- Do you think hopping on and off buses is a good way to explore a city? Why or why not?
- Do you usually set off for a trip with a lot of plans, or do you like to be spontaneous?



GRAMMAR

The past continuous tense

Formation: [was/were] + [verb (-ing)]

I was speaking. They were listening.

Use the **past continuous tense** to express:

past actions in progress (at a specific time or while something else happened)

*At 2 p.m. yesterday, we **were booking** tickets.*

*She **was posting** some photos when the phone rang.*

two actions happening at the same time in the past:

*As the sun **was setting**, we **were taking** photos.*

11 Use the information in the table below to say what Grace was doing at the indicated time. Write sentences as in the example.

- | | |
|---------------------------------|------------------------------|
| 1) 7:30 a.m. walk to school | 5) 3:30 p.m. do her homework |
| 2) 11:00 a.m. have a lesson | 6) 6:30 p.m. play chess |
| 3) 1:00 p.m. have lunch | 7) 8:00 p.m. watch TV |
| 4) 2:30 p.m. talk to her sister | 8) 9:30 p.m. read a book |

Example: At 7:30 a.m. *Grace was walking to school.*

12 A group of students spent an exciting afternoon visiting the Grand Canyon. Look at the pictures and complete the sentences, using the past continuous.



- When the sun set, we _____.
- I noticed some strange plants while we _____.
- We felt astonished while the sun _____.
- When the guide called us, I _____.

Lesson

3

Moldova's natural wonders

LEAD-IN

- Name three things that make Moldova's nature unique.
- What places around Moldova have you visited? What did you learn from those trips?



READING AND LISTENING

1 Read and choose the best option for every sentence. Listen and check.

1. Moldova is a small country that *often/always* goes unnoticed by tourists.
2. It's not as *famous/famed* as other places, but that's part of its *charm/magic*.
3. The landscape in Moldova is *quite/incredibly* diverse.
4. Moldova is *home/house* to some of the most beautiful nature *reserves/preserves*.
5. Moldova is much *less/more* crowded than typical European destinations.



6. In Moldova, tourists *can/must* enjoy nature in its most quiet form.
7. Spring and *summer/autumn* are ideal times to visit Moldova.

2 Read the blog post written by Lina. Have you visited the places she describes? What information can you add to her post?

MOLDOVA: AN OVERLOOKED DESTINATION AND YET...



The Republic of Moldova is still the least visited country in Europe. However, it is a tourist destination full of picturesque places that are worth visiting. To prove it, I will take you on an imaginary trip to three of these places.

Our first stop is the **Țipova Cave Monastery**, situated on the right bank of the Nistru River, near the village of Țipova in Rezina District. It is one of the largest and oldest cave monasteries in Eastern Europe, its origins dating back to the 6th century AD. One legend says that this is the wedding church where Stephen the Great married Maria Voichița. Today, the monastery is a peaceful place, where visitors can enjoy amazing views of the Nistru River, the tall limestone cliffs, and the green nature around.

Another beautiful place to visit is the **Orheiul Vechi** historical and archaeological complex, located in Orhei District. Here, time feels slower, so we can enjoy the stunning natural views, ancient ruins, medieval remains, and the Museum of Archaeology and Anthropology. You can also explore the cave monasteries and see the magical stone cross on top of the hill. They say that if you touch the cross and walk around it three times, your wishes will come true.



Finally, the journey takes us to the village of Talmaza in Ștefan Vodă District, where an old riverbed of the Nistru River forms **Adana Reserve**. The reserve is home to many different plants and animals, many of which are rare or protected. The winding riverbed and the surrounding wetlands create a unique ecosystem, perfect for people who love nature, enjoy watching birds, or just want to relax in the peaceful countryside of Moldova.

This trip includes only three beautiful places in Moldova, but it shows that my country has amazing places with beautiful nature, history, and culture.

3 Decide if the following statements are true or false.

1. The Țîpova Cave Monastery is one of the oldest monasteries in Moldova.
2. The monastery is popular, but the reason is not clear.
3. Orheiul Vechi is a small village in Orhei District.
4. An old stone cross stands on top of a hill in Orheiul Vechi.
5. All these places are located on the banks of the Nistru River.
6. Many animals and birds have found a safe home in the Adana Reserve.

GRAMMAR AND SPEAKING

4 In column A, add the question tags. Match the questions to their answers in column B. In pairs, ask and answer similar questions.

A	B
1. The Rock of Love is in the north of Moldova, _____?	a. Yes, they do. They are proud of sharing it with the tourists.
2. Tourists don't pay any entry fees, _____?	b. No, it doesn't. It is located along the Ciuhur River.
3. Local guides don't know the legend very well, _____?	c. Yes, it is. It is in Râșcani district in the north of Moldova.
4. The Rock of Love stands on the banks of the Răut River, _____?	d. Yes, they are. In fact, it is an ideal place for great photos.
5. Tourists are not allowed to take photographs there, _____?	e. No, they don't. But guided tours may have a fee.

5 In pairs, study the tourist flyer and answer the questions.

1. What makes the Rock of Love a unique and romantic nature landmark?
2. Where is it located?
3. What can tourists do there?
4. Why are spring and summer the best seasons to visit it?
5. How much is the entry fee?
6. How can tourists get there?

Discover Moldova's Natural Wonders: the Rock of Love on the banks of the Ciuhur River

Whether you're a nature lover, photographer, or just want to find peace in nature, the Rock of Love is a perfect destination for anyone who wants to see Moldova's beautiful nature.



Why visit it?

- It is a quiet and romantic place with an interesting old legend.
- It is a place of stunning natural beauty. The Ciuhur River flows gently, surrounded by forests and rolling hills.
- It is an ideal area for quiet walks, photography, and fishing.

Top Things to do:

- Stand in front of the famous Rock of Love and admire the splendid views of the Ciuhur River and the surrounding forest.
- Take photos of the beautiful landscape of the river, rock formations, and greenery. It is a safe spot for selfies!
- Talk to villagers and discover the local stories and romantic tale of the Rock of Love, shared by local guides.



Practical Information:

- Location:** The Rock of Love is located along the Ciuhur River, between the villages of Duruitoarea and Văratîc, approximately 37 km from Râșcani.
- Best time to visit:** Spring and summer for the most beautiful river views and the green, vibrant landscape.
- Opening hours:** Open all year round, but spring and autumn are the best seasons to visit.
- Entry fee:** Free for visitors, but guided tours may have a fee.
- How to get there:** The easiest way to get there is by car. Buses run from Râșcani or Chișinău to nearby villages.

Plan Your Nature Escape Today!

- 6** In groups, design a flyer to recommend your village/town as an interesting place for tourists. Write tag questions about your hometown or village. Then role-play short dialogues between a local and a foreign visitor using your questions.

THE LANGUAGE LAB

- 7** Choose the right word for each sentence.

crowded guided tour landscape bank quiet nature reserve destination views

- London is a popular _____ for tourists.
- The _____ in Moldova is beautiful, with green hills, rivers, and forests.
- A _____ helps protect plants and animals.
- The city center was very _____ with people during the festival.
- This small village is very _____, a perfect place for relaxing.
- From the top of the hill, you can enjoy the beautiful _____ of the valley.
- We joined a _____ to learn more about the history of the reserve.
- People like to walk along the _____ of the river.

8 Match and make sentences using the prompts.

1. cars
2. trains/buses
3. boats
4. planes

- a. sail
- b. drive
- c. fly
- d. run

- ... on fixed routes, making it easy for people to travel in cities.
- ... peacefully on the lake.
- ... above the city during the airshow.
- ... fast on the highway.
- ... every 30 minutes.



9 Work in pairs. Use either *drive* or *ride* in the following sentences. Then ask and answer the questions.

1. We're going to rent a car and _____ to the south of Moldova.
2. My friend will _____ because I don't have my licence yet.
3. Next year, we would like to spend a week cycling in the north of Moldova, because we love _____ our bikes.
4. If we get too tired to cycle, we will _____ the bus.

- Ride** – 1. to travel in a vehicle, especially as a passenger
I ride the bus to school every day. (I am the passenger.)
 2. to sit on and control a bicycle, motorcycle, animal as it moves
She rides the bicycle to work every day.
- Drive** – to operate a vehicle so that it goes in a particular direction
I drive the bus to school every day. (I am the bus driver.)

1. What's your favourite way to travel in Moldova—by riding a bus, a bike, or by driving?
2. If you could drive anywhere in Moldova, where would you go and why?
3. What places in Moldova have you visited? How did you travel there?

GRAMMAR

Simple Past	Past Continuous
1. Completed actions in the past	4. Ongoing actions in the past
2. Happened once or several times	5. Was happening at a specific moment
3. Used for a sequence of actions	6. Used for background actions (interrupted actions)
Often used with: yesterday, last week, in 2000, etc.	Often used with: while, when, at 5 PM, etc.

10 Study the sentences and decide what type of action the verbs express.

- I *was walking* to school when it *started* to rain.
- I *walked* to school yesterday.
- She *was reading* a book when the phone *rang*.
- She *closed* the book and then *answered* the phone.
- While we *were having* dinner, my brother *was watching* TV.
- At 7 PM yesterday, I *was studying*.
- When I *was* a child, I *played* outside every day.
- I *was playing* outside when it *got* dark.

11 Put the verbs in brackets into the past continuous.

1. We _____ (drive) through the mountains when we saw some deer grazing peacefully.
2. The tour guide _____ (speak) about safety rules while we _____ (take) photos.
3. My friends and I _____ (hike) along the trail when we heard a loud noise.
4. As we _____ (explore) the forest, we started to feel hungry.
5. My friend Esme _____ (play) the guitar when a tourist came out of the forest and asked for help.
6. He _____ (look) for a nice place to take a selfie when he understood that he had got lost.

Lesson

4

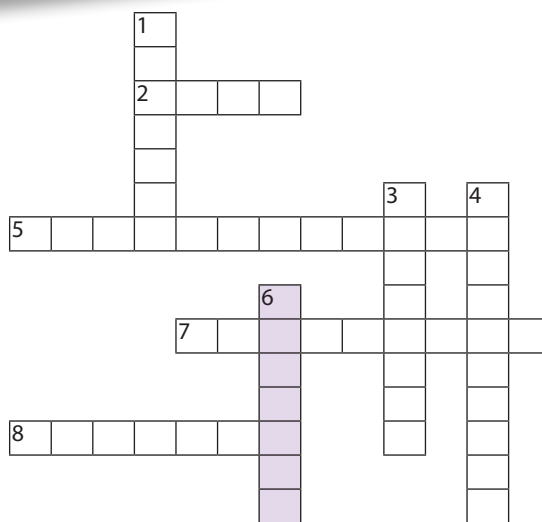
Closer to wildlife

LEAD-IN

- Name the animals and birds in the pictures.
- Are the animals in danger?

All over the world the wildlife that I write about is in grave danger. It is being exterminated by what we call the progress of civilization.

Gerald Durrell, British naturalist



VOCABULARY AND SPEAKING

- 1** In pairs, look at the words and do the crossword puzzle.

1. wildlife /'waɪldlaɪf/
2. extinct /ɪk'stɪŋkt/
3. grassland /'grɑːslænd/
4. habitat /'hæbɪtæt/
5. endangered /ɪn'deɪndʒəd/
6. aurochs /'ɔːrɒks/
7. reed /riːd/
8. conservation /ˌkɒnsə'veɪʃn/

Across:

- 2 – a tall plant like grass that grows near water
- 5 – protection of nature
- 7 – a large area of open land with wild grass
- 8 – (of a type of animal or plant) that does not exist anymore

Down:

- 1 – a large wild ox that existed in the past
- 3 – wild animals, birds, insects that live in nature
- 4 – a group of animals or birds that may disappear soon
- 6 – the place where a group of animals or plants usually live

2 Use the words from Exercise 1 in the sentences below.

- _____ protection is important to protect animals that are in danger of disappearing forever.
- _____ in wetlands give food and shelter to many animals, but these places are in danger because of pollution and building.
- The aurochs, which used to live in the _____ of Europe, disappeared because they were hunted too much and lost their homes.
- The last known _____ died in 1627 in Poland, marking the species' official extinction.
- People who protect nature are working to fix places like wetlands to help save animals that are _____.
- Grasslands are important homes for many animals, but these places are weak, and if we don't protect them, more animals may become endangered or _____.

3 In groups, look for information and create a blog post to respond to one of the questions.

deforestation
grassland
dangerous
illegal hunting
wildlife
climate change
predatory
wetland
habitat
behaviour

How is wildlife dangerous to people?

How are people dangerous to wildlife?



LISTENING AND READING

4 Match the animal symbol to the name of the country. Then listen and check.

Australia

England

Republic of Moldova

Scotland

The USA



5 Listen again and answer the questions.

- What animal is a symbol of bravery and nobility?
- What animal is a symbol of movement?
- What bird is a symbol of freedom and strength?
- What mythical animal is the symbol of purity and power?

6 Read and complete the sentences with your own ideas.

- Bald eagles live in ...
- Bald eagles build their nests in ...
- Bald eagles need special places to live because ...
- Aurochs became extinct because ...
- Aurochs used to live in ...
- People hunted aurochs for ...

7 Read the texts and check your answers in Exercise 6.

Why Did the Aurochs Become Extinct?

The aurochs were large wild cows that had lived in Europe, Asia, and North Africa before they disappeared. Several challenges made them extinct.

First, hunting was a major reason for the decline of the aurochs. Humans had hunted them for their meat, skin, and horns. This caused their numbers to drop, especially during the medieval period. Another reason was habitat loss. As human populations grew and people started farming, they cleared much of the land where aurochs had lived, forests and grasslands, to make space for farms and settlements. Lastly, the domestication of cattle also played a role in the aurochs' disappearance.

As people raised cows for farming, these domesticated cattle competed with wild aurochs for food and living space, making it harder for the aurochs to survive.

These factors caused the aurochs to become extinct, and the last one had died by 1627.



Key Features of Bald Eagle Habitat



The bald eagle lives in North America. These birds need special places to live, usually near freshwater lakes and rivers where they hunt for fish and build their nests. However, the habitat of the bald eagle can vary.

Some bald eagles build their nests, called aeries, in tall trees, like pines and oaks, that are strong and safe for their nests. Others nest on cliffs or mountains, especially in areas with large rivers or lakes below. The cliffs help the eagles see their surroundings clearly and spot food more easily.

In winter, bald eagles move to places where there is open water. Some eagles from the north migrate to warmer southern areas of the United States or the Pacific Northwest to find food.

The bald eagle had been on the list of endangered species in the U.S. before 2007. However, the number of bald eagles has grown due to protection and efforts to help them. The bald eagles are considered safe now, but some laws still protect them.

THE LANGUAGE LAB

8 Match the parts to make compound nouns.

A	B
grass	forest
wild	quake
wet	storm
earth	lands
rain	life
snow	land

9 Use the compound nouns from Exercise 8 to complete the sentences.

1. The vast _____ full of wildflowers and grazing animals was amazing.
2. Many species of _____ live in the national park, including rare birds and large mammals.
3. The _____ are home to countless birds and plants that need damp conditions.
4. The _____ caused widespread panic throughout the city.
5. The dense _____ is very rich in exotic plants and colorful birds.
6. The strong _____ covered everything with a thick layer of snow.

10 Change the words in brackets to make them fit the sentences.

- Many animals and birds become (danger) because they lose their habitat.
- They started a campaign to save the giant panda from (extinct).
- Old buses and cars emit much more (pollute) than new ones.
- (Deforest) is the act of cutting down or burning the trees in forests.
- When people hunt some animals too much, it leads to their (disappear).
- The (domesticate) of cattle is one reason why the aurochs became extinct.
- Wildlife feels good in its (nature) habitat.
- The nature reserve offers the birds and animals (protect) from human activity.

11 Fill in the missing parts of the following proverbs. One word is used twice.

sun bird leopard fruit

- A tree is known by its _____.
- A _____ in the hand is worth two in the bush.
- A _____ cannot change its spots.
- Make hay while the _____ shines.
- The early _____ catches the worm.

12 Choose the right explanation for each proverb in Exercise 11.

- People cannot easily change who they really are.
- People are judged by their actions.
- Acting early can lead to success.
- Take advantage of opportunities before they are gone.
- It is better to keep something you already have than to risk losing it by trying to get something better that you might not get.

GRAMMAR

Past perfect

Past perfect means 'earlier past'. Use it for a past action that happened before another past action or before a certain/definite past moment:

+

He *had left*.

-

He *hadn't left*.

?

Had he left?

When I came to school, the lessons *had already started*.
I *had finished* my work by 6 o'clock.

13 Make sentences using the words in brackets.

- John was no longer at school. (he / go/ home)
He had gone home.
- We arrived at the cinema late. (the film / already / start)
- I did not find Ann at home. (she / go / shopping)
- He was all wet. (he / swim/ in the pool)
- Lina's eyes were red. I understood (she /cry)
- Alex was not hungry. (he /already/ have / lunch)
- The school was very quiet. (the lessons / already/ start)
- I didn't see John at the party. (he / not come / yet)
- The breakfast was on the table. (they / not eat / it)
- The train was late. (it / not arrive / on time)

14 Think of a recent family event. Write 10 sentences about what you had done or hadn't done before the event.

Lesson

5

Planning a vacation

LEAD-IN

- What kind of vacation do you prefer?
- Do you usually plan your vacation?

VOCABULARY AND READING

1 Group the words under the right heading.

Destination	Landscape	Activities
Accommodation	Means of transport	Time and duration

country	winter
bicycle	sunbathing
vacation period	hiking
train	cycling
departure	bus
hotel	camping
plane	eco-lodge
city	ticket
sightseeing	a fortnight
birdwatching	summer

2 Read the conversation and answer the questions.

Adam: Hey, everyone! What about planning an unusual vacation together this summer? Something different from the usual trips. Any ideas?

Esme: Oh, that sounds exciting! How about going to a place with a unique natural environment? Like somewhere with a lot of wildlife or unusual landscapes?

Mia: I love that idea! What about a trip to Iceland? We could see volcanoes, glaciers, and even some wildlife like puffins. It would be something really different.

Grace: Iceland sounds amazing, but let us go somewhere not too far away.

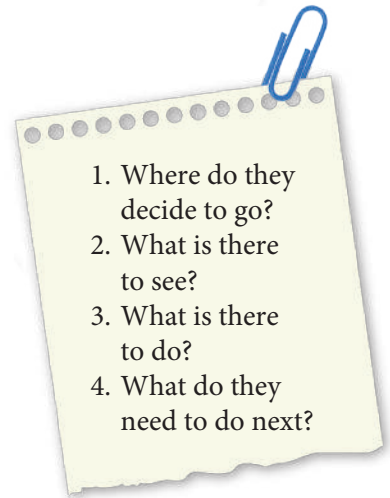
Liam: And the vacation should not be very long if we want it to be really exciting.

Ryan: OK, what about a five-day vacation in The New Forest? It's not too far from London, and it has a lot of cool things to do.

Lina: I agree with Ryan. The New Forest sounds perfect! I've heard it's full of wildlife, and we can even see wild ponies. Plus, there are forests, heathlands, and marshes. It would be a nice mix of nature and adventure.



- Adam:** Exactly! And we could do some cycling too. The New Forest has a lot of bike paths, so we could rent bikes and explore more of the park. It sounds like a fun way to see everything.
- Esme:** I heard there are places in The New Forest where you can spot deer and other animals. Maybe we can also go birdwatching!
- Grace:** Okay, so The New Forest is our destination! We can do hiking, cycling, wildlife watching, and stay in an eco-friendly lodge or treehouse. Plus, we could explore some of the charming villages nearby.
- Adam:** I'm totally in! Let's start planning our vacation! We need to look for accommodation and plan our itinerary.



1. Where do they decide to go?
2. What is there to see?
3. What is there to do?
4. What do they need to do next?

THE LANGUAGE LAB

3 Match the words to their definitions.

1. itinerary /aɪ'tɪnərəri/
2. tough /tʌf/
3. marsh /mɑːʃ/
4. glacier /'glæsiə(r)/
5. heathland /'hiːθlənd/
6. fortnight /'fɔːtnaɪt/
7. puffin /'pʌfɪn/

- a. A small seabird with a brightly colored beak, found in the North Atlantic
- b. A period of two weeks (14 days)
- c. A large, slow-moving mass of ice
- d. Lowland that is soft and wet often with grasses and other herbs
- e. Open, uncultivated land, often covered with heath and grasses
- f. A detailed plan of a trip or journey
- g. Difficult or challenging

4 Complete the sentences with the words from Exercise 3.

1. We stayed at the beach house for a _____, enjoying the sun and surfing every day.
2. The _____ were covered with wildflowers, creating a beautiful and peaceful landscape.
3. The hike up the mountain was _____, but the view from the summit made it wonderful.
4. The birdwatching tour took us through the _____, where we saw many rare species.
5. I reviewed the _____ for our trip to Italy to ensure we didn't miss any major attractions.
6. The scientists studied the _____ to understand the effects of climate change on polar ice.
7. While on the cliffs, we spotted a _____ that was nesting.

5 Decide which sentences are suggestions. Choose five sentences.

1. How about going to a place with a unique natural environment?
2. What about planning an unusual vacation together this summer?
3. The vacation should not be very long if we want it to be really exciting.
4. What about a trip to Iceland?
5. Let us go somewhere not too far away.
6. We need to look for accommodation and plan our itinerary.
7. Maybe we can also go birdwatching!
8. It's not too far from London, and it has a lot of cool things to do.

6 Find responses to suggestions in the conversation in Exercise 2. Are they positive or negative?

LANGUAGE FOR SPEAKING

Making suggestions

Why don't we ... (+verb without 'to')?
 Shall we ... (+ verb without 'to')?
 Would you like to ... (+ verb)?
 Let's ... (+ verb without 'to')
 What about ... (+ verb in -ing)?
 How about ... (+verb in -ing)?

Responding to suggestions

Yes, OK.
 That's a good idea.
 That sounds great!
 No, I don't think so.
 I'm not sure about that.
 I'd prefer to ... (+ verb).

7 Fill in the missing suggestions.

- a) How about visiting a theme park? c) Maybe we could go to a small town nearby and explore?
b) How about the beach? d) Would you like to go to the mountains instead?

Emma: Hey, Bob! Summer is coming up. Should we plan a vacation?

Bob: Yeah, that sounds great! Where should we go?

Emma: _____ We could swim, relax, and enjoy the sun.

Bob: Hmm, nice, but I don't really like getting sand everywhere. _____
We could hike and camp.

Emma: Camping could be fun, but I'm not sure about hiking. It sounds tiring. _____
We can go on rides and eat fun snacks.

Bob: That's a cool idea! But they are usually crowded and expensive. _____

Emma: That sounds perfect! Let's look for a place like that.

Bob: Great! I'll check online, and we can make a list of options.

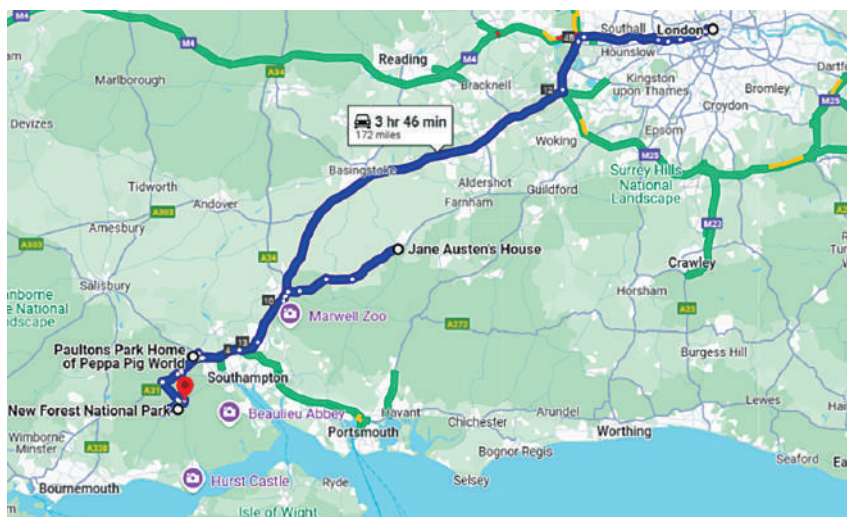
Emma: Cool! Let's plan it together.

Bob: Deal!

LISTENING AND SPEAKING

8 Listen to Adam, Esme, Mia, Grace, Ryan and Lina discussing the places they would like to include in their itinerary. Arrange the places in the order they are mentioned in the conversation.

- Marwell Zoo
- Jane Austen's house
- Peppa Pig World
- Paultons Park
- National Motor Museum
- Hurst Castle

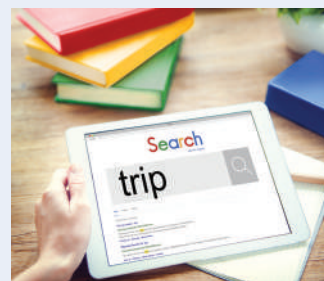


9 Find the places mentioned in Exercise 8 on the map.

10 Work in groups. Research the places mentioned in Exercise 8. Choose two places the book characters will visit on their way to their final destination – New Forest National Park. Add the missing information to the Trip Planner (items 3-8).

Trip Planner

1. **Departure:** London
2. **Destination:** New Forest National Park
3. **Means of Transport:** [Choose between bus or train]
4. **Accommodation:** [Choose between campsites or hostels]
5. **Meals:** [Decide on self-catering or restaurants]
6. **Bike Rental Service:** [Decide what is the best bike hire place, see the costs]
7. **Places to include in the itinerary:** [Choose two of the places]
8. **Weather Forecast:** [Look up the weather forecast for the New Forest in June]



11 In pairs, discuss what places you would like to visit in summer. Use expressions from the *Language for speaking* box.

12 Write sentences to explain the signs in the pictures.



GRAMMAR

13 Put the verbs in brackets into simple past or past perfect.

1. We asked (ask) him what countries he had visited.
2. I called Bob yesterday. He _____ (just / return) from Portugal.
3. Soon we found out that they _____ (go) to see the marshes.
4. After I had called you, I _____ (book) the tickets for our trip.
5. She told us she _____ (see) the Hurst Castle.
6. Gail told me they _____ (invite) her to see The New Forest.
7. After you _____ (go), I looked through our itinerary for the trip.
8. Before you came, we _____ (discuss) the possibility of visiting Jane Austen's House.

14 Use the ideas to make sentences:

1. Tom / not see Mount Rushmore – visit the USA
2. Lina / not see wild ponies – come to The New Forest
3. They / book accommodation – start for the holiday
4. They / stop at Jane Austen's House – reach their destination



15 Help Esme read the letter she got from her friend by using the correct tenses.

New Message

To:

Subject:

Hi, Esme,

I'm excited to hear that you're planning to visit Jane Austen's House this summer. I _____ (visit) it two years ago, and it was an unforgettable experience. I learned tons of things that I _____ (not know) before. Let me share a few curious things about it.

This Hampshire cottage was built around 1620, so by the time Jane Austen and her family _____ (move) there in 1809, it had already stood for nearly two centuries. She lived in it during the last eight years of her life. The house reflects its 19th-century charm, preserving the environment that _____ (inspire) her famous novels. As I _____ (walk) through the rooms, I was thinking about what inspired Jane to write her unique novels. By exploring her letters, I discovered how her family _____ (influence) her writing and how she had created timeless characters like Elizabeth Bennet and Mr. Darcy. Even if you're not a fan of Jane Austen, you'll surely enjoy the house and the surrounding garden.

Make sure to pre-book your admission tickets. The rooms are quite small, and they _____ (allow) only 12 visitors to enter every 20 minutes. However, once you're inside, you can explore the house for as long as you like.

What other destinations _____ you _____ (include) in your itinerary?

Looking forward to hearing from you.

Yours,
Hannah



Send



1 One word in each sentence is not correct. Cross it out and write the correct answer above it.

1. It took over billions of years to turn the Earth into a white planet.
2. 1816 is known as “the Year Without a Winter”.
3. Some plants warn each other of danger through their leaves.
4. The snow in Antarctica covers about 98% of the land.
5. The tectonic plate movement causes formation of volcanos.
6. Oceans may grow due to tectonic plate movement.
7. Penguins cannot survive in the extreme conditions of Antarctica.
8. Bugs use infrasound to talk to each other.

2 Match the parts and write sentences.

A	B
nature	formation
rock	view
peaceful	hills
stunning	complex
rolling	beauty
beautiful	retreat
medieval	reserve

3 Fill in *the* where necessary.

1. ____ United Kingdom consists of ____ England, ____ Scotland, ____ Wales and ____ Northern Ireland.
2. The longest river in ____ UK is ____ Severn.
3. ____ Great Lakes are located between ____ Canada and ____ USA.
4. Are ____ Great Lakes linked to ____ Atlantic Ocean or to ____ Pacific Ocean?
5. ____ Belfast is the capital of ____ Northern Ireland.
6. ____ Caucasus stands between ____ Black Sea and ____ Caspian Sea.
7. ____ Vatican City is in ____ Europe.
8. ____ Tasmania is a large island.
9. ____ Mexico City, ____ San Paulo and ____ Cairo are the world's biggest cities.

4 Use the verb in brackets in the right form.

I _____ (always/ know) that the best way to see a new place _____ (be) on foot. This _____ (be) what I _____ (do) when visiting London last year. I _____ (start) with Piccadilly Circus because I _____ (read) so much about it. There I really _____ (feel) I _____ (be) in London. From there I _____ (go) to Trafalgar Square to feed the pigeons. The square _____ (commemorate) Nelson's naval victory in 1805. While I _____ (admire) Nelson's Column, I _____ (hear) the noise of starlings. As some musicians _____ (get) their instruments ready, more tourists _____ (come) to the place to listen to music. Then I _____ (decide) to go to the National Gallery which _____ (contain) one of the largest collections of paintings in the world. I _____ (never visit) a more impressive art gallery before. The next day I _____ (go) to see the famous waxworks in Madame Tussaud's, the Tower of London and the parks. I _____ (also / plan) to see Westminster Abbey and the Houses of Parliament.

Self-assessment

Task 1 (8p.) | Task 2 (7p.) | Task 3 (12p.) |
Task 4 (19p.) | Task 5 (10p.)

- I can understand and use vocabulary related to nature and wildlife.
- I can use the definite article correctly.
- I can use different tenses correctly in context.
- I can write clearly and logically, organizing my ideas in a paragraph.

☐ Excellent ☐ Good ☐ Average ☐ Poor

5 Gerald Durrell, a British naturalist, said that animals and nature around the world are in great danger. People are destroying them because of what they call “progress.” Do you agree with this idea? Write a short paragraph explaining your opinion. Give examples to support your answer.

Unit 5

ACROSS NATIONS AND CULTURES



In this Unit, you will deepen your understanding of different nations and cultures by exploring their history, landmarks, traditions, and stories.



Communication Skills:

You will learn how to:

- Discuss the values, traditions and history of some English-speaking countries
- Talk about well-known personalities
- Compare and contrast the education systems in different countries
- Participate in conversations about favourite books
- Describe various holidays and their celebration traditions

Writing Skills:

You will learn how to write:

- A brief biography of a famous person

Vocabulary: words and phrases related to:

- Values, traditions and history of some English-speaking countries
- Exams and grading systems
- Tourism and tourist attractions
- Celebrating festivals

Grammar:

- Reported speech
- Conditionals, types 1 and 2
- Some phrasal verbs

Lesson

1

Building a nation

LEAD-IN

Take the short quiz and check how much you know about the U.S.

- What do the stripes on the American flag represent?
 - the original 13 colonies
 - the current number of states
- Where is the famous U.S. landmark the Statue of Liberty situated?
 - on Liberty Island in New York Harbor
 - near Manhattan, New York City
- What was George Washington before he became president?
 - a farmer and military leader
 - a farmer and soldier
- When do Americans celebrate Thanksgiving?
 - on the last Thursday in November
 - on the fourth Thursday in November

Land of the
FREE
because of the
BRAVE

VOCABULARY AND SPEAKING

- 1** Group the following words into three columns: Values, Traditions, and History.

high standards patriotism Thanksgiving Civil Rights democracy reconciliation
Declaration of Independence diversity baseball freedom 9/11 attacks

- 2** Liam and Grace participated in the International Education Week in their school. They selected a few symbols that represent their country, the U.S.A. Name the symbols. What do they stand for?

- 3** Read the sentences below. Which symbols do they describe?

- It is one of the oldest and most prestigious universities in the country.
- It is the official residence and workplace of the President of the United States.
- It associates with the figure of Uncle Sam and expresses American patriotism and civic duty.
- This symbol shows the rich history and beliefs of Native American tribes. It highlights their strong respect for nature and community.



a



b



c



d



e



f



g



h

- 4** Make up your own sentences and have your classmates guess the symbol.

LISTENING AND SPEAKING

5 Listen to more information about the symbols of the U.S. and take notes. In pairs, ask and answer the following questions.

1. Why is Harvard University considered prestigious?
2. Which U.S. presidents graduated from Harvard University?
3. Who was the first U.S. president to live and work in the White House?
4. Why is the White House painted white?
5. Who was Samuel Wilson?
6. How did 'Uncle Sam' become a symbol of the United States?
7. What does the Native American symbol stand for?
8. What is the American society more aware of?



READING

6 Read the info note. In pairs, ask and answer the questions.

Everybody knows that George Washington was the first president of the USA who served two terms from 1789 to 1797. However, few people probably know that he didn't really want to be president.

George Washington owned a lot of land in Virginia and was extremely rich. He was also a famous general who helped American colonists win freedom from the British rule. He also led the meeting that created the U.S. Constitution. After this, Washington wanted to retire and return home. But the people chose him to be the first U.S. president.

At the time, the United States was not fully united. People spoke different languages, practiced different religions, and had different cultures. George Washington had to create unity. He invented many parts of the presidency. He formed a group of advisors (the cabinet), created a national currency, started the Supreme Court, and organized the Department of Foreign Affairs.

He also decided the president should lead foreign policy and make important decisions. George Washington always followed the U.S. Constitution as his guide. Thus, he shaped the presidency for all future leaders.

Historians believe that one of the best things about George Washington was his ability to give up power. At the end of the Revolutionary War, General Washington returned his sword. And at the end of his administration, President Washington simply returned home.



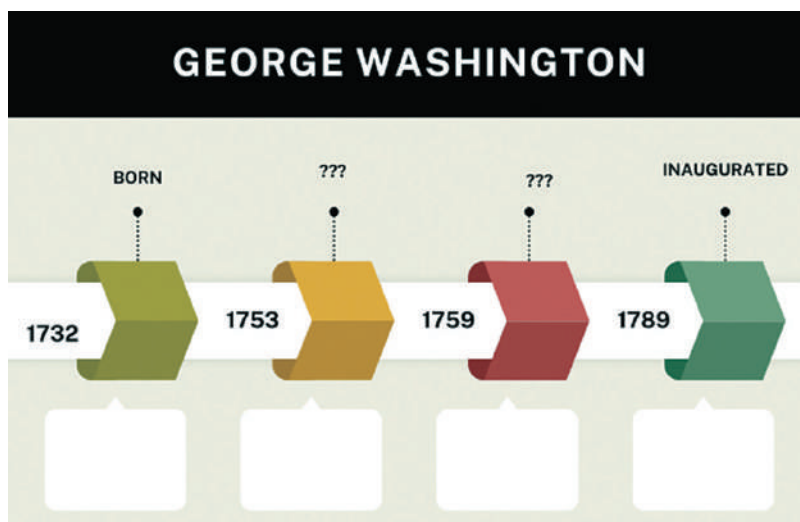
- 1 Why did George Washington serve two terms if he didn't want to be president?
- 2 Do you think George Washington was a great leader? Why or why not?
- 3 What was the United States like when George Washington became president?
- 4 What example did Washington set by acting according to the laws of Constitution?
- 5 In your opinion, why didn't Washington want to remain president?



7 Decide if the sentences are true or false.

1. George Washington was a rich landowner, a famous general, and the first U.S. President.
2. The job of president was challenging for George Washington because there were too many traditions he had to remember.
3. He sometimes followed the laws written in the Constitution and often took advice from other people.
4. Due to George Washington, the U.S. president is responsible for foreign policy.
5. According to historians, President Washington was a great personality because he was able to give up power.

- 8** Work in groups. Create a timeline of George Washington's life and presidency. Use additional sources to gather more information and ensure accuracy. Share your timeline with the class.



THE LANGUAGE LAB

- 9** Change the words in brackets so as to make them fit the sentences.

1. The _____ (colony) worked hard to grow food in the new land.
2. Many people traveled to America searching _____ (free) and a better life.
3. George Washington's _____ (president) set many important examples for future leaders of the United States.
4. The leaders emphasized the importance of _____ (unite) to build a strong and united nation.
5. The president relied on his _____ (advise) to help make important decisions for the country.
6. _____ (history) study the events that shaped the United States during its early years.
7. Americans believe that everyone should have the _____ (able) to succeed if they work hard.
8. The school's _____ (associate) with the charity helped raise funds for the poor.
9. He received a _____ (prestige) award for his research in medicine.
10. The dove is often used to _____ (symbol) peace in various cultures.
11. The citizens displayed their _____ (patriot) spirit during the national holiday celebration.
12. Her _____ (contribute) to the project helped bring it to a successful conclusion.
13. They are fighting against all kinds of _____ (just).
14. It is important to raise _____ (aware) about the necessity to fight corruption.
15. The relationship they built during their volunteer work created a _____ (last) friendship.

10 Give synonyms to the underlined words.

- George Washington had a lot of land.
- Many wealthy families in the United States have large estates and businesses.
- The Statue of Liberty is a well-known monument in New York City.
- The president's official home is known as the White House.
- The job of president was challenging for Washington.



11 Fill in the missing phrasal verbs in the required form.

find out stand for set out
look forward to give up

- The American flag _____ freedom and democracy.
- Many leaders refuse to _____ even when challenges are huge.
- Many people _____ visiting the USA to experience its diverse culture.
- Travelers from all over the world come to the USA to _____ about its history and traditions.
- Many immigrants _____ on a journey to the USA for better opportunities.

12 Your cousin Kate has just returned from the USA where she spent one year in an American school. You want to learn more about her stay in the USA. Unscramble the questions.

- famous / any / in the USA / you / Did / places / visit?
- like / American / you / What / most / about / did / culture?
- did / challenges / there / you / while / face / What / living?
- participate / you / in any school activities / Did / or / clubs?
- to go back / like / you / to the USA / Would?

GRAMMAR

13 Design a flag for your school and say what it means.

Reported speech (1)

Rule	Example
In reported speech , we convey the meaning, not the exact words.	Direct: Tina: "I love music, but I don't like biology." Reported: Tina says she loves music. She says she doesn't like biology.
Use say when there is no direct object.	Tina says she likes math.
Use tell when there is a direct object (me, him, her, us, them).	Bob tells me he wants to travel. He often tells his friends he dreams of travelling to India.
Pronouns change to match the new speaker's perspective.	Direct: "We help our parents." Reported: They say they help their parents.

14 Change the direct speech to reported speech.

- Liam: I enjoy my experience in the US.
 Ryan: I study in a local American school.
 Lina: My elder sister learns a lot about American culture.
 Anastasia: I visited interesting places during my stay.
 Roberts: Wrestling is a powerful sport for girls.
 Mia: I made new friends from all over the world when I was in the US.
 Grace: My friends and I went to the Grand Canyon.
 Adam: The game is going to be fantastic.
 Kim & Bill: We met at a school dance.



15 Put in **tell** or **say** in the required form.

- Ann: Everybody _____ the climate is getting warmer.
 Vicky: I _____ Mark about my trip.
 Kate: You can _____ me the truth.
 Mary: Ian _____ nothing about it.
 Dan: I _____ everything to Gail.
 Melisa: You just _____ what you want.
 Hannah: You are always _____ lies.

Lesson

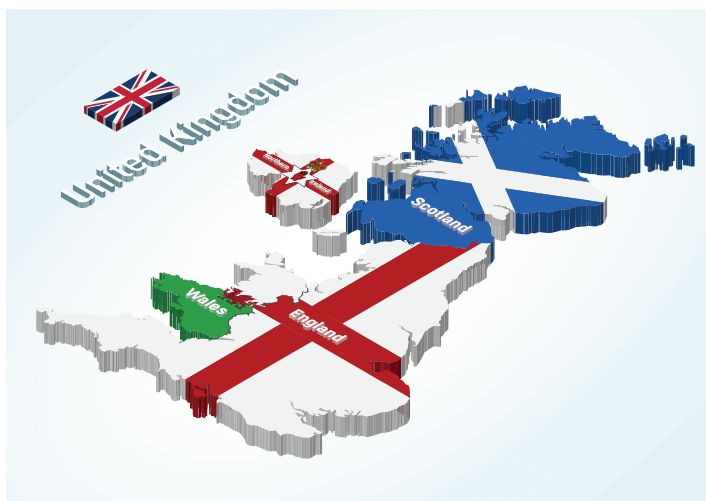
2

The UK and its people

LEAD-IN

Are the following true or false?

1. The United Kingdom is made up of four countries: England, Scotland, Wales, and Northern Ireland.
2. The capital city of the United Kingdom is Edinburgh.
3. The Queen or King of the UK is also the head of state in other countries, like Canada and Australia.
4. Big Ben is the name of the clock tower in London.
5. The UK uses the euro as its currency.
6. In the UK, people drive on the left side of the road.



LISTENING AND SPEAKING

1 Work in groups. Complete the following table, filling in the key features of each country in the UK.

Robert Burns	Giant's Causeway
William Shakespeare	tin whistle
Edinburgh Castle	The Royal Family
Snowdonia	David Perry
the Beatles	Alexander Fleming
rugby	Stonehenge
Highlands	football

ENGLAND	WALES
Historical monument:	Landscape:
Famous people:	Castles:
Sport:	Sport:
SCOTLAND	NORTHERN IRELAND
Landscape:	Nature monument:
Castles:	Musical instrument:
Famous people:	Game developer:



2 Listen and check. Answer the questions.

1. Which part of the UK has the most castles?
2. What nature monument is made of strange-shaped rocks?
3. What is the name of one of the most famous prehistoric monuments in England?
4. What famous people were born in Scotland?
5. What is the symbol of musical culture in Northern Ireland?
6. What sports are most popular in the UK?

3 In pairs, ask and answer questions about the UK.

Examples: A: Do you like the Beatles?

B: Sure, they are unbeatable!

A: What's your favourite song?

B: I think it's *Imagine*.

A: Is Loch Ness the name of a lake or an imaginary monster?

B: I think it's both. I would like to see them one day.

READING

4 Read about Charlotte Cooper and complete the sentences that follow.

Charlotte Cooper was a remarkable tennis player who made history not only with her tennis achievements, but also by overcoming serious challenges.



First Female Olympic Gold Winner Charlotte Cooper

She was born on September 22, 1870, in Ealing, England. Her father was a miller, and she was the youngest daughter in the family.

In 1893, Charlotte won her first senior singles title in West Yorkshire. This gave her the first taste of victory and she wanted to go bigger. So she went to the grandest stage in tennis during the time – Wimbledon. To get there, she would ride her bike from Ealing to the all-English Wimbledon club, wearing a dress that was too long for cycling!

Charlotte won her first Wimbledon title in 1895. In 1896, when she was 26, she went completely deaf. Even though she could not hear, she continued to compete and dominate in tennis. She won five Ladies Singles Wimbledon Championships between 1895 and 1902. She also reached eight consecutive finals, which is an impressive record. In 1900, at the Summer Olympics in Paris, Charlotte Cooper became the first woman in history to win a Gold Medal in tennis.

Charlotte Cooper continued to play tennis until the 1950s. She died at home in Helensburgh, Scotland, on 10 October, 1966, at the age of 96. Cooper's courage, perseverance, and skill made her a pioneer for women in sports.

“Winning my first championship of the Ealing Lawn Tennis Club at the age of 14 was a very important moment in my life. How well I remember, ... running off to the club on a Saturday afternoon to play in the final ... – that was the first really important match of my life.”

1. In 1870, ...
2. When she was 14, ...
3. In 1893, ...
4. In 1895, ...
5. In 1896, ...
6. In 1900, ...

- 5** In pairs, unscramble the questions and answer them.
Use the Info Note or search online for more information.

- the Wimbledon tournament / each year / when / does / take place?
- players / all-white clothes / why / wear / do / at Wimbledon?
- traditionally / the Wimbledon tournament / what / dessert / do / enjoy / spectators / during?
- often / watches / Wimbledon matches / who / and / attends / from the Royal Box?
- mean / 'love' / what / does / in tennis?



Info Note on a British tradition

Wimbledon is the oldest and most famous tennis tournament in the world. It takes place every year in London, England and has been held since **1877**. The tournament reflects British values of fair play, respect and tradition in sport.

GRAMMAR AND SPEAKING

- 6** Fill in the missing verbs in the required form.

- Charlotte Cooper _____ challenges as a woman competing in sports during her time.
- She often _____ her bike to stay active and fit for tennis.
- Following the norms of her era, she would _____ a long dress while playing tennis.
- Charlotte _____ deaf at a young age but didn't let it stop her from pursuing her dreams.
- She was a skilled athlete who loved to _____ tennis and competed with great determination.
- In 1900, she _____ a Gold Medal in the Olympics.

- 7** Look at the pictures and say who the people are. Use the prompts to write sentences and complete the table.

Name	Education	Job/Occupation	Facts from life
Queen Elisabeth II			
Emma Watson			
Stephen Hawking			

- (rule) for 70 years (1952-2022), (be) the longest-reigning British monarch
- (be) a British physicist, (work) on black holes
- (be) a famous English actress, (be born) on April 15, 1990
- (become) Queen when she (be) 25, after her father, King George VI, (die)
- (be born) in Paris but ((grow up) in England
- (attend) the University of Oxford, (earn) his doctoral degree at the University of Cambridge
- (study) at Brown University in Rhode Island, United States
- (graduate) with a degree in English literature in 2014
- (get) education at home, private tutors (teach) her subjects like history, law and languages
- (play) Hermione Granger in the *Harry Potter* films
- doctors (diagnose) him with a rare disease when he was 21
- the disease gradually (paralyse) him
- (love) animals, especially dogs and horses
- (die) in 2018, at the age of 76
- (write) *A Brief History of Time*, (encourage) readers to think more about our place in cosmos



THE LANGUAGE LAB

8 Change the words in brackets so as to make them fit the sentences. In pairs, ask and answer the questions.

1. What _____ are you most proud of and why? (achieve)
2. How important is _____ in achieving your goals? (determine)
3. What strategies help you maintain _____ when working towards a goal? (motivate)

9 Complete the sentences with the verbs given below in the required form.

accept face pose overcome

1. She had to _____ the challenge of learning how to swim.
2. She _____ the challenge of running a marathon.
3. He had to _____ the challenge of speaking in front of a big crowd.
4. The high number of participants _____ a challenge to the organizers.
5. He eagerly _____ the challenge of trying a new hobby.



CHALLENGE

10 Fill in the missing words in the proverbs below. Comment on the meaning of the proverbs. Which proverb suits the text in Exercise 4 best?

1. Where there's a will, there's a _____.
2. Actions speak louder than _____.
3. Every cloud has a silver _____.

11 Tell your classmate about an experience which illustrates the meaning of a proverb in Exercise 10.

THE WRITING LAB

Tips for writing a brief biography

A brief biography helps you to summarize key information and present it in a clear, concise format.

1. Start with the basics: include the person's name, birthplace, date of birth, occupation.
2. Highlight key achievements: choose two or three major accomplishments in the person's life.
3. Follow chronological order: organize the information from the person's early life to their most recent activities.
4. Conclude the biography with a significant fact about the person.

12 Go to Exercise 4 and answer the questions:

1. Whose biography is it? What is the person's full name?
2. When and where was the person born?
3. What are the person's major accomplishments?
4. What are some inspiring or interesting facts about the person's life?
5. Why is the person an important or remarkable example?

13 Write a brief biography of a famous personality. Follow the tips and answer the questions in Exercise 12.

Lesson

3

Studying in London



LEAD-IN

- Can you name any famous landmarks in London?
- What do the photos tell you about London?

LISTENING AND VOCABULARY

- 1** Select the adjectives that may describe London, the capital of the UK. Support your choice with reasoning.
- modern – historic
dynamic – stagnant
innovative – conservative
busy – quiet
inclusive – intolerant
cosmopolitan – homogeneous
green – polluted

- 2** Complete the sentences with words from Exercise 1.
1. Numerous ethnic groups that populate London speak over 300 languages, making it a _____ city.
 2. London is a _____ city as it is one of the oldest cities in the world. The Tower of London and Buckingham Palace reflect its rich history.
 3. London is an _____ city, a hub for new ideas, particularly in the field of technology and design.
 4. As of 2024, around 8.95 million people live and work in Greater London, making it an extremely _____ and crowded city.
 5. Despite its large size, London is home to many parks and green spaces. Hyde Park, Regent's Park and Hampstead Heath transform the city, making it _____ and eco-friendly.

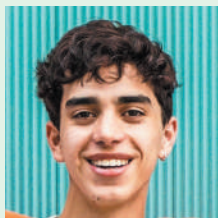
- 3** Listen and take notes. Say what Mia, Lina and Liam like about London.



READING AND SPEAKING

4 Read and make a list of vocabulary related to education. Then complete the table below.

GCSE stands for General Certificate of Secondary Education – a British exam taken by students in England and Wales and some other countries, usually around the age of 16. GCSEs can be taken in a range of subjects.



Hello from London!

I'm Liam, a high school junior (Grade 11) from Chicago, currently spending a year in London as part of an exchange program. I'm attending a secondary school here during Key Stage 4, and wow, what a cultural and academic whirlwind! I wanted to share my thoughts on the differences between the U.S. and UK education systems, and what I've liked (and struggled with) so far.

The Academics: GCSEs vs. American High School

In London, I've found myself facing the world of GCSEs - the big exams students take at the end of Year 11. Back home, we study a variety of subjects during all four years of high school. Here, by the start of Year 10, students choose 8 to 10 subjects to specialise in.

What I like about this system is that students can really focus and dive deep into subjects that interest them. It's cool to see my classmates studying subjects like psychology! I also like that homework feels more organized. You're expected to focus on fewer subjects, so it feels like there is more time to do well in each one.

What I miss about the U.S. system is flexibility. In America, I could choose subjects like theater, debate, or coding along my core classes. Here, the choices are fewer, and it's not common to drop a course halfway through. I also miss the mix of tests, projects, and class participation used to calculate grades back home. Here, the focus is mostly on the GCSEs, the big final exam.

G'day from London!

Hey, guys!

I'm Mia from Australia, and I'm doing a high school exchange program in London this year. I'm in **Year 11** (which is Key Stage 4 for all you Brits!), and let me tell you, studying here is a whole different experience. I thought I knew what school was like in the UK, but it still turned out a bit confusing. Here's what it's like, in case you're curious (or planning to try it yourself)!



Academics: What's the Deal with GCSEs?

So, back in Australia, we study many subjects in high school and finish with the **HSC** (Higher School Certificate) in Year 12. But here in London, students prepare for big exams, called **GCSEs**, which they start in Year 10. The interesting part is that once you choose your subjects, you can't change them in Year 11. You have to stick with your choice.

What I like about the system is that you can focus on fewer subjects. Students go deep into what they enjoy and are interested in. I've always wanted to focus on media, so I'm happy that I can study it now. In Australia, we do a bit of everything until the very end.

The biggest surprise for me is how the grading system works here. In Australia, we have different types of assessments, like essays, group work, class participation, and exams. In London, it's mostly about the **GCSEs** at the end of Year 11. There's a lot of focus on those final exams, which feels like so much pressure! The idea that your mark depends so much on one exam at the end of the year makes me feel stressed.

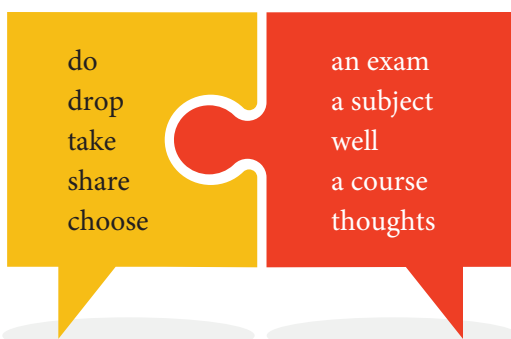
	UK	USA	Australia
Type of exam			
Subjects			
Assessment			
Grading system			

5 Work in groups. Read the statements below and decide which education system they describe – the UK, Australia, the US or Moldova. Decide which system you like best.

1. Students study many subjects until their final year of high school.
2. Students choose 8 to 10 subjects in Year 10 and cannot change them in Year 11.
3. The final grade is mostly based on exams at the end of Year 11.
4. Students can take optional subjects like theater, debate, or coding along with their core subjects.
5. Students are graded through a mix of continuous assessments, like essays, group work, and class participation.
6. Dropping or changing a subject halfway through the course is uncommon.

THE LANGUAGE LAB

6 Match and make up sentences.



7 Work in pairs. Use a dictionary to sort the words into the correct column: *British English* or *American English*.



- secondary school / high school
- sit an exam / take a test
- grade / mark
- revise (for an exam) / study
- college / university
- principal / head teacher
- recess / break time

8 Match the underlined phrasal verbs with their meaning.

1. Students go into what they enjoy and are interested in.
 2. Students can really focus and dive into subjects that interest them.
 3. School in the UK turned out a bit confusing.
 4. You have to stick with what you decided earlier.
- a. to continue with something or continue doing something
 - b. to start or join in something without hesitating, or with enthusiasm
 - c. to examine something carefully
 - d. to prove to be

9 Fill in the missing phrasal verbs.

go into, dive into, turn out, stick with

1. The professor encouraged us to _____ the subject of climate change for our research project.
2. After receiving her acceptance letter, she couldn't wait to _____ her college coursework.
3. The experiment didn't _____ as expected, but we learned a lot from the process.
4. If you _____ this study plan, you're sure to pass the final exam.

10 In pairs, ask and answer the questions.

1. What subject(s) would you like to go into at school? Why?
2. Have you ever wanted to dive into a school project without knowing much about it? How did it feel?
3. Do you think group projects always turn out well? Why or why not?
4. Why is it important to stick with a subject even when it gets hard? Can you give an example?

11 Read the conversation and answer the questions.

Adam: Hey, Liam, I saw you got your mark back from the mock exam in maths. How did it go?

Liam: Yeah, I got a 'B' with 62%, but I'm a bit confused. I feel like I haven't done really well, and I'm not sure how things work here. Did I do alright?

Adam: Well, to be honest, 62% isn't bad, but it really depends on the subject. Generally, we aim for 65% or higher to feel more confident. You'll be fine!

Liam: In the U.S., a "B" is usually 80–89%. It feels strange that the percentages don't match up. Back home, I get grades during the year for everything - projects, homework, tests - so it's not all on one exam. But here, it seems like all the pressure's on the final GCSEs, right?

Adam: Yeah, pretty much. For us, the mocks give us an idea of how we're doing, but the real pressure is on the GCSE exams at the end of Year 11. Your marks in the mocks won't affect your final results, but they help us see what we need to focus on before the real exams.

Liam: I guess that makes sense. I'll try to focus more on what's coming up. Thanks for the advice, Adam. I'll keep working at it!

Adam: Let me know if you need help with anything else.

1. What is the purpose of a mock exam? Have you ever taken mock exams in Moldova?
2. Why is Liam confused? What does he not understand about grading in the UK?
3. Do high school students in the UK get marks for projects and tests during the semester?
4. Why are GCSEs important for students in the UK? Is there a similar exam in Moldova?



GRAMMAR

Reported speech (2)

Remember: When reporting speech, we often change the tense of the original statement if the reporting verb is in the past (e.g., *said*, *told*). The words expressing time also change.

12 Read the sentences and complete the chart.

Direct Speech	Reported Speech
Present Simple	
Present Continuous	
Present Perfect	
Past Simple	
Can	
Will	

1. "I **live** in London *now*." → She said she **lived** in London *then*.
2. "We **are studying** for an exam." → He said they **were studying** for an exam.
3. "I **have seen** this movie." → She said she **had seen** that movie.
4. "She **visited** Paris *last year*." → He said she **had visited** Paris *the previous year*.
5. "I **will call** you *tomorrow*." → She said she **would call** me *the following day*.
6. "I **can** swim." → He told me he **could** swim.
7. "She **may** come to the party." → He said she **might** come to the party.

13 Put the following into reported speech. Use *said* and change the tense in the reported speech.

Vicky: I am so happy today. *Vicky said she was happy that day.*

Mia: I sometimes get lost in London.

Mia: I have visited London Eye and Buckingham Palace.

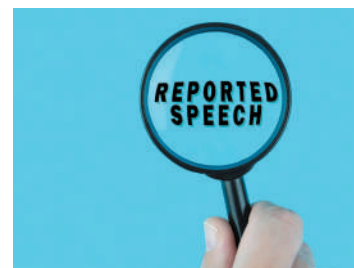
Lina: I'm obsessed with Percy Pigs.

Lina: Public transport in London is a lifesaver.

Liam: We've taken class trips to museums.

Liam: I can get anywhere on the Tube.

Liam: My classmates constantly introduced me to British snacks.



Lesson

4

Australia: a journey through stories



LEAD-IN

Where each street tells a story

Find the odd one out:

- Sydney, Edinburgh, Canberra, Maryborough
- kangaroo, koala, crocodile, tiger
- Sydney Opera House, Great Barrier Reef, Grand Canyon, Uluru
- Tasmania, Victoria, Queensland, Hawaii

READING AND VOCABULARY

- The pictures above are from a tourist website about Maryborough, Australia. Read the information about the town and add the titles where they belong.



Accommodation

History

Literary

Transport

Other tourist attractions

Maryborough is a historic town on the Fraser Coast in **Queensland**, Australia.

Maryborough was once a major port. It has preserved the 19th-century buildings, which show how important the town was for trade and industry in the 1800s. Maryborough played a vital role in the development of Queensland, especially during the gold rush. The town has many old Victorian-era buildings and is recognized for its heritage sites.

Maryborough is the birthplace of Pamela Lyndon Travers, the author of the *Mary Poppins* books. The town celebrates this connection with events like the Mary Poppins Festival. The Story Bank, the former Maryborough District Bank, is now a museum dedicated to Travers' life and work.

Maryborough has a variety of cultural attractions, including museums, art galleries, and the beautiful Queens Park. The town is also famous for its proximity to natural attractions such as the Fraser Island, a UNESCO World Heritage site.

Maryborough is easy to reach by train, bus, or car. It is 30 minutes from Hervey Bay Airport. Greyhound and Premier coach services run several times a day to Maryborough and Hervey Bay. Private shuttle transfers also go between Fraser Coast, Brisbane Airport, Brisbane city, and Sunshine Coast Airport.

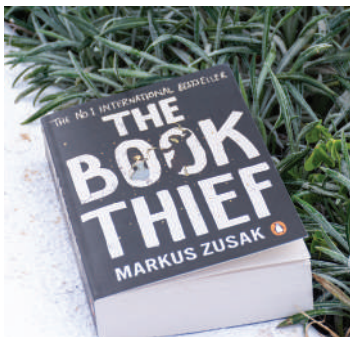
Maryborough is a welcoming destination for all types of travelers. Tourists have various options to choose from during their stay, including hotels, bed and breakfasts and even camping or caravan parks. Prices vary depending on the type of lodging and the time of year.

2 Read the info in Exercise 1 again and disagree with the following:

1. Maryborough grew and developed because of the gold rush.
2. Mary Poppins was born in Maryborough.
3. Queens Park is part of the UNESCO World Heritage.
4. Greyhound and Premier are two taxi services.
5. Accommodation options are quite limited.

4 Listen to two people sharing their impressions after visiting Maryborough. Take notes, then answer the questions.

1. What do the tourists recommend seeing in Maryborough?
2. What is Pamela Lyndon Travers famous for?
3. What helped her create her characters?
4. What do people enjoy during the Mary Poppins Festival?
5. Why is P. L. Travers' home called the Story Bank?



5 Work in groups. Search online and complete the missing information about two Australian writers.

Markus Zusak was born in 1975 in _____, Australia. He is the youngest of _____ children of immigrant German and Austrian parents. Zusak began writing fiction when he was _____ and earned a degree in _____. Before becoming a professional author, Zusak worked briefly as a house _____, a janitor and a high school English teacher. Zusak said that one of his biggest influences growing up was his _____, who often told him and his siblings stories.

Melina Marchetta is an _____ author, best known for her young adult novels. She was born in 1965 in _____, Australia. She grew up in a family of _____ immigrants. She dropped out of school when she was _____ years old but then attended a business school. Before becoming a professional author, Marchetta worked in a _____ and a travel agency. She returned to school after she had graduated from Australian Catholic University with a bachelor's degree in education. Her _____ told her interesting tales of his own childhood in Italy and thus she fell in love with storytelling at a young age.

READING AND SPEAKING

6 Read the conversation. In pairs, speak about the similarities between the two novels.

Grace: Hi, Mia. What book are you reading?

Mia: Hi, Grace. It's *Saving Francesca* by Melina Marchetta. It's my absolute favorite. I think you'd love it too!

Grace: Who's Francesca? Why should anyone save her?

Mia: Francesca Spinelli is 16 years old and she goes to an all-boys school that just started letting girls in. By the way, she is just as we are, in Year 11! She feels isolated and she's trying to figure out who she is, especially because her mum, who's always been her rock, is going through a

3 Fill in prepositions. In pairs, ask and answer the questions.

1. What is Maryborough recognized _____?
2. What is the Story Bank museum dedicated _____?
3. What lodging options can tourists choose _____?
4. What do prices of lodging in Maryborough depend _____?



really heavy depression. Throughout the novel, Francesca is searching for her identity, trying to understand her place in the world. She's also learning to lean on her friends for support.

Grace: That sounds really interesting. I love books that explore family and identity. I am also reading a book now that touches on the same topics.

Mia: Are you? What's the book?

Grace: It's *The Book Thief* by Marcus Zusak.

Mia: Oh, I know that book, I've read it too. Liesel Meminger is my little hero. She lives in Nazi Germany during World War II.

Grace: She is my inspiring character too. She's only 9 years old but she endures so much suffering. She steals books and finds comfort in sharing them with others. She lives with her foster parents, who risk their lives to protect Max, a Jewish man, by hiding him in their basement.

Mia: I remember they did it because the Nazis were constantly searching for Jewish people to arrest and deport to concentration camps. The basement becomes a place of safety, but also of fear and secrecy. I think Max hiding in the basement is a central part of the novel, showing themes of friendship, sacrifice, and the risks of standing up against oppressive power.

Grace: It's amazing how books can explore tough topics in such different ways.

Mia: The most curious thing is that both authors are Australian writers.

Grace: You must be proud. You are Australian too.

7 Read the conversation again and agree or disagree with the following.

1. Francesca Spinelli doesn't like the school because it is only for boys.
2. Francesca's mother was a great authority for her.
3. Francesca feels isolated because she has a problem understanding her unique qualities.
4. Liesel Meminger has no mother or father.
5. Liesel's only comfort is to steal books and give them to others.
6. Both novels explore themes of friendship and family bonds.

THE LANGUAGE LAB

8 Paraphrase the following sentences by using the phrasal verbs given below in the required form.

drop out of search for figure out touch on lean on

1. Francesca is trying to understand who she is.
2. She's learning to rely on her friends for help.
3. Throughout the novel, Francesca is seeking her identity.
4. I am also reading a book now that addresses the same topics.
5. Melina Marchetta left school without finishing her studies, but then attended a business school.

9 Match the words with their definitions.

- | | |
|-------------------|---|
| 1. one's rock | a. a feeling of emotional comfort when you are sad or disappointed |
| 2. foster parents | b. a brother or sister |
| 3. sibling | c. a person who is emotionally strong and who you can rely on |
| 4. solace | d. adults who provide temporary care and a stable home for children who cannot live with their biological parents |

10 In pairs, ask and answer the questions.

1. Who is the rock in your life, and why do you consider this person emotionally strong?
2. Do you get along well with your siblings? What do you like to do together?
3. What qualities do you think a good foster parent should have?
4. When you're feeling sad or stressed, where do you usually find comfort?

- 11** Match the pictures to the words: *bus*, *shuttle*, *coach*. Search online to find the differences between them. Complete the table below.



	Bus	Shuttle	Coach
Distance			
Capacity			
Storage			
Stops			
Comfort			

- 12** In pairs, ask and answer the questions.

- Have you ever used a shuttle? Where did it take you?
- Do you think shuttles are better than taxis? Why/Why not?
- What do you like or dislike about buses?
- Have you ever travelled by coach? Where did you go?
- Do you think coaches are good for long trips? Why/Why not?

GRAMMAR

Conditionals: Type 1

Use **Conditional 1** to talk about future situations we believe are real or possible.

if + **present simple** → **will** + infinitive.

*If I **have** time, I **will visit** them.*

*I **will close** the door if it **is** cold.*

- 13** Put the verbs in brackets into the correct form.

- If you _____ (wait), you _____ (see) him.
*If you **wait**, you **will see** him.*
- If you _____ (visit) Maryborough, you _____ (see) many historic 19th-century buildings.
- If you _____ (travel) to Maryborough, you _____ (experience) its rich cultural heritage.
- If you _____ (be) interested in history, you _____ (enjoy) the museums and art galleries in the town.
- You _____ (learn) more about Pamela Lyndon Travers' life if you _____ (go) to the Mary Poppins Festival.
- She _____ (reach) Maryborough easily from nearby cities if she _____ (take) a train or a bus.
- If they _____ (want) to visit Fraser Island, they _____ (be able) to do so from Maryborough.
- If you _____ (stay) in Maryborough, you _____ (have) many lodging options to choose from, such as hotels or bed and breakfasts.
- If you _____ (visit) Maryborough during peak season, the prices for lodging _____ (be) higher.

- 14** Complete the sentences with your own words.

- If you finish work early,
_____.
- If the weather is nice on Saturday,
_____.
- If you work hard,
_____.
- If they come,
_____.
- If the test is difficult,
_____.
- If she knows Spanish,
_____.
- If they pass the exam,
_____.
- If I don't find the key,
_____.
- If you buy the fruits,
_____.

Lesson

5

Holiday mood



LEAD-IN

1. Name the holidays shown in the pictures as quickly as you can.
2. Which of these holidays are celebrated in Moldova?

LISTENING AND SPEAKING

- 1 Work in groups. Make a list of holidays shown in the pictures. Match each holiday with the country where it is celebrated. Add the date when it is celebrated.

the USA England Scotland Northern Ireland Wales Australia

- 2 Listen and check your answers to Exercise 1.

- 3 Listen again and take notes. Answer the questions.

1. Which holiday has its roots in ancient Celtic traditions?
2. Which holiday is linked to the belief that a saint drove all the snakes out of the country?
3. Which holiday celebrates the birth of Jesus Christ?
4. Which holiday features fireworks and the traditional Auld Lang Syne song?
5. Which holiday marks the day when the First Fleet of British ships arrived at Port Jackson?
6. Which holiday celebrates freedom, history, and unity of a nation?
7. Which holiday is a time for people to give thanks for the blessings of the past year?

READING AND SPEAKING

4 What holidays do the descriptions below refer to?

a The day is controversial for many Indigenous Australians, who refer to it as Invasion Day or Survival Day. They say it marks the beginning of British colonization, which had devastating effects on Aboriginal communities.

b People celebrate the day with fireworks, parades, concerts, and family gatherings. Many Americans have barbecues, picnics, and enjoy outdoor activities.

c One of the most famous customs is *first-footing*. According to this tradition, the first person who enters a home after midnight brings gifts for good luck, such as coal, whisky, or shortbread. They say it's a symbol of prosperity and good fortune for the year ahead.

d People also carve pumpkins into jack-o'-lanterns, decorate their homes with spooky items, and go to costume parties. Welsh Halloween traditions also include unique customs, such as "snap-apple" games, which are closely linked to ancient Celtic traditions.

e It is both a religious and cultural celebration, with traditions that include decorating Christmas trees, exchanging gifts, attending church services, and sharing festive meals.

f It is a day to celebrate Irish culture and heritage, marked by parades, wearing green, and displaying shamrocks. People often enjoy traditional Irish foods and drinks, including dishes like corned beef and cabbage, and Irish music and dancing.

g It is a time for families and friends to gather and give thanks for the harvest and blessings of the past year. Traditionally, the holiday is marked by a large meal that typically includes turkey, stuffing, potatoes, and pumpkin pie.



5 Talk to your classmate. Find out what celebrations discussed in Exercise 4 they would like to go to. Why?

THE LANGUAGE LAB

6 Match the verbs on the left with the words and phrases on the right.

- | | |
|-------------|-----------------------------------|
| 1. exchange | a. barbecues |
| 2. attend | b. the homes |
| 3. decorate | c. church services |
| 4. have | d. pumpkins into jack-o'-lanterns |
| 5. carve | e. gifts |

7 Talk to a classmate. Which of the activities in Exercise 5 do you do, and during which holidays?

8 Match the words with their definitions.

- | | |
|------------------|---|
| 1. controversial | a. the state of being successful, especially in making money |
| 2. devastating | b. causing a lot of angry public discussion and disagreement |
| 3. prosperity | c. the history, traditions, buildings and objects that a country or society has had for many years and that are considered an important part of its character |
| 4. heritage | d. causing a lot of damage and destroying things |

9 Fill in words from Exercise 8. In pairs, ask and answer the questions.

- Why is *Australia day* _____ for many Indigenous Australians?
- How do traditions and celebrations help us understand and preserve our _____?
- Why are symbols of _____, like gifts or food, important in holiday traditions?

10 Fill in prepositions where necessary.

- Many Indigenous Australians refer _____ *Australia Day* as Invasion Day or Survival Day.
- Welsh Halloween traditions include unique customs which are closely linked _____ ancient Celtic traditions.
- According _____ tradition, the first person who enters _____ a home after midnight _____ New Year's Day brings gifts for good luck.
- The gifts given during first-footing are meant to bring prosperity and good fortune _____ the year ahead.

LISTENING AND READING

11 Listen to the talk between Mia and Lina. What festivals do they want to attend?

12 Read the ad announcing the program of the *Mary Poppins Festival* in 2024 and answer the questions.



- When did the Great Parade begin?
- Who could take part in the parade?
- Which activity required a fee?
- In which event could participants listen to Mary Poppins characters tell their stories?
- Which event took participants on a musical adventure?
- Which event invited participants to create their own chalk art on the pavement?

13 Work in groups. Visit the *Mary Poppins Festival* website to explore more information about the event. Choose two activities from the program you would like to participate in. Explain why you chose them.

14 Make a brochure for tourists about celebrations in Moldova.

Colour Your Own Festival Kite or Umbrella				The Grand Parade			
9.30am - 2.30pm	\$12	7		Assemble 2pm; Start 2.15pm	Free	1	
				All are welcome to join the Grand Parade or gather along the route.			
Character Factory on Cherry Tree Lane				Poppins Musical Trail			
All Day	Free	4		10.30am and 12.00pm	Free	12	
Riverbend Medieval Society Display				Endeavour Low Sensory Space			
9.30am - 2.30pm	Free	14		9.30am - 2.30pm	Free	11	
Scavenger Hunt & Pavement Art							
All Day	Free	1					

• Refer to map for location

Conditionals: Type 2

Use **Conditional 2** to talk about something in the present which is impossible, because it's not true.

If + past simple, would + verb

*If I **had** time, I **would visit** them. (But I don't have time now.) I **would close** the door if it **were** cold. (But it is not cold now.)*

15 Use the verbs in brackets in the correct form to make Conditional Type 2 sentences. Then write a sentence that explains the real situation.

- If they (live) closer to the beach, they (go) swimming every day.
*If they **lived** closer to the beach they **would go** swimming every day. But they don't live close to the beach.*
- If he (study) harder, he (have) better results.
- It's cool. If it (be) warmer, I (go) for a swim.
- If Mary (speak) English, she (feel) more comfortable in England.
- If I (know) the rules, I (not make) these mistakes.
- He (be) happy if you (invite) him too.
- This dress (look) nice on you if it (be) not so long.
- You may fall ill. If I (be) you, I (go) home immediately.
- If you (eat) all this, you (feel) bad.
- If she (speak) Spanish, she (get) a job in Spain.

16 Choose the correct option.

1. If I were a president,	a) I will make my people happy. b) I would make my people happy.
2. If I knew many languages,	a) I can travel a lot. b) I would travel a lot.
3. I would be glad	a) if he is here. b) if he were here.
4. He would not be so rude	a) if he respected me. b) if he respects me.
5. I would go to Red Lake	a) if I would be in Romania now. b) if I were in Romania now.
6. I would ask you to make the cake	a) if you have time. b) If you had time.
7. If they lived closer,	a) they can visit us more often. b) they would visit us more often.
8. If I won the lottery,	a) I will travel the world. b) I would travel the world.
9. We would visit the museum	a) if we had more time. b) if we have more time.
10. I would take the job offer	a) if I were you. b) if I am you.

Lesson

6

Test Time

1 Complete the text with the adjectives in the box.

unique proud Modern eco-friendly exciting popular centuries-old constant iconic



_____ London is an _____ and dynamic city, known for its ability to blend _____ history with _____ innovation. Over the past few years, new _____ buildings, like The Shard and 22 Bishopsgate, appeared in London. Places like Old Street, nicknamed the “Silicon Roundabout,” have become _____ for technology startups, making London the centre for tech in Europe.

London is a city full of culture, with many museums and art galleries like the Science Museum and Tate Modern. The city is _____ of its diversity, and this is seen in its art and music. London is also working to be more _____ by encouraging cycling and creating areas with less pollution, like the Ultra Low Emission Zone.

With people from many different countries speaking over 300 languages, London is a city where many cultures mix. This makes the city _____ and always changing.

2 Read the text in Exercise 1 and answer the questions.

1. What makes modern London a dynamic city?
2. What new buildings have appeared in London over the past few years?
3. What is London proud of?
4. Why is Old Street referred to as the “Silicon Roundabout”?
5. Which museums and art galleries are mentioned in the text?
6. What is the Ultra Low Emission Zone in London?
7. What eco-friendly initiatives is London encouraging?

5 Change into reported speech. Make sure you use the right tenses.

1. Lina says: “The stripes on the US flag represent the original 13 colonies.”
2. Mia said to Ryan: “I am preparing a presentation on the symbols of the USA now.”
3. Grace says: “My great-grandparents were born in Wales.”
4. Ryan said to Grace: “I am proud of our nature monument, the Giant’s Causeway.”
5. Adam said: “We have always considered the Stonehenge a famous prehistoric monument.”
6. Liam says: “I know that George Washington didn’t want to be president.”
7. Esme said to Lina: “One of my favourite writers is Pamela Lyndon Travers.”
8. Lina said to Mia: “I think it’s funny that Australians celebrate Christmas in summer.”

3 The national flower of the USA

is the rose, which symbolizes the beauty and diversity of the country. Name other 5 symbols of the USA. What do they symbolize?



4 Match the adjectives with the right prepositions.

- | | |
|----------------|----------|
| 1. proud | a. about |
| 2. aware | b. for |
| 3. famous | c. in |
| 4. passionate | d. of |
| 5. overwhelmed | e. to |
| 6. responsible | f. with |
| 7. close | g. for |
| 8. interested | h. of |

Self-assessment

Task 1 (9p.) | Task 2 (7p.) | Task 3 (10p.) | Task 4 (4p.) | Task 5 (16p.)

- I can use vocabulary related to culture and history.
- I can read and show understanding by answering questions.
- I can talk about the symbols of the USA.
- I can use adjectives with the correct prepositions.
- I can report someone’s ideas correctly, making all the necessary changes.

☐ Excellent ☐ Good ☐ Average ☐ Poor

Unit 6

BUSY TEENS: SOCIAL LIFE AND SCREENS



In this Unit, you will reflect on the impact of social media and screen time on teen life, discuss current entertainment trends, and learn how to balance your online and offline social life.

Communication Skills:

You will learn how to:

- Discuss your social media habits
- Talk about the benefits and dangers of social media
- Analyse the cause-and-effect relationship of screen time overuse
- Offer advice, make suggestions, and express preferences politely
- Share your opinion on a film or play
- Ask about and discuss facilities for people with special abilities

Writing Skills:

You will learn how to write:

- A film review

Vocabulary: words and phrases related to:

- Social media and their purposes
- Netiquette
- Cinema and theatre
- Inclusion

Grammar:

- Independent and subordinate clauses
- Relative pronouns
- Interrogative adjectives and interrogative pronouns
- Some phrasal verbs

1

My life on social media



LEAD-IN

- What social media platforms do you use?
- In what ways do social media help you socialize?

VOCABULARY AND SPEAKING

- 1 Work in groups. Look at the word cloud and identify the words you use most often. Create your own sentences, demonstrating their meanings and usage.

2 Choose the right words from Exercise 1 to complete the sentences.

 1. He spends hours every day scrolling through his f_____.
 2. I subscribed to her channel because her v_____ are so interesting.
 3. She's a content creator who s_____ tips about healthy living.
 4. Don't forget to s_____ to my YouTube channel for weekly travel videos.
 5. She t_____ me in a photo from our vacation last summer.
 6. He shared a hilarious m_____ in our group chat.
 7. You need to log into your a_____ to view this page.
 8. You can edit your own r_____ and include video clips, filters, captions, stickers and more.
 9. Use the h_____ **#GoGreen** to join our community of nature lovers.
 10. Don't forget to l_____ and share this post if you found it helpful.

3 Work in pairs. Match the sentence halves to form complete sentences. Then discuss which social media platforms you enjoy using and explain why.



- | | |
|---------------------------------------|---|
| 1. I prefer Instagram to Facebook | a. but I know a lot of people enjoy it. |
| 2. Twitter is great | b. but I like to see what my friends are up to. |
| 3. I'm not a big fan of TikTok, | c. because it's more visual. |
| 4. YouTube is my favorite platform | d. for staying updated with news in real time. |
| 5. I don't post much on social media, | e. because I love watching educational videos. |



4 Rank the following purposes for using social media in order of importance to you, assigning 1 to the most important and 9 to the least important. Discuss your choices with a partner.

- _____ Develop better social skills
- _____ Feel less isolated
- _____ Learn about new cultural and social ideas and issues
- _____ Access information about personal growth and development
- _____ Stay connected with old friends
- _____ Have fun
- _____ Be creative and share ideas with friends
- _____ Learn about community initiatives and become an active citizen
- _____ Develop everyday life skills to help become more independent
- _____ Learn about world events and current affairs



5 Look at the statements below. Guess the percentage that matches each statement.

1. _____ % of teens say social media helps them show their creative side.
2. _____ % feel overwhelmed by online hate and negativity.
3. _____ % feel pressure to post content that makes them look good to others.
4. _____ % believe social media helps them interact with a more diverse group of people.
5. _____ % feel worse about their own lives because of social media.
6. _____ % feel more connected to their friends through social media.

26	71
45	81
37	69

6 Listen to the audio and write the correct percentages. Compare them with your guesses.

READING AND SPEAKING

7 Read Eva Amin's advice on how to use social media platforms effectively. Do you agree with Eva's advice? Why/Why not?



*"Nothing of me is original.
I'm a combined effort of everyone
I've ever known and the content I've
surrounded myself with."*

Eva Amin, a high school student and youth activist, has been a public speaker since 4th grade. She ranked 11th in national public speaking with the Future Business Leaders of America. Eva plans to study business and marketing in college and believes social media can promote personal and professional success when used wisely.

"I think many people don't realize how much social media affects us. The content shared on platforms like TikTok, Facebook, and Instagram can influence our lives a lot. Social media helps us learn about the world, but if it's full of negativity, it can make us feel bad. On the other hand, positive content can help us see the world more positively. The problem isn't social media itself, it's how we use it."

I hear a lot of bad stories about social media, but my experience has been mostly positive. How do I keep my social media a positive place? Here's my secret: I follow four types of people.

1. Friends, family and positive acquaintances are the people who make me feel good and supported.
2. People who share my goals. For example, if I want to start a business, I follow successful business people to learn from them.
3. People who inspire me, like athletes. I used to be a gymnast and dreamed of going to the Olympics, so I follow athletes like Simone Biles.

4. Entertainers, like my favorite artists and celebrities, who bring fun and positivity to my feed.

Social media shows you content based on what you have liked or shared before, and the people you follow. So, follow positive people and those who share your goals. Be careful about the content you see, and encourage others to use social media in a positive way too.”

8 In groups, discuss the following questions. Share your answers with the class.

1. Which of Eva’s four groups of people do you already follow? Which group would you like to follow more?
2. Which accounts share your goals or inspire you?
3. Are there any accounts that negatively affect your mindset or emotions?
4. What changes can you make to create a more positive and uplifting feed?



THE LANGUAGE LAB

9 Match the beginning of each sentence with its correct ending.

- | | |
|---|--|
| 1. Social media can influence our lives... | a) based on what we have liked or shared before. |
| 2. If we see too much negativity online... | b) four types of people who inspire me. |
| 3. To keep social media positive, I follow... | c) to use social media in a positive way. |
| 4. Social media shows us content... | d) we might start feeling bad. |
| 5. We can encourage others... | e) but how we use it. |
| 6. The problem isn’t social media itself, ... | f) by helping us learn about the world. |

10 Match the adjectives and the nouns to form collocations.

1. social
2. personal
3. active
4. current
5. uplifting

- a. citizen
- b. affairs
- c. place
- d. skills
- e. growth

11 Complete the questions with the collocations in Exercise 10. In pairs, ask and answer the questions.

1. How do you think social media affects our _____ ? Does it make it easier or harder to talk to people in real life?
2. Can social media be an _____ for everyone? What kinds of posts or accounts make you feel positive?
3. Do you think social media helps with _____ ? How can it inspire people to improve themselves?
4. How can social media help someone become an _____ ? Have you ever shared or supported a social issue online?
5. Do you use social media to stay updated on _____ ? How do you decide which information to trust?

12 Fill in prepositions. In pairs, ask and answer the questions.

1. What important things have you learned _____ social media?
2. How is social media different _____ face-to-face communication? Is it better or worse?
3. Do you mostly use social media _____ fun or for something else? What do you enjoy the most about it?
4. How do you like to interact _____ others on social media? Do you prefer chatting, commenting, or liking posts?

13 Choose the correct verb in each sentence.

1. Social media can significantly *interact/ influence* the way we view ourselves and others.
2. I used to be a gymnast and *inspired/dreamed* of going to the Olympics.
3. *Make/Do* sure to think carefully before sharing personal information online.
4. It's important to follow accounts that *inspire/align* with your values and interests.
5. Social media can *make/inspire* people to take action and make a difference in their communities.
6. I love to *interact/follow* with my friends on social media by commenting on their posts and sharing photos.

GRAMMAR

14 In pairs, decide which of the following are strict netiquette rules and which are recommendations. Use *must*, *mustn't* or *should* accordingly.

1. You _____ follow the same rules of conduct online as in real life.
2. You _____ use offensive language and insult others.
3. You _____ remain friendly and respectful, even if you disagree.
4. You _____ give aggressive personal criticism.
5. You _____ write messages in capital letters as they mean shouting on the internet.
6. You _____ give out personal information (addresses or phone numbers) online.
7. You _____ be careful about what you post on social media.
8. You _____ avoid posting or tagging photos of other people without their permission.



THE WRITING LAB

How to write a great social media post

Follow the tips:

Keep it short and engaging:

Get to the point quickly and use simple, clear language.

Use visuals and emojis: A photo, video, or a few emojis will make your post more eye-catching and fun.

Encourage interaction: End with a question or call to action, like "What do you think?" or "Tag a friend who would love this!" to get people involved.

15 Read Lina's blog post. What tips did she follow?

Do you use social media every day? Me too! I think it's a great way to stay informed ⓘ, motivated 💪, or just have fun 😊! I feel safe using social media because I don't scroll aimlessly for hours. Instead, I follow accounts that inspire me and help me grow.

One of my favorites is **TED Talks**, where ordinary people share extraordinary experiences. I also love **National Geographic**. Their stunning photos and amazing facts about nature have sparked my passion for travel. When I need a break, I check out @yoga_with_adriene for simple workouts or @alternosfera.com for energizing rock music. These accounts help me stay positive and balanced.

What are your favorite accounts to follow? Let's share! 😊

16 Write a short blog post about how you use social media in a positive way. Include examples of the types of accounts or content you follow and recommend them to others.

Lesson

2

Teen screen time

LEAD-IN

- What does the weekly report in the image show?
- In your opinion, what is screen time?

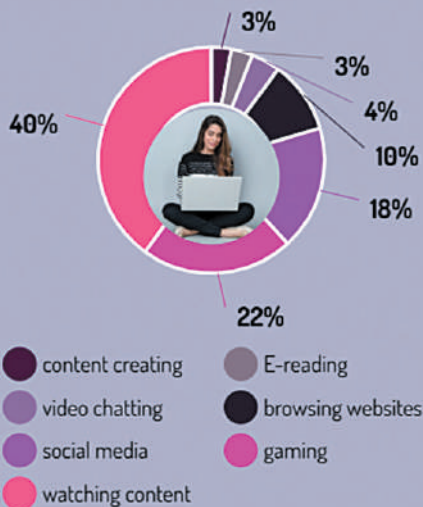
VOCABULARY AND SPEAKING

1 Match the words to their definitions.

- | | |
|---------------------|---|
| 1. screen time | a. discomfort or tiredness in the eyes after looking at screens for too long |
| 2. addiction | b. feeling lonely or disconnected from people |
| 3. overuse | c. using something too much |
| 4. distraction | d. the time spent using devices like phones, tablets, computers, or TVs |
| 5. eye strain | e. something that takes attention away from important tasks |
| 6. social isolation | f. being unable to stop using something, such as a smartphone or social media |



Average U.S. teen screen time



The time spent by teens on leading social media apps in the U.S.

TikTok: 1 hour 53 min.
 Snapchat: 1 hour 30 min
 Pinterest: 20 min.

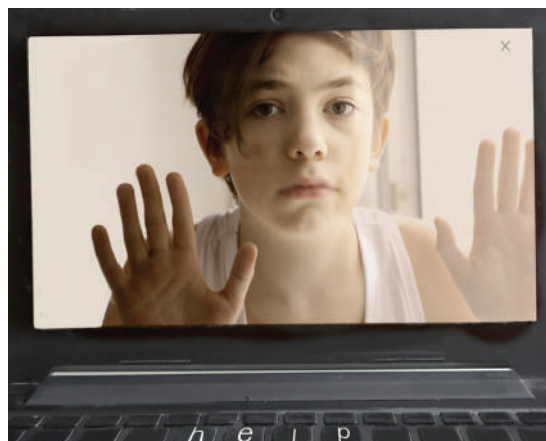
2 Work in pairs. Study the infographic and make up sentences to describe the information it shows.

3 Agree or disagree with the following.

1. U.S. teens spend most of their screen time creating content.
2. They prefer watching videos to playing games online.
3. Instagram is the U.S. teens' most popular social media platform.
4. TikTok is their top choice for entertainment.
5. Teens use their screen time more for video chatting than for E-reading.

4 Make up cause-and-effect sentences about the negative effects of screen time.

Cause	Effect
• screen addiction • irresponsible use of screen time • spending too much time on screens every day • overusing phones and tablets • excessive screen time	• can result in eye strain • leads to social isolation • can reduce productivity • leads to serious health and social problems • neglects real-life relationships • may cause poor sleep • may lead to addiction • results in poor schoolwork



READING AND LISTENING

5 Below are some problems shared on the *AskOurExperts* website. Read them and answer the questions that follow.

Steve, 16 years old

"I think the phrase 'screen time' has been associated with guilt and addiction. My mom never asks me what I'm doing when I'm on my phone. She just goes on about its dangers and gives me lectures. The other day, I was cooking dinner and looking at a recipe on my phone when she, unhappy to see me on the phone at the moment, told me I was addicted to it. 'I'm just looking at a recipe!' I explained, trying to defend myself, but she wouldn't listen. Will my mom ever understand me?"



Helen, 42 years old

"I just need to talk about this. I'm so tired of feeling anxious and uncertain about my kids (12 and 16) using their phones and tablets. I didn't want to take their gadgets away completely because I hoped they would learn balance and self-control. But it's not working. Even with parental controls, limits, talks, and punishments, nothing changes. They only come out of their rooms and spend time with us if they're punished. Is there any way to deal with this?"

Kate, 14 years old

"My parents are always stressed about how much time I spend on my phone or laptop. They keep telling me I should have 'moderation' and 'self-control,' but honestly, it's so hard. I try to limit myself, but there's always something to check - texts, social media, videos. Now they're talking about taking my devices away completely, which feels so unfair. I know I don't leave my room much, and sometimes I just don't feel like going outside, but I feel comfortable here. They've tried parental controls, time limits, even just talking about it. It's like a constant fight. I don't know how to balance this, and honestly, it makes me feel even more anxious when they keep bringing it up. Anyone else going through this? How do you find a balance without constantly feeling bad or getting in trouble?"

1. Why does Steve feel irritated about his mother's views on screen time?
2. What was he doing when his mother said he was addicted to his phone? Why did she say it?
3. What should Steve's mother understand?
4. Why does Helen feel anxious about her children's screen time?
5. What steps did she take to encourage her children to use their devices less?
6. Why do Kate's parents feel stressed about her phone and laptop use?
7. What methods have the parents tried to reduce Kate's screen time?
8. Why does Kate find it difficult to limit her screen time?

6 Listen to the advice given by experts for each case. Take notes and match the advice to the correct person.

() Steve () Helen () Kate

THE LANGUAGE LAB

7 Comment on the phrasal verbs in the sentences below and match them to their definitions.

- | | |
|---|--|
| 1. I don't know how to balance this, and honestly, it makes me feel even more anxious when they keep <i>bringing it up</i> . | a. to continue speaking, often after stopping for a short time |
| 2. Anyone else <i>going through</i> this? | b. to continue doing something despite difficulties |
| 3. My mom never asks me what I'm doing when I'm on my phone, she just <i>goes on</i> about its dangers. | c. to experience or suffer something |
| 4. If you <i>stick to</i> the agreed terms, your parents will trust you more and you will build a more positive, friendlier relationship. | d. to mention a subject or start talking about it |

8 Fill in the missing phrasal verbs from Exercise 7 in the required form. In pairs, ask and answer the questions.

1. Do you think people should _____ a daily screen time limit? Why or why not?
2. Why do you think people often _____ the topic of screen time in conversations about health?
3. Can you think of a time when you _____ a challenge because of too much screen time?
4. If someone starts complaining about screen time, do you let them _____, or do you try to change the topic? Why?



9 Choose the correct option.

1. Helen is tired _____ anxious about her kids.
a. with feeling b. of feeling c. to feel
2. Kate's parents keep _____ she should have 'moderation' and 'self-control'.
a. telling b. talking c. telling her
3. Kate's parents are talking about _____ her devices away completely.
a. taking b. take c. to take
4. Kate often feels _____ in her room.
a. to stay b. as staying c. like staying
5. I know I should reduce my screen time – don't give me a _____ about it.
a. presentation b. lecture c. talk

10 Fill in prepositions. In pairs, ask and answer the questions.

1. What advice would you give to a friend who feels addicted _____ their device?
2. What problems do you think are associated _____ spending too much time on screens?
3. How do you deal _____ feeling bored when you don't have access to your phone or computer?
4. Have you noticed anyone around you feeling stressed _____ social media? What causes this stress?



11 Complete the sentences with the missing words. Which of these sentences are true for you?

reducing checking scrolling using doing

1. Sometimes, I feel tired of _____ through social media for hours.
2. I decided to stop playing video games, but I keep _____ it anyway because it's hard to stop.
3. Even though I want to reduce my screen time, I keep _____ my phone every few minutes.
4. I often feel like _____ my phone when I'm bored.
5. My friends and I often talk about _____ our screen time, but we don't actually do it.

12 Give your classmates advice on how to reduce their screen time. Use the phrases from the "Language for Speaking" box.

LANGUAGE FOR SPEAKING

Offering advice

You should try ...
 Maybe you could ...
 Have you thought about + verb in -ing ...?
 How about + verb in -ing ...?
 Why don't you ...?
 It might be a good idea to ...

GRAMMAR

! A subordinate clause of condition shows that an action in the main clause can take place if a certain condition in the subordinate clause is fulfilled.

	<i>subordinate clause</i>	<i>main clause</i>
If+present simple, will+infinitive	[If I get my new password,	[I will log in to my account.]
	<i>main clause</i> [He will do the task today]	<i>subordinate clause</i> [if he manages his time well.]

13 Match and write conditional sentences.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. If you spend too much time on your phone, 2. If you use your phone or tablet constantly, 3. If you don't take breaks as you work on your computer, 4. If your parents trust you, 5. If you respect time limits, 6. If your parents see that you use the phone with a purpose, | <ol style="list-style-type: none"> a. they will give you more freedom. b. you may suffer from eye strain. c. you will feel tired and may have trouble sleeping. d. you will earn everybody's respect. e. they will have more confidence in you. f. you won't be able to concentrate on your studies. |
|---|--|

Lesson

3

What's on at the cinema?

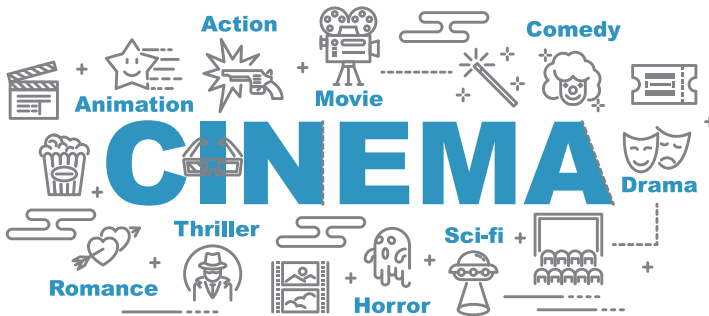
LEAD-IN

- What type of films do you like?
- What was the last film you saw at the cinema?

READING AND VOCABULARY

1 What film genres do the definitions below describe?

- a film or play that focuses on the growth and personal development of a young character as they navigate challenges, relationships, and self-discovery.



2 In pairs, discuss the films listed below. Have you watched any of them? What did you like/dislike?

- Spider-Man: Into the Spider-Verse (action/adventure)
- The Perks of Being a Wallflower (coming-of-age/drama)
- A Quiet Place (horror)
- The Greatest Showman (musical)
- To All the Boys I've Loved Before (romance)
- Knives Out (mystery/crime)
- Harry Potter and the Sorcerer's Stone (fantasy)
- Superbad (comedy)

3 Read and match the brief film descriptions to their titles in Exercise 2.

- a** Charlie is a 15-year-old quiet and shy boy who starts high school. He feels **nervous** about his new life. With the help of two **outgoing** older students, he learns about friendship, love, and dealing with difficult emotions. The film captures the confusing and glorious experience of being a teenager.

- b** In this **hilarious** coming-of-age comedy, two awkward high school friends embark on a crazy night of parties, misadventures, and personal growth. Along the way, they learn **valuable** lessons about friendship, confidence, and growing up.



- a play or film in which part or all of the story is told using songs and often dancing
- a type of film that is designed to frighten people
- a story or a film in which a crime or some strange events occur and someone tries to solve them
- a story or a film about a love affair



- c** This animated superhero film follows teenager Miles Morales as he becomes Spider-Man. Miles joins forces with other Spider-heroes from parallel dimensions, each with their own unique style and abilities. Together, they must overcome their differences, work as a team, and stop the powerful villain before it destroys their worlds.
- d** In a post-apocalyptic world, a family must live in silence to avoid deadly creatures that hunt humans by sound. The parents and their two children communicate using sign language to avoid making noise and stay alive. It's a tense, emotional, and innovative horror film.
- e** The first film in the beloved *Harry Potter* series introduces us to the young wizard Harry as he discovers his magical heritage and attends Hogwarts School of Witchcraft and Wizardry.
- f** This colorful musical is based on the life of P.T. Barnum. It tells the story of how he went from being poor to creating the *Barnum & Bailey Circus*, with messages about ambition and accepting others.
- g** In this **charming** and fun romantic comedy, Lara Jean Covey, a high school student, writes secret love letters to her crushes but never plans to send them. These letters are accidentally sent out, and she faces awkward situations.
- h** This **smart** mystery follows detective Benoit Blanc as he investigates the mysterious death of a rich family leader. He tries to figure out what happened in a strange family, filled with secrets and unexpected changes.

THE LANGUAGE LAB

4 Fill in the missing words.

1. Harry Potter is a *wizard/villain* with incredible powers who must fight against dark forces.
2. Spider Man had to stop the *villain/crash* from destroying the world.
3. He wrote love letters to his *detective/crash*, but never signed them.
4. She felt *awkward/hilarious* as she came too late.
5. The trip turned into an *adventure/misadventure* when we got lost and ran out of water.

5 Give synonyms for the words in *italics*.

1. My friend is very *sociable* and loves meeting new people at every party.
2. He told a *funny* joke that made everyone in the room laugh.
3. I'm *worried* about the test tomorrow because I haven't had enough time to study.
4. Learning how to manage your time is *very useful*, especially when you have lots of homework.
5. The movie was *very clever* and had lots of surprising turns.
6. She is a great actress, with a *very pleasant* voice.

6 Fill in the missing verbs.

1. In Britain, children a_____ school from the age of five.
2. Please don't m_____ noise in the library, as people are trying to study.
3. In the survival game, the goal is to gather food and water to s_____ alive.
4. Through mistakes and failures, we can l_____ valuable lessons about life and how to handle challenges.

7 Change the words in brackets so as to make them fit the sentences.

1. True _____ is built on trust, honesty, and respect. (friend)
2. Personal _____ often comes from facing challenges and learning from mistakes. (grow)
3. The plane disappeared in a _____ way. (mystery)
4. Time is one of the most _____ things we have, so we should use it wisely. (value)
5. Her _____ to become a doctor motivates her to study hard every day. (ambitious)
6. The detective investigated the _____ of an old friend. (die)

LISTENING AND SPEAKING

8 Listen to Grace and Esme and disagree with the following.

1. Both Grace and Esme are bored.
2. Both Grace and Esme would love to go to a theme park.
3. They know what movies are playing at the cinema.
4. They have chosen the movie they want to see.
5. They use Instagram to check what movies they can see.
6. Their friends already know about their plans.



9 Read the chat messages and answer the questions.

Esme: Hi, everyone. How about going to the cinema together?

Liam: Sure. Why not? The new Marvel film's on at the Odeon cinema on Friday at 3 p.m.

Mia: I have an afternoon class on Friday, so I can't join you.

Adam: Why don't we go on Saturday evening?

Ryan: Sorry, I can't make it on Saturday evening.

Lina: Why don't we leave it for Sunday? Is everybody free on Sunday?

Ryan: Sunday works perfectly for me. And I'd love to see a comedy.

Grace: Let's pick *To All the Boys I've Loved Before*!

Adam: No way, I can't stand romances.

Esme: Let's meet tonight at 8 p.m. and discuss the details.

1. How does Esme start the conversation? What is her suggestion?
2. Who agrees immediately? What does he propose?
3. How does Mia respond to the idea? What does she explain?
4. How do the friends share their preferences?
5. How do the others make suggestions? Are they polite?
6. What does Adam's response show about expressing personal dislikes?
7. Why does Esme suggest discussing the details in a face-to-face meeting?

10 Read and fill in the table. Role-play a similar dialogue.

British English words	American English words	Film title	Film genre	Seating options and costs

Esme: Liam, I was wondering if we could buy our cinema tickets online.

Liam: Oh, you mean our *theater* tickets? Sure, I'm up for it.

Esme: Wait, we are going to the cinema, aren't we?

Liam: We are. But in the U.S., "theater" refers to both live performances and cinemas where you watch movies.

Esme: Good point! I'm looking at the website now. So, we've decided we want to see *12 Years a Slave*. It's playing on Sunday.

Liam: It's a historical drama, you'll definitely like it! Check the seating options. I don't want to sit too close to the screen.

Esme: Agreed. Okay, they've got seats in the stalls for £20. Or, in American terms, the orchestra section.

Liam: Right, and what about the balcony?

Esme: They've got tickets in the circle for £15.

Liam: Let's go for the stalls. It's worth paying a little extra for a better view of the screen.

Esme: Done! I'll book seven tickets. Do we want the e-tickets, or should I print them out?

Liam: E-tickets are fine. It's so much easier to buy tickets online now. We don't have to stand outside the cinema box office.

Esme: Definitely! Online is much quicker. And now we've got great seats for Sunday.

Liam: Perfect! I'm looking forward to it.



11 Match the sentence halves that express a person's opinion of a film.

- | | |
|-------------------------------------|---------------------------|
| 1. It was a really funny film and I | a. it was brilliant! |
| 2. Some parts were very sad and I | b. laughed a lot! |
| 3. I loved this film! I thought | c. didn't like it at all. |
| 4. This was a terrible film. I | d. cried at the end. |

THE WRITING LAB

Tips for writing a film review:

1. Start with the title of the film.
2. Mention the type of film and the year it was made.
3. Describe the film's story but don't reveal the ending.
4. Share your opinion about the film, e.g. *My favourite actress in this film is ...*
5. Write if you recommend other people to watch it.



12 Read Lina's film review. Has she followed the guidelines?

1. What's the title of the film?
2. What is the genre of the film? When was it made?
3. What's the film story? Is the ending clear?
4. What is Lina's opinion of the film?
5. Does she recommend the film? If so, why?

The Edge of Seventeen is a coming-of-age comedy film from 2016. It tells the story of Nadine and Krista, two best friends who go to the same high school. Nadine struggles with her personal life, the recent death of her father and constant conflicts with her bossy mother. Nadine's only real support comes from her best friend, Krista. However, their friendship is tested when Krista starts dating Nadine's elder brother, Darian.

The movie takes place in the USA, in a typical high school. Hailee Steinfeld plays Nadine, and Haley Lu Richardson plays Krista. My favourite character is Nadine because she is funny and has the same problems as many teenagers.

I really like this film because it shows what life can feel like for young people, especially those dealing with emotional struggles.

I recommend it because it's a great movie about the typical teenage experience.

Lesson

4

A premiere you can't miss!

LEAD-IN

- Do you enjoy watching plays? Why or why not?
- What memorable theatre experience have you had?

VOCABULARY AND SPEAKING

1 Match the words to their definitions.

1. premiere /'premiə(r)/
2. audience /'ɔ:diəns/
3. to perform /pə'fɔ:m/
4. performance /pə'fɔ:məns/
5. play /pleɪ/
6. playwright /'pleɪraɪt/
7. stage /steɪdʒ/

- a. a person who writes plays for the theatre
- b. the first public performance of a film or play
- c. a piece of writing performed by actors in a theatre
- d. the act of performing a play, concert or some other form of entertainment
- e. a raised area, usually in a theatre, where actors, dancers, etc. perform
- f. to entertain an audience by acting in a play, playing a piece of music, etc.
- g. the group of people who have gathered to watch or listen to something

2 Complete the sentences with the words from Exercise 1 in the required form.

1. The musical *The Phantom of the Opera* surpassed 13,000 _____ in 2020, making it the longest-running Broadway show in history.
2. The National Theatre from Bălți inaugurated its 65th season with a remarkable _____.
3. Tracy Letts is a celebrated _____, best known for his drama *August: Osage County*.
4. In Shakespeare's time, actors _____ plays in open-air theatres.
5. Until the 17th century, only men could act on _____, taking on both male and female roles.
6. Shakespeare's _____ *Hamlet* remains one of the most frequently performed works in theatre history.
7. Currently, many theatres encourage _____ participation during their shows.



3 Unscramble the questions. Ask and answer them with your partner.

1. type of plays / What / you / do / enjoy most?
2. see / What play / did /you /last?
3. watching a play / Is / watching a film / on stage / different from?
4. Do / at its premiere / seeing / a play / prefer / you?

READING AND SPEAKING

4 Read the article from a local newspaper. Complete the gaps with a-e. Answer the questions that follow the article.

Bălți National Theatre Opens 65th Season with Remarkable Premiere of *Fahrenheit 451*

In its 65th season, Vasile Alecsandri National Theatre in Bălți presented a remarkable premiere. Romanian director Radu Ghilas staged the renowned novel *Fahrenheit 451* by Ray Bradbury, (1) _____. The play carried the striking motto: “Where they burn books, they will burn people too.”

The play was directed with the support of the American Embassy in Chișinău. Theatre director Onorina Burlac-Tănase announced that the play (2) _____. She highlighted the innovative elements introduced in the performance and the surprising ending. She expressed high hopes for the premiere, emphasizing its ability to resonate deeply with audiences.

“I am proud of this premiere in our anniversary season. It’s a very special and intriguing production, (3) _____,” said actress Eufrosinia Ureche-Capmari.

“This play is incredibly relevant and important today as it addresses a serious problem, how society (4) _____. I hope it will encourage the audience to think about the challenges we face today,” said actor Pavel Lupăcescu.

“People are reading less and spending more time glued to their devices – phones, computers and tablets. People no longer engage in conversation. This play highlights how our children are becoming more focused on screens (5) _____. Culture is declining,” said director Radu Ghilas.



- a. is turning away from books and literature
- b. a play worth watching and reflecting on.
- c. while books are losing their significance
- d. was part of the American Drama Weekend festival
- e. which explores the themes of books and people.

1. What themes does the play *Fahrenheit 451* explore?
2. Who directed the stage adaptation of *Fahrenheit 451*?
3. What significant motto does the play carry?
4. Which institution supported the production of the play?
5. What festival was the play part of?
6. What is actress Eufrosinia Ureche-Capmari’s opinion on the premiere?
7. Why is the play relevant today, according to actor Pavel Lupăcescu?
8. How does Radu Ghilas describe the impact of screens on children and books?

5 Match the lines of the phone conversation. Listen and check.

Staff Member: Good afternoon! How can I help you?

Staff Member: Yes, we do! The front and side entrances have ramps for easy access, so you can enter the building without any trouble.

Staff Member: Yes, we have a designated drop-off area right by the main entrance, and accessible parking spaces are located nearby for your convenience.

Staff Member: Absolutely! We have several wheelchair spaces in the stalls with clear views of the stage. They're also designed to include companion seating right next to them.

Staff Member: Yes, we have accessible restrooms on every floor. They are equipped with handrails, wider doors, and enough space for wheelchairs to move comfortably.

Staff Member: We're happy to make your experience as enjoyable as possible.

John: Is there a parking area close to the entrance for people with disabilities?

John: Thanks, I feel much more comfortable knowing all of this. It sounds like everything is well thought out.

John: Are there accessible seats available in the stalls?

John: Hi, I'd like to book a ticket for an upcoming performance. I have a disability, and I wanted to ask about your facilities. Do you have a wheelchair ramp at the entrance?

John: What about the restrooms? Are they accessible?

6 Read the telephone conversation in Exercise 5 again and agree or disagree with the following statements.

1. John is calling to ask about the upcoming performances.
2. Ramps for easy access are available only at the front entrance.
3. Wheelchair spaces in the stalls provide a clear view of the stage.
4. Seats are available for those who accompany people with disabilities.
5. The restrooms are on the ground floor.
6. John is pleased with the available facilities.
7. The facilities make the theatre more inclusive and welcoming.
8. The facilities help create an environment where some people feel valued and included.

7 Match the parts to form collocations.

- | | |
|---------------|-------------|
| 1. remarkable | a. motto |
| 2. renowned | b. ending |
| 3. striking | c. novel |
| 4. surprising | d. premiere |



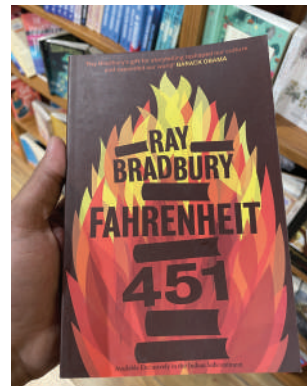
8 Fill in the missing collocations. Choose from the collocations in Exercise 7.

- The play had a _____, receiving a standing ovation from the audience.
- The director decided to adapt the _____ 'Fahrenheit 451' into a stage production.
- The _____ of the play, 'Where they burn books, they will burn people too,' left a lasting impression on the audience.
- The story had a _____ that completely changed the way I understood the main character's journey.

9 Complete the sentences with the missing verbs in the required form.

engage address face express

- The coach _____ high hopes for the team, believing they could win the championship this year.
- The documentary aims to _____ a serious problem: the effects of climate change on small islands.
- He found it hard to _____ in conversation with strangers, but he wanted to improve his social skills.
- Some students _____ challenges when adapting to a new academic environment.



10 Fill in prepositions.

- Emma:** Did you watch the play last night? It really seemed to resonate _____ the audience.
- Lina:** Yes, I did! I'm so proud _____ our local theatre for staging such a powerful performance.
- Emma:** Me too. It made me think about how much time we spend glued _____ our phones and forget the value of books.
- Lina:** Exactly. We should be more focused _____ meaningful stories and less on scrolling through social media.
- Emma:** Totally agree. Maybe we can start by reading the original novel together?

GRAMMAR

Relative Pronouns

Relative pronouns are used to introduce clauses that tell us more about people and things.

Relative Pronoun	Use	Example
Who	Refers to people (subject)	<i>The boy who won the race is my best friend.</i>
Whom	Refers to people (object)	<i>The person whom I spoke to was very kind.</i>
Whose	Shows possession (belonging)	<i>The girl whose book is missing is my sister.</i>

11 Fill in *who*, *whom* or *whose*.

- The man _____ name was Levi Strauss made the first jeans.
- She is the person _____ I admire a lot.
- Helen, _____ mother is French, speaks three languages.
- The actor _____ voice is in the animated film is well-known in the theatre world.
- They are the people _____ invited us to the movie premiere.
- She is the playwright _____ script won the award.
- They are the performers _____ costumes were designed by a famous artist.

Lesson

5

Together

LEAD-IN

- Can you think of a time when you judged someone based on differences?
- What changed your perspective?



LISTENING AND VOCABULARY

1 Watch the video *Don't put people in boxes* and take notes. Order the groups of people as mentioned in the video.

- | | |
|---------------------------------------|--|
| _____ People who feel lonely | _____ People whose team won the championship |
| _____ The person who is never on time | _____ People who have bullied others |
| _____ People who have been bullied | _____ The class clown |
| _____ People who beat cancer | _____ People who are madly in love |
| _____ People with tattoos | _____ People who have overcome great adversity |

2 In groups, discuss which groups you belong to or identify with. Say why you identify with them.

3 Complete the sentences with a word from the word cloud.

1. Many disabled people face d_____ at work.
2. Social a_____ is important for most young people.
3. The internet promotes the social i_____ of people with disabilities.
4. She was very s_____ during my father's illness.
5. It's important to challenge the s_____ that all teenagers are irresponsible.
6. The teacher made sure the competition was f_____ by giving everyone the same amount of time to complete the task.



4 Match the less inclusive words with more inclusive ones.

Less inclusive	More inclusive
housewife	server
the handicapped/ the disabled	firefighter
fireman	police officer
waiter/waitress	humankind
policeman	homemaker
salesman/saleswoman	person with a disability
mankind	salesperson

5 In the following sentences, substitute the less inclusive words with more inclusive ones.

1. The **disabled** need ramps to enter the building easily.
2. The **waiter** was very polite to the customers.
3. They are organizing a program for **handicapped children** to learn new skills.
4. The **firemen** arrived quickly to help put out the fire.
5. She chose to be a **housewife** to focus on her family and household responsibilities.
6. The **policeman** helped the man in a wheelchair cross the street.
7. **Mankind** has made great progress in technology over the last century.
8. The **saleswoman** explained the features of the phone to the customer.



SPEAKING

6 Discuss the following questions in small groups.

1. What problem does each person face?
2. What barriers (physical, social or economic) prevent them from being included?
3. Are these problems caused by lack of awareness, resources or prejudice?
4. What can schools, workplaces, neighborhoods, or communities do to make sure everyone feels included?



1. Sarah uses a wheelchair, and often cannot see a film at the cinema or go to a café because the entrances have no ramps, just stairs.
2. Nobody wants to have Maria in their group projects at school because she belongs to a national minority.
3. Isabel wants a promotion at work, but her boss chooses only men without asking women if they are interested.
4. A new family moves to the neighborhood, but no one invites them to local events because they come from another country.
5. Paul cannot join a football club because the membership fee is too expensive for his family to pay.

7 Replace the underlined parts with the phrases below.

break down barriers celebrating differences
a sense of belonging treat everyone with dignity
create an inclusive environment

1. Volunteering at the shelter gave him the joy of feeling part of a group or community he had been searching for.
2. Open communication and mutual respect can help remove obstacles that prevent inclusion when dealing with different cultures.
3. It's important to show respect to all individuals, regardless of their background or circumstances.
4. Appreciating and valuing diversity allows us to learn from one another and build a stronger, more inclusive community.
5. To make a space where everyone feels welcome, we must ensure that everyone is valued and respected, regardless of their background.

READING

9 Read the conversation and answer the questions that follow.

- Liam:** I can't believe our exchange year is already over. It flew by!
- Ryan:** You are right. One of the most surprising things I enjoyed was how many cultural similarities we share despite the differences. Whether it was love for football or sharing stories about life back home, I realized how much we all have in common.
- Liam:** London is fantastic; it is an amazing city which celebrates differences. I felt like no matter who you were or where you came from, there was always a space for you.
- Mia:** Totally agree, mate. I was worried at first because, you know, a different culture and all. But it didn't matter that I was this down-to-earth Australian who kept saying "g'day" all the time. People just welcomed me, quirks and all.
- Lina:** I felt the same. Back home in Moldova, I've never been in such a diverse environment. It was amazing to meet people from all over the world and still feel like I belonged. Even with my accent or when I struggled to find the right words, everyone treated me with dignity.
- Esme:** Aye, that's London! It's like a patchwork quilt - everyone's different, but it all fits together somehow. I loved how people were curious about my Scottish roots, but they didn't stereotype me. It was a sincere interest.
- Ryan:** Exactly, Esme! I felt the same way. Coming from Northern Ireland, I feared my identity would be hard to accept, but it was so nice to just be myself without being judged. Inclusion isn't just a word here - it is something people truly live every day.
- Adam:** I noticed that too. When we worked in groups, everyone's ideas were valued. It didn't matter if you were from the U.S., Moldova, or wherever. It was all about what you brought to the table.

8 Fill in the missing verbs. In small groups, ask and answer the questions.

1. What are some ways we can _____ down barriers between people from different cultures or backgrounds?
2. Why is it important to _____ differences in a community?
3. In what ways can the internet _____ a sense of belonging to people who feel isolated?
4. What are some actions we can take to _____ an inclusive environment at school?
5. Do you think it is possible to _____ everyone with dignity in every situation? Why or why not?



Grace: And let me just say, the food scene was absolutely amazing! We managed to try all those cuisines and heard so many stories behind them - that's inclusion too, don't you think?

Adam: Absolutely. When Lina cooked mamaliga and fish, it was so different from our fish and chips, you know. But it was delicious!

Lina: Thank you, Adam. I'll never forget the Indian curry night we had or the Irish breakfast place we went to. Food really brought us together.

Esme: And the music! Remember that pub with the open mic nights? One night it was Scottish folk, the next was Moldovan *Zdop și Zdup*, and then someone was rapping about life in London.

Liam: Let's try this one together: Yo, life in London, it's a world on its own,

Chorus: A city of hustle, where ambition is grown.
Big Ben ticking, Tower Bridge in the light,
From the Tube to the Thames, it's a beautiful sight.

Streets filled with cultures, a melting pot vibe,
East End markets, West End pride.
Fish and chips, curry spice, tea in the rain,
Every borough's got a flavor, never feels the same.



1. What topic do the students discuss?
2. What memories stand out from their year in London as exchange students?
3. How did London welcome them?
4. What experience do they value the most from their time in London?
5. What lesson about inclusion did they learn from their year in London?

GRAMMAR

Interrogative adjectives

Interrogative adjectives are used to ask questions about specific things in a sentence.
*Which **book** would you like to read?*
*Which **one** would you like to read?*
*Whose **painting** do you like most?*

Interrogative pronouns

Interrogative pronouns are used to *replace* nouns in sentences. They ask **who** or **what** is doing something or is described.
What is love? Who took the picture?
Whom (Who) will you help?

10 Fill in the required interrogative adjectives.

1. _____ car do you like more, the red or the blue one?
2. _____ dress do you like more, Gail's or Elaine's?
3. _____ ice-cream is your favourite, chocolate or vanilla?
4. _____ advice shall I follow, my sister's or my brother's?
5. _____ of them will you choose?
6. _____ story is the most interesting?
7. _____ of these balls will you take?

11 Fill in the required interrogative pronouns.

1. _____ wrote *The Moon and Sixpence*?
2. _____ did you speak to?
3. _____ do you know about it?
4. _____ will you invite?
5. _____ is that man?
6. _____ did you tell them about me?
7. _____ did you show these pictures?
8. _____ is responsible for organizing the event?
9. _____ are the main challenges facing the community today?

Lesson

6

Test Time

1 Read and mark the following as beneficial (✓) or challenging (X), like in the examples.

Social media can:

- ✓ help teenagers learn about different cultures, ideas, and information;
- X make teenagers feel isolated and lonely;
- teach teenagers about world news and trends;
- lead to cyberbullying and online risks;
- develop teenagers' skills necessary to navigate the media better;

- cause stress, anxiety, and sadness;
- help teenagers see the world in new ways and care about others.
- encourage teenagers to take action and be more responsible;
- cause health problems (mental, physical and emotional);
- make school performance worse.

2 Match the adjectives to the right prepositions. Make up sentences with these collocations.

tired	from
addicted	on
associated	in
stressed	to
different	about
focused	with
interested	of

3 Some of your classmates have become addicted to screens and have serious problems. Advise them what to do. Use *must*, *mustn't*, *should* or *shouldn't*.

Anna: I am worried as I can't focus on anything for a long time.

Vicky: I wonder why I cannot do my home assignment effectively.

Mary: My mum complains that I have become very irresponsible.

Andy: I feel I have become a victim of cyber bullying.

Pete: My parents are angry because I seldom communicate with them.

Olga: I often have headaches.

David: I started to have problems with my sleep.

4 Fill in the interrogative pronouns *Who*, *Whom*, *What* and the interrogative adjectives *Which* and *Whose*.

1. _____ is going on the excursion?
2. _____ are you going to invite to your party?
3. _____ book is best for beginners?
4. _____ is your favourite movie?
5. _____ did you help?
6. _____ idea was it to visit them today?
7. _____ colour do you prefer for the walls in your room?
8. _____ hat is this?

5 Fill in *whose* or *whom* to complete the relative clauses.

1. The director, _____ films explore psychological thrillers, is known for his storytelling style.
2. Nicole Kidman, _____ I admire, won an award for her performance in the latest film.
3. The writer, _____ novel was adapted into a film, attended the premiere.
4. The director, _____ I met at the film festival, is working on a new project.
5. The actor, _____ talent is widely recognized, spent months preparing for his role in the movie.
6. The film critic, _____ many filmmakers respect for his honest reviews, praised the film.

Self-assessment

Task 1 (8p.) | Task 2 (14p.) | Task 3 (7p.) |
Task 4 (8p.) | Task 5 (6p.)

- I can evaluate the benefits and dangers of social media when reading about them in English.
- I can write sentences with adjectives and the right prepositions.
- I can give advice and recommendations using correct modal verbs.
- I can use interrogative pronouns and adjectives correctly.
- I can use the right relative pronouns in sentences.

☐ Excellent ☐ Good ☐ Average ☐ Poor

Project ideas

Idea 1: Create a captivating tourist brochure

Reflect: Is there an amusement park in your city/town/country? Does it have a theme? What can people do there?

Create: a. Create a tourist brochure to advertise a theme/amusement park in your community.
b. Create a tourist brochure to advertise a theme/amusement park you have been to.

Idea 2: Create your family profile

Reflect: Do you know when and where your parents and grandparents were born? When and where did they meet? What were some difficult moments in their lives? What or who makes you proud when you think of your family? Are there any family traditions you would like to carry on in your own family?

Create: Create your family profile. It can be in the form of a poster, a scrapbook, a photo collage, a comic strip, etc. Include information about your family's roots, traditions, memorable events, and more. Be sure to give your profile a title that reflects its content.

Idea 3: Create an English version of your school website

Reflect: Does your school have a current website? What language is it in? What are its sections? Which sections, in your opinion, should be translated? Do you like the design of the current web pages? What would you like to change?

Create: Using a website builder (e.g., Wix, WordPress, Google Sites), create the English version of your school's web pages. You may choose to create a webpage for a club you attend.

Idea 4: Create a flyer for a tourist destination

Reflect: Where do you live? What landmarks can you identify in your area? What activities might tourists find interesting (e.g., hiking trails, historical sites, festivals, exploring local foods)?

Create: Using tools like Canva or PowerPoint, create a digital flyer for a new tourist destination in your area. Add travel tips, such as the best time to visit, accommodation options, or transportation details. You may create a handmade version with markers and coloured paper. Make your flyer visually engaging!

Idea 5: Plan a Diversity Awareness Campaign

Reflect: Does diversity exist in your school/community? Are there people from different nationalities or cultural backgrounds? Are there persons with disabilities? What is your attitude towards them? How do you think they perceive you? What can you learn from each other's differences?

Create: Plan your campaign by including diverse activities aimed at raising awareness about the role of diversity in creating an inclusive and respectful environment. It can be a *Talent Show*, a *Cultural Food Festival*, or a *Folk Costume Festival*.

Transcripts

Unit 1

Lesson 1

5. Listen to your new friends describing themselves. Complete the table below.

I come from Scotland. I have long, curly, red hair. My eyebrows are red too, just imagine! I've got freckles but I don't mind them.

I'm from England. I am tall and athletic. I have got an oval face and a short flat nose. My skin is dark, my hair is black and I like to wear it in a cornrow hairstyle.

I'm from the U.S. I am of average height. I have short black hair, wide-set eyes and thick dark eyebrows.

I come from Australia. I am a bit plump. I have a round face and green eyes. I have long straight hair with a thick fringe. My nose is sharp and turned up a little.

I come from the U.S.A. I am not very tall and I'm quite slim. I have long, straight dark hair. I have brown eyes, a sharp straight nose and thin eyebrows.

I am from Northern Ireland, which is in the UK. I am quite tall, I have got brown hair, narrow eyes and a snub nose.

My name is Lina and I am from Moldova. I am rather tall and I have got long dark hair and beautiful black eyes.

Lesson 2

1. Listen and select which ideas about a healthy lifestyle belong to Adam and which belong to Grace:

Grace: Adam, there is so much talk about the importance of a healthy lifestyle. What is a healthy lifestyle to you?

Adam: Well, to me it is the balance between everything that makes my life colourful. It is my schedule, my hobbies, the food I choose to eat and even the people I choose for friends.

Grace: Oh, what do you mean? I thought it was about keeping to a diet and exercising.

Adam: That's what many people think, and, in my opinion, it is a big problem. A healthy lifestyle is a way of living, our habits that help us to stay healthy, both physically and emotionally.

Lesson 3

2. Listen and tick the options that explain the meaning of a foodie.

Esme: Lina, are you a foodie?

Lina: What is a "foodie", Esme?

Esme: Well, I would say it is someone who has a strong interest in food. They like preparing it as well as eating it. They like using good ingredients and they probably avoid eating fast food.

Mia: I think that people who say they are "foodies" may not actually know much about food. They buy books, watch cookery videos and cook just a little bit.

Grace: In the U.S., being a "foodie" means you like to try new foods and you want to learn more about the origins of foods. According to a recent study, fifty-six percent of Americans reported that learning about the history and origins of certain foods actually helps them enjoy it more.

Lina: So, a "foodie" is a person who has a strong interest in food and who eats food not only out of hunger but also out of curiosity.

Ryan: And they also share their culinary discoveries through social media or blogs. By the way, has anyone of you here ever tried "barmbrack"?

13. Listen and check. Role-play the dialogue. You can change the food you order.

Waiter: Hello! Are you ready to order?

Grace: Yes, please. I'll have a hamburger, please.

Adam: And I'd like fish and chips, please.

Waiter: Great choices! Would you like anything else?

Grace: I'd like green tea, please.

Adam: I'll just have sparkling water, please.

Waiter: Alright. I'll be right back with your drinks and food.

(After some time...)

Waiter: Here's your hamburger and fish and chips. Would you like some ice cream for dessert?

Grace: No, thank you. I'm full.

Adam: Yes, please! I'd love some ice cream.

Waiter: Sure thing. I'll bring that for you.

(Later, after finishing the meal...)

Grace: Could we have the bill, please?

Waiter: Certainly. I'll bring it to you right away.

Adam: Thank you for everything!

Waiter: You're welcome. Have a great day!

Lesson 4

3. Listen and take notes. Then answer the questions.

Mia: Grace, what's your idea of an ideal job?

Grace: Well, it's difficult to say now. But I know for sure I want a full-time job where I can make good money and help a lot of people. And I wouldn't like a job with too much responsibility.

Mia: I would like to have a part-time job with flexible working hours. No matter what I do, I want to have as much free time as possible. And no desk job for me, I hate sitting in an office.

Adam: My father says an ideal job is the one you love. If you like your job, you are not really working, you're just having fun.

Mia: My father is a delivery driver and he loves his job. However, by the end of the day, he feels exhausted. I want something different.

Grace: I've heard that Netflix employs people called "taggers" to watch upcoming content and help tag it into proper categories. So you can make money from your sofa at home by watching Netflix movies or cartoons.

Mia: Oh, it sounds like the best job for me!

Lesson 5

4. Listen and take notes. Then answer the questions.

Liam: Do you sometimes go to theme or amusement parks, Adam?

Adam: Not very often, I'm not fond of rides with twists and turns and ups and downs. Why do you ask?

Liam: I love going to theme parks. I love the sensation and thrill of roller coasters and high-speed rides. I also love the colorful festival atmosphere, music, food and things to do. It makes me feel like a kid all over again.

Adam: Look here, we may plan a trip to the *Heights of Abraham*. It is located in the town of Matlock Bath on the edge of the Peak District National Park. We can get there by train.

Liam: Did you say the *Heights of Abraham*? Let me check it. It says here that it is one of the region's most popular visitor attractions since the 18th century! There's so much to see and to do there. Adam, you are my truest friend.

Adam: Thank you, Liam. Let us text our friends and plan the trip together.

Unit 2

Lesson 1

2. Listen to Lina and Grace talking about their families and answer the questions.

Lina: My family lives in a large house in a beautiful village in Moldova. I have an elder sister, Lily. She's married and she has a cute five-year-old daughter. I don't have brothers, though, but I am on good terms with my two cousins, Luca and Nelu. They are both married and they have children. Luca's daughter is four and Nelu's son is only nine months old. My grandparents don't live with us, but they live in the same village. We like to come to their house and celebrate family and community events together. We often share family stories and watch films together. I video chat with them every weekend now, as I miss them a lot.

Grace: I am so lucky to have a big and friendly family. I have neither brothers nor sisters, but I have three fantastic cousins. They are my mother's niece and nephews. Greg is the eldest; he is 32. He is married and has a cute five-year-old son. Emily is 30 and she has a daughter. Alex is 29, he is married but has no children yet. I have four grandparents and they are all fantastic. We often get together for a barbecue and a nice chat. We like playing outdoor games in good sunny weather or board games when it rains.

4. Listen and tick the correct option. Then read the Info note and say if families in the US used to live closer to each other.

Ryan: Do you have grandparents, Liam?

Liam: Yes, I do. I have one grandmother, my father's mother, and one grandfather, who is my mother's father. I love them, but I have never spent much time with them because they live in different states that are too far away from us. I video chat with them about once a week.

Ryan: Is it common for US families to live miles away from each other?

Liam: Probably not. According to a 2019 study, about three in four American adults live within 30 miles of their nearest parent or adult child. Only about seven percent have someone from their family 500 or more miles away.

Lesson 2

1. Listen and take notes. Then complete the sentences.

Adam: Look, Ryan, are you free next weekend? There's a football match between Liverpool and Newcastle United. Would you like to come?

Ryan: Sounds great. What day is it? Is it on Saturday?

Adam: No, it's on Friday night, at 7 p.m. on the central city stadium. I have already got three tickets.

Ryan: Sorry, I can't make it on Friday. I am busy.

Adam: Are you? I didn't know you got a job.

Ryan: It's not a job, it's family. We always get together on the third Friday of the month and spend the evening watching a new movie. It's one of our family traditions.

Adam: You can break the tradition, just once. The football game is going to be fantastic.

Ryan: I'm really sorry, Adam, but I can't. This is our family time, and I don't want to miss it.

Adam: Why are family traditions so important to you?

Ryan: Well, as I said, we spend time together, we learn about each other, we understand better who we are. When I am with my family I feel safe, I know they will never let me down.

Lesson 3

1. Listen and take notes. Then answer the questions.

Grace: Did you watch the 2024 Olympic Games in Paris?

Lina: Sure, I did. I always watch the opening and closing ceremonies of the Olympics. It's kind of family tradition. And I follow the sports competitions I like most. What about you?

Grace: I love watching the Olympics too. I think they are important for every country because it's a period when we can watch the best athletes of our country compete in all sorts of sports: surfing, swimming, wrestling, water polo, gymnastics and others.

Lina: Yes, and it's the time to cheer on our national fellow team members. I am so proud of the team that represented Moldova this year. For the first time in the history of our country, wrestler Anastasia Nichita won the silver medal.

Grace: Oh, congratulations! I am proud of our women's foil fencing team who became the first American team, male or female, to win a gold medal in the team competition.

Lesson 4

2. Listen to people describing their dream houses and complete the chart.

A: My dream home would be large, airy, near the water, preferably in a warm climate.

B: It'll be a small house in the mountains by the lake with a modern kitchen.

C: I already live in a dream house. It is quite large, has plenty of rooms and a beautiful yard.

D: Oh, that's easy. My dream house would be in the countryside, there would be enough room for everyone, three bedrooms, two baths, a front lawn, a backyard, a pool.

E: My dream house would be a two-bedroom cottage by the sea.

F: My dream house would be a big apartment in New York City on 57th Street with glass and a view of Central Park.

Lesson 5

2. Listen and decide if the following statements are true or false.

Adam: Hi, Mia. How is it going?

Mia: Hi, Adam. Not bad. I have just finished reading a great book.

Adam: Oh, what was it?

Mia: It's called *The Nightingale* by Kristin Hannah. It's a historical fiction set during World War II. It is a heartbreaking novel that celebrates the resilience of the human spirit and the durability of women.

Adam: That sounds interesting. I'll recommend it to my sister.

Mia: You can read it yourself, you are sure to like it.

Adam: I'm afraid, it is not my favourite genre. I like science fiction. I am reading a captivating book at the moment. It's called *The Year of Sharing* by Harry Gilbert.

Mia: What is the book about?

Adam: It is about a young man who becomes bored with the quiet life in his village. He thinks life is too slow and uneventful. But as he turns twelve, he has to do his Year of Sharing and learn to live with the animals in the wild. That's where the book becomes really fascinating.

Mia: I'm not a fan of science fiction, but I'd love to read this book too.

Adam: Sure, you can download it or read it online. We can make a joint presentation for the World Book Day reading contest.

Mia: Great idea!

Unit 3

Lesson 1

2. Listen and tick what Esme and Lina like about their new school.

Esme: Have you managed to adjust to the new school, Lina?

Lina: I think I have. Initially, I felt a bit scared because I chose to study in a new school in a foreign country. I worried that the teachers would be too strict and I was not confident that my English was good enough. What about you?

Esme: It was a tough time for me as well. Fortunately, there are many afterschool events for us to participate in, so many that it was not easy for me to decide which one to choose. They help students get better acquainted with each other. So, I easily made new friends. You should also choose something interesting for yourself. Have you had any difficulty because of your English?

Lina: No, my classmates have been so helpful and understanding. Our English teacher has been very patient. He's recommended some books for me to read and I should go to the library to borrow them as soon as possible. Anyway, I do feel more confident about speaking in class now.

Lesson 2

1. Listen to three conversations and answer the questions.

1. Lina: Hi, Adam. Are you working on your project?

Adam: Hello, Lina. No, I'm not. I volunteered to work here today. I am in charge of keeping order here, so I'm placing these books back on the shelves. Are you looking for any books?

Lina: I have chosen a few books. Unfortunately, I can check out only one book today. I have already borrowed four books, and the limit is five.

2. Esme: Hi, Ryan.

Ryan: Oh, hi, Esme. The hall is so noisy during the breaks, I did not hear you calling.

Esme: That's fine. Where are you going?

Ryan: I'm going to the canteen. I hope to find Adam there. I want to talk to him about the history project. We should start soon if we don't want to be late.

Esme: I think he's in the library now. He volunteers every Tuesday.

Ryan: I hope he'll find time to look for interesting facts for our project.

3. Liam: Are you crying? Mia, what's going on?

Mia: I just got the result of the math test.

Liam: Is it that bad?

Mia: It is. I totally flunked it. The problems on the test were very difficult. I put tons of effort into understanding the concepts and I practiced hours and hours.

Liam: I think I can help you to catch up on math. But first, let us take a snack. Two doughnuts and two colas, please.

Lesson 3

2. Listen to the description of the building in the picture and take notes.

Then correct the statements.

The Aeres University of Applied Sciences Almere might look like something out of a sci-fi movie about the future. This modern building in the Netherlands has a unique, eco-friendly design. The green roof is designed to collect rainwater for the growing plants and it helps support the environment. The lower part of the building is sleek, with large glass windows that allow natural light to enter. The green walls are plants that grow and form sort of a living lab. Students can research urban food supplies. The exterior of the building has a smart skin. The solar panels on the roof generate energy and protect students from the sun while they are out. This type of architecture is sustainable, using plants to protect the building from direct sunlight, reduce energy consumption, and improve air quality.

Lesson 4

2. Listen and check. Take notes, then continue the sentences.

A: I joined the student council primarily because I wanted to make a difference in our school. I am a determined person. I understand my preferences and the needs of my fellow students. As deputy chairperson of the student council, I help the chairperson prepare the agenda and the meeting. We communicate with fellow council members, the school principal, teachers and parents to solve problems related to school life and students. I believe that together we have great power to create that meaningful change.

B: I joined the student council because it allows me to voice my views and suggest solutions to issues I don't like about the school, such as the amount of homework or the unruly behavior of some students during lessons. I represent the voice of my class and I can ask to include certain questions in the agenda of the student council meeting. It's so important that we can discuss any issue and make decisions through voting.

C: As the Treasurer of the student council, my role involves assessing whether we have the funds for any requests. Before we make a decision, we need to conduct research and calculate the benefits and risks of using the school's money. I also keep financial records and report at each meeting.

D: As the chairperson of the student council, my job is to oversee the meetings, to maintain the order in the meeting. I organize the agenda and make sure that it is followed. I also make sure everyone has a fair chance to speak and the meeting goes according to the plan.

Lesson 5

2. Listen and take notes. Answer the following question tags.

Adam: Ryan, if you could change one thing about our school, what would it be?

Ryan: Hmm, that's a good question, isn't it? I think I'd change the lunch options. We don't have enough healthy choices, and it would be nice to have more fruits and vegetables on the menu. How about you?

Adam: Yeah, that's a great idea! As for me, school starts too early, doesn't it? I'm not a morning person, so starting an hour later will help a lot of students focus better, won't it?

Ryan: Oh, definitely! It's difficult for me to wake up early too. Most students prefer to have a later start, don't they? Also, I think we should have more creative classes, like photography or music production. It will make school more interesting.

Adam: I agree! It is not a bad idea to have more interactive lessons. Plus, all kinds of student events, like cultural festivals or talent shows, usually make school more fun.

Ryan: That's true. This helps students bond more, doesn't it? It won't be bad to bring some of these ideas to the student council, will it?

Adam: For sure! These changes will improve the school for everyone, won't they?

Unit 4

Lesson 1

2. Listen and take notes. Then complete the sentences.

The Earth is unique among the planets of the solar system because it is the only planet that has liquid water on its surface. The Earth is about 150 million kilometers away from the sun, which keeps it at just the right temperature to have liquid water, and it has a lot of water! More than 70% of the Earth's surface is covered by oceans. The Earth is sometimes called the 'blue planet' because it has so much water on it. Liquid water is what allows life to exist on Earth. Earth's atmosphere, mostly made of nitrogen and oxygen, is another important feature. It allows us to breathe and helps keep the earth warm by acting like a

blanket to hold in the sun's heat. Moreover, the atmosphere protects the Earth from harmful radiation from the Sun, and also from meteors. Anything falling to the Earth from space is rubbed against the gases in the atmosphere until they burn. Most things burn up completely before they reach the surface, but even anything that makes it through is much smaller by the time it hits the ground.

Lesson 2

3. Listen and take notes. Then select the sentences that describe the Grand Canyon in the USA.

The Grand Canyon is in northern Arizona, in the United States. It is one of the most beautiful natural wonders in the world. The canyon is about 277 miles (446 km) long and is over a mile (1.6 km) deep in some places, making it very deep. It is also 18 miles (29 km) wide in some areas, with steep cliffs and interesting rock shapes.

The canyon has many layers of rock that show nearly two billion years of history. The rocks are different colours, like red, orange, yellow, and brown. The colours change during the day, especially at sunrise and sunset, when they look very bright.

The Colorado River flows at the bottom of the canyon. It has carved out the canyon over millions of years and continues to shape it today. The Grand Canyon has many types of plants and animals. The North Rim is higher and cooler, with forests of pine trees. The South Rim is lower and has desert plants like sagebrush and cacti.

Millions of people visit the Grand Canyon every year. They come to hike on the trails, ride mules, or enjoy the view from the edge. The Grand Canyon's unique beauty and natural features make it a special place to see.

Lesson 3

1. Read and choose the best option for every sentence. Then listen and check.

Mia: Hi, Lina! I heard you're planning to go home for your winter vacation soon.

Lina: You are right. I miss my home country so much. Have you ever thought about visiting Moldova?

Mia: Actually, I haven't! I know a bit about some European countries, but I don't know much about Moldova. What's it like there?

Lina: Oh, you're missing out! Moldova is a small country that often goes unnoticed by tourists. However, it is full of surprises. It's not as famous as other places, but that's part of its charm. Moldova is much less crowded than typical European destinations, so you can experience nature in its most tranquil form. The landscape is incredibly diverse. There's everything from rolling hills and dense forests to peaceful rivers and ancient caves. Even though it is small, Moldova is home to some of the most beautiful nature reserves and parks. They look especially charming in spring and autumn, so these are ideal seasons to visit. There are a couple of places I think you'd love!

Lesson 4

4. Match the animal symbol to the name of the country. Then listen and check.

Grace: I have been thinking lately if every country has an animal symbol that represents its culture and values. For example, the bald eagle is our national animal in the United States. It's a symbol of freedom and strength.

Adam: In England, we have the lion, right? It's on the royal coat of arms, symbolizing bravery, nobility, and the monarchy's strength. What about Scotland?

Esme: Yes, we do have the lion too, but we also have the unicorn! It's a symbol of Scotland and appears on the Scottish coat of arms. It's a mythical animal, but still very important here. It symbolises purity, innocence and power.

Mia: Oh, that's cool! In Australia, we're known for the kangaroo. It's everywhere here, and it's even on the Australian coat of arms. It's a

symbol of movement because kangaroos can't walk backwards!

Lina: In Moldova, the aurochs is an old symbol of strength. It's a wild animal that doesn't exist anymore, but it's part of our history. Today, we also see the eagle as a symbol of strength.

Grace: It's amazing how animals and symbols can help us understand our history and culture.

Lesson 5

8. Listen to Adam, Esme, Mia, Grace, Ryan and Lina discussing the places they would like to include in their itinerary. Arrange the places in the order they are mentioned in the conversation.

Adam: Well, we have to choose the places we can visit during our trip. There are so many great options. What do you think?

Esme: It's tough! But I really want to visit Jane Austen's house. I love her books, and it would be amazing to see where she lived and wrote.

Mia: That sounds wonderful, Esme! But for me, I think I'd like to go to Marwell Zoo. I love animals, and I heard the zoo has some really cool species to see. It could be a fun day out.

Grace: Both sound great! But I'm leaning toward the National Motor Museum. I've always loved cars, especially classic ones. I think it would be a really interesting place to explore.

Ryan: Hmm, I think we should pick something for everyone, so I'm going to vote for Paultons Park, especially Peppa Pig World! It could be a lot of fun, and who knows, we might enjoy the rides more than we expect.

Lina: I'm all for Peppa Pig World! But I think Hurst Castle could be a great option too. It's got a lot of history, and the views there are probably amazing.

Adam: I see what you mean, Lina. Hurst Castle does sound pretty cool, but we cannot manage everywhere in only five days. Let us think if we can choose places where we can enjoy history and nature, and have some fun outdoor time.

Unit 5

Lesson 1

4. Listen to more information about the symbols and take notes. In pairs, ask and answer the following questions.

1. *Harvard University* is a representative symbol of education in the U.S. It was founded in 1636, making it one of the oldest universities in the country. Harvard has a strong reputation for its high academic standards. Several U.S. presidents, such as Barack Obama and George W. Bush, graduated from Harvard. The first woman President of Moldova, Maia Sandu, graduated from Harvard in 2010, earning a degree from the Kennedy School of Government.

2. *The White House* is a symbol of American government and democracy. It was built between 1792 and 1800 and John Adams was the first president to live and work there. During the War of 1812, British forces damaged the building and it was set on fire. To cover the burn marks, they decided then to paint the house white, which eventually became a lasting tradition. The choice of colour was not based on style, but rather on necessity.

3. *Uncle Sam* is a famous symbol of the United States. He usually appears as an older man with a white beard, wearing a top hat with stars and stripes. The name "Uncle Sam" comes from Samuel Wilson, a meatpacker from Troy, New York. During the War of 1812, Samuel Wilson sent barrels of meat to the U.S. Army. The barrels had the letters "U.S." on them, which stood for "United States." Soldiers jokingly started calling the meat "Uncle Sam's" and the name stuck. Over time, Uncle Sam became a symbol of a patriotic figure in American culture.

4. The *Native American symbol* represents important cultural values, such as honour and wisdom. Native American communities suffered significant hardships and injustices during the early years of colonization. Despite this, they maintained their traditions and spirituality. Today, these symbols stand as a bridge to reconciliation, as American society recognizes past wrongs and shows respect for Native American cultures. The growing awareness of these injustices helps foster respect and healing, acknowledging the ongoing contributions of Native Americans to society.

Lesson 2

2. Listen and check. Then answer the questions.

Esme: Scotland is all about stunning landscapes like the Highlands and Loch Ness where, as people say, the Loch Ness Monster lives. We also have amazing castles, like Edinburgh Castle, which sits on a big hill and has been there for centuries. Scotland gave the world great people like Robert Burns, the poet, and Alexander Fleming, who discovered penicillin.

Adam: England has so much history! In the Bronze Age, people built the famous Stonehenge, one of the most famous prehistoric monuments. The Royal Family has been part of England's culture and tradition for over a thousand years. England is the birthplace of William Shakespeare and the Beatles. It is also the home of football.

Ryan: In Northern Ireland, we're proud of our nature monument, the Giant's Causeway. It's made of strange-shaped rocks, and there's a fun legend about giants who built it. We also have a lot of music and poetry. For example, the tin whistle is a traditional instrument from Northern Ireland and a symbol of the country's musical culture. David Perry, the famous game developer who created Cool Spot, Aladdin, and Earthworm Jim, was born in Northern Ireland.

Grace: My great-grandparents were born in Wales, so I am close to this part of the UK. Wales is home to some of the most beautiful natural scenery in the UK, with mountains, beaches, and national parks. Snowdonia is just one example. In Wales, there are more castles per square mile than in any other country in Europe. Also, the Welsh are passionate about rugby, and the sport plays a huge role in bringing the country together, especially during international matches.

Lesson 3

2. Listen and take notes. Say what Mia, Lina and Liam like about London.

Mia: Living in London has been so much fun. I'm getting used to the Tube (though I still get lost sometimes), and I've already ticked off some touristy things, like visiting the London Eye and Buckingham Palace. But the best part? The food! I've never tried so much new stuff in my life. I really love fish and chips, but I'm all about Sunday roasts now.

Lina: When I'm not in school, I'm busy soaking in everything London has to offer. The public transport? A lifesaver. I've taken the Tube to places like the British Museum, Covent Garden, and obviously Platform 9¾ (yes, I'm that tourist). And don't get me started on the food. Fish and chips? Meh. But Percy Pigs? Obsessed.

Liam: Being in London has its own perks, too! We've taken class trips to museums, like the British Museum and the Science Museum, which are just a train ride away. Public transport is amazing - I can get anywhere on the Tube. Plus, my classmates constantly introduce me to British snacks (I'm obsessed with Jaffa Cakes now).

Lesson 4

3. Listen to two people sharing their impressions after visiting Maryborough. Take notes, then answer the questions.

A: If you're staying in Maryborough or just touring the town, be sure to stop by the Mary Poppins statue!

It's a fun spot for both children and adults, with plenty of

interesting information about P.L. Travers, the author of the Mary Poppins books. The Walt Disney film made her wealthy, but she was disappointed with some parts of the movie. P.L. Travers was a talented writer who moved to England when she was still young and rarely returned to Australia.

She drew inspiration from her own family experiences to create her characters. She never married.

B: We visited Maryborough, Queensland, for the Mary Poppins Festival and had a great time! There was fun, food, music, people in costume, chimney sweep races, a steam train ride, art, vintage cars, and much more — all in honour of P.L. Travers and her world-famous nanny. After the festival, we took photos with the Mary Poppins statue outside the Story Bank, which was once a real bank and also P.L. Travers' childhood home.

It's well worth a visit!

Lesson 5

2. Listen and check your answers in Exercise 1.

1. *The 4th of July* is a national holiday in the United States. It celebrates the adoption of the Declaration of Independence in 1776, when the 13 American colonies declared their independence from Great Britain. The 4th of July is a time for celebrating American freedom, history, and unity.

2. *Australia Day* is celebrated on January 26 each year. On this day in 1788, Captain Arthur Phillip, leading the First Fleet of British ships, arrived at Port Jackson. It is the national day of Australia and is celebrated with various events across the country, including parades, fireworks, concerts, and community festivals.

3. *Hogmanay* is the Scottish celebration of New Year's Eve, marked on December 31. It is a major holiday in Scotland, with festivities that include parties, fireworks, parades, and traditional songs. At midnight, people also sing *Auld Lang Syne*, a traditional Scottish song.

4. *Halloween* is celebrated on October 31 and is a fun, spooky holiday. Although it is mainly observed in the United States and Canada, Halloween has its roots in old Celtic traditions of the Welsh people, especially the festival of Samhain, which marked the end of the harvest and the start of winter.

5. *St. Patrick's Day* is celebrated on March 17 to honour St. Patrick, the patron saint of Ireland. The holiday originated in Ireland but is widely celebrated around the world, particularly in countries with large Irish communities, such as the United States, Canada, and Australia. The day is associated with the belief that St. Patrick drove all the snakes out of Ireland.

6. *Thanksgiving* is a national holiday celebrated in the United States on the fourth Thursday of November. It is a time for families and friends to gather and give thanks for the harvest and blessings of the past year. Thanksgiving has historical roots in the early colonial period, where it was a time to celebrate a successful harvest.

7. Many Christians around the world celebrate *Christmas* on December 25, marking the birth of Jesus Christ. In the USA and Australia, Santa Claus is a central figure who brings gifts to children while in the UK, children receive their treats from Father Christmas. Today, the holiday has spread beyond Christian communities and is celebrated by people from various cultural backgrounds.

5. Listen to the talk between Mia and Lina. What festivals do they want to attend?

Lina: Mia, is there a special event you would like to attend when you get home?

Mia: Definitely! I never miss the *Mary Poppins Festival*. It's an annual event held in my hometown, to celebrate the life and work of P.L. Travers and I hope I'll participate in it this year too. What about you?

Lina: I'd love to attend the *IA Mania Festival*, which celebrates traditional Moldovan culture, especially the beauty of the traditional Romanian and Moldovan blouse. It usually takes place around midsummer, so I hope I'll be home for it.

Mia: The *Mary Poppins Festival* is held during winter in Australia, usually in June or July.

Lina: That's funny. So, while it's winter in Australia, it's summer here in Europe. And you even celebrate Christmas in summer!

Mia: That's right!

Unit 6

Lesson 1

6. Listen to the audio and write the correct percentages.

Compare them with your guesses.

1. 71% of teens say social media helps them show their creative side.
2. 45% feel overwhelmed by online drama.
3. 37% feel pressure to post content that makes them look good to others.
4. 69% believe social media helps them interact with a more diverse group of people.
5. 26% feel worse about their own lives because of social media.
6. 81% feel more connected to their friends through social media.

Lesson 2

6. Listen to the advice given by experts for each case. Take notes and match the advice to the correct person.

1. **(Kate)** First, you need to sit down with your parents and have an open conversation. You may think that you can balance your screen time on your own, but you may be wrong. Allow your parents to help you. Work together to create a daily routine that includes time for screen use, but also encourages other activities like going outside, exercising, or spending time with family. Having a clear structure can help you feel less anxious and more in control. If you stick to the agreed terms, your parents will trust you more and you will build a more positive, friendlier relationship.

2. **(Steve)** You should calmly discuss the issue with your mom. Be honest and explain what you use your phone for. When she sees you use it to learn new skills or find recipes for cooking, she may understand that not all screen time is harmful. Share some of the websites you find interesting and useful. Your mom will have more confidence if she sees clear evidence that you use your phone for necessary purposes. Also, be mindful of her concerns. She wants to be sure that you are aware of the risks and that you can manage your screen time responsibly.

3. **(Helen)** Many parents find it hard to balance giving their teens freedom and controlling their screen time. First, it's important to recognize that devices are a significant part of your children's lives, especially as they grow older. Have open discussions about the benefits and potential risks of screen time. It may help to work together with your kids to set screen time limits that work for everyone. Encourage them to balance screen time with physical activity, family time, and hobbies. Additionally, plan activities that don't involve screens, where you can participate together. Family outings, cooking together, or playing board games can make connections stronger and reduce reliance on devices.

Lesson 3

8. Listen to Grace and Esme and disagree with the following.

Esme: I'm so tired of studying, Grace. Let's do something different.

Grace: Me too. Why don't we go to the cinema?

Esme: I'd love to. I haven't been to a film for ages! What's on this week?

Grace: I have no idea, but I may google and see what's playing.

Esme: Good idea! And I'll text our friends to let them know about our plans.

Lesson 4

5. Match the lines of the phone conversation. Listen and check.

Staff Member: Good afternoon! How can I help you?

John: Hi, I'd like to book a ticket for an upcoming performance. I have a disability, and I wanted to ask about your facilities. Do you have a wheelchair ramp at the entrance?

Staff Member: Yes, we do! The front and side entrances have ramps for easy access, so you can enter the building without any trouble.

John: Is there a parking area close to the entrance for people with disabilities?

Staff Member: Yes, we have a designated drop-off area right by the main entrance, and accessible parking spaces are located nearby for your convenience.

John: Are there accessible seats available in the stalls?

Staff Member: Absolutely! We have several wheelchair spaces in the stalls with clear views of the stage. They're also designed to include companion seating right next to them.

John: What about the restrooms? Are they accessible?

Staff Member: Yes, we have accessible restrooms on every floor. They are equipped with handrails, wider doors, and enough space for wheelchairs to move comfortably.

John: Thanks, I feel much more comfortable knowing all of this. It sounds like everything is well thought out.

Staff Member: We're happy to make your experience as enjoyable as possible.

Lesson 5

1. Watch the video *Don't put people in boxes* and take notes. Order the groups of people as mentioned in the video.

It's so easy to place people in boxes. Drawing lines. Creating sides. There's us. And there's them. Those we feel comfortable around, and those we don't. There are those of us with many chapters. And those just starting their own story. There's the well-to-do. And those doing what they can. There are those who we share something with. And those we don't seem to share anything with. "Welcome and thank you for coming today guys. Today I'm gonna be conducting an experiment where I'll ask you a series of questions. Now these questions will be very personal questions. And for us to get a true result I need you to be completely honest with how you respond. The first question I have is who in here was the class clown? Who is never on time?" And then, there's us. We who have tattoos. We who feel lonely. We who have been bullied. We who have bullied others. We who are madly in love. We who have overcome great adversity. And there's the lucky ones whose team won the championship this year. We who beat cancer. And then... There's all of us. Who are created in the image of God. And as one body, we stand together. United as one. Under His grace.

